

Houghton Mifflin Go Math Kindergarten Workbook

Teaching Powerful Problem-Solving in MathLessons Learned From Research on Mathematics CurriculumNumber Sense RoutinesLanguage and Literacy ConnectionsEmpowering Teachers for Equitable and Sustainable EducationGo Math!, Grade 6Houghton Mifflin Math Central: Student textGo Math!Beyond the BellsGo Math! Chapter Resource Blackline Master Collection Grade 1Houghton Mifflin Harcourt Go Math FloridaLearningHoughton Mifflin Harcourt Go Math FloridaIntermediate Algebra with ApplicationsGo Math! Chapter Resource Blackline Master Collection Grade KGo Math!El-Hi Textbooks and Serials in PrintHoughton Mifflin Harcourt Go Math! FloridaGo Math! Chapter Resource Blackline Master Collection Grade 3The Arithmetic Teacher Catherine C. Lewis Denisse R. Thompson Jessica Shumway Geraldine P. Wallach Maria Teresa Tatto Houghton Mifflin Harcourt Houghton Mifflin Company Houghton Mifflin Harcourt Richard N. Aufmann Houghton Mifflin Harcourt Juli K. Dixon Houghton Mifflin Harcourt

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teaching powerful problem solving in math provides the first in depth portrait of schoolwide lesson study showing how u s teachers at several schools used

it to implement powerful problem based mathematics instruction students learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would by learning in this way students discover the power of their own thinking and gain confidence that extends well beyond mathematics this book introduces readers to urban elementary and k 8 schools where teachers have dramatically transformed math learning for teachers and for students readers will follow teachers as they transform instruction using schoolwide lesson study building powerful new ways for educators to learn from each other and practice innovative teaching techniques the authors use in depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on smarter balanced assessment from 15 to 56 extensive resources and links are provided to help readers understand and build on the work of these schools which is grounded in established principles of collective efficacy intrinsic motivation and learner agency for both students and teachers book features shows how teaching through problem solving can erase the achievement gap in mathematics learning provides the first in depth portrait of schoolwide lesson study showing how u s teachers at several schools build it and use it to transform teaching profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards uses photographs student work and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school s work to build problem solving provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons includes lesson plans photographs of board work student journals school newsletters self assessment rubrics and dozens of links to the resources needed to begin using teaching through problem solving and school wide lesson study provides long term teacher led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency

this volume focuses on lessons learned from conducting research on mathematics curriculum covering design development analysis implementation and classroom enactment it offers frameworks tools techniques and solutions to challenges with insights from international authors to strengthen the mathematics research community

following up her best selling book number sense routines building numerical

literacy every day in grades k 3 jessica shumway turns her focus to upper elementary classrooms number sense routines developing mathematical understanding every day in grades 3 5 is about tapping into every child s innate number sense and providing daily connected experiences that are responsive to children s learning needs consistent daily routines work adaptable to any curriculum shumway s 5 10 or 15 minute warm up routines are an easy and effective way to build and solidify students number sense foundations as a supplement to any program planning and facilitating your classroom no matter how familiar the routine shumway provides insight on how to keep daily warm ups fresh she reveals careful thinking and planning that goes into each routine and offers detailed vignettes and dialogues of how they unfold in real classrooms assessment strategies as students engage in the process each routine becomes an exciting opportunity to gain insight into where they are in their understanding and help students articulate their mathematical thinking identify big ideas not only will these math routines help develop students mathematical understanding as they move towards using standard algorithms but teachers will learn to better recognize the big ideas that emerge in discussions how to encourage important strategies based in number sense and how to facilitate conversations on key mathematical concepts these routines may appear in other places but i have never seen them written in such detail and with so many variations although she makes what she does sound easy we all know that teaching math well is anything but easy it is challenging and complex unpacking what students are saying helping them make connections not only to the math but to each other s ideas while simultaneously recording their ideas using mathematical models visuals or equations is no easy task jessica provides wonderful visuals examples of student work and so much more to help educators develop the tools they need to improve their practice and in so doing improve student learning from the foreword by math coach and consultant lucy west

language and literacy connections intervention for school age children and adolescents second edition takes readers on a path of knowledge steeped in principles and practical applications integrating language learning and disorders and literacy together in a coherent and cohesive narrative it covers the challenges facing school age students from early elementary levels through high school using past and current research and interventions from speech language pathology slp and reading and literacy arenas the authors present transcripts cases and detailed intervention sessions to provide a template for daily practice the text raises questions relating to why am i

doing this and provides some answers to this most complex yet basic question the text has four major goals 1 to encourage readers to evaluate past and current clinical and educational practices in language intervention at school age levels 2 to present intervention goals and activities that are theoretically sound but may require further research scrutiny 3 to explore aspects of curriculum relevant language intervention for students with language learning disabilities 4 to provide guidelines for school based practitioners that clarify how professionals with diverse backgrounds and roles share responsibility in language literacy and academic programming while taking a strong language language disorders perspective the text would be a useful resource for teachers and other specialists who share students with language learning disabilities lld with their school based speech language pathologists slps new to the second edition a new chapter application activities to stretch your knowledge includes problems with possible answers and rationales that review significant concepts in language and literacy with a focus on adolescents a roadmap to scenarios and reports and key information at the beginning of the text application activities in chapter 10 with icons that highlight easy access to key information and connections with understanding the whys key features questions at the beginning of each chapter that reflect concerns of slps and their teams projects and assignments that supplement and review the material examples of teaching modules with practical lesson plans that integrate the role of slps in interprofessional practices ipp while explicitly addressing the curriculum across a variety of subject areas

this groundbreaking book uses a comprehensive study of a novel master of education program to showcase how teachers can be engaged in authoritative equity based research using comparative education theory inquiry based pedagogy and the unesco sdgs as powerful frameworks by developing agency to advance culturally sustaining and humanizing practices it demonstrates how teachers can promote equity in their classrooms and communities the central premise of the program is that teachers must become comparative global and local action researchers to have agency in their practice and to become effective advocates for the cultural and learning needs of their students especially those in disadvantaged contexts or learning at the bottom of the pyramid by learning comparative framing and social science methods reviewing the literature to select verifiable educational research and developing and implementing a plan for action research this book offers new ideas for how teachers can effectively respond to recent

unesco calls to reimagine and create promising futures locally by providing formative and summative evidence of culturally and socially transformative learning and showcasing how teacher educators can engage teachers in authoritative justice inquiry based research this book will appeal to scholars faculty and researchers of comparative education and teacher education and development

a third grade mathematics curriculum based on the common core standards c 2010 and designed for use in florida schools

a fifth grade mathematics curriculum based on the common core standards c 2010 and designed for use in florida schools

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