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completes the
foundational knowledge
on algebra geometry ...

Adding It Up explores
how students in pre-K
through 8th grade learn
mathematics and
recommends how

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Teacher, curricula, and

teacher education

should change to

improve mathematics

learning during these

critical years. The

committee identifies

five interdependent

components of

mathematical

proficiency and

describes how students

develop this proficiency.

With examples and

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illustrations, the book
presents a portrait of
mathematics learning:

Research findings on
what children know
about numbers by the
time they arrive in pre-
K and the implications
for mathematics
instruction. Details on
the processes by which
students acquire
mathematical
proficiency with whole

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numbers, rational numbers, and integers, as well as beginning

algebra, geometry,

measurement, and

probability and

statistics. The

committee discusses

what is known from

research about teaching

for mathematics

proficiency, focusing on

the interactions between

teachers and students

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Teacher educational

materials and how
teachers develop

proficiency in teaching
mathematics.

McGraw-Hill My Math

develops conceptual

understanding,

computational

proficiency, and

mathematical literacy.

Students will learn,

practice, and apply

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Mathematics toward
becoming college and
career ready.

First released in the
Spring of 1999, *How
People Learn* has been
expanded to show how
the theories and insights
from the original book
can translate into actions
and practice, now
making a real
connection between

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classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling

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questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to

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Semesters 12

our understanding of what it means to know, from the neural

processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn.

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The book uses
exemplary teaching to
illustrate how

approaches based on

what we now know

result in in-depth

learning. This new

knowledge calls into

question concepts and

practices firmly

entrenched in our

current education

system. Topics include:

How learning actually

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Changes the physical

structure of the brain.

How existing

knowledge affects what

people notice and how

they learn. What the

thought processes of

experts tell us about

how to teach. The

amazing learning

potential of infants. The

relationship of

classroom learning and

everyday settings of

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community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Your students will develop a greater understanding of the math concepts required for mastery of the new NCTM Standards. Easy-to-follow instructions,

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fun-to-solve puzzles and riddles, and many self-checking activities make these books a hit in any middle school math class.

"Adopted by the California State Board of Education, March 2005"--Cover.

A thinking student is an engaged student

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Teachers often find it difficult to implement lessons that help

students go beyond rote memorization and repetitive calculations.

In fact, institutional norms and habits that permeate all classrooms can actually be enabling "non-thinking" student behavior. Sparked by observing teachers struggle to implement

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rich mathematics tasks

to engage students in
deep thinking, Peter

Liljedahl has translated
his 15 years of research
into this practical guide
on how to move toward
a thinking classroom.

Building Thinking
Classrooms in

Mathematics, Grades

K-12 helps teachers

implement 14 optimal
practices for thinking

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that create an ideal
setting for deep
mathematics learning to

occur. This guide

Provides the what, why,

and how of each

practice and answers

teachers' most

frequently asked

questions Includes

firsthand accounts of

how these practices

foster thinking through

teacher and student

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Teacher and student work samples Offers a plethora of macro moves, micro moves, and rich tasks to get started Organizes the 14 practices into four toolkits that can be implemented in order and built on throughout the year When combined, these unique research-based practices create the optimal

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Teachers for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms like never before.

Scott Foresman-
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