# **Common Misconceptions In Primary Maths**

common misconceptions in primary maths: Mathematical Misconceptions Anne D Cockburn, Graham Littler, 2008-11-19 How do children relate to numbers and mathematics? How can they be helped to understand and make sense of them? People are rarely ambivalent towards mathematics, having either a love or hate relationship with the subject, and our approach to it is influenced by a variety of factors. How we are taught mathematics as children plays a big role in our feelings towards it. Numbers play a large part in our lives, and it is therefore beneficial to inspire a positive attitude towards them at a young age. With contributors comprised of teachers, teacher educators, mathematicians and psychologists, Mathematical Misconceptions brings together information about pupils' work from four different countries, and looks at how children, from the ages of 3 - 11, think about numbers and use them. It explores the reasons for their successes, misunderstandings and misconceptions, while also broadening the reader's own mathematical knowledge. Chapters explore: - the seemingly paradoxical number zero - the concept of equality children's perceptions and misconceptions of adding, subtracting, multiplying and dividing - the learning process - the ways in which children acquire number concepts. This unique book will transform the way in which primary school teachers think about mathematics. Fascinating reading for anyone working with children of this age, it will be of particular interest to teachers, trainee teachers and teaching assistants. It will show them how to engage children in the mysteries and delights of numbers.

**common misconceptions in primary maths: Children's Errors in Mathematics** Doreen Drews, John Dudgeon, Alice Hansen, Fiona Lawton, Liz Surtees, 2005-07-07 This practical guide to children's common errors and misconceptions in mathematics is ideal for anyone training to teach 4-11 year old children and keen to gain a deeper understanding of the difficulties children encounter during their mathematical development. The book is structured around National Curriculum Attainment Targets, and deals with individual misconceptions, in each case providing a description of the error, and an explanation of why the error happens.

**common misconceptions in primary maths: Children's Errors in Mathematics** Alice Hansen, Doreen Drews, John Dudgeon, Fiona Lawton, Liz Surtees, 2014-06-23 This practical guide to children's common errors and misconceptions in mathematics is a popular planning tool for primary trainees. It supports a deeper understanding of the difficulties encountered in mathematical development. This third edition has been updated to link to the new National Curriculum. New for this edition is a chapter on addressing errors misconceptions which explores how errors can best be identified and countered. The text examines misconceptions individually and in each case provides a description of the error alongside an explanation of why the error happens. The text also considers the role of the teacher in understanding and addressing children's common mathematical misconceptions.

**common misconceptions in primary maths:** <u>Understanding and Teaching Primary</u> <u>Mathematics</u> Tony Cotton, 2014-04-29 How would you teach the concept of odd and even numbers to a child? What is the probability of throwing a three on a six-sided die? How could you help a child who is confusing ratio and proportion? By seamlessly combining subject knowledge and pedagogy, the second edition of Understanding and Teaching Primary Mathematics will not only build your own confidence in mathematics, but also equip you with the curriculum understanding and pedagogical know-how to excel at teaching maths to children of any age. Written in a clear and accessible way, the book guides you through the fundamental ideas which are at the heart of teaching and learning maths, with special focus on observation and assessment of primary and early years children. Hallmark features Links to the classroom and research are provided throughout to help you relate educational theory to your own teaching practice. Portfolio and audit tasks allow you to assess your own subject knowledge and build up a portfolio of evidence to gain Qualified Teacher Status. The accompanying extra resources offers topic-specific self-audits for you to monitor your progress, exemplar lesson plans, a range of Portfolio Tasks mapped directly to current teacher standards and web-links to up-to-date online resources. New to this edition Resource Inspiration boxes give inviting examples of different activities to do with your class to provide inspiration for your own teaching. High quality videos with corresponding discussion, have been expertly selected from Teachers TV help to widen your skills and develop your practice, offering tips, lesson ideas and classroom resources.

common misconceptions in primary maths: Tackling Misconceptions in Primary Mathematics Kieran Mackle, 2016-10-04 Did you know that a circle has more than one side? Are you aware of the difference between 1:2 and 1/2? Could you spot when a 2D shape is actually 3D? Tackling Misconceptions in Primary Mathematics is a practical guide based on the principles that sound subject knowledge is key to fostering understanding, and addressing misconceptions is central to pupil progress. With an emphasis on preventing as well as unpicking misconceptions in the classroom, it offers trainee and practising teachers clear explanations, practical strategies, and examples of the classroom language and dialogue that will help pupils successfully navigate tricky topics. The book demonstrates the importance of preventing misconceptions through what is said, done and presented to children, giving a variety of examples of common misconceptions and exploring how they can be addressed in a classroom environment. Proper intervention at the point of misconception is regarded as a key skill for any outstanding classroom practitioner and the author stresses the value in understanding how the pupil got there and explaining that it's okay to make mistakes. Misconceptions are only one step away from correctly formed concepts if harnessed with care and skill. This comprehensive text is designed to be read as either a short course introduction, or dipped into as a guide to assist teaching. It is essential reading for trainee primary school teachers on all routes to QTS, as well as mathematics subject leaders and practising teachers looking to inspire the next generation of confident and inquisitive mathematicians.

common misconceptions in primary maths: Children'S Mathematics 4-15: Learning From Errors And Misconceptions Ryan, Julie, Williams, Julian, 2007-04-01 This work uses data from the authors' own research on children's performance, errors and misconceptions across the mathematics curriculum. It develops concepts for teachers to use in organising their understanding and knowledge of children's mathematics, and concludes with theoretical accounts of learning and teaching.

common misconceptions in primary maths: Tackling Misconceptions in Primary Mathematics Kieran Mackle, 2016-10-04 Did you know that a circle has more than one side? Are you aware of the difference between 1:2 and 1/2? Could you spot when a 2D shape is actually 3D? Tackling Misconceptions in Primary Mathematics is a practical guide based on the principles that sound subject knowledge is key to fostering understanding, and addressing misconceptions is central to pupil progress. With an emphasis on preventing as well as unpicking misconceptions in the classroom, it offers trainee and practising teachers clear explanations, practical strategies, and examples of the classroom language and dialogue that will help pupils successfully navigate tricky topics. The book demonstrates the importance of preventing misconceptions through what is said, done and presented to children, giving a variety of examples of common misconceptions and exploring how they can be addressed in a classroom environment. Proper intervention at the point of misconception is regarded as a key skill for any outstanding classroom practitioner and the author stresses the value in understanding how the pupil got there and explaining that it's okay to make mistakes. Misconceptions are only one step away from correctly formed concepts if harnessed with care and skill. This comprehensive text is designed to be read as either a short course introduction, or dipped into as a guide to assist teaching. It is essential reading for trainee primary school teachers on all routes to QTS, as well as mathematics subject leaders and practising teachers looking to inspire the next generation of confident and inquisitive mathematicians.

common misconceptions in primary maths: Uncovering Student Thinking in Mathematics

Chervl M. Rose, Leslie Minton, Carolyn Arline, 2006-12-20 Uncovering Student Thinking in Mathematics shows us ways to listen and observe children and their mathematical understandings so we can find better ways to help them take their next learning steps. This book is a gift to educators who 'seek to understand before being understood.' - From the Foreword by Anne Davies A fresh and unique resource for mathematics teachers who recognize the importance of carefully establishing the starting points of instruction in terms of what students already know. The collection of assessment probes is inventive, engaging for students, and invaluable for teachers. —Richard H. Audet, Associate Professor, Roger Williams University Use formative assessment probes to take the guesswork out of mathematics instruction and improve learning! Students learn at varying rates, and if a misconception in mathematics develops early, it may be carried from year to year and obstruct a student's progress. To identify fallacies in students' preconceived ideas, Uncovering Student Thinking in Mathematics offers educators a powerful diagnostic technique in the form of field-tested assessment probes-brief, easily administered activities to determine students' thinking on core mathematical concepts. Designed to question students' conceptual knowledge and reveal common understandings and misunderstandings, the probes generate targeted information for modifying mathematics instruction, allowing teachers to build on students' existing knowledge and individually address their identified difficulties. Linked to National Council of Teachers of Mathematics standards, this invaluable handbook assists educators with: 25 ready-to-use mathematical probes Teacher guides for implementing each probe at any grade level Examples of typical obstacles and faulty thinking demonstrated by students This rich resource combines standards, educational research findings, and practical craft knowledge to help teachers deliver informed instruction that strengthens all students' learning and achievement in mathematics.

**common misconceptions in primary maths:** *Errors and Misconceptions in Maths at Key Stage 2* Mike Spooner, 2002 First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

**common misconceptions in primary maths: Mathematics Inside the Black Box** Dylan Wiliam, King's College (London, England). Dept. of Education and Professional Studies, 2006

**common misconceptions in primary maths: Children's Errors in Mathematics** Alice Hansen, 2011-02-01 This practical guide to children's common errors and misconceptions in mathematics is ideal for primary trainees, helping them gain a deeper understanding of the difficulties encountered in mathematical development. This Second Edition has been fully revised and all links to the EYFS and the Revised Primary Framework have been updated. New research and literature are included, additional errors are considered, and using and applying mathematics is fully embedded throughout. Individual misconceptions are dealt with and in each case a description and explanation of the error is provided. The teacher's role in understanding and addressing common misconceptions is also covered.

**common misconceptions in primary maths:** *Tackling Misconceptions in Primary Mathematics* Kieran Mackle, 2016-09-16 Cover -- Half Title -- Title Page -- Copyright Page --Dedication -- Table of Contents -- Prologue -- Introduction -- Part I Common misconceptions -- 1 Common misconceptions -- Part II Preventing, addressing and identifying children's errors -- 2 Statistics -- 3 Algebra -- 4 Number and place value -- 5 Addition and subtraction -- 6 Multiplication and division -- 7 Fractions -- 8 Ratio and proportion -- 9 Measurement -- 10 Geometry - properties of shape -- 11 Geometry - position and direction -- 12 Epilogue -- Index.

**common misconceptions in primary maths: Interventions in Mathematics** Tierney Kennedy, 2014-06-15 Fractions is one concept that consistently proves difficult for students to understand. This intervention program has been designed as a targeted approach to catch kids up on multiple years of fraction concepts that ideally should have been developed in primary school, but which I have found are often missing for students in secondary school. Inside you will find diagnostic tasks to uncover misconceptions that are holding kids back from understanding fractions as well as lessons with unique confrontational questions to fix misconceptions for good. These lessons will show you how to lead kids to abandon their wrong ideas and figure out how fractions work for themselves so that they really understand them and don't forget what we are teaching.

common misconceptions in primary maths: Student Misconceptions and Errors in Physics and Mathematics Teresa Neidorf, Alka Arora, Ebru Erberber, Yemurai Tsokodayi, Thanh Mai, 2019-10-30 This open access report explores the nature and extent of students' misconceptions and misunderstandings related to core concepts in physics and mathematics and physics across grades four, eight and 12. Twenty years of data from the IEA's Trends in International Mathematics and Science Study (TIMSS) and TIMSS Advanced assessments are analyzed, specifically for five countries (Italy, Norway, Russian Federation, Slovenia, and the United States) who participated in all or almost all TIMSS and TIMSS Advanced assessments between 1995 and 2015. The report focuses on students' understandings related to gravitational force in physics and linear equations in mathematics. It identifies some specific misconceptions, errors, and misunderstandings demonstrated by the TIMSS Advanced grade 12 students for these core concepts, and shows how these can be traced back to poor foundational development of these concepts in earlier grades. Patterns in misconceptions and misunderstandings are reported by grade, country, and gender. In addition, specific misconceptions and misunderstandings are tracked over time, using trend items administered in multiple assessment cycles. The study and associated methodology may enable education systems to help identify specific needs in the curriculum, improve inform instruction across grades and also raise possibilities for future TIMSS assessment design and reporting that may provide more diagnostic outcomes.

common misconceptions in primary maths: Primary Mathematics: Teaching For Understanding Barmby, Patrick, Bilsborough, Lynn, Harries, Tony, 2009-09-01 This book addresses the particular areas of mathematics within the primary curriculum that teachers find difficult to teach and in which children struggle to achieve.. .It begins with introductory sections on how children learn mathematics and is then organised on a subject area basis, dealing with the teaching of particular maths topics. Key topics addressed include rounding and measuring, means and medians, fractions, negative numbers, commutative and associative laws in number operations, and shape and space. .Within each chapter, the authors examine the themes of representing, reasoning and communicating, drawing out both the subject knowledge and ways of teaching each topic. A reference section for studies drawn upon is provided at the end of each chapter.....

common misconceptions in primary maths: Encyclopedia of Mathematics Education Stephen Lerman, 2020-02-07 The Encyclopedia of Mathematics Education is a comprehensive reference text, covering every topic in the field with entries ranging from short descriptions to much longer pieces where the topic warrants more elaboration. The entries provide access to theories and to research in the area and refer to the leading publications for further reading. The Encyclopedia is aimed at graduate students, researchers, curriculum developers, policy makers, and others with interests in the field of mathematics education. It is planned to be 700 pages in length in its hard copy form but the text will subsequently be up-dated and developed on-line in a way that retains the integrity of the ideas, the responsibility for which will be in the hands of the Editor-in-Chief and the Editorial Board. This second edition will include additional entries on: new ideas in the politics of mathematics education, working with minority students, mathematics and art, other cross-disciplinary studies, studies in emotions and mathematics, new frameworks for analysis of mathematics classrooms, and using simulations in mathematics teacher education. Existing entries will be revised and new entries written. Members of the international mathematics education research community will be invited to propose new entries. Editorial Board: Bharath Sriraman Melony Graven Yoshinori Shimizu Ruhama Even Michele Artigue Eva Jablonka Wish to Become an Author? Springer's Encyclopedia of Mathematics Education's first edition was published in 2014. The Encyclopedia is a living project and will continue to accept articles online as part of an eventual second edition. Articles will be peer-reviewed in a timely manner and, if found acceptable, will be immediately published online. Suggested articles are, of course, welcome. Feel encouraged to think about additional topics that we overlooked the first time around, and to suggest colleagues (including yourself!) who will want to write them. Interested new authors should contact the editor

in chief, Stephen Lerman, at lermans@lsbu.ac.uk, for more specific instructions.

common misconceptions in primary maths: The Building Blocks of Early Maths Elaine Bennett, Jenny Weidner, 2014-04-16 Young children need to develop and understand the core basic concepts in mathematics before they can move forward in their mathematical learning. Without these solid foundations, they are more likely to have gaps in their knowledge and require intervention in their primary years. This new book provides guidance and resources to help you develop children's key skills and understanding in mathematics. Written by experienced teachers, the book outlines key mathematical concepts and provides a wide range of exciting, mathematically rich activities that support the development of these concepts. It exposes some of the common misconceptions and errors that practitioners may observe children showing in their settings and offers simple practical strategies to help move children forward in their thinking and understanding. Covering all areas of mathematics learning - counting and number, calculation, shape and space, pattern, measuring and handling data - the book features: practical ideas for supporting assessment, observation, mathematical vocabulary and building links with home activities that promote a child-led approach, linked to children's everyday lives and experiences guidance on how to extend and challenge children's learning through adult-led, guality teaching and effective practice a clear sense of progression based on children's understanding rather than age. Written by experienced practitioners, The Building Blocks of Early Maths will help you to ensure that the children in your care have the strong foundations they need to become confident successful mathematician in the future.

**common misconceptions in primary maths: Teaching for Mastery** Mark McCourt, 2019-06-28 There are many models of schooling; some work, some don't. Mastery is an entire model of schooling with over 100 years of provenance, its impact has been researched for decades, with many of the world's greatest education minds testing and refining the approach. It's one of the models of schooling that actually works. In this book, Mark McCourt examines the history of a teaching for mastery approach, from its early beginnings to the modern day when cognitive scientists have been able to bring further evidence to the debate, demonstrating why a model that was first proposed in the 1910s has the incredible impact on both pupil attainment and attitudes to learning that it has had all around the world over many decades. Drawing on examples from cross disciplines, the story of mastery is one that all educators can engage with. Mark also draws on his own subject, mathematics, to further exemplify the approach and to give practical examples of pedagogies and didactics that teachers can deploy immediately in their own classroom.

**common misconceptions in primary maths:** *Becoming a Successful Teacher of Mathematics* Howard Tanner, Sonia Jones, 2003-09-01 Becoming a Successful Teacher of Maths is a practical guide for newly qualified teachers of secondary mathematics. It develops the essential core knowledge, skills and understanding demanded by the new DfEE requirements for courses of initial teacher training. It is based on research findings relating to the organisation and management of maths classrooms, teaching approaches, assessment and the common misconceptions which often hinder pupils' progress in key areas of the National Curriculum. Theoretical principles are exemplified through case-study material. Suggestions for school-based activities are made. While being a practical 'how to' guide for beginning teachers, it also offers critical insights for more experienced teachers reflecting on their practice.

common misconceptions in primary maths: Science Teaching Reconsidered National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Undergraduate Science Education, 1997-03-12 Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methodsâ€and the wonderâ€of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

common misconceptions in primary maths: The Math Myth Andrew Hacker, 2010-05-25 A New York Times-bestselling author looks at mathematics education in America-when it's worthwhile, and when it's not. Why do we inflict a full menu of mathematics-algebra, geometry, trigonometry, even calculus—on all young Americans, regardless of their interests or aptitudes? While Andrew Hacker has been a professor of mathematics himself, and extols the glories of the subject, he also questions some widely held assumptions in this thought-provoking and practical-minded book. Does advanced math really broaden our minds? Is mastery of azimuths and asymptotes needed for success in most jobs? Should the entire Common Core syllabus be required of every student? Hacker worries that our nation's current frenzied emphasis on STEM is diverting attention from other pursuits and even subverting the spirit of the country. Here, he shows how mandating math for everyone prevents other talents from being developed and acts as an irrational barrier to graduation and careers. He proposes alternatives, including teaching facility with figures, quantitative reasoning, and understanding statistics. Expanding upon the author's viral New York Times op-ed, The Math Myth is sure to spark a heated and needed national conversation-not just about mathematics but about the kind of people and society we want to be. "Hacker's accessible arguments offer plenty to think about and should serve as a clarion call to students, parents, and educators who decry the one-size-fits-all approach to schooling." -Publishers Weekly, starred review

common misconceptions in primary maths: Helping Children Learn Mathematics National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Mathematics Learning Study Committee, 2002-07-31 Results from national and international assessments indicate that school children in the United States are not learning mathematics well enough. Many students cannot correctly apply computational algorithms to solve problems. Their understanding and use of decimals and fractions are especially weak. Indeed, helping all children succeed in mathematics is an imperative national goal. However, for our youth to succeed, we need to change how we're teaching this discipline. Helping Children Learn Mathematics provides comprehensive and reliable information that will guide efforts to improve school mathematics from pre-kindergarten through eighth grade. The authors explain the five strands of mathematical proficiency and discuss the major changes that need to be made in mathematics instruction, instructional materials, assessments, teacher education, and the broader educational system and answers some of the frequently asked questions when it comes to mathematics instruction. The book concludes by providing recommended actions for parents and caregivers, teachers, administrators, and policy makers, stressing the importance that everyone work together to ensure a mathematically literate society.

**common misconceptions in primary maths: Mathematics For Primary Teachers** Valsa Koshy, Ron Casey, Paul Ernest, 2014-04-08 This book combines accessible explanations of mathematical concepts with practical advice on effective ways of teaching the subject. Section A provides a framework of good practice. Section B aims to support and enhance teachers subject knowledge in mathematical topics beyond what is taught to primary children. Each chapter also highlights teaching issues and gives examples of tasks relevant to the classroom. Section C is a collection of papers from tutors from four universities centred around the theme of effective teaching and quality of learning during this crucial time for mathematics education.

**common misconceptions in primary maths:** <u>Learning and Teaching Early Math</u> Douglas H. Clements, Julie Sarama, 2009-04-01 In this important new book for pre- and in-service teachers, early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers become more effective professionals. By opening up new windows to seeing young children and the inherent delight and curiosity behind their mathematical reasoning, learning trajectories ultimately make teaching more joyous. They help teachers understand the varying level of knowledge and thinking of their classes and the individuals within them as key in serving the needs of all children. In straightforward, no-nonsense language, this book summarizes what is known about how children learn mathematics, and how to build on what they know to realize more effective teaching practice. It will help teachers understand the learning trajectories of early mathematics and become quintessential professionals.

common misconceptions in primary maths: The Teaching and Learning of Statistics Dani Ben-Zvi, Katie Makar, 2015-12-24 This book presents the breadth and diversity of empirical and practical work done on statistics education around the world. A wide range of methods are used to respond to the research questions that form it's base. Case studies of single students or teachers aimed at understanding reasoning processes, large-scale experimental studies attempting to generalize trends in the teaching and learning of statistics are both employed. Various epistemological stances are described and utilized. The teaching and learning of statistics is presented in multiple contexts in the book. These include designed settings for young children, students in formal schooling, tertiary level students, vocational schools, and teacher professional development. A diversity is evident also in the choices of what to teach (curriculum), when to teach (learning trajectory), how to teach (pedagogy), how to demonstrate evidence of learning (assessment) and what challenges teachers and students face when they solve statistical problems (reasoning and thinking).

**common misconceptions in primary maths:** <u>MathsBeat: Year 1 Teacher's Handbook</u> Debbie Streatfield, Helen Laflin, Rachel Rayner, 2019-11-21 MathsBeat: Year 1 Teacher's Handbook provides essential support for teaching for mastery, including integrated professional development and real-life examples of children's work to help assess for depth of understanding.

common misconceptions in primary maths: Concept Cartoons in Mathematics Education John Dabell, Brenda Keogh, Stuart Naylor, 2008 This text presents classroom materials and guidance for teachers of mathematics in primary and secondary schools in a comic book style.

**common misconceptions in primary maths:** And the Rest is Just Algebra Sepideh Stewart, 2016-10-20 This book addresses college students' weak foundation in algebra, its causes, and potential solutions to improve their long-term success and understanding in mathematics as a whole. The authors, who are experts in a wide variety of fields, emphasize that these difficulties are more complex than just forgotten rules, and offer strategic approaches from a number of angles that will increase the chances of student understanding. Instructors who are frustrated with their students' lack of skills and knowledge at college level will find this volume helpful, as the authors confront the deeper reasons why students have difficulties with Algebra and reveal how to remedy the issue.

**common misconceptions in primary maths:** <u>Number Talks</u> Sherry Parrish, 2010 A multimedia professional learning resource--Cover.

**common misconceptions in primary maths: How I Wish I'd Taught Maths** Craig Barton, 2018 Brought to an American audience for the first time, How I Wish I'd Taught Maths is the story of an experienced and successful math teacher's journey into the world of research, and how it has entirely transformed his classroom.

common misconceptions in primary maths: The SAGE Handbook of Curriculum, Pedagogy and Assessment Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03 The research and debates surrounding curriculum, pedagogy and assessment are ever-growing and are of constant importance around the globe. With two volumes - containing chapters from highly respected researchers, whose work has been critical to understanding and building expertise in the field – The SAGE Handbook of Curriculum, Pedagogy and Assessment focuses on examining how curriculum is treated and developed, and its impact on pedagogy and assessment worldwide. The Handbook is organised into five thematic sections, considering: • The epistemology and methodology of curriculum • Curriculum and pedagogy • Curriculum subjects • Areas of the curriculum • Assessment and the curriculum • The curriculum and educational policy The SAGE Handbook of Curriculum, Pedagogy and Assessment's breadth and rigour will make it essential reading for researchers and postgraduate students around the world. **common misconceptions in primary maths:** <u>A Guide to Mathematics Leadership</u> Don S. Balka, Ted H. Hull, Ruth Harbin Miles, 2009-11-18 Written by three noted mathematics educators, this volume presents a process-based approach to building a high-quality mathematics program based on five NCTM principles and four NCSM leadership principles.

**common misconceptions in primary maths:** <u>Knowing and Teaching Elementary Mathematics</u> Liping Ma, 2010-03-26 Studies of teachers in the U.S. often document insufficient subject matter knowledge in mathematics. Yet, these studies give few examples of the knowledge teachers need to support teaching, particularly the kind of teaching demanded by recent reforms in mathematics education. Knowing and Teaching Elementary Mathematics describes the nature and development of the knowledge that elementary teachers need to become accomplished mathematics teachers, and suggests why such knowledge seems more common in China than in the United States, despite the fact that Chinese teachers have less formal education than their U.S. counterparts. The anniversary edition of this bestselling volume includes the original studies that compare U.S and Chinese elementary school teachers' mathematical understanding and offers a powerful framework for grasping the mathematical content necessary to understand and develop the thinking of school children. Highlighting notable changes in the field and the author's work, this new edition includes an updated preface, introduction, and key journal articles that frame and contextualize this seminal work.

**common misconceptions in primary maths:** Building Number Sense Through the Common <u>Core</u> Bradley S. Witzel, Paul J. Riccomini, Marla L. Herlong, 2012-11-08 Build a lasting foundation for math proficiency right from the start The math is on the wall: unless our youngest mathematicians have a solid understanding of number sense, they have little hope of mastering the higher math that lies ahead. This essential resource helps you identify where K-3 students are likely to struggle, and then intervene with smart, targeted instruction. The authors provide: Teaching strategies that build number sense skills, including quantity and cardinality, fact fluency, and more Adaptations for students with specific needs, based on an RTI approach Guidance on measuring number sense through assessments User-friendly charts, tables, and sample math problems

**common misconceptions in primary maths: Error Patterns in Computation** Robert B. Ashlock, 2002 This book is the only one of its kind that instructs teachers to identify typical error patterns, to receive feedback on their diagnosis, and to gain insight regarding why a child may have adopted an incorrect procedure. Revised to link content to the new NCTM Standards, this new edition emphasizes the meaning of operations and using the appropriate method of computation. As in previous editions, it retains its focus on placing paper-and pencil instructional activities within the context of problem solving. Chapter topics cover diagnosing misconceptions and error patterns in computation, providing needed instruction in computation, and helping students who have learned error patterns. For mathematics teachers of special education classes or at the middle school level.

**common misconceptions in primary maths:** The SAGE Handbook of Curriculum and Instruction JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction. Editors F. Michael Connelly, Ming Fang He, and JoAnn Phillion, along with contributors from around the world, synthesize the diverse, real-world matters that define the field. This long-awaited Handbook aims to advance the study of curriculum and instruction by re-establishing continuity within the field while acknowledging its practical, contextual, and theoretical diversity. Key FeaturesOffers a practical vision of the field Defines three divisions school curriculum subject matter, curriculum and instruction topics and preoccupations, and general curriculum theory. Presents the breadth and diversity of the field A focus on the diversity of problems, practices, and solutions, as well as continuity over time, illustrates modern curriculum and instruction while understanding historical origins.Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies, which connects past, present, and future, leading to more productive links between practice, policy, and politics. Intended Audience This Handbook contributes to stronger ties between school practice, public debate, policy making, and university scholarship, making it a valuable resource for professors, graduate students, and practitioners in the field of education. It is an excellent choice for graduate courses in Curriculum and Instruction, Curriculum Theory and Development, Curriculum Studies, Teacher Education, and Educational Administration and Leadership. List of Contributors Mel AinscowKathryn Anderson-Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld-Jones Patty Bode Robert E. Boostrom Keffrelyn D. Brown Elaine Chan Marilyn Cochran-Smith Carola Conle F. Michael Connelly Geraldine Anne-Marie Connelly Alison Cook-Sather Cheryl J. Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T. Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla Johnson Susan Jurow Eugenie Kang Stephen Kerr Craig Kridel Gloria Ladson-Billings John Chi-kin Lee Stacey Lee Benjamin Levin Anne Lieberman Allan Luke Ulf Lundgren Teresa L. McCarty Gary McCulloch Barbara Means Geoffrey Milburn Janet Miller Sonia Nieto Kiera Nieuwejaar Pedro Noguera J. Wesley Null Jeannie Oakes Lynne Paine JoAnn Phillion William F. Pinar Margaret Placier Therese Ouinn John Raible Bill Reese Virginia Richardson Fazel Rizvi Vicki Ross Libby Scheiern Candace Schlein William Schubert Edmund Short Jeffrey Shultz Patrick Slattery Roger Slee Linda Tuhiwai Smith Joi Spencer James Spillane Tracy Stevens David Stovall Karen Swisher Carlos Alberto Torres Ruth Trinidad Wiel Veugelers Ana Maria Villegas Sophia Villenas Leonard Waks Kevin G. Welner Ian Westbury Geoff Whitty Shi Jing Xu

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