

Number Sense Routines Building Numerical Literacy Every Day In Grades K 3 By Jessica F Shumway

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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

jessica shumway has developed a series of routines designed to help young students internalize and deepen their facility with numbers the daily use of these quick five ten or fifteen minute experiences at the beginning of math class will help build students number sense from publisher description

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in this groundbreaking and highly practical book number sense routines building numerical literacy every day in grades k 3 author jessica shumway proposes that all children have innate number sense which can be developed through daily exercise shumway created a series of math routines designed to help young students strengthen and build their facility with numbers these quick 5 10 or 15 minute exercises are

easy to implement as an add on to any elementary math curriculum understanding number sense students with strong number sense understand numbers how to subitize relationships among numbers and number systems they make reasonable estimates compute fluently use reasoning strategies and use visual models to solve problems number sense routines supports the early learner by instilling the importance of daily warm ups and explains how they benefit developing math minds for long term learning real classroom examples shumway compiled her classroom observations from around the country she includes conversations among students who practice number sense routines to illustrate them in action how children s number sense develops with daily use and math strategies students learn as they develop their numerical literacy through self paced practice assessment strategies number sense routines demonstrates the importance of listening to your students and knowing what to look for teachers will gain a deeper understanding of the underlying math skills and strategies students learn as they develop numerical literacy shumway writes as you read you will step into various classrooms and listen in on students conversations which i hope will give you insight into the power of number sense routines and the impact they have on students number sense development my hope is that going into the classroom into students conversations and into their thought processes you will come away with new ideas and tools to use in your own classroom

upper elementary teachers have a big job to help students deepen their mathematical understanding and become more efficient mathematicians 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 through familiar five ten or fifteen minute warm up routines author jessica shumway offers both beginner and veteran teachers easy and effective ways to build and solidify students number sense foundations no matter how familiar the routine jessica infuses each with new joy depth and life she reveals the careful thinking and planning that goes into each routine and provides detailed vignettes and dialogues of how they unfold in real classrooms she gives teachers a clear view into her nuanced facilitation each routine becomes an exciting opportunity to understand where students are in their understanding and to help students articulate and extend their mathematical thinking not only will these 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 discussions on key mathematical concepts

this book provides international perspectives on the use of digital technologies in primary lower secondary and upper secondary school

mathematics it gathers contributions by the members of three topic study groups from the 13th international congress on mathematical education and covers a range of themes that will appeal to researchers and practitioners alike the chapters include studies on technologies such as virtual manipulatives apps custom built assessment tools dynamic geometry computer algebra systems and communication tools chiefly focusing on teaching and learning mathematics the book also includes two chapters that address the evidence for technologies effects on school mathematics the diverse technologies considered provide a broad overview of the potential that digital solutions hold in connection with teaching and learning the chapters provide both a snapshot of the status quo of technologies in school mathematics and outline how they might impact school mathematics ten to twenty years from now

this book contains highly effective ways to teach coding and computational thinking skills throughout primary and secondary schooling it outlines a research informed path for students from birth to 18 years identifying key skills and learning activities based on global perspectives and research at each stage it outlines how these findings can be applied in the classroom teaching coding to students in k 12 has been a skillset that has been debated across educational jurisdictions globally for some time the book provides examples of schools that are teaching coding to students in engaging and relevant ways delivering well thought out compulsory curriculums additionally it provides examples of schools where coding is not mandated in the curriculum and is taught in an ad hoc manner through the full discussion of all of these varied examples the book presents both sides of the serious and ongoing debate in the field as to whether coding should be taught in an explicit way at all the increasing school of thought that teaching coding is a skill that is already obsolete and the focus should be on computational thinking is completely examined and presented in this book both sides of the argument as well as the specific meticulous research underlying each side are given equal weight the debate is a serious one and requires a clearly defined thematic response with evidence on all sides of the argument presented rationally this book does just that created by carefully selected authors from around the world it will be a highly studied research reference

this book presents different approaches for answering the question how do we assess computational thinking the result is a snapshot of the current state of the field for assessing computational thinking the last decade has seen rapid growth in the presence of computational thinking ct in educational contexts those working to advance ct argue that the concepts and skills associated with ct are essential to succeed in an increasingly computational world as a result of these efforts there has been tremendous growth in curricula learning environments and innovations around ct education in k 12 classrooms and beyond as ct grows in prominence so too does the need to be able to effectively and

equitably assess learners' abilities this volume is a collection of chapters pursuing different approaches for answering the question how do we assess computational thinking the answers provided span age ranges formal and informal contexts conceptual aspects of ct and varying methodological and evaluative strategies collectively the volume captures the current state of the field for assessing computational thinking and lays the groundwork for future ct assessment innovation assessing computational thinking will be a key resource for academics researchers and advanced students of education educational assessment educational research psychology and research methods the chapters included in this book were originally published as a special issue of computer science education

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Introduction

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