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Solving And  
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Author Meir

Ben Hur

Published On

September

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Elfenbaum

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Gloria Ladson-Billings

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| TEDxRainierPower  
BI Full Course - Learn  
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Instruction is grounded in the belief that all students can learn to think

mathematically and

solve challenging

problems. If you're

looking for a

powerful way to

improve students'

performance in

mathematics and

move closer to

fulfilling the NCTM

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standards, look no further: this approach provides the building blocks for constructing a first-class mathematics program.

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Understanding.

Chapter 2. Concept-

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answer lies in

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have actually learned  
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concepts, rather than  
merely memorizing

facts and formulas.

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Mathematics

Instruction is based

on the constructivist

view that concepts

are not simply facts

to be memorized and

later recalled, but

rather knowledge that

learners develop

through an active

process of adapting ...

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Fact-filled textbooks

that stress

memorization and

drilling are not very

good for teaching

students how to think

mathematically and

solve problems. But

this is a book that

comes to the rescue

with an instructional

approach that helps

students in every

grade level truly

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understand math  
concepts so they can  
apply ...

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that all students can

learn to think  
mathematically and  
solve challenging

problems. If you're

looking for a

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powerful way to improve students' performance in mathematics and move closer to fulfilling the NCTM standards, look no further: this approach provides the building blocks for constructing a first-class mathematics program.

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Meir Ben Hur  
Have you ever wondered why students too often

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have only a rudimentary understanding of mathematics, why even rich and exciting hands-on learning does not always result in "real" learning of new concepts? The answer lies in whether students have actually learned mathematical

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concepts, rather than  
merely memorizing  
facts and formulas.

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Instruction is based  
on the constructivist  
view that concepts  
are not simply facts  
to be memorized and  
later recalled, but  
rather knowledge that  
learners develop  
through an active

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process of adapting to new experiences. The teacher's role is critical in this process. When teachers prompt students to reflect on their experiences and report and answer questions verbally, students must re-examine and even revise their concepts of reality. Meir Ben-



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Hur offers expert guidance on all aspects of Concept-Rich Mathematics Instruction, including

- \* Identifying the core concepts of the mathematics curriculum. \*

Planning instructional sequences that build upon concepts that students already understand. \*

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Designing learning experiences that provoke thoughtful discussions about new concepts and prepare students to apply these concepts on their own.\*

Identifying student errors, particularly those caused by preconceptions, as important sources of information and as

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key instructional  
tools. \* Conducting  
classroom dialogues  
that are rich in

alternative  
representations. \*  
Using a variety of  
formative assessment  
methods to reveal the  
state of students'  
learning. \*

Incorporating  
problem-solving  
activities that

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provoke cognitive  
dissonance and  
enhance students'  
cognitive

competence. Concept-  
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grounded in the belief  
that all students can  
learn to think  
mathematically and  
solve challenging  
problems. If you're  
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powerful way to improve students' performance in mathematics and move closer to fulfilling the NCTM standards, look no further: this approach provides the building blocks for constructing a first-class mathematics program. Note: This product listing is for

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Mathematics (ePub)  
version of the book.

Building A  
Strong  
Foundation For  
Reasoning And  
Problem  
Solving Author  
Meir Ben Hur  
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Have you ever  
wondered why  
students too often  
have only a  
rudimentary  
understanding of  
mathematics, why  
even rich and exciting  
hands-on learning  
does not always  
result in "real"

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learning of new concepts? The answer lies in whether students have actually learned mathematical concepts, rather than merely memorizing facts and formulas.

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Mathematics  
Instruction is based  
on the constructivist  
view that concepts

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Mathematics are not simply facts to be memorized and later recalled, but rather knowledge that learners develop through an active process of adapting to new experiences.

The teacher's role is critical in this process. When teachers prompt students to reflect on their experiences and



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Mathematics  
report and answer  
questions verbally,  
students must re-  
examine and even  
revise their concepts  
of reality. Meir Ben-  
Hur offers expert  
guidance on all  
aspects of Concept-  
Rich Mathematics  
Instruction, including

- \* Identifying the core  
concepts of the  
mathematics

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Planning instructional sequences that build upon concepts that students already understand.\*

Designing learning experiences that provoke thoughtful discussions about new concepts and prepare students to apply these concepts on their own.\*

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tools. \* Conducting classroom dialogues that are rich in alternative

representations. \*

Using a variety of formative assessment

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standards, look no

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Starting  
constructing a first-  
class mathematics  
program.

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Meir Ben-Hur  
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Mathematics  
Instruction  
Building A  
creating a rigorous,  
engaging learning  
environment.

"We decide, every  
day, whether we are  
going to turn students  
on or off to science  
and mathematics in  
our classrooms." Daily  
decisions about how  
to incorporate  
creativity, choice, and  
autonomy—integral

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Mathematics  
components of  
engagement—can  
build students' self-  
efficacy, keep them  
motivated, and  
strengthen their  
identities as scientists  
and mathematicians.

In this book, Eric  
Brunsell and Michelle  
A. Fleming show you  
how to apply the  
joyful learning  
framework



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Mathematics  
introduced in  
Engaging Minds in  
Instruction  
the Classroom to  
Building A  
instruction in science  
Strong  
and mathematics.  
Foundation For  
Acknowledging that  
Reasoning And  
many  
students—particularly  
y girls and students  
of color—do not see  
Solving Author  
themselves as  
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mathematicians and  
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scientists, the authors  
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provide a series of

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suggested activities  
that are aligned with  
standards and high  
expectations to  
engage and motivate  
all learners. Given the  
current focus on  
encouraging students  
to pursue science,  
technology,  
engineering, and  
mathematics (STEM)  
studies, this book is a  
welcome addition to

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every teacher's  
reference collection.

Eric Brunzell is a  
former high school  
science teacher and is  
now associate  
professor of science  
education at the  
University of

Wisconsin Oshkosh.  
Michelle A. Fleming is  
a former elementary  
and middle school  
teacher and is now

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Assistant professor of  
science and  
mathematics  
instruction  
Building A  
education at Wright  
State University in  
Dayton, Ohio.

For years, the  
teaching and learning  
of fractions has been  
associated with rote  
memorization. But  
this mechanical  
approach to

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Instruction—which

strips students of an

ability to reason or

make sense of

math—has resulted in

a failure of

understanding.

Author Monica

Neagoy, drawing on

decades of research

studies, evidence

from teacher practice,

and 25 years of

experience working

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around the world  
with teachers,  
students, and parents,  
addresses seven big  
ideas in the teaching  
and learning of  
fractions in grades  
2–6. Each idea is  
supported by a  
vignette from a real  
classroom, common  
misconceptions, a  
thorough unpacking  
of productive

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Mathematics

thinking, and several  
multistep and thought-  
provoking problems

for teachers to

explore. She offers  
three fundamental  
reasons why it 's

imperative for us to

take a closer look at  
how we teach

fractions: 1. Fractions

play a key role in

students ' feelings

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about mathematics. 2.

Fractions are fundamental to school math and daily

life. 3. Fractions are foundational to success in algebra.

While a solid grounding in algebra

is necessary for a STEM career, the worthy goal of

“ algebra for all ”

will not be possible



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until “fractions for all” is a reality.

Unpacking Fractions provides teachers with concrete

strategies for achieving that reality—in short,

helping all students gain the knowledge they need to feel at ease with fractions.

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This book constitutes

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Schools: Situation,  
Evolution, and  
Perspectives, ISSEP  
2016, held in  
Münster, Germany, in  
October 2015. The  
17 full papers  
published together  
with 1 invited talk

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Mathematics

were carefully reviewed and selected from 50 submissions.

The focus of the

conference was on

following topics:

sustainable education in informatics for

pupils of all ages;

connecting

informatics lessons to the students ,

everyday lives;

teacher education in

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Mathematics  
computer science;  
and research on  
informatics or  
computer science in  
schools (empirical/qu  
alitative/quantitative/  
theory  
building/research  
methods/comparative  
studies/transferability  
of methods and  
results from other  
disciplines).

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and abilities. Each

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concise guidance

enables teachers to

quickly integrate low-

prep, high-value

lessons and strategies

in their middle school

and high school

classrooms. Every

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research, required technology, practical classroom use, and modification of each high-value lesson and strategy. This book employs a hands-on approach to help educators quickly learn and apply proven methods and techniques in their mathematics courses. Topics range from the



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planning of units,  
lessons, tests, and  
homework to  
conducting formative  
assessments,  
differentiating  
instruction,  
motivating students,  
dealing with “ math  
anxiety, ” and  
culturally responsive  
teaching. Easy-to-read  
content shows how  
and why math should

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Mathematics

be taught as a language and how to make connections

across mathematical

units. Designed to

reduce instructor preparation time and increase student

engagement and

comprehension, this

book: Explains the usefulness,

application, and

potential drawbacks

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of each instructional strategy Provides fresh activities for all classrooms Helps math teachers work with ELLs, advanced students, and students with learning differences Offers real-world guidance for working with parents, guardians, and co-teachers The Math

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Hundreds of Practical  
ideas to Support Your  
Students is an  
invaluabe source of  
real-world lessons,  
strategies, and  
techniques for  
general education  
teachers and math  
specialists, as well as  
resource

specialists/special  
education teachers,

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Mathematics  
elementary and  
secondary educators,  
Instruction  
and teacher  
Building A  
educators.

Strong  
This book sets out the  
Foundation For  
theory and outlines a  
Reasoning And  
model for  
Problem Solving  
implementing the  
Author  
teaching of thinking  
Meir Ben Hur  
at whole-school,  
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group and individual  
September 2006  
levels in inclusive  
settings. The model

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Mathematics  
uses a three-tier  
approach to ensure  
that all learners are  
included: teaching  
thinking for all,  
working with small  
groups, and  
addressing  
individualised  
learning needs.

Math Instruction for  
Students with  
Learning Problems,

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Second Edition  
provides a research-  
based approach to  
mathematics

instruction designed  
to build confidence  
and competence in  
pre- and in-service  
PreK–12 teachers.

This core textbook  
addresses teacher and  
student attitudes  
toward mathematics,  
as well as language

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issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. The material is rich with opportunities for class activities and field extensions, and the second edition has been fully updated to reference both NCTM and



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CCSSM standards  
throughout the text  
and includes an  
entirely new chapter  
on measurement and  
data analysis.

A thinking student is  
an engaged student  
Teachers often find it  
difficult to implement  
lessons that help  
students go beyond  
rote memorization

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Mathematics  
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 rich  
mathematics tasks to  
engage students in

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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 that

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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

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student interviews  
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-

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

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