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Reconceptualizing Mathematics, founded on research and studies of learning and mathematics teaching for many years, is designed for

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use in classrooms in which students take an active part in learning and experience doing math. The esteemed author team has written the only textbook of its kind to both incorporate aspects of student-centered learning into lessons and model the teaching that will be expected of their students. To this end, the authors provide worthwhile tasks, activities, and support for facilitating discussions. Quantitative reasoning and problem solving are recurring themes in Reconceptualizing Mathematics. The authors approach problem solving that teaches students to understand the quantities embedded in the situation and how they relate to each other.

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More and more, prospective elementary teachers are being asked to develop what the Conference Board of Mathematical Sciences (CBMS) calls “the habits of a mathematical thinker.” This breakthrough text became the new standard for training future elementary math teachers by doing just that, helping them absorb the ideas underlying essential math concepts, rather than just working problems and memorizing facts. Created from extensive math education research and class-testing, the book’s innovative pedagogy, convenient format (three-hole punched, perforated pages, wide margins), and supporting technology make it the ideal text for helping today’s students become tomorrow’s teachers.



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This book emanated primarily from concerns that the mathematical capabilities of young children continue to receive inadequate attention in both the research and instructional arenas. Research over many years has revealed that young children have sophisticated mathematical minds and a natural eagerness to engage

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in a range of mathematical activities. As the chapters in this book attest, current research is showing that young children are developing complex mathematical knowledge and abstract reasoning a good deal earlier than previously thought. A range of studies in prior to school and early school settings indicate that young learners do possess cognitive capacities which, with appropriately designed and implemented learning experiences, can enable forms of reasoning not typically seen in the early years. Although there is a large and coherent body of research on individual content domains such as counting and arithmetic, there have been remarkably few studies that have attempted to describe characteristics of structural development in young students' mathematics. Collectively, the chapters highlight the importance of providing more exciting, relevant, and challenging 21st century

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mathematics learning for our young students. The chapters provide a broad scope in their topics and approaches to advancing young children's mathematical learning. They incorporate studies that highlight the importance of pattern and structure across the curriculum, studies that target particular content such as statistics, early algebra, and beginning number, and studies that consider how technology and other tools can facilitate early mathematical development. Reconceptualising the professional learning of teachers in promoting young children's mathematics, including a consideration of the role of play, is also addressed.

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