

ADDISON WESLEY

# Math Makes Sense

3

## Western Canadian Teacher Guide

### Program Overview

Grade 3 Planning and Program Master

Additional Assessment Support

Unit 1: Patterning and Place Value

Unit 2: Patterns in Addition and Subtraction

Unit 3: Geometry

Unit 4: Multiplication and Division

Unit 5: Sorting and Data Management

Unit 6: Measurement

Unit 7: Motion Geometry

Unit 8: Exploring Fractions

Unit 9: Length, Perimeter and Area

Unit 10: Patterns in Number and Geometry

Unit 11: Probability

CD-ROM



# **Math Makes Sense Teacher Manual**



**Kendall/Hunt Publishing Company  
TIMS Project National Science  
Foundation (U.S.) University of Illinois  
at Chicago**

## **Math Makes Sense Teacher Manual:**

Math Makes Sense Six Ray Appel, Nora L. Alexander, Pearson Education Canada, Maggie Martin Connell, 2007     *Math Makes Sense* Lorraine Brown, Ray Appel, Michael Davis, Nora L. Alexander, Maggie Martin Connell, 2007     **Addison Wesley**

**Math Makes Sense 7** Ray Appel, 2006     Math Makes Sense Four Peggy Morrow, 2009     **Math Makes Sense 1**, 2007

**Math Makes Sense 2** Sandra Ball, 2008     *Addison Wesley Math Makes Sense 8* Catherine Heideman, 2007

**Instructor's Manual for Elementary and Middle School Mathematics** John Van de Walle, 2004     **Math Makes Sense**, 2007     *Making Sense of Mathematics for Teaching to Inform Instructional Quality* Melissa D. Boston, Amber G. Candela, Juli K. Dixon, 2019-02-28 Discover a clear path for improving your instructional strategies for teaching mathematics at any grade level Designed for individuals or collaborative teams this practical resource introduces a set of rubrics the Instructional Quality Assessment IQA Toolkit that readers can rely on to help guide reflections conversations feedback and planning Also included is a series of short videos that showcase how to use the book's math strategies and tools in classrooms Ensure the instructional quality of your teaching strategies in mathematics Utilize tasks questions and evidence the TQE process and the associated IQA rubrics as a road map for increasing instructional quality Become familiar with the connection between efficient use of tasks and teacher questioning with increased student success Learn how to gauge student response to tasks and lessons in order to understand student mastery of the material Enhance your understanding of math strategies through hands on activities Access free online reproducibles for use in teaching mathematics in the classroom Contents About the Authors Introduction Part 1 Connecting to the T in TQE Tasks and Task Implementation Chapter 1 Potential of the Task Chapter 2 Implementation of the Task Part 2 Connecting to the Q in TQE Questions and Their Role as Discourse Actions Chapter 3 Teacher's Questions Chapter 4 Teacher's Linking and Teacher's Press Part 3 Connecting to the E in TQE Evidence of Students Mathematical Work and Thinking Chapter 5 Students Linking and Students Providing Chapter 6 The IQA Toolkit as a Tool to Assess and Improve Instructional Practice Epilogue Next Steps Appendix A The IQA Toolkit Appendix B Suggested Answers for Activity 1 4 Appendix C Suggested Answers for Activity 3 2 Appendix D Additional Support for Rating Tasks Appendix E List of Figures and Videos References and Resources Index More Making Sense of Mathematics Books Making Sense of Mathematics for Teaching Grades K 2 Making Sense of Mathematics for Teaching Grades 3 5 Making Sense of Mathematics for Teaching Grades 6 8 Making Sense of Mathematics for Teaching High School Making Sense of Mathematics for Teaching to Inform Instructional Quality Making Sense of Mathematics for Teaching Girls in Grades K 5 Making Sense of Mathematics for Teaching the Small Group     **The Elementary Math Teacher's Book of Lists** Sonia M. Helton, Stephen J. Micklo, 1997-04-18 This unique time saving resource for teachers offers lists of concepts topics algorithms activities and methods of instruction for every aspect of K 6 mathematics     The ERIC Review, 1991 Provides information on programs research publications and services of ERIC as well as critical and current education

information     Math Makes Sense ,2007     **Math Trailblazers 2E G1 Teacher Implemenation Guide** Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago,2004     *Math Trailblazers 2E G2 Teacher Implemenation Guide* Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago,2004     Math Makes Sense!: A Constructivist Approach To The Teaching And Learning Of Mathematics Ana Helvia Quintero,Hector Rosario,2016-03-02 The methods for teaching mathematics usually follow the structure of mathematics The problem with this is that the structure of mathematics took centuries of elaboration to develop and is not the same as how one originally experiences mathematics Based on research of how mathematics is actually learned this book presents an innovative approach for teaching mathematics that will engage pupils and can have lifelong benefits for how they take on board more advanced mathematical topics Math Makes Sense makes use of the realistic mathematics education RME philosophy which bridges the gap between informal mathematics learning such as in day to day life and more formal teaching in school Many real life situations as examples for learning are included as well as different mathematical and logic puzzles that will stimulate learning and foster understanding The ideas presented are not confined to one national curriculum and so can be helpful worldwide to teachers instructors both in practice and those still in training private tutors homeschooling parents and educational researchers     **Math Makes Sense** Lorraine Brown,Ray Appel,Michael Davis,2007     *Mathematics for Elementary School Teachers Explorations Manual* Bassarear,Tom Bassarear,2000-07     **A Guide to Detracking Math Courses** Angela Torres,Ho Nguyen,Elizabeth Hull Barnes,Laura Wentworth,2023-05-03 Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades However research demonstrates negative effects on subgroups of students by keeping them in a single math track thereby denying them access to rigorous coursework needed for college and career readiness The journey to change this involves confronting some long standing beliefs and structures in education When supported with the right structures instructional shifts coalition building and educator training and support the detracking of mathematics courses can be a primary pathway to equity The ultimate goal is to increase more students access to and achievement in higher levels of mathematics learning especially for students who are historically marginalized Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators to math coaches and teachers By sharing stories of real world examples lessons learned and prompts to provoke discussion about your own context the book walks you through Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling curriculum professional development and coaching Supporting and improving the policy through continuous research monitoring and maintenance This book offers the big ideas that help you in your own unique journey to advance equity in your school or district s mathematics education and also provides

practical information to help students in a detracked system thrive      **A Practical Guide to Transforming Primary Mathematics** Mike Askew, 2015-07-30 A Practical Guide to Transforming Primary Mathematics offers inspiration and ideas for all training and practising teachers committed to making mathematics enjoyable inclusive engaging and successful The companion to Mike Askew s bestselling book Transforming Primary Mathematics this practical guide focuses on showing you how to unlock the powerful potential of a small set of consistent principles and practices known as the teaching tripod to develop a coherent approach to teaching mathematics Organised around the major strands of the curriculum number calculations shape and space measures and data handling it offers an accessible introduction to the teaching tripod a careful choice of tasks supported by a range of tools that extend our natural abilities and held together by careful attention to classroom talk A range of classroom tasks each including key learning outcomes clear links to the framework links to relevant research and suggestions for making the tasks easier or harder are offered for every topic helping you plan units of work for meaningful learning A Practical Guide to Transforming Primary Mathematics offers all teachers a vision rationale and ideas for how teaching can support better learning of mathematics but also encourage learners to see themselves as being capable of learning mathematics and wanting to learn it

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