



# Elementary and Middle School Mathematics: Teaching Developmentally

By John A. Van de Walle, Karen S. Karp, Jennifer M. Bay-Williams

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**Help all Pre-K-8 learners make sense of math**

Written by leaders in the field, *Elementary and Middle School*

*Mathematics: Teaching Developmentally* helps teacher candidates develop a real understanding of the mathematics they will teach and the most effective methods of teaching Pre-K-8 math topics. This text reflects the Common Core State Standards and NCTM's *Principles to Actions*, as well as current research. Emphasis is placed on teaching math conceptually, in a problem-based, developmentally appropriate manner that supports the learning needs of all students. Pause and Reflect prompts and Activities engage pre-service teachers as they bolster their own knowledge of the math. Classroom videos and examples of real student work allow teacher candidates to *visualize* good mathematics instruction and assessment. An important reference to consult throughout a teaching career, this book helps teachers and their students experience the excitement that happens when math makes sense. The Enhanced Pearson eText features embedded video, assessments, and clickable Activity Sheets and Blackline Masters.

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### Editorial Review

From the Back Cover

#### **Help all Pre-K-8 learners make sense of math**

Written by leaders in the field, *Elementary and Middle School Mathematics: Teaching Developmentally* helps teacher candidates develop a real understanding of the mathematics they will teach and the most effective methods of teaching Pre-K-8 math topics. This text reflects the Common Core State Standards and NCTM's *Principles to Actions*, as well as current research. Emphasis is placed on teaching math conceptually, in a problem-based, developmentally appropriate manner that supports the learning needs of all students. Pause and Reflect prompts and Activities engage pre-service teachers as they bolster their own knowledge of the math. Classroom videos and examples of real student work allow teacher candidates to *visualize* good mathematics instruction and assessment. An important reference to consult throughout a teaching career, this book helps teachers and their students experience the excitement that happens when math makes sense.

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- ***Embedded Self-Checks*** with feedback to give readers a chance to test their knowledge of each section and chapter. The Self-Checks also increase student interactivity as they read.
- ***Activity Sheets and Blackline Masters*** are just a click away, making it even easier for instructors and students to use the Activities in the book. These classroom-ready handouts can be used in a methods class or school settings.
- ***Expanded Lessons*** focus on concepts central to elementary and middle school mathematics and include NCTM and CCSSO grade-level recommendations, adaptation suggestions for English language learners (ELLs) and students with special needs, and formative assessment suggestions. Every chapter in Section II has at least one Expanded Lesson linked to an Activity.

#### About the Author

**John A. Van de Walle** was a professor emeritus at Virginia Commonwealth University. He was a leader in mathematics education who regularly offered professional development workshops for K–8 teachers in the United States and Canada focused on mathematics instruction that engaged students in mathematical reasoning and problem solving. He visited many classrooms and worked with teachers to implement student-centered math lessons. He co-authored the Scott Foresman-Addison Wesley *Mathematics K–6* series and contributed to the original Pearson School mathematics program enVisionMATH. Additionally, John was very active in the National Council of Teachers of Mathematics (NCTM), writing book chapters and journal articles, serving on the board of directors, chairing the educational materials committee, and speaking at national and regional meetings.

**Karen S. Karp** is a professor of mathematics education at the University of Louisville in Kentucky. Prior to

entering the field of teacher education she was an elementary school teacher in New York. Karen is the volume editor of *Annual Perspectives in Mathematics Education: Using Research to Improve Instruction* and is the co-author of *Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in Pre-K-Grade 2*, *Discovering Lessons for the Common Core State Standards in Grades K-5* and *Putting Essential Understanding of Addition and Subtraction into Practice Pre-K – Grade 2*. She is a former member of the Board of Directors of the National Council of Teachers of Mathematics and a former president of the Association of Mathematics Teacher Educators. She continues to work in classrooms with teachers of students with disabilities.

**Jennifer M. Bay-Williams** is a professor of mathematics education at the University of Louisville in Kentucky. Jennifer taught elementary, middle, and high school in Missouri and in Peru, and continues to work in classrooms at all levels with students and with teachers. Jennifer has published many articles on teaching and learning in NCTM journals. She has also authored and co-authored numerous books, including: *Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in Pre-K-Grade 2*, *Math and Literature: Grades 6-8*, *Math and Nonfiction: Grades 6-8*, *Navigating through Connections in Grades 6-8*, *Mathematics Coaching: Resources and Tools for Coaches and Other Leaders*. Jennifer is on the Board of Directors for the National Council of Teachers of Mathematics (NCTM), and has previously served on the Board of Directors for TODOS: Equity for All and as secretary and president for the Association of Mathematics Teacher Educators (AMTE).

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