

Reciprocal Teaching In Math

Edward James Sabornie, Laurie Ungerleider DeBettencourt

Reciprocal Teaching Karissa Koehler, 2020 The research case study presented aims to determine if the perceptions of students and teachers on a flipped mathematics classroom support student success. For a flipped classroom model, teachers assign lectures for students to watch as homework and complete other activities while in class. This model, as the research suggests, gives students more time in class to complete problems with the teacher rather than have the teacher use class time for lectures. This study focuses on math classrooms in which the teachers flipped the classroom. This study utilized a quantitative case study, which included the collection of surveys from both students and teachers within this model of teaching. This study was conducted at a comprehensive high school and looked at the classrooms of Integrated Math 2 teachers. The data collected were coded and organized based on the perceptions given by the teachers and students. Direct quotations from both teachers and students were used as evidence for the study. This study pointed to the implication of a flipped classroom model engaging students more in the content because there was more time for the teacher to be discussing with them rather than talking at them during lectures. This study answered the question of: In what ways do teacher and student perceptions of a flipped math classroom support student success?

Reciprocal Teaching in the Mathematics Classroom Jeff Lamb, 2004

Reciprocal Teaching of Math Story Problems Jennifer Ann Bivens, 1991

Teaching Mathematics to English Language Learners Gladis Kersaint, Denisse R. Thompson, Mariana Petkova, 2014-06-05 Today's mathematics classrooms increasingly include students for whom English is a second language. Teaching Mathematics to English Language Learners provides readers a comprehensive understanding of both the challenges that face English language learners (ELLs) and ways in which educators might address them in the secondary mathematics classroom. Framed by a research perspective, Teaching Mathematics to English Language Learners presents practical instructional strategies for engaging learners that can be incorporated as a regular part of instruction. The authors offer context-specific strategies for everything from facilitating classroom discussions with all students, to reading and interpreting math textbooks, to tackling word problems. A fully annotated list of math web and print resources completes the volume, making this a valuable reference to help mathematics teachers meet the challenges of including all learners in effective instruction. Features and updates to this new edition include: An updated and streamlined Part 1 provides an

essential overview of ELL theory in a mathematics specific context. Additional practical examples of mathematics problems and exercises make turning theory into practice easy when teaching ELLs New pedagogical elements in Part 3 include tips on harnessing new technologies, discussion questions and reflection points. New coverage of the Common Core State Standards, as well as updates to the web and print resources in Part 4.

Teaching Mathematics in the Visible Learning Classroom, Grades 3-5 John Almarode,Douglas Fisher,Kateri Thunder,Sara Delano Moore,John Hattie,Nancy Frey,2019-02-13 How do you generate that lightbulb “aha” moment of understanding for your students? This book helps to answer that question by showing Visible Learning strategies in action in high-impact mathematics classrooms. Walk in the shoes of teachers as they engage in the countless micro-decisions required to balance strategies, tasks, and assessments, demonstrating that it’s not only what works, but when. A decision-making matrix and grade-leveled examples help you leverage the most effective teaching practices at the most effective time to meet the surface, deep, and transfer learning needs of every student.

Teaching Mathematics in the Visible Learning Classroom, Grades K-2 John Almarode,Douglas Fisher,Kateri Thunder,John Hattie,Nancy Frey,2019-01-09 Select the right task, at the right time, for the right phase of learning Young students come to elementary classrooms with different background knowledge, levels of readiness, and learning needs. What works best to help K-2 students develop the tools to become visible learners in mathematics? What works best for K-2 mathematics learning at the surface, deep, and transfer levels? In this sequel to the megawatt bestseller Visible Learning for Mathematics, John Almarode, Douglas Fisher, Kateri Thunder, John Hattie, and Nancy Frey help you answer those questions by showing how Visible Learning strategies look in action in K-2 mathematics classrooms. Walk in the shoes of teachers as they mix and match the strategies, tasks, and assessments seminal to making conceptual understanding, procedural knowledge, and the application of mathematical concepts and thinking skills visible to young students as well as to you. Using grade-leveled examples and a decision-making matrix, you’ll learn to Articulate clear learning intentions and success criteria at surface, deep, and transfer levels Employ evidence to guide students along the path of becoming metacognitive and self-directed mathematics achievers Use formative assessments to track what students understand, what they don’t, and why Select the right task for the conceptual, procedural, or application emphasis you want, ensuring the task is for the right phase of learning Adjust the difficulty and complexity of any task to meet the needs of all learners It’s not only what works, but when. Exemplary lessons, video clips, and online resources help you leverage the most effective teaching practices at the most effective time to meet the surface, deep, and transfer learning needs of every K-2 student.

Mathematical magic Kiera C. Hernandez,2011

Mathematical Problem Posing Florence Mihaela Singer,Nerida F. Ellerton,Jinfa Cai,2015-06-12 The mathematics education community continues to contribute research-based ideas for developing and improving problem posing as an

inquiry-based instructional strategy for enhancing students' learning. A large number of studies have been conducted which have covered many research topics and methodological aspects of teaching and learning mathematics through problem posing. The Authors' groundwork has shown that many of these studies predict positive outcomes from implementing problem posing on: student knowledge, problem solving and posing skills, creativity and disposition toward mathematics. This book examines, in-depth, the contribution of a problem posing approach to teaching mathematics and discusses the impact of adopting this approach on the development of theoretical frameworks, teaching practices and research on mathematical problem posing over the last 50 years.

Reciprocal Learning for Cross-Cultural Mathematics Education Sijia Cynthia Zhu, Shu Xie, Yunpeng Ma, Douglas McDougall, 2020-12-15 This edited volume examines new ways of teaching mathematics through a cross-cultural reciprocal learning project between sister schools in Canada and China. Situating teacher learning in the intersection of the two different school systems, curriculums, and cultures of mathematics learning and teaching in both nations, this volume offers teachers a unique and much-needed perspective on how practices between countries become more and more likely shaped by each other in the emerging global society. Born out of a comparative study project sponsored by the SSHRC, this volume compiles five years' worth of findings from reciprocal partnerships between researchers, teachers, school administrators, and students from both nations. Through the process of reciprocal learning and narrative inquiry, the research described in these chapters illuminates the unknown and shares newly-created mathematics education knowledge.

Journal of Developmental Education, 1994

Effects of State-level Reform of Elementary School Mathematics Curriculum on Classroom Practice, 1990

Teaching Students with Mild and High-incidence Disabilities at the Secondary Level Edward James Sabornie, Laurie Ungerleider DeBettencourt, 2004 Focusing on the needs of secondary-level learners with common disabilities—a group often neglected by other books on the market—*Teaching Students with Mild and High Incidence Disabilities at the Secondary Level* presents numerous research-proven instructional methods and strategies. It thoroughly examines the methods that are effective ;across the board,; as well as methods specific to particular challenges. The authors address special education theory and relevant research in simple, straightforward language that uses minimal jargon, making concepts accessible and understandable to all. Using case studies to show actual instruction ;as it happens,; this book gives readers a realistic portrait of today's diverse student population. Coverage includes: special education and adolescence; instruction methods; and current and future instructional issues. An obvious resource for special education teachers, this book is also an excellent guide for all educators, as it provides information about assessment and curriculum planning.

Encyclopedia of Educational Psychology Neil J. Salkind, 2008-01-17 From applied behavior analysis to vicarious reinforcement, overviews of theories outline concepts basic to the field of educational psychology. Each of the 275 scholarly

articles give sample suggestions for further research. All told, the set provides a useful introduction to a burgeoning area of study and is highly recommended for academic libraries. —John R. M. Lawrence This comprehensive, informative, cross-disciplinary, and authoritative encyclopedia supports a holistic approach to preschool to adult education and would make a welcome addition to any undergraduate collection. —Library Journal Educational Psychology is a special field of endeavor since it strives to apply what we know about many different disciplines to the broad process of education. In the most general terms, you can expect to find topics in this area that fall into the categories of human learning and development (across the life span), motivation, measurement and statistics, and curriculum and teaching. There are few comprehensive overviews of the field of educational psychology, and the purpose of this two-volume Encyclopedia is to share this information in a way that is, above all, informative without being overly technical or intimidating. With more than 275 contributions, the Encyclopedia of Educational Psychology opens up the broad discipline of educational psychology to a wide and general audience. Written by experts in each area, the entries in this far-reaching resource provide an overview and an explanation of the major topics in the field of human development. While the Encyclopedia includes some technical topics related to educational psychology, for the most part, it focuses on those topics that evoke the interest of the everyday reader. Key Features Addresses topics that are of particular interest to the general public such as vouchers, Head Start, divorce, learning communities and charter schools Shares subjects that are rich, diverse, and deserving of closer inspection with an educated reader who may be uninformed about educational psychology Draws from a variety of disciplines including psychology, anthropology, education, sociology, public health, school psychology, counseling, history, and philosophy Presents many different topics all tied together by the theme of how the individual can best function in an educational setting, from pre-school through adult education Key Themes Classroom Achievement Classroom Management Cognitive Development Ethnicity, Race, and Culture Families Gender and Gender Development Health and Well-Being Human Development Intelligence and Intellectual Development Language Development Learning and Memory Organizations Peers and Peer Influences Public Policy Research Methods and Statistics Social Development Teaching Testing, Measurement, and Evaluation Theory This practical Encyclopedia brings the field of educational psychology to the everyday person making it a welcome addition to any academic or public library.

Dynamic Assessment and Thinking Oriented Instruction in Mathematics to Blind Students Yunmin Jung, 1993

Strategies for Teaching Students with Learning and Behavior Problems Candace S. Bos, Sharon Vaughn, 1998 Focus on how to teach and how to apply methods. Discusses theories of teaching and learning (Ch. 2) to illustrate how theory is applied. Now more emphasis on consultation, collaboration, and co-teaching; culturally and linguistically diverse students; and technology.

Comprehending Math Arthur A. Hyde, 2006 For those who devour Comprehending Math as I did, their teaching will be

clearer, bolder, more connected. And for the ultimate beneficiaries, they will have a chance to understand just how integrally our world is connected. Ellin Oliver Keene, author of *Mosaic of Thought* No matter the content area, students need to develop clear ways of thinking about and understanding what they learn. But this kind of conceptual thinking seems more difficult in math than in language arts and social studies. Fortunately we now know how to help kids understand more about mathematics than ever before, and in *Comprehending Math* you'll find out that much of math's conceptual difficulty can be alleviated by adapting what we have learned from research on language and cognition. In *Comprehending Math* Arthur Hyde (coauthor of the popular *Best Practice*) shows you how to adapt some of your favorite and most effective reading comprehension strategies to help your students with important mathematical concepts. Emphasizing problem solving, Hyde and his colleagues demonstrate how to build into your practice math-based variations of: K - W - L visualizing asking questions inferring predicting making connections determining importance synthesizing He then presents a practical way to braid together reading comprehension, math problemsolving, and thinking to improve math teaching and learning. Elaborating on this braided model of approach to problem solving, he shows how it can support planning as well as instruction. *Comprehending Math* is based on current cognitive research and features more than three dozen examples that range from traditional story problems to open-ended or extended-response problems and mathematical tasks. It gives you step-by-step ideas for instruction and smart, specific advice on planning strategy-based teaching. Help students do math and get it at the same time. Read *Comprehending Math*, use its adaptations of familiar language arts strategies, and discover how deeply students can understand math concepts and how well they can use that knowledge to solve problems.

The Teacher's Role in Reinventing the Meaning of Mathematical Knowing in the Classroom Magdalene Lampert,1988

Teaching Students with Learning Problems Cecil D. Mercer,Ann R. Mercer,2005 For courses in teaching students with mild disabilities and students at risk for school failure. Also for courses in teaching students with disabilities in inclusive and Special Education settings. This top-selling practical, research-based text contains the resources teachers need to make informed decisions concerning their students with learning or behavior problems, making it the most useful methods text on the market. Prided for its unique and comprehensive coverage of classroom assessment and methods for the content areas, it assists teachers in finding effective practices to facilitate instruction of students with learning problems.

International Yearbook of Educational and Training Technology ,1991

Teaching to Change the World Jeannie Oakes,Martin Lipton,2003 Publisher Description

Enjoying the Melody of Expression: An Mental Symphony within **Reciprocal Teaching In Math**

In some sort of taken by monitors and the ceaseless chatter of instant connection, the melodic elegance and psychological symphony created by the prepared term often disappear in to the backdrop, eclipsed by the persistent sound and disruptions that permeate our lives. But, located within the pages of **Reciprocal Teaching In Math** a stunning literary value brimming with natural thoughts, lies an immersive symphony waiting to be embraced. Crafted by a wonderful composer of language, this fascinating masterpiece conducts readers on a psychological journey, skillfully unraveling the hidden songs and profound impact resonating within each carefully constructed phrase. Within the depths of the moving review, we can examine the book is key harmonies, analyze its enthralling writing type, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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