



Teaching Number in the Classroom

with 4-8 year-olds

Robert J Wright
James Martland
Ann K Stafford
Garry Stanger



Teaching Number In The Classroom With 4 8 Year Olds Math Recovery

**Robert J Wright, Garry Stanger, Ann K
Stafford, James Martland**



Teaching Number In The Classroom With 4 8 Year Olds Math Recovery:

Teaching Number in the Classroom with 4-8 Year Olds Ann K Stafford, 2006-01-05 This user friendly resource presents an inquiry based approach to classroom instruction and covers beginning number and early counting strategies as well as multi digit addition subtraction multiplication and division

Teaching Number in the Classroom with 4-8 Year Olds Robert J Wright, Garry Stanger, Ann K. Stafford, James Martland, 2014-10-17 Bring the principles and practice of the acclaimed Mathematics Recovery Programme to whole class teaching WHY INVEST IN THE NEW EDITION In full colour with a revised layout for clearer navigation More up to date tasks activities and real classroom examples Learning trajectories for guiding instruction and tracking progress on key topics Extra resources online on the companion website Part of the best selling Maths Recovery series this practical step by step guide to classroom instruction takes an inquiry based approach to assess children s knowledge and build on this to develop a firm foundation of understanding and confidence in mathematics Topics covered range from beginning number and early counting strategies to multi digit addition and subtraction right through to multiplication and division An invaluable resource for use on pre service teacher training courses and for all primary classroom teachers and assistants including experienced Mathematics Recovery instructors as well as learning support personnel primary mathematics advisors numeracy consultants and educational psychologists WHAT EXTRAS ARE ON THE COMPANION WEBSITE Downloadable extra chapter resources like print out grids worksheets cards and much more A Facilitator s Guide that can be used either individually or in group study to help you get the most out of the material In class video demonstrations to clearly show how the instructional activities in the book are used in the classroom Webinar discussing the key points in the book and how it supports your teaching Research informs practice in this easy to access resource Each chapter gives educators practical bite sized assessments linked to a host of activities that helps them target teaching and develop the firm foundations which are so vital for confident and competent mathematicians Jill Piotrowski Numeracy Consultant Wigan Local Authority UK The Classroom Instructional Framework in Early Number is research based and provides a roadmap of not only the what but the when and the how to teach all aspects of early number Vicki Nally Mathematics Consultant at Catholic Education Office Melbourne The structured approach offers a wealth of rich and easily implemented classroom based activities that work thousands of teachers in Ireland attest to this Noreen O Loughlin Director Maths Recovery and Maths Education Lecturer Mary Immaculate College Limerick Ireland

Numeracy for All Learners Pamela D. Tabor, Dawn Dibley, Amy J. Hackenberg, Anderson Norton, 2020-09-30 Numeracy for All Learners is a wide ranging overview of how Math Recovery theory pedagogy and tools can be applied meaningfully to special education to support learners with a wide range of educational needs It builds on the first six books in the Math Recovery series and presents knowledge resources and examples for teachers working with students with special needs from Pre K through secondary school Key topics include dyscalculia what contemporary neuroscience tells us about mathematical learning and

differentiating assessment and instruction effectively to meet the needs of all students in an equitable framework **Early Numeracy** Robert J Wright, James Martland, Ann K Stafford, 2006-01-05 Unlike many books based on research work this book doesn't just let teachers know what is going wrong with children's learning it actually gives some practical advice about what to do next The whole book is based upon extensive observation and recording of individual children and their difficulties with mathematics These children are the most difficult to plan for in a busy classroom and the authors appreciate the small steps and the different learning styles approaches needed for these children This approach fits well with the NNS wave and springboard materials but takes the analysis of the individual's difficulties to a more detailed level The book brings together research carried out across a range of countries and therefore shows the versatility of the approaches taken This will be a very useful book for trainee teachers as it exemplifies how to use assessment to feed into teaching It will be helpful for class teachers and mathematics coordinators as well as SENCOs to assist in improving the teaching and learning for specific children in our schools Mary Briggs Primary and Early Years PGCE Coordinator Institute of Education University of Warwick This is a highly practical resource that will be appreciated by classroom and specialist teachers alike It will provide teachers new to the Math Recovery program with practical help and support to diagnose errors and misconceptions in early numeracy Practicing Math Recovery Specialists will be thrilled with the addition of four new highly focused assessments and an elaboration of the Learning Framework in Number Early Numeracy is admirably grounded in international research and well established theory characteristics that are much sought after in the current data driven educational environment Like many others I was drawn to Math Recovery after reading the first edition of Early Numeracy This second edition is a treasure it is exciting to consider the impact it will have on children and teachers and to the growth of the Math Recovery program Audrey Murray Lead Teacher Midwest Math Recovery Training Center Minneapolis This text has been fully updated to include developments and refinements brought about by widespread international application of the assessment tools in the Mathematics Recovery Programme The book will help practitioners to identify and provide detailed analyses of all children but especially those who are able and those who underachieve in early numeracy It will enable teachers learning support personnel numeracy consultants and educational psychologists to advise colleagues and parents on children's number knowledge and strategies for early numeracy The Mathematics Recovery Programme has been successfully applied in Australia the United Kingdom and Ireland the United States and Canada both in specialist interventions and classroom settings The revised version shows how familiarisation with and understanding of the diagnostic assessment tools has allowed teachers to become more knowledgeable in understanding children's difficulties and misconceptions and more skilled and confident in planning programmes of intervention and monitoring the children's progress This new edition includes Integrated frameworks of useful tasks for assessing children's number knowledge and strategies Four separate and revised diagnostic assessment interviews Assessments for addition and subtraction strategies Base Ten Arithmetical

strategies Early Grouping strategies and Advanced Grouping strategies in the four operations How the assessment process has impacted significantly on teachers professional development and contributed to the raising of standards in early numeracy Teaching Early Numeracy to Children with Developmental Disabilities Corinna F. Grindle,Richard P. Hastings,Robert J. Wright,2020-10-14 This practical guide for teaching numeracy to children with a developmental disability is based on core concepts from the landmark Mathematics Recovery text Teaching Number aka the green book that have been adapted for children with developmental disabilities It sets out key principles of teaching and learning underpinning an evidence based teaching approach and provides clear guidance on how educators can plan and implement a structured teaching program so that every child can be given a positive experience in learning numeracy and achieve significant outcomes maximizing their potential The book is supported by a comprehensive set of online resources for use in the classroom including 90 lesson plans carefully tailored to provide sequenced learning experiences for children and school students who may need them most **Learning and Teaching Early Math** Douglas H. Clements,Julie Sarama,2009-04-01 In this important new book for pre and in service teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers become more effective professionals By opening up new windows to seeing young children and the inherent delight and curiosity behind their mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying level of knowledge and thinking of their classes and the individuals within them as key in serving the needs of all children In straightforward no nonsense language this book summarizes what is known about how children learn mathematics and how to build on what they know to realize more effective teaching practice It will help teachers understand the learning trajectories of early mathematics and become quintessential professionals Teaching Mathematics Conceptually Beth L. MacDonald,Jonathan N. Thomas,2023-04-08 This book expands upon the guiding principles at the heart of Math Recovery instruction exploring their connections with learning theory practical application in the classroom and their wider links to agreed concepts of high quality mathematics teaching It provides a well rounded overview of all major aspects of mathematics teaching including inquiry based and constructivist approaches planning and assessment and strategies that offer children opportunities for reflection satisfaction and increasing challenge Particular focus is placed on equitable and inclusive practices in mathematics and how we can develop teaching that connects with the abilities cultures and lived experiences of all children This is essential reading for all teachers familiar with the Math Recovery approach and classroom mathematics teachers in elementary and primary schools everywhere seeking to enhance their own professional knowledge and understanding Beth L MacDonald is an associate professor in Early Childhood Mathematics Education in the School of Teaching and Learning at Illinois State University Jonathan N Thomas is an associate professor of mathematics education and the chairperson of the Department of STEM Education at the University of Kentucky Supporting Disorders of Learning and Co-ordination Michael Farrell,2021-10-20

This revised and updated third edition previously titled *The Effective Teacher's Guide to Dyslexia and Other Learning Difficulties* unravels the complexity of specific learning difficulties in an accessible and user friendly way. Each chapter provides key information about the disorder in question giving a clear definition before discussing prevalence, causal factors, identification and assessment and provision. Implications for the curriculum and related assessment, pedagogy, resources, therapy, care and school and classroom organisation are explained, allowing providers to reflect and adapt their practice in response to the needs of the individual. The book informs effective provision with the aim of encouraging the best achievement and personal and social development for children and young people. The book authoritatively and lucidly addresses issues associated with impairment in reading, dyslexia, impairment in written expression, dysgraphia, impairment in mathematics, dyscalculia and developmental coordination disorder, dyspraxia. Recognising the importance and the challenge of multi-professional working, the book relates provision to the roles of parents and carers alongside that of the practitioner. Underpinned by research and widely held professional judgement, this will prove a practical, readable and inspiring resource for professionals in the UK, US and elsewhere, including teachers, therapists, psychologists and students entering these professions. [The Learning Framework in Number](#) Robert J Wright, David

Ellemor-Collins, 2018-03-12. This latest book in the bestselling Mathematics Recovery series gives mathematics educators a complete research-based framework for assessment, instruction and intervention in whole number arithmetic across grades K to 5. The integrated set of classroom tools includes nine carefully designed schedules of assessment tasks, nine models of learning progressions, ten teaching maps that guide the instructional progressions across key topics. The book offers guidance on innovative video-based assessment and an overview of principles of intervention instruction, giving you an integrated resource for supporting the children you teach. *The Learning Framework in Number* will be a useful guide for all primary and elementary school classroom teachers and assistants and specialist teachers, including experienced Mathematics Recovery instructors. The book will also be of significant interest to teacher educators and researchers. [RTI in Math](#)

William N. Bender, Darlene N. Crane, 2010-08-01. This map of the RTI process offers an overview of research, detailed guidance through each stage of implementation, tools for teacher reflection and growth, and discussion of support strategies beyond the classroom. The authors analyze a variety of common student difficulties in elementary math and apply a three-tier RTI model to the general education classroom. **Teaching Number** Robert J Wright, Garry Stanger, Ann K Stafford, James

Martland, 2006-08-30. The book lets teachers identify where their students are in terms of number skills and sets out a strategy for developing their knowledge. The authors show how to advance children's learning across five stages of early arithmetical learning: emergent, perceptual, figurative, initial number and facile number. This provides for increasingly sophisticated number strategies across addition, subtraction, multiplication and division, as well as developing children's number word and numeral knowledge and their ability to structure number and have grouping strategies. The approach used

nine guiding principles for teaching Each chapter has clearly defined teaching procedures which show how to take the children onto the next more sophisticated stage The teaching procedures are organized into key teaching topics and each includes a clearly defined purpose detailed instructions activities learning tasks and reinforcing games lists of responses which children may make application in whole class small group and individualised settings a link to the Learning Framework in Number see Early Numeracy second edition 2005 how the guiding principles for teaching can be used to allow teachers to evaluate and reflect upon their practice Primary practitioners in Australia the United States the United Kingdom and Canada have tested the teaching procedures which can be used in conjunction with each country s numeracy strategy Primary teachers especially of the early years mathematics co ordinators heads of school mathematics advisers special educationalists learning support personnel teacher assistants lecturers in initial teacher training and educational psychologists will all find this book invaluable

Constructing Number Anderson Norton, Martha W. Alibali, 2018-12-17 The book synergizes research on number across two disciplines mathematics education and psychology The underlying problem the book addresses is how the brain constructs number The opening chapter frames the problem in terms of children s activity including mental and physical actions Subsequent chapters are organized into sections that address specific domains of number natural numbers fractions and integers Chapters within each section address ways that children build upon biological primitives e g subitizing and prior constructs e g counting sequences to construct number The book relies on co authored chapters and commentaries at the end of each section to create dialogue between junior faculty and senior researchers as well as between psychologists and mathematics educators The final chapter brings this work together around the framework of children s activity and additional themes that arise in the collective work The book is aimed to appeal to mathematics educators mathematics teacher educators mathematics education researchers educational psychologists cognitive psychologists and developmental psychologists

Teaching Children Mathematics , 2008-08

On Track to Numeracy Lucinda MacCarty, Kurt Kinsey, David Ellemor-Collins, Robert J. Wright, 2025-12-13 This latest book in the best selling Math Recovery series is your K 5 classroom starter kit for transforming mathematics learning outcomes and helping all students realize their potential It contains the latest version of the Learning Framework in Number the structured approach underpinning Math Recovery professional development that supports the teaching and learning of number concepts skills and strategies in the elementary grades Packed with practical pedagogical tools accessible guidance and helpful illustrations this is a book no elementary or primary school mathematics teacher should be without

Learning Disorders Peter Westwood, 2017-07-14 What are learning disorders How can schools endeavour to address these disorders in today s inclusive classrooms This book answers these important questions in practical terms and discusses in detail the instructional needs of students with dyslexia dysgraphia dyscalculia dyspraxia and other significant disorders that affect learning Peter Westwood draws on international research literature to provide supporting evidence of best practices The

book is unique in linking the teaching methods recommended for overcoming learning problems directly to each of the three tiers of support in the Response to Intervention Model. It presents examples of effective whole class teaching, intensive small group instruction and individual tutoring as well as addressing key topics such as educational progress of students with learning disorders, principles for teaching dyslexic students, difficulties with writing and spelling, developing students numeracy skills, specific intervention strategies, nonverbal learning disabilities. Learning Disorders will be of interest to practising teachers, trainee teachers, teaching assistants, educational psychologists, school counsellors and parents. It will also provide valuable insights for any school planning to upgrade its support system for students with special educational needs.

Teaching Number Robert J Wright, Garry Stanger, Ann K Stafford, James Martland, 2006-08-30. The book lets teachers identify where their students are in terms of number skills and sets out a strategy for developing their knowledge. The authors show how to advance children's learning across five stages of early arithmetical learning: emergent, perceptual, figurative, initial number and facile number. This provides for increasingly sophisticated number strategies across addition, subtraction, multiplication and division as well as developing children's number word and numeral knowledge and their ability to structure number and have grouping strategies. The approach used nine guiding principles for teaching. Each chapter has clearly defined teaching procedures which show how to take the children onto the next more sophisticated stage. The teaching procedures are organized into key teaching topics and each includes a clearly defined purpose, detailed instructions, activities, learning tasks and reinforcing games, lists of responses which children may make, application in whole class, small group and individualised settings, a link to the Learning Framework in Number, see Early Numeracy second edition 2005, how the guiding principles for teaching can be used to allow teachers to evaluate and reflect upon their practice. Primary practitioners in Australia, the United States, the United Kingdom and Canada have tested the teaching procedures which can be used in conjunction with each country's numeracy strategy. Primary teachers, especially of the early years, mathematics co-ordinators, heads of school, mathematics advisers, special educationalists, learning support personnel, teacher assistants, lecturers in initial teacher training and educational psychologists will all find this book invaluable.

Transtornos de aprendizagem e coordenação Michael Farrell, 2024-03-20. Esta obra trata de um tema de grande relevância: os transtornos de aprendizagem e coordenação. Seu autor, com experiência e paixão pela educação especial, dirige-se a educadores profissionais da sala de aula e pais que desejam compreender e auxiliar aqueles que enfrentam desafios de aprendizagem e coordenação. O livro analisa as dificuldades específicas de aprendizagem e de coordenação, desvenda conceitos e fornece recursos práticos para intervenções. Igualmente explora as causas das dificuldades e apresenta estratégias de apoio baseadas em evidências para uso escolar e doméstico.

Developing Number Knowledge Robert J Wright, David Ellemor-Collins, Pamela D Tabor, 2011-11-04. Following the great success of the earlier books, this fourth book in the Mathematics Recovery series equips teachers with detailed pedagogical knowledge and resources for teaching number to 7

to 11 year olds Drawing on extensive programs of research curriculum development and teacher development the book offers a coherent up to date approach emphasising computational fluency and the progressive development of students mathematical sophistication The book is organized in key domains of number instruction including structuring numbers 1 to 20 knowledge of number words and numerals conceptual place value mental computation written computation methods fractions and early algebraic reasoning Features include fine grained progressions of instruction within each domain detailed descriptions of students strategies and difficulties assessment tasks with notes on students responses classroom ready instructional activities This book is designed for classroom and intervention teachers special education teachers and classroom assistants The book is an invaluable resource for mathematics advisors and coaches learning support staff numeracy consultants curriculum developers teacher educators and researchers

Teaching Number Robert J Wright, 2002-03-22 As a classroom teacher I found the stages and instructional strategies very helpful in identifying students progress along mathematical development levels Teaching Children Mathematics I have tried many of the suggestions and teaching procedures and seen short and long term success both with individuals and groups It will be a valuable resource for the primary school teacher especially with older children who need accurate and specialised development A sound approach to mathematics teaching could be developed from conscientious use of this resource Matthew Alcock Primary Practice This is a highly detailed and well structured text to support the teaching of number skills at the primary phase with particular emphasis given to the 4 8 years age range From the outset the authors take great care to set out their credentials and the scope of their writing It is clear that the guidance teaching approach and activities offered in the book have been thoroughly tried and tested throughout the 1990s during research and development work with teachers in Australia England and the USA in the Mathematics Recovery MR and Count Me In Too CMIT projects Mathematics in Schools This book provides a structured approach to the teaching of early numeracy which has been extensively developed through the Mathematics Recovery and Count Me In Too Projects in Australia the United Kingdom and the United States The book lets teachers identify where their students are in terms of number skills and sets out a strategy for developing their knowledge The authors show how to advance children s learning across five stages emergent perceptual figurative initial number and facile number This provides for increasingly sophisticated number strategies Teaching procedures are organised into key teaching topics and each includes a clearly defined purpose detailed teaching procedures and learning tasks application in whole class small group and individualised settings a link to the Learning Framework in Number The activities have been tested by practitioners in Australia the United States and the United States and can be used within each country s numeracy strategy This book will be useful to primary teachers especially in the early years mathematics co ordinators heads of school mathematics advisers learning support personnel lecturers and educational psychologists This book builds on the assessment of children s strategies set out in the authors Early Numeracy Paul Chapman Publishing 2000

Lessons Learned from

Research on Mathematics Curriculum Denisse R Thompson, Mary Ann Huntley, Christine Suurtamm, 2024-09-01 This volume focuses on research related to mathematics curriculum But rather than focusing on results of research it focuses on lessons learned about conducting research on curriculum whether about design and development analysis of curriculum in the form of official standards or textbook instantiations teacher intentions related to curriculum implementation or actual classroom enactment For scholars interested in curriculum research the volume offers lessons about conducting curriculum research that have been learned by others engaged in such work including frameworks tools and techniques as well as challenges and issues faced with solutions to address them Sharing lessons from authors of different countries strengthens the broader mathematics research community and provides insights that can help researchers make important strides forward in research on mathematics curriculum

Enjoying the Track of Expression: An Psychological Symphony within **Teaching Number In The Classroom With 4 8 Year Olds Math Recovery**

In a world eaten by displays and the ceaseless chatter of instantaneous transmission, the melodic elegance and psychological symphony developed by the written term frequently disappear in to the background, eclipsed by the relentless sound and disturbances that permeate our lives. However, nestled within the pages of **Teaching Number In The Classroom With 4 8 Year Olds Math Recovery** a wonderful literary treasure full of natural feelings, lies an immersive symphony waiting to be embraced. Constructed by a wonderful composer of language, that fascinating masterpiece conducts visitors on an emotional journey, well unraveling the hidden melodies and profound affect resonating within each cautiously constructed phrase. Within the depths with this emotional assessment, we shall examine the book is central harmonies, analyze their enthralling publishing design, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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