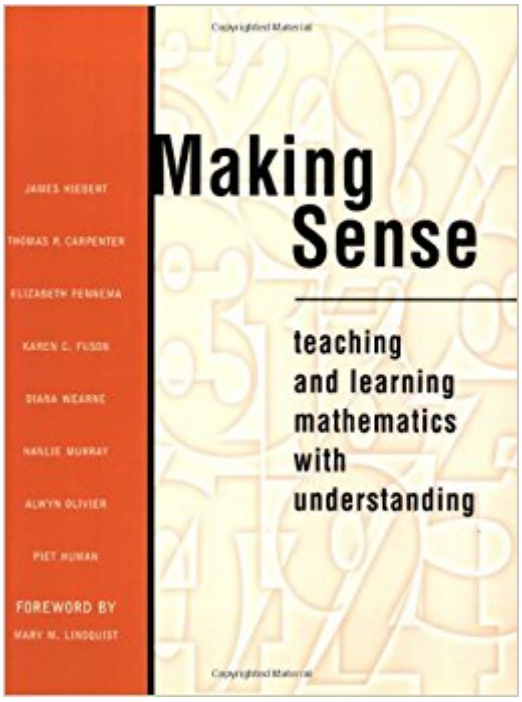
Making Sense: Teaching And Learning Mathematics With Understanding



Synopsis

The key to effective math learning lies not in the regurgitation of isolated facts but in the ablility to reason with and use what is learned - in understanding the concepts. But what does it mean to design a classroom so that understanding is the primary objective? What would a system of instruction look like if we took seriously the goal of helping all students understand mathematics? In this ground-breaking book, James Hiebert and his colleagues arm teachers with the best current research-based ideas for designing - and defending - classrooms that support students' mathematical understanding. It is based on the authors' work in four separate research programs, all of which investigated the effects of specific instructional approaches. Out of their ongoing discussions emerged a striking consensus about what features are essential and what features are optional, which they share in this book. They also provide glimpses into their individual projects and into the classrooms from which they have drawn many of their ideas. By describing the essential features of classrooms that support students' mathematical understanding and by offering pictures of several classrooms that exhibit these features, Making Sense provides a valuable framework within which elementary teachers can reflect on their own practice and think again about what it means to teach for understanding.

Book Information

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Age Range: 5 - 10 years
Grade Level: Kindergarten - 5

Customer Reviews

Ã¢â ¬Å“I recommend this easy-to-read book to educators of students of all ages and to instructors of other content areas.Ã¢â ¬Â•Ã¢â ¬â œTeaching Children Mathematics

Thomas Carpenter is Professor of Curriculum and Instruction at the University of Wisconsin-Madison, where he has taught for twenty-five years. He is the former editor of the National Council of Teachers of Mathematics (NCTM) Journal for Research in Mathematics Education, and has received the NCTM Lifetime Achievement award for Distinguished Service to Mathematics Education among other awards.Elizabeth Fennema is Emerita Professor of Curriculum and Instruction and Senior Scientist at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. She has studied the teaching and learning of mathematics throughout her professional career, and is well known for her work on gender and mathematics.Karen C. Fuson is a member of a working group of the National Center for Research in Mathematical Sciences Education at the University of Wisconsin-Madison. The purpose of the group is to consider the teaching and learning of whole-number arithmetic in elementary school.James Hiebert is a member of a working group of the National Center for Research in Mathematical Sciences Education at the University of Wisconsin-Madison. The purpose of the Group is to consider the teaching and learning of the whole-number arithmetic in elementary school.Hanlie Murray is a member of a working group of the National Center for Research in Mathematical Sciences Education at the University of Wisconsin-Madison. The purpose of the group is to consider the teaching and learning of whole-number arithmetic in elementary school.Diana Wearne is a member of a working group of the National Center for Research in Mathematical Sciences Education at the University of Wisconsin-Madison. The purpose of the group is to consider the teaching and learning of whole-number arithmetic in elementary school.

This book should be required reading for all math teachers working at the elementary level. It is an inspiring reminder that math is so much more than memorizing processes.

Even though this was for a college course, I enjoyed reading this book. It gave me some good ideas on things to do in my math classroom.

This book was done really well. It really explained how to teach children math not just by memorization, but to fully comprehend it.

Great

Book was in nice shape! I received the book way before the estimated arrival date!

This was a book I needed for my class at school. It was the one book I bought but not used.

This book is perfect for any teacher that wants to teach children math, so that they will learn with understanding. This book examines the elements that are necessary in a classroom that teaches with understanding. This book also examines several different, diverse classrooms that serve as examples. This book is an excellent resource and will help any existing or pre-service teacher better understand mathematics and how to teach mathematics within the classroom.

I bought this book for a 5 week class I was taking and it arrived very quickly for a great price. Thanks!!

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