



# Teaching Student-Centered Mathematics: Grades K-3

*John A. Van de Walle, Lou Ann H. Lovin*

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**Teaching Student-Centered Mathematics: Grades K-3** John A. Van de Walle, Lou Ann H. Lovin  
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- The **NCTM Content Standards** are provided for teachers' reference in the **appendix**.

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Teaching Student-Centered Mathematics: Grades K-3. John A. Van de Walle, Late of Virginia Commonwealth University. LouAnn H. Lovin, James Madison University. The student-centered approach will result in successful math students, making these books indispensable for K-3 classroom teachers! Series. This product is part of the following series. Click on a series title to see the full list of products in the series. Teaching Student-Centered Mathematics Series. Features. Numerous problem-based activities in every content chapter are a fantastic resource for in-service teachers. "Big Ideas" provide clear and succinct explanations of the most critical concepts in K-3 mathematics. Mathematics kindergarten to grade 9. Introduction. Students learn by attaching meaning to what they do, and they need to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract. Students must learn to recognize, extend, create and use mathematical patterns. Patterns allow students to make predictions and justify their reasoning when solving routine and nonroutine problems. Learning to work with patterns in the early grades helps students develop algebraic thinking, which is foundational for working with more abstract mathematics in higher grades. RELATIONSHIPS.

Mathematics kindergarten to grade 9. Introduction. Students learn by attaching meaning to what they do, and they need to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract. Students must learn to recognize, extend, create and use mathematical patterns. Patterns allow students to make predictions and justify their reasoning when solving routine and nonroutine problems. Learning to work with patterns in the early grades helps students develop algebraic thinking, which is foundational for working with more abstract mathematics in higher grades. RELATIONSHIPS. Grade 3 Mathematics Blackline Masters. Number (N) BLM 3.N.1.1: Number Cards 100 to 1000 BLM 3.N.1.2: Hundred Chart BLM 3.N.1.3: Correct or Incorrect Patterns BLM 3.N.2.1: Number of the Day BLM 3.N.2.2: I Can Number of the Day BLM 3.N.2.3: Small Ten Frames BLM 3.N.3.1: Number Cards. 2 Grade 3 Mathematics: Support Document for Teachers. First Nations, Métis, and Inuit Perspectives. This means that students look for connections in learning, and learn mathematics best when it is contextualized and not taught as discrete content. Many First Nations, Métis, and Inuit students come from cultural environments where learning takes place through active participation. Traditionally, little emphasis was placed upon the written word.

We describe a mathematics project involving fifth grade students and the area of classrooms, which incorporates measurement, graphing, computation, data analysis, and presentation of results. <http://mathforum.org/trscavo/statistics.html> Grade Level(s): 3-5.

Estimation Station. Lesson Plan. Students use this hands-on math center to explore estimation and counting by tens with Goldfish. <http://www.atozteacherstuff.com/pages/299.shtml> Grade Level(s): K, 1-2, 3-5.

Interactive Assessment Worksheets. Lesson Plan. Award-winning mathematical word problems with different solution strategies. <http://www> The students construct a firm foundation for fraction concepts by experiencing and discussing activities that promote the following understandings

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Presentation on theme: "Open Number Line. References Teaching Student-Centered Mathematics Grades K-3, John A. Van de Walle, LouAnn H. Lovin, Pearson Publishing, 2006 Teaching." Presentation transcript: 1 Open Number Line.



1. Mathematics Study and teaching (Primary). 2. Mathematics Study and teaching (Primary) Manitoba. I. Manitoba. Manitoba Education and Training. 2 Grade 3 Mathematics: Support Document for Teachers. First Nations, Métis, and Inuit Perspectives. First Nations, Métis, and Inuit students in Manitoba come from diverse geographic areas with varied cultural and linguistic backgrounds. Students clarify their understanding of mathematical ideas through images and explanations. These processes are outlined in detail in Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes (2013). 6 Grade 3 Mathematics: Support Document for Teachers. Strands. Presentation on theme: "From Van de Walle Teaching Student Centered Mathematics K-3 and Carpenter, et. al. Children's Mathematics: Cognitively Guided Instruction." Presentation transcript Children's Mathematics: Cognitively Guided Instruction. 2

- Three children successfully solved addition and subtraction tasks for two digit numbers.
- Fourteen of the twenty-one children used their fingers to count all or count on as they solved such problems as  $6 + 3 = \underline{\quad}$  and  $8 + 9 = \underline{\quad}$ .
- Three of the children needed cubes to solve such problems and counted all the cubes.
- One child had difficulty counting more than seven cubes accurately.

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