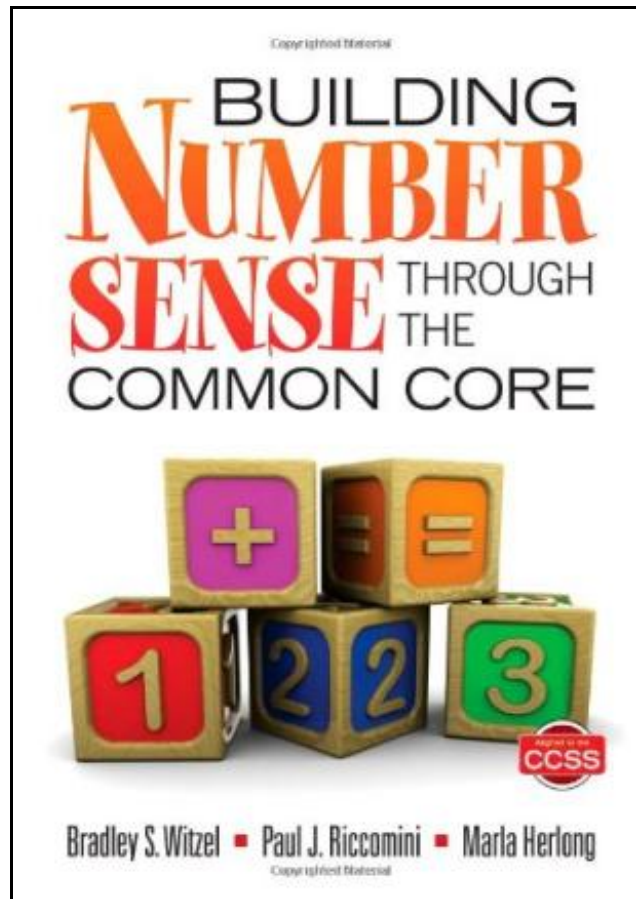


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(Tomas Witting)

BUILDING NUMBER SENSE THROUGH THE COMMON CORE: DEVELOPING MATH KNOWLEDGE THROUGH THE CCSS (PAPERBACK)



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SAGE Publications Inc, United States, 2013. Paperback. Book Condition: New. 251 x 175 mm. Language: English . Brand New Book. Build a lasting foundation for math proficiency right from the startThe math is on the wall: unless we can instill in our youngest mathematicians a solid understanding of number sense, they have little hope of mastering the more rigorous fractions and algebra that lie ahead. A key piece is identifying precisely where students are likely to struggle, then intervening with smart, targeted instruction. That s where Witzel and Riccomini s Building Number Sense Through the Common Core fits in.Grounded in research-supported instruction with aligned assessments to ensure comprehension, this essential resource provides:aTeaching strategies that build number sense skills, including quantity and cardinality, numeral/number recognition, fact fluency, math language, and moreAdaptations for students with specific needs, including English learners and students with disabilities, based on an RTI approachGuidance on measuring number sense through assessments and preparing students for standardized testingUser-friendly charts, tables, and sample math problems for planning curriculum and lessonsDiscover strategies that enable your students to develop a fundamental sense for numbers and create a lasting foundation for math proficiency! The authors describe how each common standard should be taught, which makes this a quick and immensely useful resource. I ve already begun using the strategies with my fellow teachers. uDeborah Gordon, Third-Grade TeacherMadison School District, Phoenix, AZ This is an evidence based, accessible manual on how, why, and what to teach. Well written with effective examples and scenarios to illustrate key points, this book should be read by anyone interested in improving outcomes for children in mathematics. uAnnmarie Urso, Assistant ProfessorState University of New York at Geneseo.



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