



Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades 3-5 (Volume II) (2nd Edition) (Teaching Student-Centered Mathematics Series)

By John A. Van de Walle, Karen S. Karp, LouAnn H. Lovin, Jennifer M. Bay-Williams

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Initially adapted from Van de Walle's market-leading textbook, *Elementary and Middle School Mathematics*, the **Van de Walle Professional Mathematics Series** are practical guides for developmentally appropriate, student-centered mathematics instruction from best selling mathematics methods authors John Van de Walle, Karen Karp, LouAnn Lovin, and Jennifer Bay-Williams. Specially designed for in-service teachers, each volume of the series focuses on the content relevant to a specific grade band and provides additional information on creating an effective classroom environment, engaging families, and aligning teaching to the *Common Core State Standards*. Additional activities and expanded lessons are also included.

The series has three objectives:

1. To illustrate what it means to teach student-centered, problem-based mathematics
2. To serve as a reference for the mathematics content and research-based instructional strategies suggested for pre-kindergarten to grade two, grades three to five, and grades six to eight
3. To present a large collection of high quality tasks and activities that can engage students in the mathematics that is important for them to learn

Volume II is tailored specifically to grades 3-5, allowing teachers to quickly and easily locate information to implement in their classes. The student-centered approach will result in students who are successful in learning mathematics, making these books indispensable for 3-5 classroom teachers!

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Editorial Review

From the Back Cover

Teaching Student-Centered Mathematics : Developmentally Appropriate Instruction for Grades 3-5
By John A. Van de Walle, Karen S. Karp, Lou Ann H. Lovin, and Jennifer M. Bay-Williams

The Van de Walle Professional Mathematics Series provides practical guidance along with proven strategies for in-service teachers of mathematics.

Initially adapted from Van de Walle's market-leading textbook, *Elementary and Middle School Mathematics*, the **Professional Mathematics Series** is especially designed for in-service teachers. Each volume focuses on the content relevant to a specific grade band and provides additional information on creating an effective classroom environment, engaging families, and aligning teaching to the *Common Core State Standards*. This Second Edition of the series provides strong support aligned with the latest developments in mathematics education. Changes include:

- **A New Part I: Establishing a Student-Centered Environment.** Part I consists of seven chapters (all new) that address important ideas for creating a classroom environment where all children can succeed.
- **Connections to the Common Core State Standards.** A priority in preparing the Second Edition was to align the material to the CCSS standards.
- **Coverage of Technology.** Each chapter in Part II identifies effective, free technology that can help make content more visible, relevant, and interesting to students.
- **Full-size Blackline Masters.** Available in Appendix C, the Blackline Masters are reproducible for teachers' use with activities.

Volume II is tailored specifically to grades 3-5, allowing teachers to quickly and easily locate information to implement in their classes. The student-centered approach will result in successful math students, making these books indispensable for 3-5 classroom teachers!

Collect all three volumes in the Van de Walle Professional Mathematics Series! Each volume provides in-depth coverage at specific grade levels.

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About the Author

John A. Van de Walle

The late John Van de Walle was a professor emeritus at Virginia Commonwealth University. He was a mathematics education consultant who regularly gave professional development workshops for K-8 teachers in the United States and Canada. He visited and taught in elementary school classrooms and worked with teachers to implement student-centered math lessons. He co-authored the Scott Foresman-Addison Wesley *Mathematics K-6* series and contributed to the Pearson School mathematics program, enVisionMATH. Additionally, he wrote numerous chapters and articles for the National Council of Teachers of Mathematics (NCTM) books and journals and was very active in NCTM, including serving on the Board of Directors, Chair of the Educational Materials Committee, and a frequent speaker at national and regional meetings.

Karen Karp

Karen S. Karp is a professor of mathematics education at the University of Louisville (Kentucky). Prior to entering the field of teacher education she was an elementary school teacher in New York. Karen's research interests is on teaching mathematics to diverse populations. She is also co-author of *Elementary and Middle School Mathematics: Teaching Developmentally, Growing Professionally: Readings from NCTM Publications for Grades K-8, Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in Pre-K-Grade 2* and numerous book chapters and articles. She is a former member of the Board of Directors of the National Council of Teachers of Mathematics (NCTM) and a former president of the Association of Mathematics Teacher Educators (AMTE). She continues to work in classrooms to support teachers of students with disabilities in their mathematics instruction.

LouAnn Lovin

LouAnn Lovin is a professor of mathematics education at James Madison University (Virginia). She co-authored the First Edition of the *Teaching Student-Centered Mathematics* Professional Development Series with John A. Van de Walle as well as *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners* with special educators David Allsopp and Maggie Kyger. LouAnn taught mathematics to middle and high school students before transitioning to PreK-8. Over the last 15 years, she has worked in K-8 classrooms and engaged with teachers in professional development as they implement a student-centered approach to teaching mathematics. She has published articles in NCTM's *Teaching Children Mathematics* and *Mathematics Teaching in the Middle School* and has served on NCTM's Educational Materials Committee. LouAnn's research interest is on ways to develop teachers' mathematical knowledge needed to teach for understanding.

Jennifer M. Bay Williams

Jennifer Bay-Williams is a professor of mathematics education at the University of Louisville (Kentucky). Jennifer has published many articles on teaching and learning in NCTM journals. She has also coauthored numerous books, including: *Mathematics Coaching: Tools and Resources for Coaches and Leaders, K-12*; *Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in Pre-K-Grade*

2, *Math and Literature: Grades 6-8*, *Math and Nonfiction: Grades 6-8*, and *Navigating through Connections in Grades 6-8*. Jennifer taught elementary, middle, and high school in Missouri and in Peru, and continues to work in classrooms at all levels with students and with teachers. Jennifer served as member of Board of Directors for TODOS: Equity for All, as president of the Association of Mathematics Teacher Educators (AMTE), and editor for the 2012 NCTM Yearbook.

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