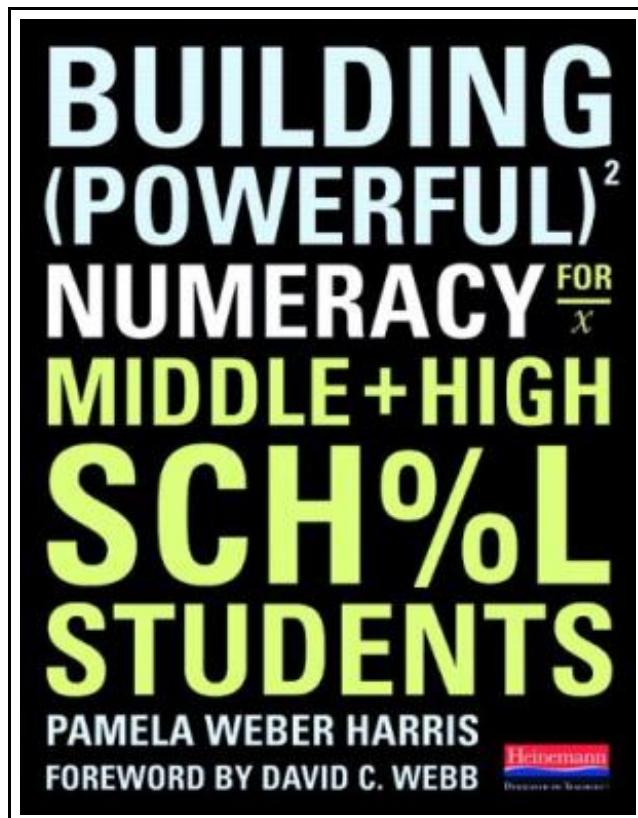


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Reviews

Undoubtedly, this is actually the finest work by any author. Of course, it is perform, nonetheless an amazing and interesting literature. You will like just how the article writer publish this book.
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Heinemann Educational Books, United States, 2011. Paperback. Book Condition: New. 274 x 213 mm. Language: English . Brand New Book. I continue to be amazed at the power we can harness in our secondary students by teaching ourselves and our students real numeracy. --Pamela Harris As secondary math teachers, we're often frustrated by the lack of true number sense in our students. Solid research at the elementary level shows how to help all students become mathematically proficient by redefining what it means to compute with number sense. Pam Harris has spent the past ten years scrutinizing the research and using the resulting reform materials with teachers and students, seeing what works and what doesn't work, always with an eye to success in higher math. This book brings these insights to the secondary world, with an emphasis on one powerful goal: building numeracy. Developing numeracy in today's middle and high school students is reflective of the Common Core State Standards mission to build the skills that our young people need for success in college and careers. (CCSS 2010) Numeracy is more than the ability to do basic arithmetic. At its heart, numeracy is the ability to use mathematical relationships to reason with numbers and numerical concepts, to think through the math logically, to have a repertoire of strategies to solve problems, and to be able to apply the logic outside of classrooms. How can we build powerful numeracy in middle and secondary students? Harris's approach emphasizes two big ideas: Teach the importance of representation. The representation of student strategies on models such as the open number line, the open array, and the ratio table promote discussion on relationships rather than procedures Teach with problem strings. Introduced by Catherine Twomey Fosnot and her colleagues in the Young Mathematicians...

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