

Jump Strategy Addition

Use the jump strategy to find the answer to each question.

$61 + 38 =$



$34 + 34 =$



$61 + 38 =$



$45 + 27 =$



$64 + 22 =$



$34 + 38 =$



$22 + 45 =$



$32 + 31 =$



Jump Strategy Empty Number Line

David Baud

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

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Teaching Number in the Classroom with 4-8 Year Olds Robert J Wright, Garry Stanger, Ann K. Stafford, James Martland, 2014-10-17 Bring the principles and practice of the acclaimed Mathematics Recovery Programme to whole class teaching WHY INVEST IN THE NEW EDITION In full colour with a revised layout for clearer navigation More up to date tasks activities and real classroom examples Learning trajectories for guiding instruction and tracking progress on key topics Extra resources online on the companion website Part of the best selling Maths Recovery series this practical step by step guide to classroom instruction takes an inquiry based approach to assess children s knowledge and build on this to develop a firm foundation of understanding and confidence in mathematics Topics covered range from beginning number and early counting strategies to multi digit addition and subtraction right through to multiplication and division An invaluable resource for use on pre service teacher training courses and for all primary classroom teachers and assistants including experienced Mathematics Recovery instructors as well as learning support personnel primary mathematics advisors numeracy consultants and educational psychologists WHAT EXTRAS ARE ON THE COMPANION WEBSITE Downloadable extra chapter resources like print out grids worksheets cards and much more A Facilitator s Guide that can be used either individually or in group study to help you get the most out of the material In class video demonstrations to clearly show how the instructional activities in the book are used in the classroom Webinar discussing the key points in the book and how it supports your teaching Research informs practice in this easy to access resource Each chapter gives educators practical bite sized assessments linked to a host of activities that helps them target teaching and develop the firm foundations which are so vital for confident and competent mathematicians Jill Piotrowski Numeracy Consultant Wigan Local Authority UK The Classroom Instructional Framework in Early Number is research based and provides a roadmap of not only the what but the when and the how to teach all aspects of early number Vicki Nally Mathematics Consultant at Catholic Education Office Melbourne The structured approach offers a wealth of rich and easily implemented classroom based activities that work thousands of teachers in Ireland attest to this Noreen O Loughlin Director Maths Recovery and Maths Education Lecturer Mary Immaculate College Limerick Ireland

Early Childhood Mathematics Education Research Julie Sarama, Douglas H. Clements, 2009-04-01 This important new book synthesizes relevant research on the learning of mathematics from birth into the primary grades from the full range of these complementary perspectives At the core of early math experts Julie Sarama and Douglas Clements s theoretical and empirical frameworks are learning trajectories detailed descriptions of children s thinking as they learn to achieve specific goals in a mathematical domain alongside a related set of instructional tasks designed to engender those mental processes and move children through a developmental progression of levels of thinking Rooted in basic issues of thinking learning and teaching this groundbreaking body of research illuminates foundational topics on the learning of mathematics with practical and theoretical implications for all ages Those implications are especially

important in addressing equity concerns as understanding the level of thinking of the class and the individuals within it is key in serving the needs of all children

Developing Number Knowledge Robert J Wright, David Ellemor-Collins, Pamela D Tabor, 2011-11-04 Following the great success of the earlier books this fourth book in the Mathematics Recovery series equips teachers with detailed pedagogical knowledge and resources for teaching number to 7 to 11 year olds Drawing on extensive programs of research curriculum development and teacher development the book offers a coherent up to date approach emphasising computational fluency and the progressive development of students mathematical sophistication The book is organized in key domains of number instruction including structuring numbers 1 to 20 knowledge of number words and numerals conceptual place value mental computation written computation methods fractions and early algebraic reasoning Features include fine grained progressions of instruction within each domain detailed descriptions of students strategies and difficulties assessment tasks with notes on students responses classroom ready instructional activities This book is designed for classroom and intervention teachers special education teachers and classroom assistants The book is an invaluable resource for mathematics advisors and coaches learning support staff numeracy consultants curriculum developers teacher educators and researchers

Learning and Teaching Early Math Douglas H. Clements, Julie Sarama, 2020-12-29 The third edition of this significant and groundbreaking book summarizes current research into how young children learn mathematics and how best to develop foundational knowledge to realize more effective teaching Using straightforward practical language early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers understand children s level of mathematical understanding and lead to better teaching By focusing on the inherent delight and curiosity behind young children s mathematical reasoning learning trajectories ultimately make teaching more joyous helping teachers understand the varying levels of knowledge exhibited by individual students it allows them to better meet the learning needs of all children This thoroughly revised and contemporary third edition of Learning and Teaching Early Math remains the definitive research based resource to help teachers understand the learning trajectories of early mathematics and become confident credible professionals The new edition draws on numerous new research studies offers expanded international examples and includes updated illustrations throughout This new edition is closely linked with Learning and Teaching with Learning Trajectories LT 2 an open access web based tool for early childhood educators to learn about how children think and learn about mathematics Head to LearningTrajectories.org for ongoing updates interactive games and practical tools that support classroom learning

Maths Assessment, 2001 Teaching Number in the Classroom with 4-8 Year Olds Ann K Stafford, 2006-01-05 This user friendly resource presents an inquiry based approach to classroom instruction and covers beginning number and early counting strategies as well as multi digit addition subtraction multiplication and division

Teaching Mathematics in Primary Schools Robyn Jorgensen, 2020-08-12 This is an outstanding book it should be high on the list of any primary school teacher s set of references and a required text

for pre service teachers Australian Primary Mathematics Classroom In our technology rich world numeracy is just as important as the smartphone in your pocket Students need to develop mathematical ways of seeing the world and strong problem solving skills and those foundations are taught in the primary school classroom Teaching Mathematics in Primary Schools covers the mathematical content taught in primary and middle years always emphasising how students can connect what they learn in mathematics with other curriculum areas and with the world beyond the classroom The authors draw on the latest international research to show how teachers can develop a rich repertoire of classroom teaching techniques and effective planning assessment and reporting methods They outline approaches to creating supportive learning environments for all students and to building their knowledge and confidence in using mathematics This third edition has been updated throughout and includes a new chapter on numeracy Evidence based uses of digital technologies to support learning and teaching are included in every chapter With practical strategies that can be implemented in the classroom this book is an invaluable resource for pre service and early career primary and middle years mathematics teachers

Instructional Strategies for Improving Students' Learning Jerry Carlson, Joel R. Levin, 2012-01-01 The twin objectives of the series Psychological Perspectives on Contemporary Educational Issues are 1 to identify issues in education that are relevant to professional educators and researchers and 2 to address those issues from research and theory in educational psychology psychology and related disciplines The present volume consisting of two focal chapters commentaries and final responses targets instructional strategies for improving students learning in two of the traditional three R areas reading and arithmetic mathematics in the elementary school grades The focal chapters in those two skill areas are written by leading contributors to the reading and mathematics research literatures Cathy Collins Block for the reading section and Douglas Clements and Julie Sarama for the mathematics section Few would dispute the essentiality of these two curricular domains in laying the foundation for the development of students competencies in a vast array of academic disciplines in both the in and out of school years that lie ahead The present volume is intended for practitioners and researchers who are seeking the latest instructional research based strategies for improving students early reading and mathematics performance

The Learning Framework in Number Robert J Wright, David Ellemor-Collins, 2018-03-12 This latest book in the bestselling Mathematics Recovery series gives mathematics educators a complete research based framework for assessment instruction and intervention in whole number arithmetic across grades K to 5 The integrated set of classroom tools includes Nine carefully designed schedules of assessment tasks Nine models of learning progressions Ten teaching maps that guide the instructional progressions across key topics The book offers guidance on innovative video based assessment and an overview of principles of intervention instruction giving you an integrated resource for supporting the children you teach The Learning Framework in Number will be a useful guide for all primary and elementary school classroom teachers and assistants and specialist teachers including experienced Mathematics Recovery instructors The book will also be of significant interest to teacher

educators and researchers *The Dyscalculia Toolkit* Ronit Bird, 2013-03-21 Lecturers why waste time waiting for the post arrive Request and receive your e inspection copy today The new dyscalculia toolkit has a great introduction that is broken down into manageable chunks brilliant explanations and interesting reading The new tables explain what each game entails at the start of the book making planning and using the toolkit much easier and effective especially if short on time Very enjoyable to read and highly recommended Karen Jones Chartered Educational Psychologist The Educational Guidance Service With over 200 activities and 40 games this book is designed to support learners aged 6 to 14 years who have difficulty with maths and numbers Ronit Bird provides a clear explanation of dyscalculia and presents the resources in a straightforward fashion New to this second edition even more activities games and printable resources additional material provided on the easily accessible CD ROM a table indicating which difficulties are supported by which activities material that caters for a wider range of abilities and ages This book and accompanying CD meet the needs of specialist and non specialist teachers who are working with learners with difficulties in maths in mainstream settings It is equally useful as a resource to recommend to parents who want to support their children s learning *Developing Primary Mathematics Teaching* Tim Rowland, Fay Turner, Anne Thwaites, Peter Huckstep, 2009-03-09 How can KS1 2 teachers improve their mathematics teaching This book helps readers to become better more confident teachers of mathematics by enabling them to focus critically on what they know and what they do in the classroom Building on their close observation of primary mathematics classrooms the authors provide those starting out in the teaching profession with a four stage framework which acts as a tool of support for developing their teaching making sense of foundation knowledge focusing on what teachers know about mathematics transforming knowledge representing mathematics to learners through examples analogies illustrations and demonstrations connection helping learners to make sense of mathematics through understanding how ideas and concepts are linked to each other contingency what to do when the unexpected happens Each chapter includes practical activities lesson descriptions and extracts of classroom transcripts to help teachers reflect on effective practice *Pattern and Structure Mathematics Awareness Program* Michael Mitchelmore, Joanne Mulligan, 2025-03-13 The Pattern and Structure Mathematical Awareness Program PASMAT is a network of related learning experiences developed for children in the first three years of formal schooling Foundation to Year 2 It is based on research evidence that the foundation of mathematical development is an awareness of mathematical pattern and structure and that engaging children in exploring core patterns and their structure leads to an improvement in general mathematical understanding PASMAT focuses on developing children s awareness of the patterns and structures that underlie the concepts and processes common to all the early Australian Curriculum Mathematics strands PASMAT Book One is primarily intended for children in Foundation and Year 1 *Overcoming Dyscalculia and Difficulties with Number* Ronit Bird, 2021-09-08 This practical book draws on Ronit Bird s teaching experience to create detailed strategies and teaching plans for students aged 9 16 who have difficulties with number Activities and games are

used to teach numeracy skills in these key areas number components bridging multiplication division and reasoning strategies New to this edition An updated Part I improving the clarity and flow of the teaching ideas including a table mapping games against specific teaching points More activities and guidance for multiplication and division A new Part V consolidating new and existing teaching games in one place 4 new videos added to the online resources This is an ideal resource for class teachers SENCO Special Educational Needs Co ordinator and maths subject leader and is equally useful for teaching assistants and learning support assistants

Hands-On Mathematics, Grade 1 Jennifer Lawson,2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 1 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum The resource also provides strategies and visual resources for developing students mental math skills The resource includes Mental Math Strategies Unit 1 Patterning and Algebra Unit 2 Data Management and Probability Unit 3 Measurement Unit 4 Geometry and Spatial Sense Unit 5 Number Sense and Numeration Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals required

Hands-On Mathematics for Manitoba, Grade 1 Jennifer Lawson,2004-04-13 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 2 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the WNCP Mathematics Curriculum The resource also provides strategies and visual resources for developing students mental math skills The resource includes Mental Math Module 1 Patterns and Relations Module 2 Statistics and Probability Module 3 Shape and Space Module 4 Number Concepts Module 5 Number Operations Each module is divided into lessons that focus on specific curricular outcomes Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals

Mine the Gap for Mathematical Understanding, Grades K-2 John SanGiovanni,2016-10-31 Being an effective math educator is one part based on the quality of the tasks we give one part how we diagnose what we see and one part what we do with what we find Yet with so many students and big concepts to cover it can be hard to slow down enough to look for those moments when students responses tell us what we need to know about next best steps In this remarkable book John SanGiovanni helps us value our young learners misconceptions and incomplete understandings as much as their correct ones because it s the gap in their understanding today that holds the secrets to planning tomorrow s best teaching SanGiovanni lays out 160 high quality tasks aligned to the standards and big ideas of grades K 2 mathematics including counting and representing numbers number

relationships and comparison addition and subtraction within 100 and 1000 money and time and multiplication and division The tasks are all downloadable so you can use or modify them for instruction and assessment Each big idea offers a starting task followed by what makes it a high quality task what you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct gap commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks It s time to break our habit of rushing into re teaching for correctness and instead get curious about the space between right and wrong answers Mine the Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students reasoning better at discerning the quality and clarity of students understanding and better at planning teaching based on the gaps you see **Pattern and Structure**

Mathematics Awareness Program Joanne Mulligan, Michael Mitchelmore, 2025-03-13 The Pattern and Structure Mathematical Awareness Program PSMAP is a network of related learning experiences developed for children in the first three years of formal schooling Foundation to Year 2 It is based on research evidence that the foundation of mathematical development is an awareness of mathematical pattern and structure and that engaging children in exploring core patterns and their structure leads to an improvement in general mathematical understanding PSMAP focuses on developing children s awareness of the patterns and structures that underlie the concepts and processes common to all the early Australian Curriculum Mathematics strands PSMAP Book Two is primarily intended for children in Years 1 and 2 Numeracy for All Learners Pamela D. Tabor, Dawn Dibley, Amy J. Hackenberg, Anderson Norton, 2020-09-30 Numeracy for All Learners is a wide ranging overview of how Math Recovery theory pedagogy and tools can be applied meaningfully to special education to support learners with a wide range of educational needs It builds on the first six books in the Math Recovery series and presents knowledge resources and examples for teachers working with students with special needs from Pre K through secondary school Key topics include dyscalculia what contemporary neuroscience tells us about mathematical learning and differentiating assessment and instruction effectively to meet the needs of all students in an equitable framework

Hands-On Problem Solving, Grade 2 Jennifer Lawson, Susan Atcheson, Pat Steuart, Dayna Quinn-LaFleche, Denise MacRae, 2012-07-12 Hands On Problem Solving is an easy to use resource that helps teachers plan and implement best practices for teaching problem solving throughout the school year Mine the Gap for Mathematical Understanding, Grades 3-5 John SanGiovanni, 2016-09-16 Being an effective math educator is one part based on the quality of the tasks we give one part how we diagnose what we see and one part what we do with what we find Yet with so many students and big concepts to cover it can be hard to slow down enough to look for those moments when students responses tell us what we need to know about next best steps In this remarkable book John SanGiovanni helps us value our students misconceptions and incomplete

understandings as much as their correct ones because it's the gap in their understanding today that holds the secrets to planning tomorrow's best teaching. SanGiovanni lays out 180 high quality tasks aligned to the standards and big ideas of Grades 3-5 mathematics including addition and subtraction of multi-digit whole numbers, multiplication and division of single and multi-digit whole numbers, foundational fraction concepts, foundational decimal concepts, and operations with fractions and decimals. The tasks are all downloadable so you can use or modify them for instruction and assessment. Each big idea offers a starting task followed by what makes it a high quality task, what you might anticipate before students work with the task, 4 student examples of the completed task showcasing a distinct gap, commentary on what precisely counts for mathematical understanding, and the next instructional steps, commentary on the misconception or incomplete understanding so you learn why the student veered off course, three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks. It's time to break our habit of rushing into re-teaching for correctness and instead get curious about the space between right and wrong answers. Mine the Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students reasoning better at discerning the quality and clarity of students understanding and better at planning teaching based on the gaps you see.

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