

What does it feel like to think of the size of numbers, shapes, money, time, and more? When formed from the experiences they have with the things they are interested in, concepts become, in children's hands, of control. When we consider children thinking more flexibly and perhaps in ways that move them past initial concepts, these misconceptions often persist and are compounded throughout their elementary years.

How can we connect the informal knowledge that students bring to our classrooms with the mathematics program adopted by our school system? Just as important, how do we ensure that the mathematics we are introducing and reinforcing is accurate and will not need to be taught again later?

This companion resource to *Math Misconceptions* presents these questions by providing explicit instructional ideas and engaging activities that can be implemented at any time. Aligned with the NCTM Standards, *Activities to Undo Math Misconceptions* includes:

- ✓ address the most common errors found in each of the five NCTM content strands
- ✓ offer numerous instructional ideas ("What is It?" for connecting common errors and presenting misconceptions from children)
- ✓ include teaching moves for more than 10 activities and pose questions to assistfully support how you discuss these with students
- ✓ help guide your formative assessment with suggested "Look For" evidence work through the activities.

The downloadable resources include printable versions of the five NCTM content strands and specific offerings you can customize for students in your particular classroom.

Through your students' math misconceptions, this practical guide to error will help make all math more meaningful and relevant to your classroom.

Activities to Undo Math Misconceptions

Honi J. Bamberger
Christine Oberdorf



Honi J. Bamberger is a former classroom teacher and current professor of mathematics at Florida International University. She is the author of numerous books and articles as well as a mathematics education researcher.



Christine Oberdorf is a math coach for the Montgomery County Public Schools in Maryland. Her goals are to help teachers become more effective and successful in their classrooms.

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Activities To Undo Math Misconceptions Grades 3-5

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[Activities to Undo Math Misconceptions, Prek-Grade 2](#) Honi J. Bamberger,Karren Schultz-Ferrell,2010-09 Describes how to connect the informal knowledge that students bring to classrooms and how to ensure that the mathematics we are introducing and reinforcing is accurate and will not need to be re taught in later years The explicit instructional ideas and engaging activities that can be implemented in any classroom and are aligned with NCTM Standards

Math Misconceptions Honi Joyce Bamberger,Christine Oberdorf,Karren Schultz-Ferrell,2010-01-01 Children enter school filled with all kinds of ideas about numbers shapes measuring tools time and money ideas formed from the expressions they hear the things they see on television the computer screen in children s books all around them It s no wonder some children develop very interesting and perhaps incorrect ideas about mathematical concepts How can we connect the informal knowledge that students bring to our classrooms with the mathematics program adopted by our school system Just as important how do we ensure that the mathematics we are introducing and reinforcing is accurate and will not need to be re taught in later years Math Misconceptions answers these questions by identifying the most common errors relative to the five NCTM content strands number and operations algebra geometry measurement and data analysis and probability investigating the source of these misunderstandings proposing ways to avoid as well as undo misconceptions Using classroom vignettes that highlight common misconceptions in each content area followed by applicable research about the root causes of the confusion the authors offer numerous instructional ideas and interventions designed to prevent or correct the misconception Publisher s description

Uncovering Student Thinking in Mathematics, Grades K-5 Cheryl Rose Tobey,Leslie Minton,2010-10-04 Finally a book to help teachers differentiate math instruction using their own individualized current data The practical simple to use formative assessments allow teachers to identify areas of difficulty correct

misconceptions and guide learning Renee Peoples Fourth Grade Teacher and K 5 District Math Facilitator Swain County Schools NC This book offers ways for teachers to gain more insight into what their students know and don t know Carol Amos Teacher Leader Mathematics Coordinator Twinfield Union School VT 25 targeted probes that gauge students mathematics comprehension in Grades K 5 Quickly identify each child s level of understanding with these easy to use assessment tools This sequel to the bestseller Uncovering Student Thinking in Mathematics answers teachers requests for more strategies to monitor classroom learning in real time The authors provide 25 field tested probes brief easily administered assessments that can pinpoint students areas of struggle in mathematics Aligned with NCTM standards these grade appropriate probes are easy to implement immediately and help teachers Build on children s current understandings while addressing their identified difficulties Quickly and objectively evaluate specific math skills Determine students common mistakes and obstacles to learning math Measure learners abilities and compare them to performance objectives Tobey and Minton include their proprietary QUEST cycle model which provides teachers with the necessary tools to make sound instructional choices and improve all students mathematical knowledge *Making Math Accessible to English Language Learners (Grades 3-5)* r4Educated Solutions,2011-12-30 Making Math Accessible for English Language Learners provides practical classroom tips and suggestions to strengthen the quality of classroom instruction for teachers of mathematics The tips and suggestions are based on research in practices and strategies that address the affective linguistic and cognitive needs of English language learners

Productive Math Struggle John J. SanGiovanni,Susie Katt,Kevin J. Dykema,2020-03-09 All students face struggle and they should it is how they learn and grow The teacher s job is not to remove struggle but rather to value and harness it helping students develop good habits of productive struggle But what s missing for many educators is an action plan for how to achieve this especially when it comes to math This book guides teachers through six specific actions including valuing fostering building planning supporting and reflecting on struggle to create a game plan for overcoming obstacles by sharing Actionable steps activities and tools for implementation Instructional tasks representative of each grade level Real world examples showcasing classroom photos and student work [Advanced Common Core Math Explorations](#) Jerry Burkhart,2021-09-03 Students become mathematical adventurers in these challenging and engaging activities designed to deepen and extend their understanding of concepts from the Common Core State Standards in Mathematics The investigations in this book stretch students mathematical imaginations to their limits as they solve puzzles create stories and explore fraction related concepts that take them from the mathematics of ancient Greece to the outer reaches of infinity Each activity comes with detailed support for classroom implementation including learning goals discussion guides detailed solutions and suggestions for extending the investigation There is also a free supplemental e book offering strategies for motivation assessment parent communication and suggestions for using the materials in different learning environments

Grades 5 8 [Teachers and Technology](#) ,1995-10 Shows that helping schools to make the connection between teachers and

technology may be one of the most important steps to making the most of past present and future investments in educational technology and in our children's future Addresses issues such as potential of technology in education federal support use of technology to enhance instruction assisting teachers with the daily tasks of teaching what technologies do schools own and how are they used technology related training programs and other related issues Tables and figures *Educators' Learning from Lesson Study* Akihiko Takahashi, Thomas McDougal, Shelley Friedkin, Tad Watanabe, 2022-06-30 Offering voices from the field the first of its kind outside of Japan this guide to teaching and learning elementary mathematics highlights real case examples from teachers and educators who share what they have learned through Lesson Study The teachers reports provide vivid examples of new insights and ideas about mathematics about pedagogy and lesson design about student learning and about professional collaboration gained through Lesson Study Each report includes an abbreviated plan of the specific research lesson that led to the new insights which readers can draw from to replicate the powerful learning in their own community The case examples of this book are from Lesson Study in mathematics elementary to lower secondary grade levels focused on what teachers and educators have learned about improving mathematics teaching and learning but many ideas from each report can be applied to other subjects and different grade levels This unique book will be an excellent resource for mathematics teachers in training and practice who seek to improve mathematics teaching and learning in their own and others classrooms including researchers and school administrators who lead professional development Teachers & Technology United States. Congress. Office of Technology Assessment, 1995 Introduction to Connections Honi Joyce Bamberger, Christine Oberdorf, 2007 NCTM's Process Standards were designed to support teaching that helps children develop independent effective mathematical thinking The books in the Heinemann Math Process Standards Series give every elementary teacher the opportunity to explore each one of the standards in depth And with language and examples that don't require prior math training to understand the series offers friendly reassuring advice to any teacher preparing to embrace the Process Standards In Introduction to Connections Honi Bamberger and Christine Oberdorf familiarize you with ways to help students see the relationships between and among mathematical skills and content They offer an array of entry points for understanding planning and teaching including strategies that help students build upon and link mathematical thinking across units and lessons instead of merely moving on to the next chapter in their textbook Full of activities that are modifiable for immediate use with students of all levels and written by veteran teachers for teachers of every level of experience Introduction to Connections highlights the importance of encouraging children to develop understanding and insight by recognizing connections between math concepts while also recommending ways to implement connection based teaching without rewriting your curriculum Best of all like all the titles in the Math Process Standards Series Introduction to Connections comes with two powerful tools to help you get started and plan well a CD ROM with activities customizable to match your lessons and a correlation guide that helps you match mathematical content with the processes it utilizes If your

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Smith, Diana V. Lambdin, Mary Lindquist, Reys, Robert E., 2000-12-04 ENGAGING ACTIVITIES HELP ELEMENTARY EDUCATORS MAKE THE MOST OF THEIR FIELD EXPERIENCE Whether it's an observation a practicum or professional development school field experience provides a valuable learning opportunity Now A elementary educators can make the most of their time in the classroom with TEACHING ELEMENTARY MATHEMATICS A RESOURCE FOR FIELD EXPERIENCES This field guide provides a wide range of activities to choose from In the School activities focus on collecting information about the school and its resources and observing and interviewing children and teachers Helping children Learn activities focus on working with children through games technology and mini lessons Each activity provides opportunities to reflect An excellent resource that educators can rely on throughout their teaching career The Science Teacher, 1993 SCC

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