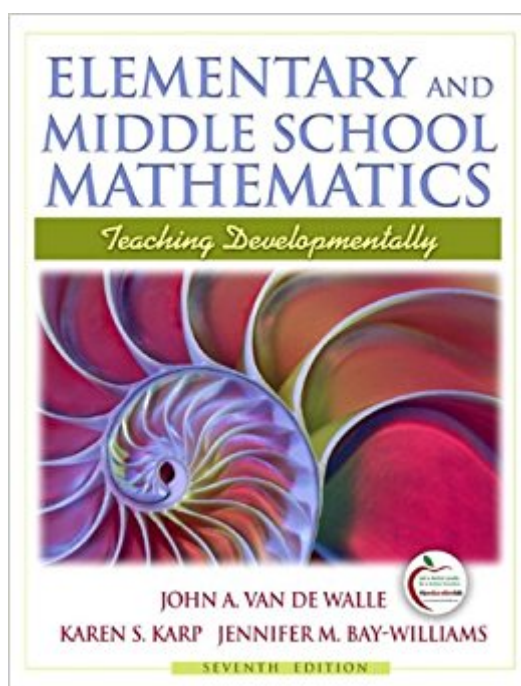


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Elementary And Middle School Mathematics: Teaching Developmentally (7th Edition)



Synopsis

It is fun to figure out the puzzle of how children go about making sense of mathematics and then how to help teachers help kids. • John A. Van de Walle, Late of Virginia Commonwealth University

This is the philosophy behind *Elementary and Middle School Mathematics: Teaching Developmentally*. John A. Van de Walle wrote this book to help students understand mathematics and become confident in their ability to teach the subject to children in kindergarten through eighth grade. Although he could not have foreseen the changes in mathematics teaching over the last three decades, he was at the forefront of the movement towards a constructivist view of teaching, or teaching developmentally. Constructivism says that children construct their own knowledge. They are not blank slates waiting to absorb whatever the teacher tells them. Teachers must understand both mathematics itself and how students learn mathematics in order to teach it effectively.

Learning through problem solving is another major theme of this book. Students solve problems not just to apply mathematics, but also to learn new mathematics. Effective problems will take into account where students are, the problematic or engaging aspect of the problem must be due to the mathematics that the students are to learn and not be diluted by non-mathematical activities such as cutting or pasting, and the problem must require justifications and explanations for answers and methods. Learning then becomes an outcome of the problem solving process.

The book also addresses in more detail than any other book on the market the effect that the trends of standards-based education, increased pressure to test, and increased teacher accountability have had on teaching mathematics. He addresses the 2000 NCTM Standards in depth, in Chapter 1 on Teaching Mathematics in the Era of the NCTM Standards, through the NCTM icon that appears in the margins throughout the text, and in two appendices in the back of the book. Chapter 5 on Building Assessment into Instruction has also been heavily revised to focus on increased testing pressure, creating more explicit links between objectives and assessment, and including assessments for students with special needs. Additionally, samples of Pearson's reformed-based curricula, *Connected Math Project* (5-8) as well as *Investigations* (K-4), are featured in the text and on the myeducationlab site.

Elementary and Middle School Mathematics: Teaching Developmentally is a book for doing math today—for both students who want to become teachers, and the students they will eventually teach.

New To This Edition:

- NEW! Revises Chapter 5 on assessment--Discusses increased testing pressure and accountability, adds more information on equitable assessments, creates more explicit links between objectives and assessment, and includes assessments for students with special needs.
- NEW! Updates the Literature Connections feature to remove all out of print

children's literature and include more non-fiction, poetry, and other types of readings. **NEW!** Weaves the Focal Points throughout the chapters as well as links them with the Big Ideas feature. Focal Points have also been added to the Appendix. **NEW!** Includes expanded coverage of working with diverse learners. **NEW!** Gives greater emphasis on dealing with math anxiety.

Book Information

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Customer Reviews

Elementary and Middle School Mathematics: Teaching Developmentally, Seventh Edition
John A. Van de Walle, Late of Virginia Commonwealth University Karen S. Karp, University of Louisville Jennifer M. Bay-Williams, University of Louisville
Written by leaders in the field of mathematics education, this best-selling book will help teachers and K-8 students make sense of math. For each strand of the mathematics curriculum, numerous problem-based activities are interwoven with a discussion of the mathematical content and how children develop their understanding of that content. This book is uniquely designed to help your students: Prepare for mathematics instruction in today's classroom: **NEW!** MyEducationLab website for this text presents classroom video, clips of teacher workshops presented by John Van de Walle, expanded lessons, real curriculum materials, children's literature resources, and more. Margin notes throughout the text seamlessly integrate website material for instructors and readers. **NEW!** Field Experience Guide Connections at the end of each chapter showcase specific classroom-based tasks, activities, and resources available to readers in the popular Field

Experience Guide. Develop a constructivist and problem solving approach to the learning and teaching of mathematics NEW! Use the 2000 NCTM Principles and Standards and Curriculum Focal Points to inform their instruction by providing the most complete coverage of the NCTM guidelines available. UPDATED! Effectively integrate technology to support teaching and learning with comprehensive coverage of new technologies and teaching strategies. Practice doing the mathematics that they will teach through numerous activities in each of the 16 content chapters NEW! Meet the needs of all learners through discussion of differentiating instruction, adaptation of the response to intervention (RTI) model for use with students with special needs in the mathematics classroom, and more.

Dr. John A. Van de Walle was one of the most renowned mathematics educators in the country and the author of *Elementary and Middle School Mathematics: Teaching Developmentally*, the book that, in its seventh edition, continues to be the leading text and resource in the United States and Canada for teaching K-8 mathematics.Â John A. Van de Walle graduated cum laude from Bellarmine College in 1965 with a degree in mathematics, earned his master's degree in mathematics at St. Louis University in 1967, and in 1972, earned his doctoral degree in mathematics education from Ohio State University.Â He spent most of his career at Virginia Commonwealth University where he was Professor Emeritus and for 29 years taught mathematics education to pre-service and in-service teachers. He retired in 2002, but continued to write and work with teachers to promote mathematics education.Â He also served as a consultant to various school systems in the U.S. and Canada.Â He was an active member of the National Council of Teachers of Mathematics and served on its board of directors from 1998 to 2001.Â He once said, "It is fun to figure out the puzzle of how children go about making sense of mathematics and then how to help teachers help kids."Â Dr. Van de Walle died at home on December 2, 2006.Â He is survived by his wife Sharon of 40 years, his two daughters, and three grand daughters. Â Karen Karp is a Professor of Mathematics Education at the University of Louisville (Kentucky).Â Prior to entering the field of teacher education she was an elementary school teacher in New York.Â Karen is a co-author of *Feisty Females; Inspiring Girls to Think Mathematically*, which is aligned with her research interests on teaching mathematics to diverse populations.Â With Jennifer, Karen co-edited *Growing Professionally: Readings from NCTM Publications for Grades K-8*. She is a 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).Â Â Jennifer M. Bay-Williams is an Associate 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 co-authored the following books: Math and Literature: Grades 6-8, Math and Nonfiction: Grades 6-8, 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.Â Jennifer serves as the editor of the upcoming NCTM Yearbook (2012) and is the Immediate Past President of the Association of Mathematics Teacher Educators (AMTE). Â

I'm a math tutor looking for ideas on how to help weaker students "get" math. The book is very comprehensive and I do not have time to read it from cover to cover. So far I've only read the fractions, measurements and early number sense chapters and got many great ideas from those alone, which make this book worth the hefty price. I agree with most of the principles and ideas the authors put forth so far, but personally feel mastering the facts is more important than the authors say it is. I will update this review as I read more of the book.

Because was not selling the bonafide textbook in book form at a reasonable price, I decided to buy the one for students, which was somewhat reduced, but which only came in loose-leaf form. I actually know what happens to loose leaf paper, but I couldn't afford the book. and I am not satisfied with it that form, but I had no choice. The pages keep wrinkling and folding at the corners because they're loose. Tears happen easily also, and I'm constantly having to reinforce the loose-leaf holes because the pages are constantly tearing out of the loose leaf folder. Using a folder, which one must for a loose leaf paper, makes carrying it to school very bulky and heavy in combination with all my other books. The only satisfaction I feel is that at least I have the textbook contents. Other than that loose leaf versions are a bummer and I definitely do not recommend them if you can afford not to.

The book was required by my college class. I was very happy I used it because it equipped me with the necessary theory and skills I need for mathematics. I highly recommend it as it was easy reading and the price was great.

It certainly met my expectations and then some. I have not read the entire book but what I have studied has opened my eyes to innovative ways to understand, perceive, and, of course teach mathematics. I recommend this book for educators, home schoolers and parents interested in developing their math skills and those of their kids. This book carries a big punch! Buckle up and be ready to do some work. And most importantly, enjoy it. Via this source of communication, I would be

interested in what you think after reading and working a few chapters. Have a good day.

I can't say that I loved it, because who really loves a college textbook? However, as far as textbooks go, this one is really well laid out. The best part is all of the examples, and the direct quotations of interactions between students and teachers. There is SO much content in here that it is hard to absorb it all. It helped me get a good understanding of how students think in the math classroom, and how important it is to give them a foundational understanding of mathematics rather than have them memorize facts and formulas. I would like a few more pictures, resources, and activities (maybe in a back index?), because the activities that are there are embedded in the text. It would be nice if they could all be seen together in one place.

This book DOES NOT WORK with KINDLE PC if you have version 8 or 10. I rented and then also bought this book to see if either would work and both times I had to get refunded. Call first before ordering if you are using this book on your PC. It may work on your phone but not the PC version!

In addition to using this wonderful textbook, I was also lucky enough to have Dr. Karp (one of the coauthors) as my math methods teacher while working on my Masters of Arts in Teaching for Elementary Education. This book really challenges your assumptions of what math is and how to best learn math. The book advocates for a problem-based approach. The job of the teacher then, is to create engaging problems that the students then attempt to solve in a way that they construct. Most often, this leads to the students constructing their own accurate algorithm for addition, multiplication, etc. The students I've worked with have been learning math in this new way for several years now and their problem-solving abilities are phenomenal. And really, the ability to solve problems is what we should be trying to teach students. If you want to move beyond teaching the algorithms and doing drill upon drill, this is the book for you.

Overall, this is a really great book for a beginner teacher such as myself. I know that it will be a valuable resource to me for years to come. My only complaint is that there are A LOT of typos in it - more than any other textbook I have ever encountered. The publisher/editor really needs to do a more thorough editing job before the next edition is released.

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