

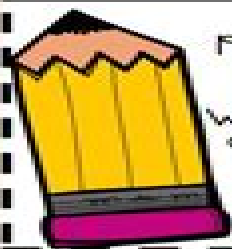
September

OPEN ENDED

word problems

September Multistep Problem

Card 1

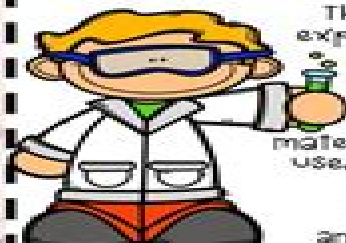


Charlie sees 3 buckets full of pencils sitting in his classroom. Each bucket has the same amount of pencils in them. What could be the total amount of pencils that Charlie counts in the classroom?

Find at least 5 different answers and show your work!

September Multistep Problem

Card 3



There are 10 students doing experiments in the science lab. Each student uses more than 15 materials for their experiment, but less than 25. How many materials could each student have used and how many could there be in all?

Find at least 5 different answers and show your work!

September Multistep Problem

Card 2

Joanie sees a total of 50 different art creations hanging up in art class. There are four walls with creations hanging on them. How many creations could be hanging on each wall?

Find at least 5 different answers and show your work!



September Multistep Problem

Card 4

There are 650 glue sticks in all of the 3rd grade classes combined. There are in 6 different classes. How many glue sticks could each class have?

Find at least 5 different answers and show your work!



Created with love by Alleah Maree



Second Grade Open Ended Word Problems

John A. Van de Walle



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Word Problems Stephen K. Reed, 1998-12 Research by cognitive psychologists and mathematics educators has often been compartmentalized by departmental boundaries Word Problems integrates this research to show its relevance to the debate on the reform of mathematics education Beginning with the different knowledge structures that represent rule learning and conceptual learning the discussion proceeds to the application of these ideas to solving word problems This is followed by chapters on elementary multistep and algebra problems which examine similarities and differences in the cognitive skills required by students as the problems become more complex The next section on abstracting adapting and representing solutions illustrates different ways in which solutions can be transferred to related problems The last section focuses on topics emphasized in the NCTM Standards and concludes with a chapter that evaluates some of the programs on curriculum reform

Math for All Linda Schulman Dacey, Rebeka Eston Salemi, 2007 Math for All Differentiating Instruction Grades K 2 is a must read for teachers administrators math coaches special education staff and any other educator who wishes to ensure that all children are successful learners of mathematics This practical research based guide helps teachers understand how decisions to differentiate math instruction are made and how to use pre assessment data to inform their instruction pub desc

Word Problem Workshop Mona Iehl, 2025-10-24 Dive into Word Problem Workshop a daily routine for building confident problem solvers and transforming your classroom into a student centered environment for mathematical exploration and learning With a simple yet powerful structure elementary math teacher and coach Mona Iehl supports educators as they set up and facilitate the five steps of Word Problem Workshop Launch Grapple Share Discuss Reflect Inside the pages of Word Problem Workshop 5 Steps to Creating a Classroom of Problem Solvers you will discover A step by step guide to a daily routine for solving word problems Practical strategies for building an intentional math community of problem solvers Structures to plan effectively and efficiently with a goal in mind Facilitator moves that help teachers embody the guide on the side role letting students thinking take the lead Reflection practices to make learning stick With the practices found in this book you will be able to make word problems and all of math class more productive and more enjoyable for teachers and students alike

Using Developmentally Appropriate Practices to Teach the Common Core Lisa S. Goldstein, 2015-07-16 Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 provides current and prospective primary grade teachers with an understanding of the CCSS ELA and CCSS M that highlights their compatibility with developmentally appropriate practices DAP the instructional approach generally preferred by teachers of young children The book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a carefully conceptualized and DAP friendly set of curriculum guidelines Next the CCSS ELA and CCSS M for Grades K 3 are unpacked analyzed synthesized and cross referenced to key features of DAP Finally several hot topic issues differentiating instruction to meet the needs of all learners ensuring equitable access to the curriculum for English

Language Learners addressing assessment and accountability expectations and educating parents and families about the CCSS and DAP are prioritized and examined in depth Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 is a highly useful guide for both pre service and in service early childhood education teachers

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2014-10-20 The 11th Edition of Helping Children Learn Mathematics is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems This text is built around three main themes helping children make sense of mathematics incorporating practical experiences and using research to guide teaching It also integrates connections and implications from the Common Core Standards Mathematics CCSS M *Children's drawings: Evidence-based research and practice* Matteo Angelo Fabris, Monica Shiakou, Claudio Longobardi, Christiane Lange-Küttner, 2023-08-24 **Resources in Education**, 1997 Mathematical Modelling Education in East and West Frederick Koon Shing Leung, Gloria Ann Stillman, Gabriele Kaiser, Ka Lok Wong, 2021-04-26 This book documents ongoing research and theorizing in the sub field of mathematics education devoted to the teaching and learning of mathematical modelling and applications Mathematical modelling provides a way of conceiving and resolving problems in people s everyday lives as well as sophisticated new problems for society at large Mathematical tradition in China that emphasizes algorithm and computation has now seen a renaissance in mathematical modelling and applications where China has made significant progress with its economy science and technology In recent decades teaching and learning of mathematical modelling as well as contests in mathematical modelling have been flourishing at different levels of education in China Today teachers and researchers in China become keener to learn from their colleagues from Western countries and other parts of the world in research and teaching of mathematical modelling and applications The book provides a dialogue and communication between colleagues from across the globe with new impetus and resources for mathematical modelling education and its research in both West and East with new ideas on modelling teaching and practices inside and outside classrooms All authors of this book are members of the International Community of Teachers of Mathematical Modelling and Applications ICTMA the peak research body into researching the teaching assessing and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace The book is of interest to researchers mathematics educators teacher educators education administrators policy writers curriculum developers professional developers in service teachers and pre service teachers including those interested in mathematical literacy **Teaching with Tasks for Effective Mathematics Learning** Peter Sullivan, Doug Clarke, Barbara Clarke, 2012-09-12 This book is about how teachers can use classroom mathematics tasks to support student learning and presents data on the ways in which teachers used those tasks in a particular research project It is the product of research findings focusing on teacher practice teacher learning and knowledge and student learning It demonstrates how

teachers can use mathematics tasks to promote effective student learning *Elementary School Mathematics* John A. Van de Walle,1994 *Elementary School Mathematics Teaching Developmentally Second Edition* provides detailed comprehensive coverage of the teaching of mathematics in grades K 8 Firmly grounded in the NCTM Standards the text develops a constructivist developmental approach to learning mathematics that focuses on the nature of mathematical concepts and the manner in which children construct mathematical ideas It aims to help teachers reconceptualize mathematics as a problem solving endeavor not as a mastery of rules and procedures An accessible synthesis of viewpoints and current research this highly praised text includes topics ranging from the development of basic fact mastery to the important development of number sense All the while encouraging teachers to consider the construction of mathematics from the child s perspective In depth treatment of curriculum content teaching combined with hundreds of teaching activities aimed at conceptual development makes *Elementary School Mathematics* a practical teacher s resource as well as a college text *Elementary School Mathematics Teaching Developmentally Second Edition* features greater emphasis on the NCTM Curriculum Standards and the Professional Teaching Standards as the leading forces in mathematics education a new chapter on mathematics as a science of pattern and order a completely rewritten chapter on alternative assessment expanded and improved problem solving examples enhanced coverage of grades 7 and 8 even more black line masters with directions for making other useful materials and an Instructor s Manual with instructional suggestions activities for group homework practicum ideas and essay questions **Words Came Down!** Emelie Parker,Tess Pardini,2023-10-10 As teachers everywhere find more and more students with limited English in their classes many are asking How can I include ELL students in every aspect of the day The *Words Came Down English Language Learners Read Write and Talk Across the Curriculum K 2* oral language is emphasized in a continuum from teacher modeling and demonstration to situations in which student to student communication is essential The authors show that when children s attempts at communicating are accepted and celebrated they will learn to communicate with each other comfortably and spontaneously whether on the playground or working on a science experiment Beginning with designing a classroom that welcomes students and creates appropriate conditions for learning Emelie Parker and Tess Pardini go on to detail a workshop format for reading writing and content area studies The workshop structure allows teachers to differentiate instruction to include all students and affords students ample opportunities to collaborate with others as they learn to speak read write and comprehend while also engaging in active learning of the curriculum The authors provide numerous examples of ways that teachers can become proficient in knowing each child and orchestrating instruction to meet individual needs In addition this helpful guide offers a variety of approaches to assessment and demonstrates the importance of engaging families as partners in learning English and content **Self-Efficacy in Instructional Technology Contexts** Charles B. Hodges,2018-10-24 This edited volume contains reports of current research and literature reviews of research involving self efficacy in various instructional

technology contexts The chapters represent international perspectives across the broad areas of K 12 education higher education teacher self efficacy and learner self efficacy to capture a diverse cross section of research on these topics The book includes reviews of existing literature and reports of new research thus creating a comprehensive resource for researchers and designers interested in this general topic The book is especially relevant to students and researchers in educational technology instructional technology instructional design learning sciences and educational psychology Deep Change Gerald Ponder,David Strahan,2005-11-01 This book presents cases of schools Part One and programs at the district level and beyond Part Two in which reform while driven by high stakes accountability became larger and deeper through data driven dialogue culture change organizational learning and other elements of high performing cultures Commentaries on cross case patterns by Ann Lieberman and Michael Fullan and a chapter on now what first steps provide implications for initiating deep change that results in improved student learning outcomes even in challenging activity settings *Research on Composition* Peter Smagorinsky,2006 Covering the period between 1984 and 2003 this authoritative sequel picks up where the earlier volumes Braddock et al 1963 and Hillocks 1986 now classics in the field left off It features a broader focus that goes beyond the classroom teaching of writing to include teacher research second language writing rhetoric home and community literacy workplace literacy and histories of writing Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition including drawing digital forms and other relevant media Research on Composition is an invaluable road map of composition research for the next decade and required reading for anyone teaching or writing about composition today , **Phonics that Work!** Janiel M. Wagstaff,1994 New Strategies for the Reading Writing Classroom Easy strategies and activities that dramatically improve the reading writing skills of the author s mixed ability students Includes a rational real life models and more *Handbook of Research on Mathematics Teaching and Learning* Douglas Grouws,2006-11-01 Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education the Handbook is specifically designed to make important vital scholarship accessible to mathematics education professors graduate students educational researchers staff development directors curriculum supervisors and teachers The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well established conceptual historical theoretical and methodological perspectives It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook s twenty nine chapters are complete resources for both current and past work in that particular area **Values and Valuing in Mathematics Education** Philip Clarkson,Wee Tiong Seah,JeongSuk Pang,2019-04-24 This engaging open access book discusses how a values and valuing perspective can facilitate a more effective mathematics pedagogical experience and allows readers to explore multiple applications of the values perspective across different education systems It also clearly shows that teaching mathematics involves not only

reasoning and feelings but also students interactions with their cultural setting and each other The book brings together the work of world leaders and new thinkers in mathematics educational research to improve the learning and teaching of mathematics Addressing themes such as discovering hidden cultural values a multicultural society and methodological issues in the investigation of values in mathematics it stimulates readers to consider these topics in cross cultural ways and offers suggestions for research and classroom practice It is a valuable resource for scholars of mathematics education from early childhood through to higher education and an inspiring read for all mathematics teachers Understanding Reading Problems Jean W. Gillet, Charles Temple, 1998-03-21 **When Reform Meets Reality** Jonathan A. Supovitz, 2024-09-26 An insightful inside perspective on the implementation of instructional improvement measures in a large urban K 12 district

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