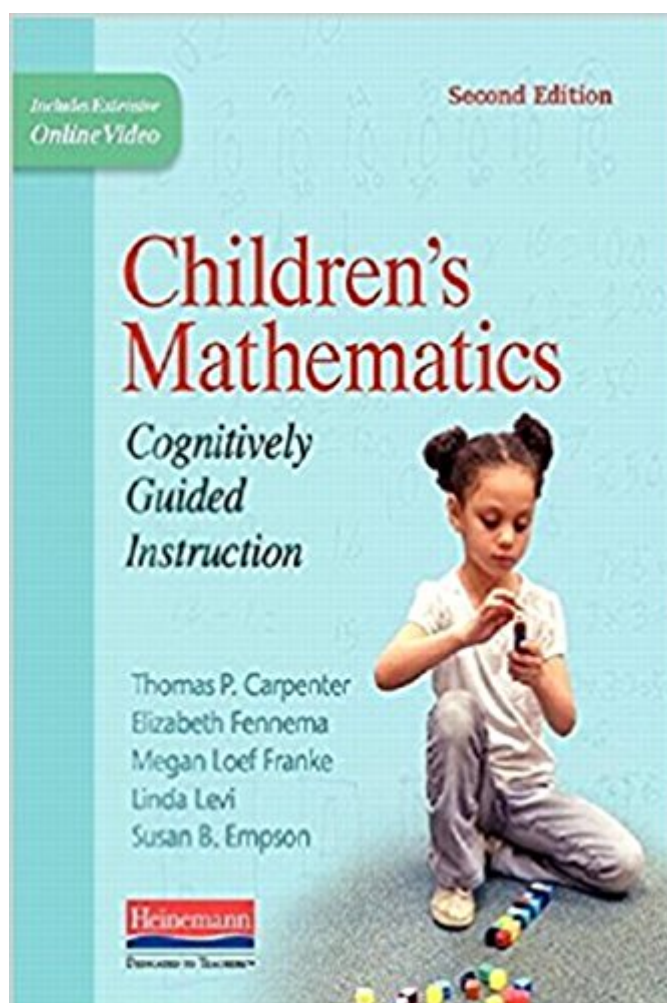


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Children's Mathematics, Second Edition: Cognitively Guided Instruction



Synopsis

Explore the new edition-including video clips, a sample chapter, and related blogs-at Heinemann.com/ChildrensMath The bestselling first edition of *Children's Mathematics* helped hundreds of thousands of teachers understand children's intuitive mathematical thinking and use that knowledge to help children learn mathematics with understanding. The highly anticipated Second Edition provides new insights about Cognitively Guided Instruction based on the authors' research and experience in CGI classrooms over the last 15 years. Highlights include: how children solve problems using their intuitive understanding of addition, subtraction, multiplication, and division the development of children's mathematical thinking throughout the primary grades instructional practices that promote children's active engagement in mathematics connections between children's strategies and powerful mathematical concepts A new expanded collection of over 90 online video episodes illustrating children's mathematical thinking, interactions between students and teachers, and classroom instruction that builds on children's mathematical thinking. Together, the Second Edition and videos provide a detailed research-based account of the development of children's mathematical thinking and problem solving, and how teachers can promote this development in ways that honor children's thinking. Save money when you buy all three books in the Cognitively Guided Instruction series together: *Children's Mathematics*, *Extending Children's Mathematics*, and *Thinking Mathematically*

Book Information

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Age Range: 5 - 10 years

Customer Reviews

Thomas Carpenter is Professor of Curriculum and Instruction at the University of Wisconsin-Madison, where he has taught for twenty-five years. He is the former editor of the National Council of Teachers of Mathematics (NCTM) Journal for Research in Mathematics Education, and has received the NCTM Lifetime Achievement award for Distinguished Service to Mathematics Education among other awards. Elizabeth Fennema is Emerita Professor of Curriculum and Instruction and Senior Scientist at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. She has studied the teaching and learning of mathematics throughout her professional career, and is well known for her work on gender and mathematics. Megan Loef Franke is an Associate Professor in the Department of Education at the University of California - Los Angeles and Director of Center X: Where Research and Practice Intersect for Urban School Professionals. Her work focuses on understanding and supporting teacher learning through professional development. Follow her on Twitter @meganlfranke. Linda Levi is the Director of Cognitively Guided Instruction (CGI) Initiatives at Teachers Development Group, a nonprofit organization dedicated to increasing all students' understanding and achievement through teacher professional development. She currently works with schools, districts, education cooperatives and State Departments of Education to provide CGI professional development. Linda was coauthor of *Thinking Mathematically* (Heinemann 2003), and coauthor of Heinemann's top selling math title *Children's Mathematics: Cognitively Guided Instruction*, which has helped tens of thousands of teachers understand children's intuitive problem-solving and computational skills. *Children's Mathematics* remains a hallmark contribution to mathematics education since its publication in 1999. Susan B. Empson is an Associate Professor of Science and Mathematics Education at The University of Texas at Austin. Her research has been supported by the National Science Foundation and the Spencer Foundation, and has been published in numerous journals including *Cognition and Construction*, *Journal for Research in Mathematics Education*, *Teaching Children Mathematics*, and *Journal of Mathematics Teacher Education*. Susan was coauthor of Heinemann's top selling math title *Children's Mathematics: Cognitively Guided Instruction*, which has helped tens of thousands of teachers understand children's intuitive problem-solving and computational skills. *Children's Mathematics* remains a hallmark contribution to mathematics education since its publication in 1999.

The ability to see a video of students working math problems through the use of bar codes is the best idea I have seen in a teacher resource in 30+ years of teaching. The book was fantastic before, but the updates make it a teacher must have. We use Cognitive Guided Instruction in our K-8 district for math instruction. My son is a sophomore at the high school. His geometry math teacher requires parents to attend individual tutoring sessions on Saturdays. I found the teacher to be very skilled in following the student's lead in working through problems. When I commented on how well he supported student learning, he turned and pulled Children's Mathematics off of his shelf to share with me. He was surprised to find out it is a resource in the hands of every elementary teacher in our district. He had purchased the book as a resource when going to work in the Peace Corps.

Great resource to teachers who are trying to implement CGI, or just good teaching of mathematics in their classroom.

An amazing read!

Awesome books. Great lessons.

Excellent update to the first edition. Great text for teaching math methods, and for practicing teachers professional development. Plentiful links to video examples makes the practice come to life.

As a teacher who struggles with math curriculum, this book has served as an excellent resource. Simply written and well-organized.

Love the work with partners!

A classic in mathematics education, with a clear impact on Common Core.

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