

# CHILDREN AND NUMBER

Difficulties in Learning Mathematics



Martin Hughes



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# Children And Number Difficulties In Learning Mathematics

**Nancy Krasa, Sara Shunkwiler**



## **Children And Number Difficulties In Learning Mathematics:**

Children and Number Martin Hughes, 1991-01-08 The importance of learning mathematics is constantly stressed by educationalists and employers alike Yet survey after survey shows that large numbers of children leave school lacking both competence and interest in mathematics What is going wrong and what should be done about it In *Children and Number* Martin Hughes proposes a new perspective on children's early attempts to understand mathematics He describes the surprisingly substantial knowledge about number which children acquire naturally before they start school and contrasts this with the difficulties presented by the formal written symbolism of mathematics in the classroom He argues that children need to build links between their informal and their formal understanding of number and shows what happens when these links are not made *Children and Number* describes many novel ways in which young children can be helped to learn about number The author shows that the written symbols children often invent for themselves are more meaningful to them than the symbols that they are taught He presents simple number games for introducing children to mathematical symbols in ways they can appreciate and understand Dr Hughes also describes how the computer language LOGO can be adapted for young children and shows the dramatic effect that LOGO can have on their mathematical understanding

**Numeracy and Learning Difficulties** Peter Westwood, 2012-12-06 By understanding why children struggle with maths teachers are better equipped to provide effective support and nurture confidence in low achievers *Numeracy and Learning Difficulties* includes how to tackle common learning difficulties by following different teaching practices and principles identifying gaps in students knowledge and developing curricula that bridges these gaps improves numerical literacy using problem solving strategies and skills and a handy checklist of benchmarks in achievement

**Number Sense and Number Nonsense** Nancy Krasa, Sara Shunkwiler, 2009 Short and highly accessible book that guides readers in recommending evaluation and testing for math learning disabilities

Mathematics for Children with Severe and Profound Learning Difficulties Les Staves, 2013-12-19 The book will covers a wide range of approaches to teaching and learning and demonstrates how mathematics can be related to personal and social development communication and thinking skills Written with the non specialist in mind and including plenty of practical examples it will make useful reading for teachers in mainstream and special schools and learning support assistants Early years practitioners and teachers in training may find the book useful for its descriptions of how children acquire their foundation of early mathematics and numeracy skills

*International Handbook of Mathematical Learning Difficulties* Annemarie Fritz, Vitor Geraldi Haase, Pekka Räsänen, 2019-01-30 This comprehensive volume provides teachers researchers and education professionals with cutting edge knowledge developed in the last decades by the educational behavioural and neurosciences integrating cognitive developmental and socioeconomic approaches to deal with the problems children face in learning mathematics The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of

intense research in the last few decades but the most part of this research has been conducted in non applied settings and there s still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings Now it s time to bring the results from the laboratory to the classroom Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society

**Why is Math So Hard for Some Children?** Daniel B. Berch, Michèle M. M. Mazzocco, 2007 This landmark resource gives educational decision makers and researchers theoretical and practical insight into mathematical learning difficulties and disabilities combining diverse perspectives from fields such as special education developmental *Dyscalculia* Glynis Hannell, 2013-09-13 This book provides classroom and special education teachers with an overview of maths disorders and provides a wide range of appropriate intervention strategies It addresses the issues in a very direct and user friendly way and provides an invaluable resource for teachers TAs and parents to dip into Although written in a very straightforward accessible style the book is pedagogically sound and will strike chord with professionals It takes readers through the cognitive process that s underpins success in mathematics and gives examples of why difficulties occur in individual students Readers are taken step by step through each stage of the maths curriculum and each section is followed by a comprehensive list of action plans The advice is down to earth and achievable

**Enabling Mathematics Learning of Struggling Students** Yan Ping Xin, Ron Tzur, Helen Thouless, 2022-07-11 This book provides prospective and practicing teachers with research insights into the mathematical difficulties of students with learning disabilities and classroom practices that address these difficulties This linkage between research and practice celebrates teachers as learners of their own students mathematical thinking thus contributing an alternative view of mathematical progression in which students are taught conceptually The research based volume presents a unique collaboration among researchers in special education psychology and mathematics education from around the world It reflects an ongoing work by members of the International Group for the Psychology of Mathematics Education PME and the North American Chapter of the PME Working Groups The authors of chapters in this book who have been collaborating extensively over the past 7 years are from Australia Canada the United Kingdom and the United States

*Learning and Teaching Early Math* Douglas H. Clements, Julie Sarama, 2014-05-23 In this important book for pre and in service teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help diagnose a child s level of mathematical understanding and provide guidance for teaching By focusing on

the inherent delight and curiosity behind young children's mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying levels of knowledge exhibited by individual students which in turn allows them to better meet the learning needs of all children Using straightforward no nonsense language this book summarizes the current research about how children learn mathematics and how to build on what children already know to realize more effective teaching This second 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 quintessential professionals Updates to the new edition include Explicit connections between Learning Trajectories and the new Common Core State Standards New coverage of patterns and patterning Incorporation of hundreds of recent research studies

Teaching and Learning Mathematics Marilyn Nickson, 2004-09-22 This is a summary of the research in all the major topics of interest and concern to teachers of mathematics from primary elementary to secondary high schools It is directed towards students in service teachers maths advisers and tutors

**Dyslexia, Dyspraxia and Mathematics** Dorian Yeo, 2008-04-30 Written by a teacher with many years experience of teaching mathematics to primary school dyslexic and dyspraxic children with a wide range of abilities this book is designed to be a practical teaching guide It offers detailed guidance and specific teaching suggestions to all specialist teachers support teachers classroom teachers and parents who either directly teach mathematics to dyslexic and dyspraxic children or who support the mathematics teaching programmes of dyslexic or dyspraxic children Although the book has grown out of teaching experience it is also informed by widely acknowledged contemporary and international research which explores the cognitive aspects of learning mathematics and tries to understand why it is that some children fail to learn mathematics Many of the teaching principles described in the text have specific and quite far reaching implications The theoretical arguments should therefore also be of interest to special needs coordinators heads of maths departments head teachers or other professionals who are responsible for designing or modifying the maths learning programmes of children with special learning and maths difficulties In more general terms the book hopes to contribute to the broad discussion of the cognitive features and educational needs of dyslexic and dyspraxic children

**Mathematical Difficulties** , 2008-07-25 This book examines the mathematical difficulties in typical and atypical populations It discusses the behavioural educational and neuropsychological characteristics of people with mathematical difficulties and educational interventions to prevent diagnose treat or ameliorate such difficulties The book brings together studies from different disciplines including developmental psychology neuroscience and education and includes perspectives from practicing teachers The book is divided into three major sections The first includes chapters about the nature and characteristics of mathematical difficulties in the population as a whole in relation to both psychology and education The second deals with mathematical difficulties in children with other problems such as specific language impairment and dyslexia The third discusses methods of interventions aimed at preventing treating or ameliorating

mathematical difficulties and will include discussions of assessment and diagnosis

**The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties** Steve Chinn, 2014-11-20 Mathematics plays an important part in every person's life so why isn't everyone good at it? The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties brings together commissioned pieces by a range of hand-picked influential international authors from a variety of disciplines, all of whom share a high public profile. More than fifty experts write about mathematics learning difficulties and disabilities from a range of perspectives and answer questions such as: What are mathematics learning difficulties and disabilities? What are the key skills and concepts for learning mathematics? How will IT help now and in the future? What is the role of language and vocabulary? How should we teach mathematics? By posing notoriously difficult questions such as these and studying the answers, *The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties* is the authoritative volume and is essential reading for academics in the field of mathematics. It is an incredibly important contribution to the study of dyscalculia and mathematical difficulties in children and young adults.

**Number** Mel Lever, 2013-10-23 First Published in 2003. This short series of three books: *Number Shape and Space*, *Measures and Handling Data*, gives teachers and parents a range of ideas to help children with mathematical learning difficulties get to grips with mathematics. In order to help these children effectively, statements and teaching points need to be rephrased and produced in a variety of ways using concrete and pictorial aids. The activities in these books will help teachers to offer children a wide-ranging mathematical vocabulary, adding meaning to the words children already use rather than just adding words to their repertoire; these activities are flexible and can be used in any order with children of a range of ages and ability. Activities focusing on number include: early counting activities; acquisition and use of number bonds using the 100 square; understanding the four rules of number; and number patterns strategies to help with place value; an introduction to Maths Monster; and activities to help memory training.

[How to Teach Number: Preventing Learning Problems in Mathematics](#) Mahesh Sharma, Effective teaching and then learning of number can prevent learning problems in mathematics. The impact of specific learning problems in mathematics such as dyscalculia can be minimized by effective teaching of mathematics. Dyscalculia is a child's difficulty in learning number, concept, numbersense, and numeracy. This book is to help teachers and parents to prepare children for effective mathematics learning.

*Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics* Marie-Pascale Noël, Giannis Karagiannakis, 2022-03-28 *Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics* provides an essential bridge between scientific research and practical interventions with children. It unpacks what we know about the possible cognitive causation of mathematical difficulties in order to improve teaching and therefore learning. Each chapter considers a specific domain of children's numerical development: counting and the understanding of numbers; understanding of the base 10 system; arithmetic; word problem solving; and understanding rational numbers. The accessible guidance includes a literature review.

on each topic surveying how each process develops in children the difficulties encountered at that level by some pupils and the intervention studies that have been published It guides the reader step by step through practical guidelines of how to assess these processes and how to build an intervention to help children master them Illustrated throughout with examples of materials used in the effective interventions described this essential guide offers deep understanding and effective strategies for developmental and educational psychologists special educational needs and or disabilities coordinators and teachers working with children experiencing mathematical difficulties

**Developmental Dyscalculia** Yarden Glikzman, Liane Kaufmann, Avishai Henik, 2025-06-30 Developmental Dyscalculia From Brain Mechanisms to Educational Applications presents research with a domain general approach It examines issues in the fields of numerical and non numerical cognitive domains neuro mechanisms and pedagogic issues to pave the way to a bridge between lab research daily life and curriculum applications with a goal of finding a pathway to early diagnosis and interventions of developmental dyscalculia It will be of interest to researchers with interests in cognitive neuroscience and education to contribute fruitful discussions between education and neuro cognition Presents an interdisciplinary approach to developmental dyscalculia Highlights heterogeneity and variability in developmental dyscalculia Bridges research daily life and applications in curriculum Includes content on early diagnosis and interventions

Measures and Handling Data Mel Lever, 2013-01-11 First Published in 2003 This book offers practical advice to those students of maths who don't understand it and don't like it The author asks So what shall we do about it This is what makes her books so helpful they give parents and teachers practical ideas they can use First addressing the question of the types of difficulty encountered she then moves on to overcoming the difficulty

**Journal for Research in Mathematics Education**, 2007 *Learning Mathematics* Anthony Orton, 2004-10-01 Why do some students achieve more than others Do we have to wait until pupils are ready Can children discover math for themselves Does language interfere with the learning of math This classic text written from the viewpoint of the math teacher provides answers to these and many more questions Each chapter explores a particular issue that illustrates the interaction between theory and practice New chapters have been included on cognition pattern and ICT

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