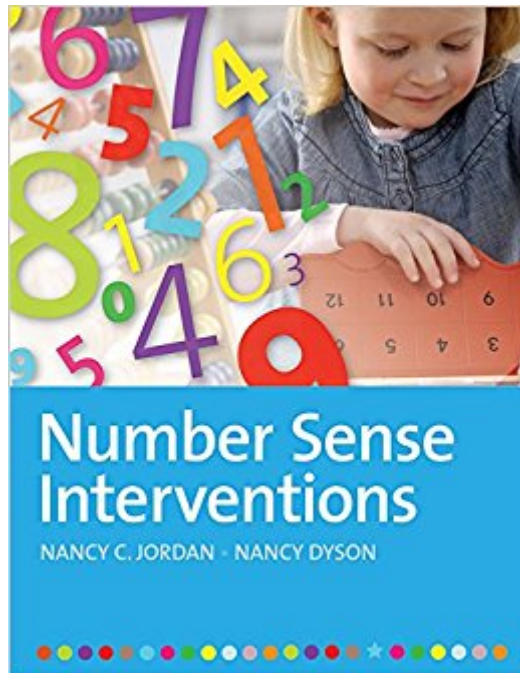




The book was found

Number Sense Interventions



Synopsis

Help kindergartners at risk for math difficulties with these explicit, evidence-based interventions. Used on their own or as a follow-up to the Number Sense Screener[®] (NSS[®]), the interventions in this user-friendly guide are a fun, simple, and highly effective way to boost key math skills such as oral counting, number recognition, and numeral writing. Teachers will get 24 scripted lessons, perfect for helping small groups of struggling students in just 30 minutes each. Proven in studies to improve young children's number sense, these engaging lessons help resolve early math struggles before first grade¹; and start students on the path to long-term success in elementary school and beyond. Why Use Number Sense Interventions? Aligned with Common Core State Standards-includes a chart of learning goals that shows exactly how the interventions align with CCSS Research-based and validated Great for Tier 2 Response to Intervention Carefully scripted-easy to pick up and start using right away Lessons build on each other, so children develop a strong foundation of critical math skills Uses inexpensive materials many teachers already have in the classroom Fun lessons encourage children's engagement and development of attention skills Flexible-easy to move at a slower or faster pace depending on student needs INCLUDES: 24 engaging lessons with explicit teacher scripts and instructions, plus photocopiable materials: 7 sets of flashcards, 12 charts that illustrate key math concepts, and a student activity sheet for each lesson. Help students at risk for math difficulties: Count to 100 Recognize quantities Recognize numerals Connect numerals to quantities Write numerals Solve story problems Solve written equations Perform number operations on fingers and more

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Customer Reviews

"[This] systematic, theory-based, and empirically tested program will help to improve the quantitative competencies of young children who would otherwise be disadvantaged throughout their schooling."--David C. Geary, Ph.D."University of Missouri" (07/15/2013)"An absolute MUST resource book . . . A wonderful collection of 24 evidence-based interventions to build children's competencies with numbers."--Jane M. Wilburne"Associate Professor of Mathematics Education, Penn State Harrisburg" (07/15/2013)"Clear and are easy to administer, even for a novice teacher. The intervention strategies are well-grounded in research and practice, and the activities are engaging."--Sally Moomaw, Ed.D."Assistant Professor, Early Childhood Education, University of Cincinnati" (07/18/2013)"A systematic, digit-by-digit introduction to numbers--which, once mastered, should provide a firm foundation for all elementary mathematics."--Nancy Krasa, Ph.D."co-author, Number Sense and Number Nonsense: Understanding the Challenges of Learning Math" (08/05/2013)"A first-rate, comprehensive, and evidence-based suite of number sense interventions that--if implemented as per the guidelines--will surely yield noticeable improvements in young children's knowledge of and proficiency with numbers, number relations, and number operations."--Daniel B. Berch, Ph.D."University of Virginia" (08/05/2013)"This is the kind of intervention support that teachers need to effectively address the needs of students with mathematics learning difficulties. It is a welcome addition to educators providing intensive multi-tiered mathematics instruction."--David Allsopp, Ph.D."Professor, Department of Special Education, University of South Florida" (08/05/2013)"Provides a solid foundation for developing a rich understanding of mathematics. Rigorous research conducted on Number Sense Interventions shows the promise of the program for positively impacting student mathematics achievement."--Ben Clarke, Ph.D."Research Associate, Center on Teaching and Learning, University of Oregon" (08/13/2013)a Clear and are easy to administer, even for a novice teacher. The intervention strategies are well-grounded in research and practice, and the activities are engaging.a --Sally Moomaw, Ed.D."

Nancy C. Jordan is Principal Investigator of the Number Sense Intervention Project (funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development) as well as the Center for Improving Learning of Fractions (funded by the Institute of Educational Sciences). She is author or coauthor of many articles in mathematics learning difficulties and has recently published

articles in Child Development, Journal of Learning Disabilities, Developmental Science, Developmental Psychology, and Journal of Educational Psychology. Dr. Jordan holds a bachelor's degree from the University of Iowa, where she was awarded Phi Beta Kappa, and a master's degree from Northwestern University. She received her doctoral degree in education from Harvard University and completed a postdoctoral fellowship at the University of Chicago. Before beginning her doctoral studies, she taught elementary school children with special needs. Dr. Jordan served on the Committee on Early Childhood Mathematics of the National Research Council of the National Academies. Nancy Dyson has been in education for more than 30 years as both a teacher and the director of a parent cooperative school. She recently completed her doctoral degree in education at the University of Delaware with a research focus on students struggling with mathematics.

As a math interventionist, this is an indispensable tool for early numeracy intervention. It's very user friendly and helps students meaningfully make connections to numbers. Many of the lessons can be done with things you likely already have, or you can make them with reproducibles from the book. I highly recommend it for early numeracy intervention!

Students would be so bored and lose interest --- way too scripted even for interventions!

The information in the book did not move my thinking. Nothing new.

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