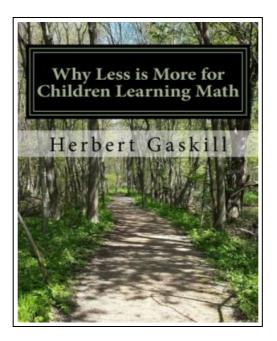
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WHY LESS IS MORE FOR CHILDREN LEARNING MATH: HOW PARENTS CAN HELP THEIR CHILD SUCCEED BY CONCENTRATING ON ESSENTIAL TOPICS



Createspace, United States, 2015. Paperback. Book Condition: New. 254 x 203 mm. Language: English . Brand New Book ***** Print on Demand *****. In 2002, Schmidt, et al. pusblished an analysis of the Third International Math and Science Study (TIMSS) that showed that by teaching a small, carefully chosen set of topics in K-8, math learning outcomes for children could be substantially improved. Schmidt, et al. termed this list of topics an A+ curriculum and noted that more than 75 of students learning from an A+ curriculum perform at levels achieved by only 25 of students in the US and Canada. The ideas in the Schmidt analysis are identified as the essence of the underlying philosophy for the Common Core State Standards in Math (CCSS-M) . However, the CCSS-M appears to have been only partly successful in conforming to an A+ curriculum, particularly in K-6. Why Less is More begins by explaining what an A+ curriculum is for K-6 and why we would expect children to learn more effectively from such a curriculum. The rest of the book is designed with two objectives: 1) to provide parents with a guide for teaching children the limited set of topics from an A+ curriculum and, 2) to provide teachers with a list of topics and objectives for fleshing out a grade-by-grade curriculum guide that would carefully implement an A+ curriculum. For parents, the ideas in K-6 are presented in terms of procedures each of which can ultimately be traced back to counting. Because of the hierarchical nature of arithmetic, each computation is broken down into a list of simpler procedures that have previously been mastered by the child, the first of these being counting. For this reason, a child is never put in a position of having to guess what to do. In...

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