



essential understanding

Teachers need to understand the big ideas of mathematics and be able to represent mathematics as a coherent and connected enterprise. (*Principles and Standards for School Mathematics*, NCTM 2008, p. 17)

The *Teaching Children Mathematics* Editorial Panel agrees with the statement above and is searching for articles that share ideas and lessons to make the big ideas of mathematics (place value, equivalence, patterns, measurement, shapes and solids, etc.) accessible to all students. We consider these big ideas of mathematics to be those central ideas that are coherently connected, vertically and horizontally, across mathematical topics and grade levels. Additionally, we are interested in the ways the big ideas can be connected across various content areas (history, science, visual arts, geography, music, reading, language arts, etc.).

Your article should include, but is not limited to, the following topics:

- A clear description of a “big idea” in mathematics and why you consider it to be essential
- Illustrations of activities that could be used by elementary school teachers, mathematics coaches, or school-based mathematics specialists to focus on a big idea across mathematical topics, grade levels, or various content areas
- A description of how the activity or activities reach all students, along with suggestions for differentiating within or beyond the recommended grade level
- Classroom artifacts, such as photographs, students’ work, and excerpts of classroom dialogue
- Reflections on what you found challenging about your work in focusing on a big idea, as well as cautionary advice for others

Limit manuscripts to 2500 words; attach figures and photographs at the end of the document. Submit completed manuscripts to *Teaching Children Mathematics* by accessing **tcmsubmit.net**. Author identification should appear on the cover page only.



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