

# Beginning Algebra: Teaching Key Concepts

How can *all* students learn the key concepts of beginning algebra?

Through the study of algebra, students learn to think abstractly, apply various representations, communicate mathematically, and develop the habits of mind that are needed to use mathematics and become lifelong learners. Whether taught within a first-year algebra or an integrated course, algebraic concepts form a core of mathematical knowledge that students need for future success. The Editorial Panel of *Mathematics Teacher* solicits manuscripts that examine ways to teach the key mathematical concepts students must learn in a beginning algebra course.

Articles may address but are not limited to any of the following topics:

- // Activities and strategies that enhance students' understanding of algebra
- // Creative use of assessments to inform instruction
- // Lessons that encourage students to communicate, use multiple representations, or make connections
- // Integration of algebraic concepts with geometry or other subjects
- // Incorporation of reasoning and sense making through applications and problem solving
- // Differentiated instruction to meet the needs of *all* students
- // Innovative methods for helping reluctant students learn
- // Meaningful incorporation of technology
- // Tried-and-true ideas for increasing students' efforts on and completion of homework assignments

The *MT* Editorial Panel invites those with experience or interest in teaching algebra to submit manuscripts for the 2013 Focus Issue. Please submit manuscripts at **mt.msubmit.net** by **May 1, 2012**. Be sure to check the box indicating that the manuscript is being submitted for the 2013 Focus Issue entitled Beginning Algebra: Teaching Key Concepts. Guidelines for the preparation of manuscripts can be obtained at [www.nctm.org/publications/content.aspx?id=22602](http://www.nctm.org/publications/content.aspx?id=22602). No author identification should appear in the manuscript's article file. If you have ideas related to this topic and would like to discuss them before sending a manuscript, please contact Albert Goetz, [agoetz@nctm.org](mailto:agoetz@nctm.org).

