



# Topics

## Call for Manuscripts

*Teaching Children Mathematics* is interested in publishing articles on “hot topics” that *TCM* readers have noted as subjects of high interest on reader surveys. By highlighting the issues and challenges that face mathematics educators today, the Editorial Panel hopes to provide teachers and teacher educators with resources to assist them in their efforts to meet the mathematical needs of all students. We invite authors to share their classroom experiences and their ideas. Manuscripts that include photographs and samples of student work or dialogue are especially encouraged.

The following list of topics and related questions is intended as a guide for authors. Manuscripts that address related issues are always welcome.

### **Economics and elementary mathematics**

- What lessons from the current world economic situation can be taught within the context of an elementary mathematics classroom?
- How can we help children analyze and make sense of economic information in the media by using mathematical content (e.g., rate, ratio, percent, equations, graphs)?
- How can economics topics (e.g., supply and demand; saving and borrowing; budgeting; inflation; interest) be used to enhance the learning and application of elementary mathematics?

### **Curriculum focal points**

- In what ways can NCTM's *Curriculum Focal Points* inform the teaching and learning of mathematics?
- How can the Focal Points be addressed within the framework of state goals?
- How can the Focal Points be used in the mathematics classroom to shape student learning?

### **Differentiated instruction**

- What are the challenges of differentiated instruction and how do teachers deal with them?
- How do we develop meaningful mathematical tasks that address students' diverse academic needs and ensure that all students have the opportunity for success in learning and understanding mathematics?
- In an inclusive mathematics classroom, what are the best ways to manage differentiated instruction?

### **Intervention strategies**

- What evidence supports the use of instructional intervention strategies to ensure that all students succeed in today's high-stakes testing environment?
- What is the most effective way to manage intervention while still moving students forward?
- Which classroom structures effectively support intervention strategies?
- How can teachers successfully manage intervention strategies while meeting the diverse needs of all students?

### **Elementary school mathematics specialists**

- What impact do elementary school mathematics specialists have on a school's professional community?
- What are the most effective strategies and best practices that specialists and coaches use for collaboration, co-teaching, and mentoring teachers?
- What are the roles of mathematics specialists?

### **Professional development strategies**

- Which strategies successfully foster communication among teachers at the same grade level? Across grade levels?
- How can vertical teaming activities be developed and implemented in a multigrade school?
- How do we get started using book studies, lesson studies, and team-planning initiatives within our professional learning communities?
- How does team scoring affect student work and teaching practices?

If you have interesting ideas, research, or classroom-tested approaches concerning any of these topics, please share them by writing for the journal. Submit a manuscript to *TCM* by accessing [tcm.msubmit.net](http://tcm.msubmit.net). For more information, refer to “Instructions for Submission of Manuscripts” at [nctm.org/publications/write.htm](http://nctm.org/publications/write.htm). Direct your questions to the journal editor at [tcm@nctm.org](mailto:tcm@nctm.org).