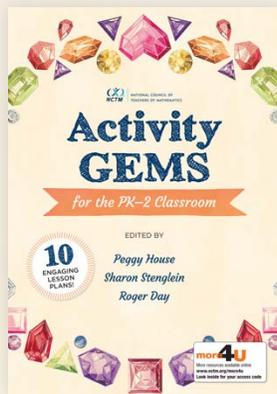
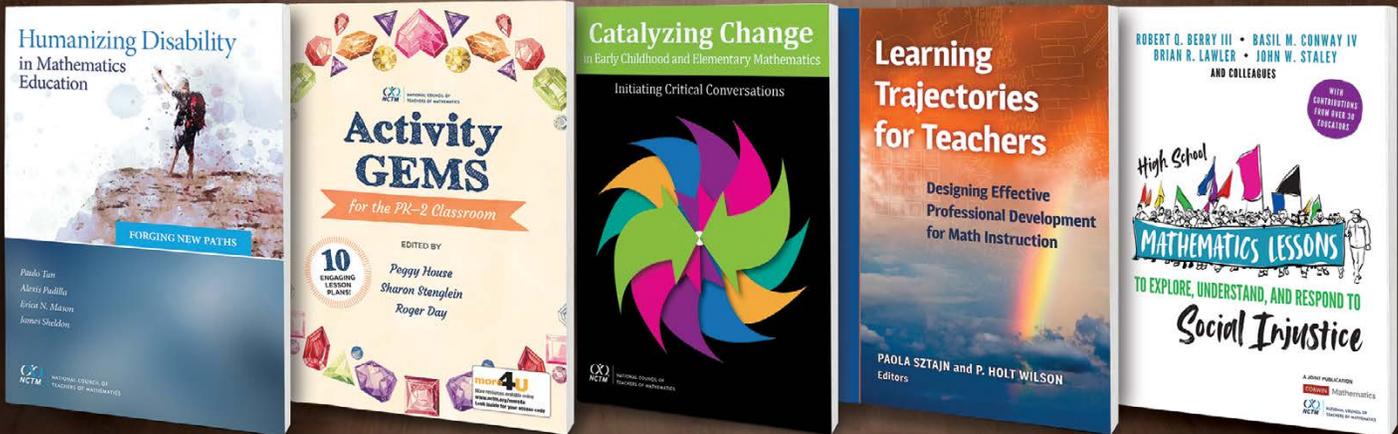


New!

FROM NCTM PUBLICATIONS

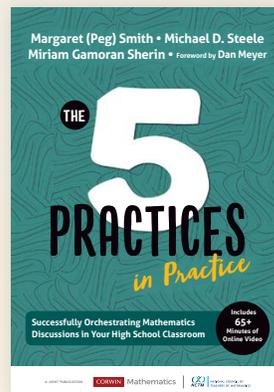


NEW Activity Gems for the PK-2 Classroom

By Peggy House, Sharon Stenglein, and Roger Day

Stock #: 15753; List price: \$36.95

The Activity Gems in this volume are a selected and adapted set of lessons from NCTM's Navigations series, with a special emphasis on incorporating the Mathematics Teaching Practices from NCTM's *Principles to Actions: Ensuring Mathematical Success for All* (2014). Teachers of PK-2 students can use these lessons to engage their students in exploring, connecting, and advancing their mathematical understanding and confidence.

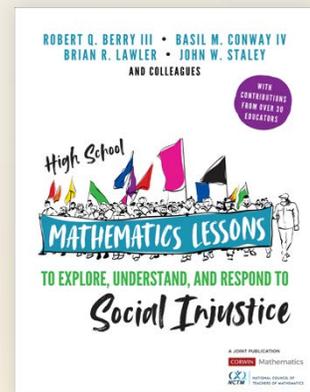


The 5 Practices in Practice: Successfully Orchestrating Mathematics Discussions in Your High School Classroom

By Margaret (Peg) Smith, Michael D. Steele, and Miriam Gamoran Sherin

Stock #: 15989; List price: \$32.95

This follow-up to the modern classic, *5 Practices for Orchestrating Productive Mathematics Discussions*, shows the five practices in action in high school classrooms and empowers secondary school teachers to be prepared for and overcome the challenges common to orchestrating mathematics discussions.



High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice

By Robert Q. Berry III, Basil M. Conway IV, Brian R. Lawler, and John W. Staley

Stock #: 15971; List price: \$24.95

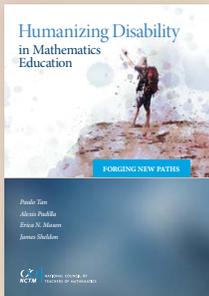
This book explains how to teach mathematics for self- and community-empowerment. It walks teachers step-by-step through the process of using mathematics—across all high school content domains—as a tool to explore issues of social injustice, including environmental injustice; wealth inequality; food insecurity; and gender, LGBTQ, and racial discrimination.

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NEW TITLES



Humanizing Disability in Mathematics Education: Forging New Paths

By Paulo Tan, Alexis Padilla, Erica N. Mason, and James Sheldon

Humanizing Disability in Mathematics Education: Forging New Paths enhances the practices of mathematics teachers by extending the concepts of access, equity, and empowerment to include students living with all types of disabilities.

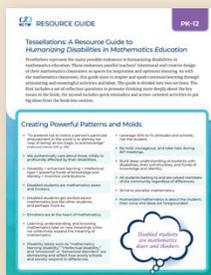
Available in these formats:

- Print Stock #: 15722 List price: **\$32.95**
- eBook Stock #: 15723 List price: **\$32.95**
- Spanish Stock #: 15978 List price: **\$32.95**
- Audiobook Stock #: 15963 List price: **\$12.95**

Humanizing Disability Resource Guide

Stock #: 15963; List price: **\$12.95**

This resource guide is a companion product to the book; it pulls out the big ideas and puts it all at your fingertips.



Learning Trajectories for Teachers: Designing Effective Professional Development for Math Instruction

By Paola Sztajn and P. Holt Wilson

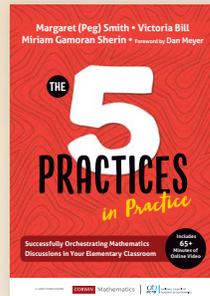
Stock #: 15791; List price: **\$32.95**

Designed to strengthen the teaching of mathematics in the elementary grades, this book focuses on helping teachers engage in instruction that is based on

learning trajectories (LTs). The authors bring together the experiences and key research-based findings of four different groups of teacher educators that created effective professional development around LTs.



Visit our bookstore at **NCTM Central** at the **Centennial Annual Meeting in Chicago** and **save at least 25%** on all purchases!



The 5 Practices in Practice: Successfully Orchestrating Mathematical Discussion in Your Elementary Classroom

By Margaret (Peg) Smith, Victoria Bill, and Miriam Gamoran Sherin

Stock #: 15936; List price: **\$32.95**

Enhance your fluency in the five practices—anticipating, monitoring, selecting, sequencing, and connect-

ing—to bring powerful discussions of mathematical concepts to life in your elementary classroom. This book unpacks the five practices for deeper understanding and empowers you to use each practice effectively.

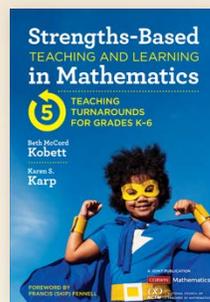
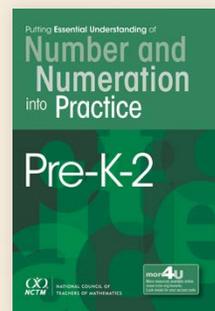
Putting Essential Understanding into Practice: Number and Numeration PK-2

By Barbara J. Dougherty and Karen S. Karp

Stock #: 14348; List price: **\$36.95**

This book focuses on the specialized pedagogical content knowledge that you need to teach number and numeration effectively in prekindergarten–grade 2.

The authors demonstrate how to use this multifaceted knowledge to address the big ideas and essential understandings that students must develop for success with these computations—not only in their current work, but also in higher-level mathematics and a myriad of real-world contexts.



Strengths-Based Teaching and Learning in Mathematics: 5 Teaching Turnarounds for Grades K-6

By Beth McCord Kobett and Karen S. Karp

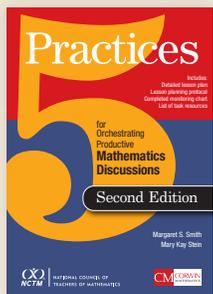
Stock #: 15979; List price: **\$32.95**

The authors highlight five key teaching turnarounds: identify teaching strengths, leverage students' strengths, design

instruction from a strengths-based perspective, help students identify their points of power, and promote strengths in the school community.

Check out these and other new releases at nctm.org/store

FAVORITES



5 Practices for Orchestrating Productive Mathematics Discussions, 2nd Edition

By Margaret (Peg) Smith and Mary Kay Stein

Stock #: 15397; List price: \$30.95

Five Practices provides a model for facilitating discussions in mathematics classrooms based on the thinking of students. The model—anticipating, monitoring, selecting, sequencing, and

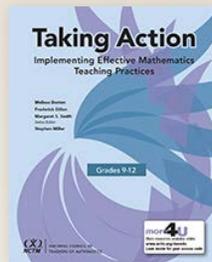
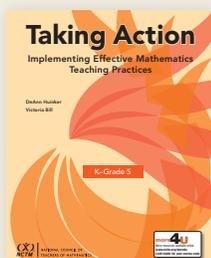
connecting—focuses on planning prior to the lesson and, in so doing, limits the amount of improvisation required during the lesson. This new edition is situated within current educational contexts (e.g., *CCSSM* and *Principles to Actions*) and offers details on how to plan for and engage students in K–Grade 12 classrooms in discussions that advance the learning of all students in the classroom.

Taking Action: Implementing Effective Mathematics Teaching Practices in K-Grade 5

By DeAnn Huinker and Victoria Bill; Margaret (Peg) Smith, Series Editor

Stock #: 15187; List price: \$37.95

The book offers a coherent set of professional learning experiences designed to foster teachers' understanding of eight effective Mathematics Teaching Practices and their ability to apply those practices in their own elementary classrooms.



Taking Action: Implementing Effective Mathematics Teaching Practices in Grades 9–12

By Melissa Boston, Frederick Dillon, Margaret Smith, and Stephen Miller; Margaret (Peg) Smith, Series Editor

Stock #: 15201; List price: \$37.95

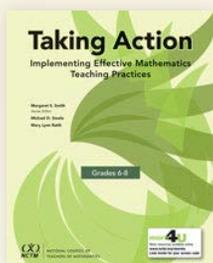
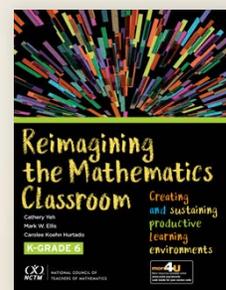
The book offers a coherent set of professional learning experiences designed to foster teachers' understanding of the eight effective Mathematics Teaching Practices and their ability to apply those practices in their own high school classrooms.

Reimagining the Mathematics Classroom

By Cathery Yeh, Mark W. Ellis, and Carolee Koehn Hurtado

Stock #: 15000; List price: \$27.95

Reimagining the Mathematics Classroom presents a comprehensive systems approach to examining mathematics teaching. It synthesizes and illustrates current research on the essential elements of mathematics teaching and learning, unpacking each component—the classroom physical space; mathematical discourse, tasks, and assessments; and families and communities—and providing concrete practical strategies and tools teachers can apply directly to their work. In addition, tips on using technology to assess and enhance learning are embedded throughout the book.

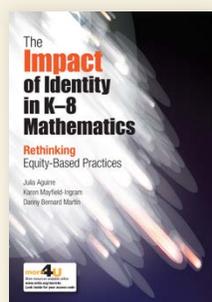


Taking Action: Implementing Effective Mathematics Teaching Practices in Grades 6–8

By Margaret (Peg) Smith, Michael Steele, Mary Lynn Raith; Margaret (Peg) Smith, Series Editor

Stock #: 15200; List price: \$37.95

The book examines in depth what each teaching practice would look like in a middle school classroom, with narrative cases, classroom videos, and real student work, presenting a rich array of experiences that bring the practices to life.



The Impact of Identity in K–8 Mathematics: Rethinking Equity-Based Practices

By Julia Aguirre, Karen Mayfield-Ingram, and Danny Martin

Stock #: 14119; List price: \$36.95

This book invites K–8 teachers to reflect on their own and their students' multiple identities. Rich possibilities for learning result when teachers draw on these identities to offer high-quality, equity-based teaching to all students. Reflecting on identity and reenvisioning learning and teaching through this lens especially benefits students who have been marginalized by race, class, ethnicity, or gender.



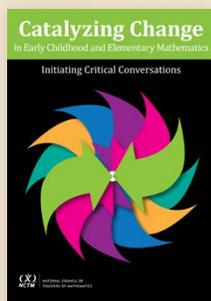
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CATALYZING CHANGE: Initiating Critical Conversations

Catalyzing Change in Early Childhood and Elementary Mathematics

Stock #: 15928; List price: \$39.50

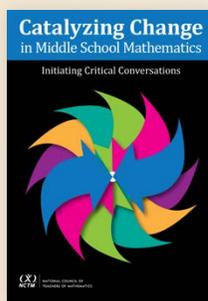
Catalyzing Change in Early Childhood and Elementary Mathematics is part of the Catalyzing Change series, a collection of three books intended to initiate the critical conversations on policies, practices, and issues that impact mathematics education. The series identifies the critical conversations necessary to address the serious challenges educators face, ensuring that each and every child has access to a high-quality mathematics education. Find out why the status quo is unacceptable and how to make a difference.



Catalyzing Change in Middle School Mathematics

Stock #: 15929; List price: \$39.50

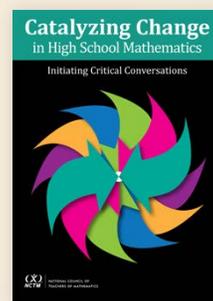
Catalyzing Change in Middle School Mathematics recognizes that the needs of young adolescents are different from elementary and high school-age students and that policies, practices, and issues must consider the unique needs of this student group. Students undergo significant developmental changes from elementary school to middle school. These changes contribute to how they see and understand the world as well as how they see and understand their place in the world.



Catalyzing Change in High School Mathematics

Stock #: 15637; List price: \$39.50

This title addresses the fact that significant numbers of high school students develop unproductive mathematical identities and see little value in mathematics, while the need for mathematical skills is increasing to meet the workplace, postsecondary education requirements, and to ensure active participation in our democratic society. The book identifies and addresses critical challenges, including implementing equitable instructional practices and explicitly broadening the purposes for teaching high school mathematics beyond a focus on college and career readiness.



COMING SOON!

AVAILABLE OCTOBER 2020 One Hundred Problems Involving the Number 100

By Patrick Vennebush

Stock #: 16002

Coinciding with NCTM's 100th Anniversary, this title celebrates problem solving by collecting problems that involve the number 100. The book includes an introduction to problem-solving strategies, arranged problems, and standards alignment. Very appealing for classroom use!

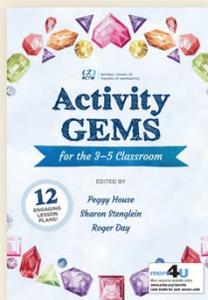


AVAILABLE FALL 2020 Activity Gems for the 3–5 Classroom

By Peggy House, Sharon Stenglein, and Roger Day

Stock #: 15754

The second in this four-book series, this title focuses on a selected and adapted set of lessons from NCTM's Navigations series, with a special emphasis on incorporating the Mathematics Teaching Practices from *NCTM's Principles to Actions: Ensuring Mathematical Success for All*. Teachers of Grades 3–5 students can use these lessons to engage their students in exploring, thinking, connecting, and advancing in their mathematical understanding and confidence.

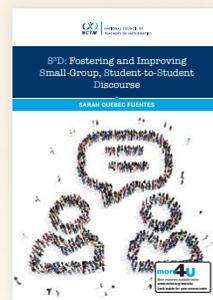


AVAILABLE SUMMER 2020 S3D: Fostering and Improving Small-Group, Student-to-Student Discourse

By Sarah Quebec Fuentes

Stock #: 15851

Classroom teachers will learn how to promote productive small-group discussions where students engage in rich tasks and develop their mathematical knowledge. This book provides a step-by-step plan of action for creating a classroom in which these small groups engage in their own deep mathematical discourse and every student's voice is heard.



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