No matter the content area, students need to develop clear ways of thinking about and understanding what they learn. But this kind of conceptual thinking seems more difficult in math than in language arts and social studies. Fortunately we now know how to help kids understand more about mathematics than ever before, and in *Comprehending Math* you’ll find out that much of math’s conceptual difficulty can be alleviated by adapting what we have learned from research on language and cognition.

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- visualizing
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- determining importance
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Arthur Hyde is a professor of mathematics education at National-Louis University, where he received its Excellence in Teaching award. While teaching high school mathematics in Philadelphia, he developed a variety of creative methods for teaching math. He also obtained a doctorate in curriculum and instruction from the University of Pennsylvania, where he later directed its teacher-education programs. He has worked frequently in elementary classrooms, conducting extensive professional development programs on mathematics and problem solving in Chicago and its surrounding school districts. He is coauthor or author of two Heinemann books: Best Practice, Third Edition (Heinemann, 2005) and Mathwise (Heinemann 1991).

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