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# Teaching and Learning Algebraic Thinking with 5- to 12-Year-Olds

The Global Evolution of an Emerging Field of Research and Practice

- Highlights new developments in the teaching and learning of algebraic thinking with 5- to 12-year-olds based on research carried out in several countries around the world
- Includes empirical findings from five continents
- Presents well-known authors' novel theoretical perspectives and recent empirical findings in 17 chapters
- Builds on the work of the ICME-13 (International Congress on Mathematical Education) Topic Study Group 10 on Early Algebra
- Provides a wealth of best practices for teaching early algebra

This book highlights new developments in the teaching and learning of algebraic thinking with 5- to 12-year-olds. Based on empirical findings gathered in several countries on five continents, it provides a wealth of best practices for teaching early algebra. Building on the work of the ICME-13 (International Congress on Mathematical Education) Topic Study Group 10 on Early Algebra, well-known authors such as Luis Radford, John Mason, Maria Blanton, Deborah Schifter, and Max Stephens, as well as younger scholars from Asia, Europe, South Africa, the Americas, Australia and New Zealand, present novel theoretical perspectives and their latest findings. The book is divided into three parts that focus on (i) epistemological/mathematical aspects of algebraic thinking, (ii) learning, and (iii) teaching and teacher development. Some of the main threads running through the book are the various ways in which structures can express themselves in children's developing algebraic thinking, the roles of generalization and natural language, and the emergence of symbolism.

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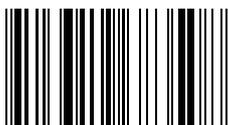
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