

I Can Learn Algebra Vol

Teaching and Learning Algebraic Thinking with 5- to 12-Year-Olds
Secondary Lenses on Learning Participant Book
Bringing Out the Algebraic Character of Arithmetic
The Complete Guide to RTI
Maple for Algebra
American Machinist
Prealgebra
The Illinois Teacher
Our Medicine Men
Journal of Education and School World
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Sessional Papers ... of the Legislative Assembly of the Province of Ontario ...
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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 presenting vital new data from international contexts the book provides additional support for the position that essential ways of thinking algebraically need to be intentionally fostered in instruction from the earliest grades

this participant book in combination with the facilitator's guide forms a comprehensive professional development program designed to improve the efforts of site-based mathematics leadership teams for middle and high schools. Secondary lenses on learning prepares leaders to explore concepts in middle and high school algebra as a window into content instruction and assessment. You will learn how to assess the strengths and needs of your mathematics programs, set goals and generate plans for ongoing improvement by engaging in extended explorations and conversations based on readings, problem-based activities, cases, and videos.

Bringing out the algebraic character of arithmetic contributes to a growing body of research relevant to efforts to make algebra an integral part of early mathematics instruction. An area of studies that has come to be known as early algebra provides both a rationale for promoting algebraic reasoning in the elementary school curriculum and empirical data to support it. The authors regard early algebra not as accelerated instruction but as an approach to existing topics in the early mathematics curriculum that highlights their algebraic character. Each chapter shows young learners engaged in mathematics tasks where there has been a shift away from computations on specific amounts toward thinking about relations and functional dependencies. The authors show how young learners attempt to work with mathematical generalizations before they have learned formal algebraic notation. The book, suitable as a text in undergraduate or graduate mathematics education courses, includes downloadable resources with additional text and video footage on how students reason about addition and subtraction as functions, on how students understand multiplication when it is presented as a function, and on how children use notations in algebraic problems involving fractions. These three videotaped papers, written text with embedded video footage, present relevant discussions that help identify students' mathematical reasoning. The printed text in the book includes transcriptions of the video episodes. In the CD-ROM, bringing out the algebraic character of arithmetic is aimed at researchers, practitioners, curriculum developers, policy makers, and graduate students across the mathematics education community who wish to understand how young learners deal with algebra before they have learned about algebraic notation.

Are you prepared for the RTI evolution? This comprehensive toolkit explains why RTI is one of the most important educational initiatives in recent history and sets the stage for RTI's future role in teacher education and practice. The authors demonstrate innovative ways to use RTI to inform instruction and guide curriculum development in inclusive classroom settings. The text features strategies, techniques, and online resources for evaluating existing programs and implementing RTI effectively, including a leadership framework for school and district administrators, applications in reading and literacy, mathematics, and behavior support guidelines for involving parents, students, and communities.

This essential guide shows how to use Maple, the PC-based computer algebra system, to solve all types of problems in algebra to reinforce the standard concepts of post-secondary algebra. Each topic is illustrated with pen and pencil exercises first, followed by clear step-by-step instructions for applying Maple to solve common problems. 200 illus.

Jamie Blair, John Tobey, and Jeff Slater are experienced developmental math authors and active classroom teachers. They have carefully crafted their texts to support students in this course by staying with them every step of the way. Blair, Tobey, and Slater with you every step of the way. This 3rd edition of Prealgebra is appropriate.

for a 1 sem course in prealgebra and was designed to bridge the gap between arithmetic and algebra topics intended for those students who are preparing to take an elementary algebra course and have either not studied algebra or have been previously unsuccessful in arithmetic or algebra this text integrates algebra rules and concepts with those of arithmetic spiraling the topics and teaching why not memorization also teaches students the specific study skills necessary to accomodate their individual learning styles

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