

Mathematical Thinking In The Lower Secondary Classroom

Sue Gunnigham, Suzanne Gunnigham

AIMSSEC Maths Teacher Support Series Mathematical Thinking in the Lower Secondary Classroom

AIMSSEC, 2016-02-25 This series is for maths teachers who want to develop their maths teaching skills. This book is for teachers and educators who want to develop their maths teaching skills where English is the language of instruction. It has been written by the international group of educators based at AIMSSEC, The African Institute for Mathematical Sciences Schools Enrichment Centre. The book provides practical classroom activities underpinned by sound pedagogy and recent research findings. The activities are designed for teachers working alone or in 'self-help' teachers' workshops. They are designed to develop mathematical thinking and offer immediate practical tools to help deliver this approach.

Engaging (with) Mathematics and Learning to Teach. An Integrated Approach to Mathematics Preservice Education Hilary Povey, 2017-07-31 Mathematics education research indicates the value of a meaning-making and problem-solving approach to the teaching mathematics in primary and lower secondary classrooms. Yet teachers, most of whom have not experienced such pedagogies in their own mathematics learning, often find it difficult to implement such approaches. Based on over twenty-five years in mathematics preservice education, this book is intended to support preservice tutors and their students in bridging this gap. The book takes six topics from the primary and lower secondary curriculum: place value number systems; the four rules of number; polygons, their properties and their symmetries; natural numbers including factors, multiples, powers and simple number theory; fractions, decimals and irrational numbers; and polyhedra. Each topic is located very briefly in the research literature and its place in or linked to the primary and lower secondary curriculum is discussed. Relevant mathematical activities follow, many of which can transfer directly from the university to the school classroom with very little adaptation. The final topic chapter is rather different. It deals with group theory, an aspect of mathematics which is related to primary and lower secondary mathematics structurally but not in terms of recognisable content. There is an emphasis throughout on the need to reflect on mathematical experience, to develop sensitivity and self-awareness and to promote an approach to the subject that is creative and inclusive.

Uses of Technology in Lower Secondary Mathematics Education Paul Drijvers, Lynda Ball, Bärbel Barzel, M. Kathleen

Heid,Yiming Cao,Michela Maschietto,2016-06-14 This topical survey provides an overview of the current state of the art in technology use in mathematics education, including both practice-oriented experiences and research-based evidence, as seen from an international perspective. Three core themes are discussed: Evidence of effectiveness; Digital assessment; and Communication and collaboration. The survey's final section offers suggestions for future trends in technology-rich mathematics education and provides a research agenda reflecting those trends. Predicting what lower secondary mathematics education might look like in 2025 with respect to the role of digital tools in curricula, teaching and learning, it examines the question of how teachers can integrate physical and virtual experiences to promote a deeper understanding of mathematics. The issues and findings presented here provide an overview of current research and offer a glimpse into a potential future characterized by the effective integration of technology to support mathematics teaching and learning at the lower secondary level.

Teaching Mathematical Reasoning in Secondary School Classrooms Karin Brodie,2009-10-08 For too many students, mathematics consists of facts in a vacuum, to be memorized because the instructor says so, and to be forgotten when the course of study is completed. In this all-too-common scenario, young learners often miss the chance to develop skills—specifically, reasoning skills—that can serve them for a lifetime. The elegant pages of Teaching Mathematical Reasoning in Secondary School Classrooms propose a more positive solution by presenting a reasoning- and discussion-based approach to teaching mathematics, emphasizing the connections between ideas, or why math works. The teachers whose work forms the basis of the book create a powerful record of methods, interactions, and decisions (including dealing with challenges and impasses) involving this elusive topic. And because this approach shifts the locus of authority from the instructor to mathematics itself, students gain a system of knowledge that they can apply not only to discrete tasks relating to numbers, but also to the larger world of people and the humanities. A sampling of the topics covered: Whole-class discussion methods for teaching mathematics reasoning. Learning mathematical reasoning through tasks. Teaching mathematics using the five strands. Classroom strategies for promoting mathematical reasoning. Maximizing student contributions in the classroom. Overcoming student resistance to mathematical conversations. Teaching Mathematical Reasoning in Secondary School Classrooms makes a wealth of cutting-edge strategies available to mathematics teachers and teacher educators. This book is an invaluable resource for researchers in mathematics and curriculum reform and of great interest to teacher educators and teachers.

Raising Achievement In Secondary Mathematics Watson, Anne,2006-06-01 A guide to teaching lower attaining students in secondary mathematics offers an alternative view of attainment and capability, arguing that teaching should be based on a learner's proficiency, rather than on knowledge deficits.

Embracing Reason Daniel Chazan,Sandra Callis,Michael Lehman,2009-12-16 This book tells a single story, in many

voices, about a serious and sustained set of changes in mathematics teaching practice in a high school and how those efforts influenced and were influenced by a local university. It includes the writings and perspectives of high school students, high school teachers, preservice teacher candidates, doctoral students in mathematics education and other fields, mathematics teacher educators, and other education faculty. As a whole, this case study provides an opportunity to reflect on reform visions of mathematics for all students and the challenges inherent in the implementation of these visions in US schools. It challenges us to rethink boundaries between theory and practice and the relative roles of teachers and university faculty in educational endeavors.

Developing Mathematical Thinking Jonathan D. Katz, 2014-07-07 In this country we have done a poor job of helping students come to see the wonder, beauty and power of mathematics. Standards can be brought into the picture, but unless we think about what it means to truly engage students in mathematics we will continue to be unsuccessful. The goal of this book is to begin to change the way students experience mathematics in the middle and high school classrooms. In this book you will find a theoretical basis for this approach to teaching mathematics, multiple guides and questions for teachers to think about in relation to their everyday teaching, and over 30 examples of problems, lessons, tasks, and projects that been used effectively with urban students.

Cambridge Checkpoint Lower Secondary Mathematics Student's Book 9 Frankie Pimentel, Ric Pimentel, Terry Wall, 2021-06-11 This series has been endorsed by Cambridge Assessment International Education. Help learners engage with and fully understand topics they are studying with an emphasis on mathematical thinking and working throughout. - Provide activities to increase student's subject knowledge and develop the skills necessary to think and work mathematically. - Engage learners with chapter openers that include historical notes with a cultural focus. - Support development of English language skills with the use of mathematical terms and activities to help facilitate effective teaching in classrooms with mixed English abilities.

Uses of Technology in Primary and Secondary Mathematics Education Lynda Ball, Paul Drijvers, Silke Ladel, Hans-Stefan Siller, Michal Tabach, Colleen Vale, 2018-05-14 This book provides international perspectives on the use of digital technologies in primary, lower secondary and upper secondary school mathematics. It gathers contributions by the members of three topic study groups from the 13th International Congress on Mathematical Education and covers a range of themes that will appeal to researchers and practitioners alike. The chapters include studies on technologies such as virtual manipulatives, apps, custom-built assessment tools, dynamic geometry, computer algebra systems and communication tools. Chiefly focusing on teaching and learning mathematics, the book also includes two chapters that address the evidence for technologies' effects on school mathematics. The diverse technologies considered provide a broad overview of the potential that digital solutions hold in connection with teaching and learning. The chapters provide both a snapshot of the status quo of

technologies in school mathematics, and outline how they might impact school mathematics ten to twenty years from now.

We Reason & We Prove for ALL Mathematics Fran Arbaugh, Margaret (Peg) Smith, Justin Boyle, Gabriel J. Stylianides, Michael Steele, 2018-08-08 Sharpen concrete teaching strategies that empower students to reason-and-prove How do teachers and students benefit from engaging in reasoning-and-proving? What strategies can teachers use to support students' capacity to reason-and-prove? What does reasoning-and-proving instruction look like? We Reason & We Prove for ALL Mathematics helps mathematics teachers in grades 6-12 engage in the critical practice of reasoning-and-proving and support the development of reasoning-and-proving in their students. The phrase reasoning-and-proving describes the processes of identifying patterns, making conjectures, and providing arguments that may or may not qualify as proofs – processes that reflect the work of mathematicians. Going beyond the idea of formal proof traditionally relegated only to geometry, this book transcends all mathematical content areas with a variety of activities for teachers to learn more about reasoning-and-proving and about how to support students' capacities to engage in this mathematical thinking through: Solving and discussing high-level mathematical tasks Analyzing narrative cases that make the relationship between teaching and learning salient Examining and interpreting student work that features a range of solution strategies, representations, and misconceptions Modifying tasks from curriculum materials so that they better support students to reason-and-prove Evaluating learning environments and making connections between key ideas about reasoning-and-proving and teaching strategies We Reason & We Prove for ALL Mathematics is designed as a learning tool for practicing and pre-service mathematics teachers and can be used individually or in a group. No other book tackles reasoning-and-proving with such breadth, depth, and practical applicability. Classroom examples, case studies, and sample problems help to sharpen concrete teaching strategies that empower students to reason-and-prove!

Teaching Mathematics Through Problem-Solving Akihiko Takahashi, 2021-03-31 This engaging book offers an in-depth introduction to teaching mathematics through problem-solving, providing lessons and techniques that can be used in classrooms for both primary and lower secondary grades. Based on the innovative and successful Japanese approaches of Teaching Through Problem-solving (TTP) and Collaborative Lesson Research (CLR), renowned mathematics education scholar Akihiko Takahashi demonstrates how these teaching methods can be successfully adapted in schools outside of Japan. TTP encourages students to try and solve a problem independently, rather than relying on the format of lectures and walkthroughs provided in classrooms across the world. Teaching Mathematics Through Problem-Solving gives educators the tools to restructure their lesson and curriculum design to make creative and adaptive problem-solving the main way students learn new procedures. Takahashi showcases TTP lessons for elementary and secondary classrooms, showing how teachers can create their own TTP lessons and units using techniques adapted from Japanese educators through CLR. Examples are discussed in relation to the Common Core State Standards, though the methods and lessons offered can be used in any

country. *Teaching Mathematics Through Problem-Solving* offers an innovative new approach to teaching mathematics written by a leading expert in Japanese mathematics education, suitable for pre-service and in-service primary and secondary math educators.

Teaching Mathematics in Grades 6 - 12 Randall E. Groth, 2012-08-10 *Teaching Mathematics in grades 6-12* by Randall E. Groth is a core methods text that introduces students to the vibrant and intriguing world of mathematics education. The author shows preservice mathematics teachers the value of being a researcher--constantly experimenting with methods for developing students' mathematical thinking--and connecting this research to practices that enhance students' understanding of the types of mathematical knowledge students bring to school and how students' thinking may develop in response to different teaching strategies.

Ebook: Developing Maths Lesson Planning and Frameworks: Mastery, Logic and Reasoning in the Classroom

Linda (Yuqian) Wang, Jeremy Dawson, Chris Brown, 2023-11-24 This book supports teacher trainees as they help students develop maths reasoning skills. It uses the Causal Connectivity Framework and enhances the knowledge and skills of trainees in sequencing teaching content with cumulative knowledge and understanding. It covers a variety of contexts from primary education up to GCSE level and includes practical examples of what is possible. The book offers maths teachers an alternative way of incorporating reasoning as a critical component of maths learning - a part of continuous professional development based on strong subject and curriculum content knowledge.

Embracing Reason Daniel Isaac Chazan, Sandra Callis, Michael Lehman, 2008 This book tells a single story, in many voices, about a serious and sustained set of changes in mathematics teaching practice in a high school and how those efforts influenced and were influenced by a local university. It includes the writings and perspectives of high school students, high school teachers, preservice teacher candidates, doctoral students in mathematics education and other fields, mathematics teacher educators, and other education faculty. As a whole, this case study provides an opportunity to reflect on reform visions of mathematics for all students and the challenges inherent in the implementation of these visions in US schools. It challenges us to rethink boundaries between theory and practice and the relative roles of teachers and university faculty in educational endeavors.

More Thinking Allowed in the Mathematics Classroom Sue Gunnigham, Suzanne Gunnigham, 2013 This book offers a range of tasks aimed at stretching primary students' thinking in mathematics. Background information is included, where appropriate, to highlight what should be the focus of the activity from a teaching perspective. Some activities include suggestions for extensions and/or additional supports to help meet the different ability levels within the same cohort of students. The classroom activities described are suitable for students in middle to upper primary school. However, many of the strategies and tools could be modified for implementation in the lower primary classrooms. Similarly, teachers of lower

secondary classrooms will see the potential for adapting some activities for use with their students as well. Many of the ideas were gathered from discussions with teachers while others were gathered from classroom observations, various professional development experiences and a plethora of academic readings and personal research. They reflect the constant search by teachers to improve their pedagogy by increasing the challenge for their students and by incorporating higher levels of thinking into their mathematics classrooms.

Teaching Mathematical Thinking Marian Small, 2017 This new resource by math education expert Marian Small helps schools and districts to refine their teaching of standards-based mathematical practices. Small devotes a chapter to each of the eight standards of practice and includes a discussion of what each standard looks like in grades K-2, 3-5, and 6-8. Specific attention is given to helping students make sense of problems and persevere in solving them (Standard 1) and to encouraging students to create viable mathematical arguments and to effectively and respectfully critique the reasoning of others (Standard 3). The author also discusses how to formatively assess student performance for each practice standard. To provide additional support to U.S. teachers in their instructional planning, this resource includes attention to the Canadian math processes of visualization and mental math and estimation. “Whether you are a new teacher or a seasoned educator, this book will enrich your abilities to develop your students' mathematical thinking.” —From the Foreword by Linda Dacey, professor emerita, Mathematics, Lesley University “One of the best ways to prepare students for their futures is to teach mathematical thinking. Marian Small shows us the way with powerful tasks, probing questions, and incredible student work samples. This is the book I have been looking for and is definitely a must-have for every teacher.” —Ruth Harbin Miles, Mary Baldwin University

Mathematics in Middle and Secondary School Alexander Karp, Nicholas Wasserman, 2014-11-01 The experience and knowledge acquired in teacher education courses should build important fundamentals for the future teaching of mathematics. In particular, experience in mathematical problem solving, and in planning lessons devoted to problem solving, is an essential component of teacher preparation. This book develops a problem solving approach and is intended to be a text used in mathematics education courses (or professional development) for pre-service or in-service middle and secondary school teachers. It can be used both in graduate and undergraduate courses, in accordance with the focus of teacher preparation programs. The content of the book is suited especially for those students who are further along in their mathematics education preparation, as the text is more involved with mathematical ideas and problem solving, and discusses some of the intricate pedagogical considerations that arise in teaching. The text is written not as an introduction to mathematics education (a first course), but rather as a second, or probably, third course. The book deals both with general methodology issues in mathematics education incorporating a problem solving approach (Chapters 1-6) and with more concrete applications within the context of specific topics – algebra, geometry, and discrete mathematics (Chapters 7-13).

The book provides opportunities for teachers to engage in authentic mathematical thinking. The mathematical ideas under consideration build on specific middle and secondary school content while simultaneously pushing the teacher to consider more advanced topics, as well as various connections across mathematical domains. The book strives to preserve the spirit of discussion, and at times even argument, typical of collaborative work on a lesson plan. Based on the accumulated experience of work with future and current teachers, the book assumes that students have some background in lesson planning, and extends their thinking further. Specifically, this book aims to provide a discussion of how a lesson plan is constructed, including the ways in which problems are selected or invented, rather than the compilation of prepared lesson plans. This approach reflects the authors' view that the process of searching for an answer is often more important than the formal result.

Lower Secondary Maths Teacher's Guide: Stage 8 (Collins Cambridge Lower Secondary Maths) Belle Cottingham, Alastair Duncombe, Rob Ellis, Amanda George, Claire Powis, Brian Speed, 2021-06-07 Inspire and engage your students with this fully updated Lower Secondary Maths course from Collins offering comprehensive coverage of the curriculum framework and Thinking and Working Mathematically skills. Written by an experienced team, each Stage (7-9) comprises a comprehensive Student's Book, extensive Workbook and supportive Teacher's Guide.

National Reflections on the Netherlands Didactics of Mathematics Marja Van den Heuvel-Panhuizen, 2020-01-06 This open access book, inspired by the ICME 13 Thematic Afternoon on "European Didactic Traditions", consists of 17 chapters, in which educators from the Netherlands reflect on the teaching and learning of mathematics in their country and the role of the Dutch domain-specific instruction theory of Realistic Mathematics Education. Written by mathematics teachers, mathematics teacher educators, school advisors, and developers and researchers in the field of instructional material, textbooks, and examinations, the book offers a multitude of perspectives on important issues in Dutch mathematics education, both at primary and secondary school levels. Topics addressed include the theoretical underpinnings of the Dutch approach, the subject of mathematics in the Dutch educational system, teacher education and testing, the history of mathematics education and the use of history in teaching of mathematics, changes over time in subject matter domains and in the use of technology, and the process of innovation and how the Dutch and in particular one Dutch institute have worked on the reform.

Lower Secondary Maths Teacher's Guide: Stage 9 (Collins Cambridge Lower Secondary Maths) Belle Cottingham, Alastair Duncombe, Rob Ellis, Amanda George, Claire Powis, Brian Speed, 2021-06-07 Inspire and engage your students with this fully updated Lower Secondary Maths course from Collins offering comprehensive coverage of the curriculum framework and Thinking and Working Mathematically skills. Written by an experienced team, each Stage (7-9) comprises a comprehensive Student's Book, extensive Workbook and supportive Teacher's Guide.

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