



COMPARING RATIONAL NUMBERS 6:2

Use the symbols $>$, $<$ and $=$ to compare the numbers. The first one is done for you.

1)	$\frac{3}{4}$	$>$	$\frac{3}{4}$	11)	$-\frac{3}{4}$		$-\frac{3}{4}$	21)	$-\frac{3}{4}$		$-\frac{3}{4}$
2)	$-\frac{3}{8}$		$-\frac{3}{8}$	12)	$ -4\frac{1}{2} $		$\frac{9}{2}$	22)	$ - \frac{5}{3} $		$ - \frac{3}{2} $
3)	$ -2.3 $		-2.8	13)	$\frac{7}{4}$		$\frac{3}{2}$	23)	$2\frac{1}{3}$		$\frac{7}{3}$
4)	-0.7		-0.65	14)	$ 0.82 $		-0.9	24)	$ -5\frac{1}{4} $		-5.5
5)	$\frac{3}{4}$		$ -0.8 $	15)	$\frac{1}{8}$		0.375	25)	$ 0.62 $		$ -0.7 $
6)	$\frac{1}{8}$		$\frac{1}{9}$	16)	-0.27		-0.5	26)	$- \frac{3}{10}$		$- \frac{3}{10}$
7)	$-1\frac{3}{4}$		-1.75	17)	$\frac{12}{3}$		$\frac{8}{2}$	27)	$ -3\frac{1}{4} $		$\frac{15}{4}$
8)	$- \frac{5}{2}$		-3	18)	$ -2.3 $		$ - \frac{5}{2} $	28)	$ -0.9 $		$\frac{3}{3}$
9)	$ -0.6 $		$ -0.55 $	19)	-0.36		-0.2	29)	$-1\frac{1}{4}$		$-1\frac{1}{4}$
10)	$\frac{3}{4}$		$ - \frac{3}{4} $	20)	$\frac{1}{4}$		$\frac{5}{20}$	30)	$ -1\frac{5}{6} $		$\frac{11}{6}$

Compare these amounts.

31)	$2 - \frac{1}{4}$		$\frac{1}{2} \times 3$
32)	$ 4 - 12 $		2^3
33)	$ -4 \times -3 $		$ -2 - 9 $
34)	$\frac{3}{8} + \frac{3}{8}$		$2 - \frac{1}{8}$
35)	$ 2 - 3\frac{1}{2} $		$\frac{3}{2}$
36)	$\frac{13}{4}$		$ 1\frac{1}{2} - 5 $
37)	$ -0.7 $		$\frac{1}{2} + \frac{1}{4}$
38)	$1 - 0.06$		0.85
39)	$5 \times -0.4 $		$ 9 - 11 $
40)	$1 - \frac{1}{8}$		$ \frac{1}{2} - 1 $

Inquiry Based Learning Compare Rational Numbers

WJ Hussar



Inquiry Based Learning Compare Rational Numbers:

Learning Teaching from Experience Viv Ellis, Janet Orchard, 2014-01-16 What do teachers learn on the job And how if at all do they learn from experience Leading researchers from the UK Europe the USA and Canada offer international research based perspectives on a central problem in policy making and professional practice the role that experience plays in learning to teach in schools Experience is often weakly conceptualized in both policy and research sometimes simply used as a proxy for time in weeks and years spent in a school classroom The conceptualization of experience in a range of educational research traditions lies at the heart of this book exemplified in a variety of empirical and theoretical studies Distinctive perspectives to inform these studies include sociocultural psychology the philosophy of education school effectiveness the sociology of education critical pedagogy activism and action research However no one theoretical perspective can claim privileged insight into what and how teachers learn from experience rather this is a matter for a truly educational investigation one that is both close to practice and seeks to develop theory At a time when policy makers in many countries seek to make teacher education an entirely school based activity *Learning Teaching from Experience* offers an essential examination of the evidence base the traditions of inquiry and the limits of those inquiries **Teaching in the**

Standards-based Classroom ,2001 Virtually every national standards document every state framework and every local set of standards calls for fundamental changes in what and how teachers teach The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice to help you teach in your standards based classroom

Abstract Algebra Jonathan K. Hodge, Steven Schlicker, Ted Sundstrom, 2013-12-21 Emphasizing active learning this text not only teaches abstract algebra but also provides a deeper understanding of what mathematics is how it is done and how mathematicians think The book can be used in both rings first and groups first abstract algebra courses Numerous activities examples and exercises illustrate the definitions theorems and concepts Each chapter also discusses the connections among topics in ring theory and group theory helping students see the relationships between the two main types of algebraic objects studied throughout the text *ENC Focus* ,2001 **Transitioning to Quality Education** Eila Jeronen, 2021-08-13

Transitioning to Quality Education focuses on the fourth UN Sustainable Development Goal According to SDG 4 every learner should acquire the knowledge and skills needed to promote sustainable development UN 2015 17 Thus the aim of sustainability education is to foster learners to be creative and responsible global citizens who critically reflect on the ideas of sustainable development and the values that underlie them and take responsible actions for sustainable development UNESCO 2017 Sustainability is strongly connected to attitudes and values therefore applications of sustainability are complicated Quality education requires teachers to have competences knowledge and skills to be able to plan and carry out meaningful education and teaching in sustainability The aim of *Transitioning to Quality Education* is to provide versatile

experiences and new knowledge on the cognitive affective and social issues that are important for promoting sustainable development in formal and non formal education Transitioning to Quality Education is part of MDPI s new Open Access book series Transitioning to Sustainability With this series MDPI pursues environmentally and socially relevant research which contributes to efforts toward a sustainable world Transitioning to Sustainability aims to add to the conversation about regional and global sustainable development according to the 17 SDGs The book series is intended to reach beyond disciplinary even academic boundaries , **Resources in Education** ,1998 *What Matters? Research Trends in International Comparative Studies in Mathematics Education* Ji-Won Son,Tad Watanabe,Jane-Jane Lo,2017-03-03 This book provides a unique international comparative perspective on diverse issues and practices in mathematics education between and among the US and five high performing TIMSS education systems Japan China Singapore South Korea and Taiwan The book offers multiple perspectives on the important factors that contribute to mathematics teaching and learning in different educational systems and cultural contexts Using large scale data generated by numerous international comparative studies the book analyzes and provides context for various methodological perspectives The book raises compelling questions and issues for mathematics education researchers leading to a critical examination of what can be learned from other education systems Authors address four major research perspectives by critically examining cross national similarities and differences such as research on the influence of curriculum on student learning research on institutional systems of mathematics teacher education research on improving teacher knowledge and pedagogical approaches and research using large scale data This collection of perspectives serves as a foundation for reviewing and analyzing the international comparative studies introduced in the book *How Students Learn* National Research Council,Division of Behavioral and Social Sciences and Education,Committee on How People Learn, A Targeted Report for Teachers,2005-01-23 How do you get a fourth grader excited about history How do you even begin to persuade high school students that mathematical functions are relevant to their everyday lives In this volume practical questions that confront every classroom teacher are addressed using the latest exciting research on cognition teaching and learning *How Students Learn History Mathematics and Science in the Classroom* builds on the discoveries detailed in the bestselling *How People Learn* Now these findings are presented in a way that teachers can use immediately to revitalize their work in the classroom for even greater effectiveness Organized for utility the book explores how the principles of learning can be applied in teaching history science and math topics at three levels elementary middle and high school Leading educators explain in detail how they developed successful curricula and teaching approaches presenting strategies that serve as models for curriculum development and classroom instruction Their recounting of personal teaching experiences lends strength and warmth to this volume The book explores the importance of balancing students knowledge of historical fact against their understanding of concepts such as change and cause and their skills in assessing historical accounts It discusses how to build straightforward science experiments into true understanding

of scientific principles And it shows how to overcome the difficulties in teaching math to generate real insight and reasoning in math students It also features illustrated suggestions for classroom activities How Students Learn offers a highly useful blend of principle and practice It will be important not only to teachers administrators curriculum designers and teacher educators but also to parents and the larger community concerned about children s education Fostering Children's Mathematical Power Arthur Baroody, Arthur J. Baroody, Jesse L.M. Wilkins, Ronald T. Coslick, 1998-09-01 Teachers have the responsibility of helping all of their students construct the disposition and knowledge needed to live successfully in a complex and rapidly changing world To meet the challenges of the 21st century students will especially need mathematical power a positive disposition toward mathematics curiosity and self confidence facility with the processes of mathematical inquiry problem solving reasoning and communicating and well connected mathematical knowledge an understanding of mathematical concepts procedures and formulas This guide seeks to help teachers achieve the capability to foster children s mathematical power the ability to excite them about mathematics help them see that it makes sense and enable them to harness its might for solving everyday and extraordinary problems The investigative approach attempts to foster mathematical power by making mathematics instruction process based understandable or relevant to the everyday life of students Past efforts to reform mathematics instruction have focused on only one or two of these aims whereas the investigative approach accomplishes all three By teaching content in a purposeful context an inquiry based fashion and a meaningful manner this approach promotes children s mathematical learning in an interesting thought provoking and comprehensible way This teaching guide is designed to help teachers appreciate the need for the investigative approach and to provide practical advice on how to make this approach happen in the classroom It not only dispenses information but also serves as a catalyst for exploring conjecturing about discussing and contemplating the teaching and learning of mathematics

From Text to 'Lived' Resources Ghislaine Gueudet, Birgit Pepin, Luc Trouche, 2011-09-06 What kinds of curriculum materials do mathematics teachers select and use and how This question is complex in a period of deep evolutions of teaching resources with the proficiency of online resources in particular How do teachers learn from these materials and in which ways do they tailor them for their use and pupil learning Teachers collect resources select transform share implement and revise them Drawing from the French term *ing nerie documentaire* we call these processes documentation The literal English translation is to work with documents but the meaning it carries is richer Documentation refers to the complex and interactive ways that teachers work with resources in class and out of class individually but also collectively Source Book of Projects , 1981 Concept-Based Mathematics Jennifer T.H. Wathall, 2016-01-14 Give math students the connections between what they learn and how they do math and suddenly math makes sense If your secondary school students are fearful of or frustrated by math it s time for a new approach When you teach concepts rather than rote processes you help students discover their own natural mathematical abilities This book is a road map to retooling how you teach math in a deep clear

and meaningful way to help students achieve higher order thinking skills Jennifer Wathall shows you how to plan units engage students assess understanding incorporate technology and there s even a companion website with additional resources

Current Index to Journals in Education ,1997 **Constructing Mathematical Knowledge** Paul Ernest,2012-10-12 First published in 1994 This book and its companion volume Mathematics Education and Philosophy An International Perspective are edited collections Instead of the sharply focused concerns of the research monograph the books offer a panorama of complementary and forward looking perspectives They illustrate the breadth of theoretical and philosophical perspectives that can fruitfully be brought to bear on the mathematics and education The empathise of this book is on epistemological issues encompassing multiple perspectives on the learning of mathematics as well as broader philosophical reflections on the genesis of knowledge It explores constructivist and social theories of learning and discusses the role of the computer in light of these theories

Math Instruction for Students with Learning Problems Susan Perry Gurganus,2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis

Inventions of Teaching Brent Davis,2004-04-12 Inventions of Teaching A Genealogy is a powerful examination of current metaphors for and synonyms of teaching It offers an account of the varied and conflicting influences and conceptual commitments that have contributed to contemporary vocabularies and that are in some ways maintained by those vocabularies in spite of inconsistencies and incompatibilities among popular terms The concern that frames the book is how speakers of English invented in the original sense of the word came upon our current vocabularies for teaching Conceptually this book is unique in the educational literature As a whole it presents an overview of the major underlying philosophical and ideological concepts and traditions related to knowledge learning and teaching in the Western world concisely introducing readers to the central historical and contemporary discourses that shape current discussions and beliefs in the field Because the organization of historical philosophical theoretical and etymological information is around key conceptual divergences in Western thought rather than any sort of chronology this text is not a linear history but several histories or more precisely it is a genealogy Specifically it is developed around breaks in opinion that gave or are giving rise to diverse interpretations of knowledge learning and teaching highlighting historical moments in which vibrant new figurative understandings of teaching emerged and moments at which they froze into literalness The book is composed of two sorts of chapters branching and teaching Branching chapters include an opening treatment of the break in opinion separate discussions of each branch and a

summary of the common assumptions and shared histories of the two branches Teaching chapters offer brief etymological histories and some of the practical implications of the terms for teaching that were coined co opted or redefined within the various traditions Inventions of Teaching A Genealogy is an essential text for senior undergraduate and graduate courses in curriculum studies and foundations of teaching and is highly relevant as well for students faculty and researchers across the field of education

Lesson Study Research and Practice in Mathematics Education Lynn C. Hart,Alice S. Alston,Aki Murata,2011-01-11 Lesson study is a professional development process that teachers engage in to systematically examine their practice with the goal of becoming more effective Originating in Japan lesson study has gained significant momentum in the mathematics education community in recent years As a process for professional development lesson study became highly visible when it was proposed as a means of supporting the common practice of promoting better teaching by disseminating documents like standards benchmarks and nationally validated curricula While the body of knowledge about lesson study is growing it remains somewhat elusive and composed of discrete research endeavors As a new research area there is no coherent knowledge base yet This book will contribute to the field bringing the work of researchers and practitioners together to create a resource for extant work This book describes several aspects of Lesson Study amongst others it gives an historical overview of the concept it addresses issues related to learning and teaching mathematics it looks at the role of the teacher in the process The last two sections of the book look at how lesson Study can be used with preservice mathematics teachers and at university mathematics methods teaching

The Handbook of Mathematics Teacher Education: Volume 4 ,2008-01-01 The Handbook of Mathematics Teacher Education the first of its kind addresses the learning of mathematics teachers at all levels of schooling to teach mathematics and the provision of activity and programmes in which this learning can take place It consists of four volumes Volume 4 of this handbook has the title The Mathematics Teacher Educator as a Developing Professional The volume seeks to complement the other three volumes by focusing on knowledge and roles of teacher educators working with teachers in teacher education processes and practices In this respect it is unique Chapter authors represent a community of teacher educators world wide who can speak from practical professional and theoretical viewpoints about what it means to promote teacher education practice The volume is in 3 main sections In the first we focus on Challenges to and Theory in Mathematics Teacher Education Here authors write from perspectives of theory and or challenge and relate this to examples and insights from their practice The second section Reflection On Developing as a Mathematics Teacher Educator has four autobiographical chapters in which authors delineate their experiences as teacher educators and relate these to theoretical and or moral standpoints In Section 3 Working With Prospective and Practising Teachers What We Learn What We Come to Know authors write from perspectives on practice in many cases the practices in which they themselves have engaged and relate this to theoretical perspectives and rationales for teacher education programmes The volume also has an introductory chapter in which the purpose and content of the volume is set out and a

final chapter that synthesizes themes and issues from the chapters as a whole offering an overview of the field and suggesting future directions

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