

Flip the Functions Cards

FLIP 1

x	y



Function: $f(x) =$

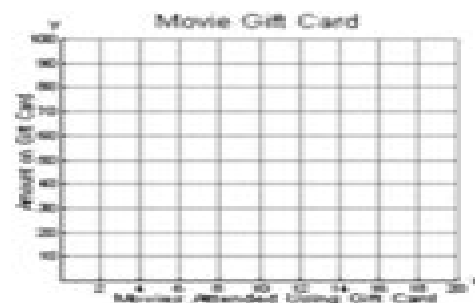
Slope and meaning

Meaning of (700, 200)

y-intercept and meaning

FLIP 2

x	y
0	100
8	60
12	40
15	25



Function: $f(x) =$

Slope and meaning

Meaning of (5, 75)

x- & y-intercepts and meaning

Geometry Hs Mathematics Unit 05 Lesson 01

**Charlene E. Beckmann, Denisse R.
Thompson, Rheta N. Rubenstein**



Geometry Hs Mathematics Unit 05 Lesson 01:

Teaching and Learning High School Mathematics Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans Everyday Mathematics, Grade 5, Student Math Journal 1 Max Bell, Amy Dillard, UCSMP, Andy Isaacs, James McBride, 2002-12-04 These consumable books provide lesson support material for students to analyze and complete They provide a long term record of each student s mathematical development **Resources in Education** ,2000-04 *Bulletin of the Extension Division, Indiana University* Indiana University. Extension Division, 1928 **Bulletin of the Public Library of the City of Boston** Boston Public

Library,1916 Index to Educational Audio Tapes National Information Center for Educational Media,1974 Bulletin
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Extension Division Record ,1924 *Polygons Galore* Dana T. Johnson,Marguerite M. Mason,Jill Adelson,2021-09-03
Polygons Galore is a mathematics unit for high ability learners in grades 3 5 focusing on 2 D and 3 D components of
geometry by exploring polygons and polyhedra and their properties The van Hiele levels of geometric understanding provide
conceptual underpinnings for unit activities The unit consists of nine lessons that include student discovery of properties of
polygons and polyhedra investigations for finding areas of triangles and quadrilaterals study of the Platonic solids and real
world applications of polygons and polyhedra It also includes activities related to identifying comparing and analyzing
polygons by using properties of the polygons constructing meanings for geometric terms developing strategies to find areas
of specific polygons identifying and building regular and nonregular polyhedra and recognizing geometric ideas and
relationships as applied in daily life and in other disciplines such as art Grades 3 5 **Index to Educational Audio Tapes**
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