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Spring Collections (List, Set, Map, and Properties Students create their own grid map using a grid reference with instructions to find certain places or locations. The map should be of the classroom of the playground. Discuss the importance of placing items in a single row and column so they can be easily located.

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Essential Mapwork Skills: ICT Exercises for GCSE Geography A bijection from the set X to the set Y has an inverse function from Y to X.If X and Y are finite sets, then the existence of a bijection means they have the same number of elements.For infinite sets, the picture is more complicated, leading to the concept of cardinal number—a way to distinguish the various sizes of infinite sets.. A bijective function from a set to itself is also called a ...

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Essential Mapwork Skills 2 - Simon Ross - Oxford Mapping, any prescribed way of assigning to each object in one set a particular object in another (or the same) set. Mapping applies to any set: a collection of objects, such as all whole numbers, all the points on a line, or all those inside a circle. For example, "multiply by two" defines a mapping of the set of all whole numbers onto the set of even numbers.

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This text bridges the gap between beginning and advanced calculus. It offers a systematic development of the real number system and careful treatment of mappings, sequences, limits, continuity, and metric spaces. 1963 edition.

It, as it is often said, mathematics is the queen of science then algebra is surely the jewel in her crown. In the course of its vast development over the last half-century, algebra has emerged as the subject in which one can observe pure mathe matical reasoning at its best. Its elegance is matched only by the ever-increasing number of its applications to an extraordinarily wide range of topics in areas other than 'pure' mathematics. Here our objective is to present, in the form of a series of five concise volumes, the fundamentals of the subject. Broadly speaking, we have covered in all the now traditional syllabus that is found in first and second year university courses, as well as some third year material. Further study would be at the level of 'honours options'. The reasoning that lies behind this modular presentation is simple, namely to allow the student (be he a mathematician or not) to read the subject in a way that is more appropriate to the length, content, and extent, of the various courses he has to take. Although we have taken great pains to include a wide selec tion of illustrative examples, we have not included any exer cises. For a suitable companion collection of worked examples, we would refer the reader to our series Algebra through practice (Cambridge University Press), the first five books of which are appropriate to the material covered here.

In a comprehensive yet easy-to-follow manner, Discrete Mathematics for New Technology follows the progression from the basic mathematical concepts covered by the GCSE in the UK and by high-school algebra in the USA to the more sophisticated mathematical concepts examined in the latter stages of the book. The book punctuates the rigorous treatment of theory with frequent uses of pertinent examples and exercises, enabling readers to achieve a feel for the subject at hand. The exercise hints and solutions are provided at the end of the book. Topics covered include logic and the nature of mathematical proof, set theory, relations and functions, matrices and systems of linear equations, algebraic structures, Boolean algebras, and a thorough treatise on graph theory. Although aimed primarily at computer science students, the structured development of the mathematics enables this text to be used by undergraduate mathematicians, scientists, and others who require an understanding of discrete mathematics.

For thousands of years, it is generally believed that mathematics begins with the natural numbers and counting. But there is something more fundamental than counting. It is the grouping of things. If a child is shown a picture of a farm with sheep and cows here and there and asked to count the number of sheep, the child would first put the sheep in a group mentally and then count the number of sheep in the group. Without grouping, counting cannot happen. Therefore, mathematics begins with the grouping of objects, which is the object of study of set theory. In this book, we explore the fundamental concepts of sets and related topics: propositional logic, methods of proof, relations and functions. Unlike the technical approach adopted in most books, we use many everyday examples to show that these concepts can be found everywhere in our daily life. The book also has plenty of exercises and solutions to all exercises are provided.

Essentials of Elementary Social Studies is a teacher friendly text that provides the most comprehensive treatment of classroom planning, instruction and strategies. Praised for its dynamic approaches and a writing style that is conversational, personal and professional, this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies. New to this Edition This fourth edition has been significantly refined with new and relevant topics and strategies needed for effectively teaching elementary social studies. • NEW! Keeping with the book's emphasis on planning and teaching, a full, new chapter on lesson plans has been added. This chapter is designed to provide elementary teachers with 12 classroom tested lesson plans and includes two classroom tested lessons for each grade level (K-5). • NEW! A new chapter on technology is designed to better prepare elementary teachers to effectively teach social studies with technology. Attention is given to digital history, media literacy, teaching with film and music, and numerous other types of impactful technology. • NEW! Major updates to relevant topics such as NCSS Standards, Common Core State Standards, Technology, Media, Skills, Character Education, and Literacy. • NEW! Each chapter now includes a "Resources" section. The resources section provides various resources for further development. The section includes articles, books, and web resources. • NEW! Each chapter now includes an "Extension" activity. The extension activity provides readers with the opportunity to extend the learning experience with relevant and meaningful scenarios. Instructors can also use the focus activity as a class activity. • NEW! Each chapter now includes a "Focus" activity. The focus activity provides readers with the opportunity to prepare for the learning experience with relevant and meaningful scenarios. Instructors can also use the focus activity as a class activity.

Building on the success of a much-loved elementary text, Essentials of Middle and Secondary Social Studies focuses on the key issues central to the actual teaching of middle and high school social studies, including lesson planning and inclusive instructional strategies. Written in an engaging, conversational style, the text encourages teachers in their development as professionals and enables them to effectively use creative and active learning strategies in the everyday classroom. Features of the book include: • A full chapter on lesson plans designed to provide middle and secondary social studies teachers with classroom tested lesson plans. The chapter includes two classroom tested lessons for each social science discipline---U.S. History, World History, Geography, Government, Economics, Psychology, & Sociology. • A chapter on technology that is designed to better prepare middle and secondary social studies teachers to effectively teach social studies with technology. Attention is given to digital history, media literacy, teaching with film and music, and numerous other types of impactful technology. • Each teaching methodology and lesson plan discusses how the strategy can be used to meet the individual needs of diverse learners, including English Language Learners and exceptional education students. • A section in each chapter provides various resources for further development. The section includes articles, books, and web resources. • Each chapter includes an "Extension" activity offering readers with the opportunity to extend the learning experience with relevant and meaningful real-life scenarios. • "Focus activities" give readers the opportunity to prepare for the learning experience with relevant and meaningful scenarios. • Covers current topics such as NCSS Standards, Common Core State Standards, Technology, Media, Skills, Character Education, and Literacy.

Essentials of Elementary Social Studies is a teacher friendly text that provides comprehensive treatment of classroom planning, instruction, and strategies. Praised for its dynamic approaches and a writing style that is conversational, personal, and professional, this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies. This sixth edition has been refined with new and relevant topics and strategies needed for effectively teaching elementary social studies. A few of new features include: An expanded chapter on the decision-making process in elementary social studies. This chapter provides additional discussion about the importance of helping young learners better understand the decision-making process and offers strategies for helping teachers make connections between choices, values, character development, and social justice. An updated chapter on technology designed to better prepare elementary teachers to effectively incorporate technology into social studies instruction. Attention is given to virtual teaching and learning, media literacy, teaching with film, and numerous other ways to improve teaching and learning in the digital age. Updated further readings and helpful resources for all chapters to include supplemental digital and video sources related to various topics throughout the chapter. New "Checking for Understanding" section at the end of each chapter that focuses on comprehension, application, and reflection on key concepts throughout the chapters. An updated chapter on lesson plans, in keeping with the book's emphasis on planning and teaching. This chapter is designed to provide elementary social studies teachers with new classroom-tested lesson plans and includes two classroom-tested lessons for each grade level (K-6).

There is too much testing in American Public Schools that is robbing teachers of valuable instructional time. Testing Too Much? provides three models to use in cutting back on non-mandated testing by 25% to help school leaders and teachers find ways to improve their instruction and the educational experiences of their students.

In this well-illustrated book the authors, Sinan Kanbir, Ken Clements, and Nerida Ellerton, tackle a persistent, and universal, problem in school mathematics—why do so many middle-school and secondary-school students find it difficult to learn algebra well? What makes the book important are the unique features which comprise the design-research approach that the authors adopted in seeking a solution to the problem. The first unique feature is that the authors offer an overview of the history of school algebra. Despite the fact that algebra has been an important component of secondary-school mathematics for more than three centuries, there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component. The authors identify, through historical analysis, six purposes of school algebra: (a) algebra as a body of knowledge essential to higher mathematical and scientific studies, (b) algebra as generalized arithmetic, (c) algebra as a prerequisite for entry to higher studies, (d) algebra as offering a language and set of procedures for modeling real-life problems, (e) algebra as an aid to describing structural properties in elementary mathematics, and (f) algebra as a study of variables. They also raise the question whether school algebra represents a unidimensional trait. Kanbir, Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study (by which seventh-grade students significantly improved their elementary algebra knowledge and skills). Their theoretical frame combined Charles Sanders Peirce's triadic signifier-interpretant-signified theory, which is in the realm of semiotics, with Johann Friedrich Herbart's theory of apperception, and Ken Clements' and Gina Del Campo's theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes. Practicing classroom teachers formed part of the research team. This book appears in Springer's series on the "History of Mathematics Education." Not only does it include an important analysis of the history of school algebra, but it also adopts a theoretical frame which relies more on "theories from the past," than on contemporary theories in the field of mathematics education. The results of the well-designed classroom intervention are sufficiently impressive that the study might havecreated and illuminated a pathway for future researchers to take.

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