

Teaching Maths

to pupils with different

Learning Styles



Gendi Clausen-May

Teaching Maths To Pupils With Different Learning Styles

Tandi Clausen-May



Teaching Maths To Pupils With Different Learning Styles:

Teaching Maths to Pupils with Different Learning Styles Tandi Clausen-May, 2005-11-05 Tackles an area of the curriculum many teachers lack confidence in Lots of good starting points Spans a lot of material and is strong on diverse learning styles Clear explanation and good visual layout very innovative in approach Judging Panel for NASEN TES Book Award The book is rich in lively teaching suggestions and in insights into the impact of different forms of explanation Debate C carries us away from narrow views of ability and special needs and into the consideration of difference The author takes us through lively discussions of many aspects of mathematics learning Each section offers learning and teaching ideas involving visual and kinaesthetic approaches The book is a compendium of sound ideas rather than a collection of startlingly new approaches But throughout it has the great strength of being exceptionally clear in its arguments descriptions and drawings The design is generally helpful with plenty of illustrations as befits the book's message There are handy pages of photocopiable resources This is a lively and often passionate account of ways of ensuring that multi sensory approaches infect mathematics learning As the author says pictures in the mind can help all pupils We might add They help all teachers too TES Extra for Special Needs If you have found pupils struggling to understand some aspects of mathematics at any age then this book is for you It is a very readable book that would interest all those who work in classrooms whether as a teacher or support worker with all ages and abilities for those who work with older pupils as it gives possible approaches to use with those for whom basic skills are weak or have difficulty in understanding some of the concepts required of GCSE examinations Alison Parish Second in Mathematics Department Stowmarket High School Suffolk Read the full review as posted on the Association of Teachers of Mathematics website It is a highly practical book One strength is the way that it develops a topic from the very basics through to the harder concepts There are a large number of activities that are ready to run but these really are just a starting point for teachers to begin thinking about teaching topics in a different way and from these teachers will be able to develop their own approach Although this book is focusing on pupils who are visual and kinaesthetic learners the great majority of learners adopt a mixture of learning styles so this approach will benefit the entire class Worth a read Maths Coordinator's File This excellent and very informative teaching resource is about teaching mathematics to pupils who have learning differences It is very practical and easy to read A really nice feature is the inclusion of photocopiable resource sheets allowing readers to try out easily the ideas suggested in the book This resource is highly recommended and will be very suitable for maths teachers in primary and secondary schools SENCOs and teaching assistants British Journal of Special Education This book is about making mathematics visible and tangible not something that just lies flat on the page Dipping into it will provide instantly usable suggestions across a variety of topics at different levels from early number concepts through to fractions and ratios algebra aspects of geometry including angles and circles and data handling When you get a chance to read it more thoroughly you will find arguments for using these approaches consideration of some of the pitfalls to

avoid and inspiration to develop different ways of helping students to achieve deep and connected understandings For any teacher who wants to provide students with opportunities for visual and kinaesthetic learning in mathematics The Australian Association of Mathematics Teachers Inc A very good book offering teachers SENCOs and teaching assistants guidelines strategies and practical activities to access the thought processes of pupils with different learning styles It has an easy to read format giving suggestions rather than dictat on the use of models to think and is a unique document for those who have input into the furthering of the teaching and learning of mathematics Mathematics in School How can you make maths exciting and meaningful for all your pupils Some pupils find even basic concepts in mathematics difficult to grasp and it can be a challenge to make lessons accessible to all This book offers practising teachers a range of approaches to making maths clear for struggling students It looks at the different ways in which maths can be taught so that pupils with different learning styles can be stimulated Maths is visible and tangible not something that just lies flat on the page Included are ideas to be used in lessons suggestions for exciting visual ways to teach basic concepts lots of practical advice and guidance The book shows teachers how to unlock mathematics for all their learners and it encourages the use of a variety of methods to teach the subject It provides a valuable resource for maths teachers in both primary and secondary schools for SENCOs and teaching assistants and for those delivering initial teacher training or inservice courses Tandi Clausen May is an educational researcher responsible for the development of a range of mathematics curriculum and assessment materials She delivers popular workshops on teaching mathematics around the United Kingdom She also writes regular articles on mathematics teaching for educational journals and newspapers

A PRACTICAL APPROACH TO USING LEARNING STYLES IN MATH INSTRUCTION Ruby Bostick Midkiff, Rebecca Davis Thomasson, 1994-01-01 Although much attention has been given to the use of learning styles in the general curriculum and in teaching students to read the use of learning styles based instruction in the mathematics classroom has received limited attention Therefore the purpose of this book is to address the improvement of mathematics instruction through the use of learning styles based instruction Its goals are to give the reader an understanding of learning styles based instruction in mathematics of effective use of manipulatives in teaching various concepts at all grade levels of ways to develop spatial reasoning skills in students of different activities which accommodate a variety of learning styles and of authentic assessment in mathematics The book presents the use of learning styles based instruction as a powerful strategy which teachers can and should use with the result that teaching will be more effective less remediation will be necessary and the overall mathematics curriculum will be enhanced

Learning Power in Practice Ruth Deakin Crick, 2006-08-24 This book provides a variety of ideas for use in the classroom based on practical applications of the conceptual understanding of learning power It tells the reader about the Effective Lifelong Learning Inventory research programme ELLI and uses practical examples of how it can work in actual classes to explain its effectiveness Its value for practitioners working with children with SEN appears to be in the way it challenges them to look at themselves as

learners also how they can support the children they work with to become more effective learners Special Needs Coordinator s File This is not a gimmicky approach The approach here fosters deeper understanding for both the teacher and learner of exactly what the process involves It contains much to interest schoolteachers senior managers and those involved with learners of any age ESCalate Contains Learning Power flash cards What kind of learner are you How can you become a better learner This book puts the findings of the well known Effective Lifelong Learning Inventory ELLI research programme into the practical context of the classroom helping you to find answers to these questions The book offers many suggestions for practical ways to improve the learning power of all the children in your class It looks at learning power what it is and how it can be achieved creating the right classroom environment for powerful learning how learning power works in the primary and secondary school classroom how animal metaphors can be used with children to explain concepts This is an exciting read for anyone interested in how children learn and how we can help them to learn more effectively It fits in very well with the debate around such concepts as accelerated learning thinking skills and learning styles Child Friendly Schools Manual,2009 This Child Friendly Schools CFS Manual was developed during three and a half years of continuous work involving the United Nations Children s Fund education staff and specialists from partner agencies working on quality education It benefits from fieldwork in 155 countries and territories evaluations carried out by the Regional Offices and desk reviews conducted by headquarters in New York The manual is a part of a total resource package that includes an e learning package for capacity building in the use of CFS models and a collection of field case studies to illustrate the state of the art in child friendly schools in a variety of settings **Primary Mathematics: Teaching Theory and Practice** Claire Mooney,Mary Briggs,Mike Fletcher,Alice Hansen,Judith McCullouch,2011-06-17 The essential teaching theory and practice text for primary mathematics Covering the key skills of planning monitoring and assessment and class management it relates these specifically to primary mathematics The 5th edition of this popular text includes new features making specific links to Every Child Matters and outlining how ICT can be embedded into the teaching of primary Mathematics This text is an indispensable guide for primary trainees on the theory and practice required for effective and creative mathematics teaching Includes features and activities to help the reader make links between theory and practice *Dyslexia and Learning Style* Tilly Mortimore,2008-04-30 The first section of this research based but practical book has been updated to examine the most recent research in two key areas dyslexia and the dyslexic experience and the major cognitive and learning styles In the light of increased controversy around the use of learning style theory in the educational arena suggestions are made as to ways in which these theories can be utilized to inform teaching and learning and maximize success for vulnerable learners The second section provides a range of ways in which to enable learners to understand and utilize their individual styles along with techniques to help students to absorb process and create responses to information across the curriculum practical strategies to help teachers to adapt material to suit differing ways of learning and activities to help students to become more

flexible and successful in their approach **Style Differences in Cognition, Learning, and Management** Stephen Rayner, Eva Cools, 2012-12-06 This book aims to mark fifteen years of contributions to the field of style research in cognition and learning presented at the annual conference of the European Learning Styles Information Network The style field is a multidisciplinary global community made up of researchers in several domains of knowledge including education psychology business computer science information systems management human resources and other related fields The book will be relevant for readers who are interested in differences in thinking and learning covering a wide range of style related themes with appeal to readers seeking an international and interdisciplinary perspective Interested practitioners will include professionals working in the areas of HR Management Organizational Learning Business Management and all phases of Education The application of style differences for example impacts widely upon work and human performance in areas of policy making team management and project development sports social agency and medicine New or alternative research paradigms facilitating revision and consensus in the field of style differences are presented The aim of integrating research and practice is developed to achieve consensual theory for style differences in human performance Style Differences in Performance is a timely and field defining volume that will change the way academics and practitioners across international and disciplinary boundaries think and talk about the field of learning style and its implications for human achievement

Styles and Strategies for Teaching Middle School Mathematics Edward J. Thomas, John R. Brunsting, 2010-03-30 Addressing NCTM process standards this book presents four mathematical learning styles and offers middle school teachers effective research based instructional strategies for teaching mathematics to each type of learner Learn From the Experts Sign up for a Math Professional Development Institute in your area visit www.ThoughtfulClassroom.com events *The Dyscalculia Assessment* Jane Emerson, Patricia Babbie, 2014-04-10 A complete assessment tool for investigating maths difficulties in children this book also provides advice for implementing the findings into teaching plans [Assessment of Learners with Dyslexic-Type Difficulties](#) Sylvia Phillips, Kathleen Kelly, Liz Symes, 2013-08-20 This comprehensive guide enables teachers to understand a range of approaches to the assessment of children with dyslexic type difficulties Linking theory research and practice practitioners will gain critical knowledge of procedures to analyse interpret and use in appropriate assessments which will facilitate setting targets for teaching The book covers how to use both informal and formal assessment procedures frameworks for evaluating published and teacher made assessments the professional development needs of any teacher involved in assessment Ideal for those training to be specialist teachers of learners with dyslexia this text is equally useful to all teachers and SENCOs Special Educational Needs Coordinators and complements the authors book Teaching Literacy to Learners with Dyslexia to provide comprehensive guidance for assessing and teaching learners with dyslexic type difficulties Sylvia Phillips is an experienced Special Educational Needs educator and currently leads Glyndwr University's specialist course for teachers of learners with dyslexia Kath Kelly is Programme Leader for the

Masters in Specific Learning Difficulties Manchester Metropolitan University Liz Symes is Senior Lecturer in SEN Special Educational Needs and Professional Studies Manchester Metropolitan University **Strategies for Teaching**

Mathematics Deborah V. Mink,Linda H.,Janis K. Drab Fackler,2009-07-15 Enhance mathematics instruction and build students understanding of mathematical concepts with this exceptional resource notebook Choose from a wide range of easy to implement strategies that enhance mathematical content **Learning to Teach Mathematics in the Secondary**

School Sue Johnston-Wilder,Peter Johnston-Wilder,David Pimm,2005-01-14 Learning to Teach Mathematics in the Secondary School covers a wide range of issues in the teaching of mathematics and gives supporting activities to students to enable them to translate theory into practice Topics covered include mathematics in the National Curriculum different teaching approaches using ICT mathematics education for pupils with special needs in mathematics assessment and public examinations teaching mathematics post 16 professional development *Dyslexia-friendly Practice in the Secondary*

Classroom Tilly Mortimore,Jane Dupree,2008-07-09 The first guide of its kind written specifically for trainee and newly qualified teachers this standards based text explores the needs of dyslexic learners in mainstream secondary schools In light of the current dyslexia friendly schools initiative it looks at organisational level support for dyslexic children together with pragmatic strategies which teachers can use to support children s cross curricular learning Further it includes case studies and practical tasks to build readers confidence in supporting Specific Learning Difficulties as well as a range of coping strategies and practical advice based upon the authors experience of working with dyslexic learners in different contexts over many years *Teaching Mathematics Online: Emergent Technologies and Methodologies* Juan, Angel A.,Huertas,

Maria A.,Trenholm, Sven,Steegmann, Cristina,2011-08-31 This book shares theoretical and applied pedagogical models and systems used in math e learning including the use of computer supported collaborative learning which is common to most e learning practices Provided by publisher **Mathematics at the Margins** Elizabeth Warren,Jodie Miller,2016-03-17 This

book reports the impact a four year longitudinal study Representations Oral Language and Engagement in Mathematics RoleM had on teachers and students from 16 schools in disadvantaged contexts It offers theories with regard to the interplay between teaching and learning mathematics as teachers and students in these contexts implement a mathematics program The data are longitudinal drawn from 154 teachers and their students up to 1738 students from the first four years of school Foundation to Year 3 To ascertain the effectiveness of the RoleM Professional Learning model teachers were interviewed three times a year and pre and post tests were administered to students at the beginning and end of each year Students results indicated that all students understanding of mathematics improved significantly with the ESL students showing the greatest gains Their results matched the norm referenced expectations for all Australian students of this age This book shares the journey of these teachers Indigenous teacher aides and students It outlines the dimensions of the research findings that supported teachers to become effective teachers of mathematics and assisted students in becoming successful

learners of mathematics The book also draws on the expertise of researchers from both Canada and New Zealand They share the similarities and the differences between RoleM findings and their own contexts in order to draw general conclusions for the effective teaching and learning of mathematics at the margins of society *Mathematics Across the Curriculum* Sue Fox,Liz Surtees,2010-05-06 Mathematics is a core subject and using and applying mathematics in problem solving activities is crucial in enabling children to use their knowledge and skills in a range of situations Mathematics Across the Curriculum shows how to teach mathematical concepts through different subjects and discussing the reasoning and research behind using problem solving and investigation teaching techniques Best practice for planning and assessment classroom organisation and practice and use of resources are all discussed with clear links to recent research and government standards and initiatives Case studies from practicing teachers enable readers to easily relate the theoretical information to their classroom and teaching Mathematics Across the Curriculum is essential reading for all trainee and newly qualified teachers seeking to teach engaging inspiring and challenging mathematics lessons It will also be a useful resource for established teachers embarking on their Masters in Teaching and Learning MTL *Practical Approaches to Using Learning Styles in Higher Education* Rita Dunn,Shirley A. Griggs,2000-04-30 Dunn and Griggs challenge the traditional instructional process of lecture discussion in college classroom and describe the theory practice and research that support a wider variety of approaches to better accommodate the learning style preferences of each student Twenty five practitioners from varied backgrounds and disciplines representing 14 colleges and universities outline alternative strategies they use with diverse students in their institutions of higher education Some of these practitioners have been using learning style for decades Others have conducted research to test the various tenets of the Dunn and Dunn Learning Style Model and a few only for the past five years have begun providing instructional strategies that are congruent with their students preferences A road map is provided for college faculty to assist them in moving toward accommodating students learning style strengths by comparing the major theories of learning styles that range from uni to multi dimensional in scope Strategies include identifying and administering valid and reliable instruments for assessing college students learning styles interpreting assessment results so that each student becomes aware of his her own strengths and is provided a computer generated prescription for improving their study skills and successfully completing assignments designing instruction to respond to both global and analytic students processing styles developing course content and materials to accommodate the learning style preferences of college students and evaluating the impact of learning styles based instruction Equal Educational Opportunity and Nondiscrimination for Girls in Advanced Mathematics, Science, and Technology Education United States Commission on Civil Rights,2000 *Answers to Your Biggest Questions About Teaching Secondary Math* Frederick L. Dillon,Ayanna D. Perry,Andrea Cheng,Jennifer Outzs,2022-03-22 Let s face it teaching secondary math can be hard So much about how we teach math today may look and feel different from how we learned it Teaching math in a student centered way

changes the role of the teacher from one who traditionally delivers knowledge to one who fosters thinking. Most importantly, we must ensure our practice gives each and every student the opportunity to learn, grow, and achieve at high levels while providing opportunities to develop their agency and authority in the classroom, which results in a positive math identity. Whether you are a brand new teacher or a veteran, if you find teaching math to be quite the challenge, this is the guide you want by your side. Designed for just-in-time learning and support, this practical resource gives you brief, actionable answers to your most pressing questions about teaching secondary math. Written by four experienced math educators representing diverse experiences, these authors offer the practical advice they wish they received years ago from lessons they've learned over decades of practice, research, coaching, and through collaborating with teams, teachers, and colleagues, especially new teachers every day. Questions and answers are organized into five areas of effort that will help you most thrive in your secondary math classroom: How do I build a positive math community? How do I structure, organize, and manage my math class? How do I engage my students in math? How do I help my students talk about math? How do I know what my students know and move them forward? Woven throughout, you'll find helpful sidebar notes on fostering identity and agency, access and equity, teaching in different settings, and invaluable resources for deeper learning. The final question, Where do I go from here, offers guidance for growing your practice over time. Strive to become the best math educator you can be; your students are counting on it. What will be your first step on the journey?

Modern Educational Methods and Strategies in Teaching Mathematics
Yousef Methkal Abd Algani, Jamal Eshan, 2022-11-18

This book looks into the subject of classroom mathematics education. It shows that students' understanding and enthusiasm in mathematics grow as they progress through elementary school, as do their thinking skills. It defines the five building blocks of learning mathematics for primary school children, as well as the motivational and affective determinants in elementary school mathematics. The book also argues that mathematical aptitude is critical for a society's economic success, as other professions such as engineering, sciences, social sciences, and even the arts require a strong grasp of the field. Thus, in secondary mathematics education, the formation of identity, as well as how students prefer to learn, is stated. The text includes an overview of curriculum design and the main components of curriculum development. It shows that mathematics education and learning may be viewed as a progressive system and emphasizes the importance of student involvement in learning.

The Enigmatic Realm of **Teaching Maths To Pupils With Different Learning Styles**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Teaching Maths To Pupils With Different Learning Styles** a literary masterpiece penned with a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those that partake in its reading experience.

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