# Teaching Maths to pupils with different Learning Styles



Tandi Clausen-May



# **Teaching Maths To Pupils With Different Learning Styles**

Yan Bai

# **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 layour 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 arries 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 **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 elearning 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 Style Differences in Cognition, Learning, and Management Stephen Rayner, Eva Cools, 2012-12-06 This settings 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 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 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 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-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 gualified 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 Teachina Mathematics Today Shelly Frei, 2007-10-29 Equip teachers with sound educational strategies and resources to implement best practices in Math Instruction 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

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