Danny Teaches Math Free

David R. Johnson

Learn Science, Learn Math, Learn to Teach Science and Math, Homo Sapiens HEDY MOSCOVICI, Penny J. Gilmer, Katherine C. Wieseman, 2013-02-11 Dr. Hedy Moscovici's life on three continents and her battle with ovarian cancer shaped the unique co-learning and participative leadership perspective on science and mathematics education shared in this book. This text has multiple audiences – prospective and practicing teachers wanting to motivate their students to learn, science and mathematics educators mentoring teachers to become transformative intellectuals and critical pedagogues, parents interested in their children's advancement, and interested policymakers and public wishing to deepen their understanding about learning in general and educational issues in science and mathematics. Two mottos, "I can't learn from you if you can't learn from me" and "to teach is to learn twice," summarize the essence of her message. The spotlight is on the critical interdependence of factors, specifically human ability to construct understanding; necessity of disequilibrium to spark neural rewiring; cognition-emotion (pleasure vs. pain, even science or math phobia) connections; sociocultural context; dilemma created by the absence of a clearly trustworthy "learning meter" for a society valuing objective measurement of quality of learning; human relationships sustained by three R's (rights, responsibilities, respect); and, heightened awareness of power relationships leading to a spirit of collaboration, recognition of each individual's strengths and expertise; and critical pedagogy.

Mathematics Teaching, Learning, and Liberation in the Lives of Black Children Danny Bernard Martin,2010-06-21 With issues of equity at the forefront of mathematics education research and policy, Mathematics Teaching, Learning, and Liberation in the Lives of Black Children fills the need for authoritative, rigorous scholarship that sheds light on the ways that young black learners experience mathematics in schools and their communities. This timely collection significantly extends the knowledge base on mathematics teaching, learning, participation, and policy for black children and it provides new framings of relevant issues that researchers can use in future work. More importantly, this book helps move the field beyond analyses that continue to focus on and normalize failure by giving primacy to the stories that black learners tell about themselves and to the voices of mathematics educators whose work has demonstrated a commitment to the success of these children.

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Daniel's Day of Multiplication Kathleen Stone,2016-02-13 Come join Daniel on his day of multiplication fun! Whether it's two groups of five ladybugs or four clowns with seven balloon, Daniel finds equal groups of objects to help him practice his multiplication skills everywhere he looks. Kathleen Stone, a National Board Certified educator, makes learning math fun. Her lyrical text and whimsical illustrations draw children in. The interactive text encourages engagement. Children will love joining Daniel on his math adventures as they practice their multiplication skills. At the end of the book you will find enrichment activities to provide further practice on this important math skill. As Daniel says ... Math is all around us Take a look and you will see. Multiplication equations are everywhere. I wonder what they will be!

Teach Like a Champion 3.0 Doug Lemov,2021-08-10 Teach Like a Champion 3.0 is the long-awaited update to Doug Lemov's highly regarded guide to the craft of teaching. This book teaches you how to create a positive and productive classroom that encourages student engagement, trust, respect, accountability, and excellence. In this edition, you'll find new and updated teaching techniques, the latest evidence from cognitive science and culturally responsive teaching practices, and an expanded companion video collection. Learn how to build students' background knowledge, move learning into long-term memory, and connect your teaching with the curriculum content for tangible improvement in learning outcomes. The new version of the book includes: An introductory chapter on mental models for teachers to use to guide their decision-making in the classroom. A brand new chapter on Lesson Preparation. 10 new techniques Updated and revised versions of all the technique readers know and use A brand new set of exemplar videos, including more than a dozen longer "keystone" videos which show how teachers combine and balance technique over a stretch of 8 to 10 minutes of teaching. Extensive discussion of research in social and cognitive science to support and guide the use of techniques. Additional online resources, and supports Read this powerful update to discover the techniques that leading teachers are using to put students on the path to success.

Mathematical Logic Daniel Cunningham, 2023-05-22 Mathematical Logic: An Introduction is a textbook that uses mathematical tools to investigate mathematics itself. In particular, the concepts of proof and truth are

examined. The book presents the fundamental topics in mathematical logic and presents clear and complete proofs throughout the text. Such proofs are used to develop the language of propositional logic and the language of first-order logic, including the notion of a formal deduction. The text also covers Tarski's definition of truth and the computability concept. It also provides coherent proofs of Godel's completeness and incompleteness theorems. Moreover, the text was written with the student in mind and thus, it provides an accessible introduction to mathematical logic. In particular, the text explicitly shows the reader how to prove the basic theorems and presents detailed proofs throughout the book. Most undergraduate books on mathematical logic are written for a reader who is well-versed in logical notation and mathematical proof. This textbook is written to attract a wider audience, including students who are not yet experts in the art of mathematical proof.

A Critical Introduction to Mathematics Education Mark Wolfmeyer,2023-03-16 The second edition of Mark Wolfmeyer's award-winning primer offers future and current math teachers an introduction to the connections that exist between mathematics and a critical orientation to education, one that accounts for race, social class, gender, sexuality, language diversity, and ability. Expanded and updated from the first edition, this book demonstrates how elements of human diversity and intersectionality have real effects in the mathematics classroom, and prepares teachers with a more critical math education that increases accessibility and equity for all students. By refocusing math learning toward the goals of democracy and social and environmental crises, the book also introduces readers to broader contemporary school policy and reform debates and struggles, especially in light of Covid-19 and the ongoing struggle for racial equity. Featuring concrete strategies and examples in both formal and informal educational settings, as well as discussion questions for teachers and students, text boxes with examples of critical education in practice, a glossary, and suggestions for further reading, Mark Wolfmeyer shows how critical mathematics education can be put into practice, relevant for undergraduate and graduate students in education, current teachers, and teacher educators.

Your Friend, Math Daniel Weir,2018-05-26 This book provides a fresh perspective on mathematics, using the history of math to answer the question Why did math develop the way it did? In a relaxed, conversational manner, it presents math concepts ranging from numbering systems through algebra, probability and statistics, trigonometry, analytic geometry, and calculus. It shows that math can be interesting, even entertaining, while at the same time enhancing the readers understanding of basic mathematical concepts.

Teach Me, Teacher Jacob Chastain,2019-06-20 The Power to Save a Life Jacob Chastain grew up in an environment filled with drugs and violence. Inside the home that should have felt safe, fear and anxiety were the desperate norm. Stability and security eluded him as he was shuffled between family and friends that would take him in. But at school, things were different. There, day after day, year after year, Chastain's teachers saved him. Teach Me, Teacher is the true story of a childhood marked by heartache—a story that may be similar to that of the children sitting in your classroom. It's the story that shaped Jacob Chastain into the educator he is today. Lessons learned from his experiences as a child and as a growing educator offer reflections on the trials and triumphs facing teachers and students everywhere. From these lessons, we learn that one's darkest moments can ultimately lead to a meaningful and fulfilling life when someone cares enough to step in and make a difference. Written in celebration of teachers and the power of education, Teach Me, Teacher affirms that you have the power to save a life. Jacob Chastain pours his heart out on the pages of Teach Me, Teacher by sharing his personal journey through childhood trauma. His message that action is the antidote to suffering is a powerful reminder to us all to do more, be more, understand more, and care more for our students. —Kim Bearden, co-founder and executive director, The Ron Clark Academy, author of Talk to Me Teach Me, Teacher is one of the most courageous, heartbreaking, hopeful books I've ever read. —Regie Routman, author of Literacy Essentials Jacob Chastain's raw honesty is something that we need more of in the education world. —Halee Sikorski, A Latte Learning Teach Me, Teacher is both an uplifting memoir and a message to all of us in education of the power we have to build relationships and make a difference for all of our students. —Dr. Sue Szachowicz, senior fellow, Successful Practices Network Jacob Chastain takes us on a transformation

Mathematical Muffin Morsels: Nobody Wants A Small Piece William Gasarch, Erik Metz, Jacob Prinz, Daniel Smolyak, 2020-05-28 Suppose you have five muffins that you want to divide and give to Alice, Bob, and Carol. You want each of them to get 5/3. You could cut each muffin into 1/3-1/3-1/3 and give each student five 1/3-sized pieces. But Alice objects! She has large hands! She wants everyone to have pieces larger than 1/3. Is there a way to divide five muffins for three students so that everyone gets 5/3, and all pieces are larger than 1/3? Spoiler alert: Yes! In fact, there is a division where the smallest piece is 5/12. Is there a better division? Spoiler alert: No.In this book we consider THE MUFFIN PROBLEM: what is the best way to divide up m muffins for s students so that everyone gets m/s muffins, with the smallest pieces maximized. We look at both procedures for the problem and proofs that these procedures are optimal. This problem takes us through much mathematics of interest, for example, combinatorics and optimization theory. However, the math is elementary enough for an

advanced high school student.

My Half Day Doris Fisher, Dani Sneed, 2008-01-01 A young boy goes to fraction camp and describes the activities of his day through fractions, including eating breakfast, archery class, and playing soccer with a team of aliens.

Every Minute Counts David R. Johnson, 1982 Mathematics curriculum guide covers making the most of the first minutes of class, asking the right questions, assigning and correcting homework efficiently, teaching new material effectively, and establishing a practical notebook system. Includes 15 favorite questions for encouraging student discussion. Secondary level.

Daniel Lewis Donna H. Krasnow, Daniel E. Lewis, 2020-06-03 Daniel Lewis's legacy as a hugely influential choreographer and teacher of modern dance is celebrated in this biography. It showcases the many roles he played in the dance world by organizing his story around various aspects of his work, including his years at the Juilliard School, dancing and touring with the Jose Limon Company, staging Limon's masterpieces around the world, directing his own company (Daniel Lewis Dance Repertory Company), writing and choreographing operas and musicals, and his years as dean of dance at New World School of the Arts. His life has spanned a particular period of growth of modern and contemporary dance, and his biography gives insight into how the artistic and journalistic perspectives on modern dance were influenced by what was occurring in the broader dance and arts communities. The book also offers rarely seen photographs and interviews with unique perspectives on many dance luminaries.

The Myth of Ability John Mighton,2003-05-01 John Mighton's revolutionary bestselling guide to how every child can learn math through his groundbreaking JUMP program. A student in a remedial class who couldn't count by twos is now in an academic program a year ahead of her grade level. An entire Grade 3 class, including so-called slow learners, scores over 90% on a Grade 6-7 math test. These are just two of mathematician John Mighton's many success stories since he started JUMP (Junior Undiscovered Math Prodigies), a not-for-profit organization providing free math tutoring for elementary-level students from low income homes. In The Myth of Ability John Mighton tells JUMP's fascinating story and explains its teaching method with lots of simple examples.

<u>Urban Parents Perspectives Children'S Math. Mtl V8#3</u> Martha Allexsaht-Snider,2018-12-07 First published in 2006. Routledge is an imprint of Taylor & Francis, an informa company.

The Impact of Identity in K-8 Mathematics Learning and Teaching Julia Aguirre, Danny Bernard Martin, 2013 Each teacher and student brings many identities to the classroom. What is their impact on the student's learning and the teacher's teaching of mathematics? This book invites K-8 teachers to reflect on their own and their students' multiple identities. Rich possibilities for learning result when teachers draw on these identities to offer high-quality, equity-based teaching to all students. Reflecting on identity and re-envisioning learning and teaching through this lens especially benefits students who have been marginalized by race, class, ethnicity, or gender. The authors encourage teachers to reframe instruction by using five equity-based mathematics teaching practices: Going deep with mathematics; leveraging multiple mathematical competencies; affirming mathematics learners' identities; challenging spaces of marginality; and drawing on multiple resources of knowledge. Special features of the book: Classroom vignettes, lessons, and assessments showing equity-based practices Tools for teachers' self-reflection and professional development, including a mathematics learning autobiography and teacher identity activity at nctm.org/more4u Suggestions for partnering with parents and community organisations End-of-chapter discussion questions

The Brilliance of Black Children in Mathematics Jacqueline Leonard, Danny B. Martin, 2013-03-01 This book is a critically important contribution to the work underway to transform schooling for students who have historically been denied access to a quality education, specifically African American children. The first section of the book provides some historical perspective critical to understanding the current state of education in the U.S., specifically for the education of African American children. The following sections include chapters on policy, learning, ethnomathematics, student identity, and teacher preparation as it relates to the mathematical education of Black children. Through offering "counternarratives" about mathematically successful Black youth, advocating for a curriculum that is grounded in African American culture and ways of thinking, providing shining examples of the brilliance of Blacks students, and promoting high expectations for all rather than situating students as the problem, the authors of this book provide powerful insights related to the teaching and learning of mathematics for African American students. As is made evident in this book, effective teaching involves much more than just engaging students in inquiry-based pedagogy (Kitchen, 2003). The chapters offered in this book demonstrate how mathematics instruction for African American students needs to take into account historical marginalization and present-day policies that do harm to Black students (Kunjufu, 2005). Empowering mathematics instruction for African American students needs to take into consideration and promote students' cultural, spiritual, and historical identities. Furthermore, mathematics instruction for African American students should create opportunities for students to express themselves and the needs of their communities as a means to promote social justice both within their classrooms and communities.

How to Prove It Daniel J. Velleman, 1994-11-25 Many students have trouble the first time they take a mathematics course in which proofs play a significant role. This book will prepare students for such courses by teaching them techniques for writing and reading proofs.

Mathematics Success and Failure Among African-American Youth Danny Bernard Martin,2000 No matter how mathematics achievement and persistence are measured, African Americans seem to lag behind their peers. This state of affairs is typically explained in terms of student ability, family background, differential treatment by teachers, and biased curricula. But what can explain disproportionately poor performance and persistence of African-American students who clearly possess the ability to do well, who come from varied family and socioeconomic backgrounds, who are taught by caring and concerned teachers, and who learn mathematics in the context of a reform-oriented mathematics curriculum? And, why do some African-American students succeed in mathematics when underachievement is the norm among their fellow students? Danny Martin addresses these questions in Mathematics Success and Failure Among African-American Youth, the results of a year-long ethnographic and observational study of African-American students and their parents and teachers. Mathematics Success and Failure Among African-American Youth goes beyond the conventional explanations of ability, socioeconomic status, differential treatment, and biased curricula to consider the effects of history, community, and peers—and the individual agency that allows some students to succeed despite these influences. Martin's analysis suggests that prior studies of mathematics achievement and persistence among African Americans have failed to link sociohistorical, community, school, and intrapersonal forces in sufficiently meaningful ways, and that they suffer from theoretical and methodological limitations that hinder the ability of mathematics educators to reverse the negative achievement and persistence trends that continue to afflict African-American students. The analyses and findings offered in Martin's book lead to exciting implications for future research and intervention efforts concerning African-American students—and other students for whom history and conte

Middle School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice Basil M. Conway IV, Lateefah Id-Deen, Mary Candace Raygoza, Amanda Ruiz, John W. Staley, Eva Thanheiser, 2022-07-20 If you teach middle school math and have wanted to promote social justice, but haven't been sure how to get started, you need to check out this book. It incorporates lessons you can use immediately as well as how to foster the kind of classroom community where students will thrive. It's the kind of book you'll want to have alongside you to support you throughout your journey. Robert Kaplinsky Author and Consultant Long Beach, CA Empower young adolescents to be the change—join the teaching mathematics for social justice movement! Students of all ages and intersecting identities—through media and their lived experiences—bear witness to and experience social injustices and movements around the world for greater justice. However, when people think of social justice, mathematics rarely comes to mind. With a user-friendly design, this book brings middle school mathematics content to life by connecting it to issues students see or experience. Developed for use by Grades 6-8 educators, the contributed model lessons in this book walk teachers through the process of applying critical frameworks to instruction, using standards-based mathematics to explore, understand, and respond to social injustices. Learn to plan daily instruction that engages young adolescents in mathematics explorations through age-appropriate, culturally relevant topics such as health and economic inequality, human and civil rights, environmental justice, and accessibility. Features include: Content cross-referenced by mathematical concept and social issues Connection to Learning for Justice's social justice standards Downloadable teacher materials and lesson resources Guidance for lessons driven by young adolescents' unique passions and challenges Connections between research and practice Written for teachers committed to developing equitable and

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