4   METHODS OF MATHEMATICAL PROOF

Definition 4.1 (Proof). A proof is a sequence of statements used to show that a proposition is true.

Here are some important terminologies associated to proofs.

Definition 4.2 (Theorem). A theorem is a proposition that has been shown to be true.

Definition 4.3 (Lemma). A lemma is a proven proposition that is used as a stepping stone to a larger result rather than as a statement of interest by itself.

Definition 4.4 (Corollary). A corollary is a proposition that can be established directly from a theorem that has been proven.

Definition 4.5 (Conjecture). A conjecture is a conclusion or proposition based on incomplete information, for which no proof or disproof has yet been found.

Definition 4.6 (Axiom). Axioms are assumptions about a mathematical structure and are assumed to be true.

<u>**Direct Proof:**</u> To prove the implication $P \implies Q$, we assume P is true. We then use P, axioms, definitions and previously derived results to show that Q is true. A direct proof has the following form.

Suppose that P is true.
$$\vdots$$
(argumentation)
$$\vdots$$
Therefore Q is true.

Example 4.1. Let a, b and c be integers. Prove that if $a|b$ and $b|c$, then $a|c$.

Solution. Let a, b and c be integers. Suppose that $a|b$ and $b|c$. Then, by definition, there are integers m and n such that $b = am$ and $c = bn$. Thus, we have that

$$c = bn = (am)n = a(mn) = at, \tag{4.1}$$

where $t = mn \in \mathbb{Z}$. Therefore, $a|c$. ∎

Example 4.2. Prove that $b - a$ is odd whenever a and b are consecutive perfect squares.

Solution. Suppose that a and b are consecutive perfect squares. Then, $a = k^2$ and $b = (k+1)^2$ for some $k \in \mathbb{Z}$. It follows that

$$b - a = (k+1)^2 - k^2 = k^2 + 2k + 1 - k^2 = 2k + 1. \tag{4.2}$$

Hence, $b - a$ is odd. ∎

Methods Analytical Proof Mathematical Thinking

David Tall

Methods Analytical Proof Mathematical Thinking:

<u>Methods of the Analytical Proof</u> Edited by Paul F. Kisak,2015-11-25 In mathematics an analytic proof is a proof of a theorem in analysis that only makes use of methods from analysis and which does not predominantly make use of algebraic or geometrical methods The term was first used by Bernard Bolzano who first provided a non analytic proof of his intermediate value theorem and then several years later provided proof of the theorem which was free from intuitions concerning lines crossing each other at a point and so he felt happy calling it analytic Bolzano 1817 Bolzano s philosophical work encouraged a more abstract reading of when a demonstration could be regarded as analytic where a proof is analytic if it does not go beyond its subject matter Sebastik 2007 In proof theory an analytic proof has come to mean a proof whose structure is simple in a special way due to conditions on the kind of inferences that ensure none of them go beyond what is contained in the assumptions and what is demonstrated This book details the methods and means by which an analytic proof is formulated **Teaching Discipline-Specific Literacies in Grades 6-12** Vicky I. Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides **Mathematics Teaching Reimagined** Nathan D. Lang-Raad,2025-04-08 Transform mathematics instruction with the comprehensive mathematical competencies CMC framework a research based model that integrates seven essential competencies conceptual and procedural integration problem solving logical reasoning communication tool use pattern recognition and student engagement Through practical classroom strategies and real world examples create learning environments where students build deep mathematical proficiency through meaningful connected experiences K 12 teachers can use this book to Implement the seven mathematical competencies through detailed curriculum planning instruction and assessment

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public mathematicians concerned with understanding their discipline philosophers of science and the erudite public curious about the progress of mathematics   Mathematical Thought From Ancient to Modern Times, Volume 3 Morris Kline,1990-03-01 This comprehensive history traces the development of mathematical ideas and the careers of the men responsible for them Volume 1 looks at the disciplines origins in Babylon and Egypt the creation of geometry and trigonometry by the Greeks and the role of mathematics in the medieval and early modern periods Volume 2 focuses on calculus the rise of analysis in the 19th century and the number theories of Dedekind and Dirichlet The concluding volume covers the revival of projective geometry the emergence of abstract algebra the beginnings of topology and the influence of Godel on recent mathematical study   **Mathematical Thinking** John P. D'Angelo,Douglas Brent West,1997 Developing logical thinking and fundamental mathematical ideas and using problems that pique students mathematical curiosity this work aims to prepare readers for all upper division mathematics courses and improve their skills in presenting coherent arguments   *Advanced Mathematical Thinking* David Tall,2006-04-11 Advanced Mathematical Thinking has played a central role in the development of human civilization for over two millennia Yet in all that time the serious study of the nature of advanced mathematical thinking what it is how it functions in the minds of expert mathematicians how it can be encouraged and improved in the developing minds of students has been limited to the reflections of a few significant individuals scattered throughout the history of mathematics In the twentieth century the theory of mathematical education during the compulsory years of schooling to age 16 has developed its own body of empirical research theory and practice But the extensions of such theories to more advanced levels have only occurred in the last few years In 1976 The International Group for the Psychology of Mathematics known as PME was formed and has met annually at different venues round the world to share research ideas In 1985 a Working Group of PME was formed to focus on Advanced Mathematical Thinking with a major aim of producing this volume The text begins with an introductory chapter on the psychology of advanced mathema cal thinking with the remaining chapters grouped under three headings the nature of advanced mathematical thinking cognitive theory and reviews of the progress of cognitive research into different areas of advanced mathematics   *Descartes's Mathematical Thought* Chikara Sasaki,1989   Mathematical Thinking John P. D'Angelo,Douglas Brent West,2000 This survey of both discrete and continuous mathematics focuses on the logical thinking skills necessary to understand and communicate fundamental ideas and proofs in mathematics rather than on rote symbolic manipulation Coverage begins with the fundamentals of mathematical language and proof techniques such as induction then applies them to easily understood questions in elementary number theory and counting then develops additional techniques of proofs via fundamental topics in discrete and continuous mathematics Topics are addressed in the context of familiar objects easily understood engaging examples and over 700 stimulating exercises and problems ranging from simple applications to subtle problems requiring ingenuity ELEMENTARY CONCEPTS Numbers Sets and Functions Language and Proofs Properties of

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graph theory linear algebra and several other areas The intended audience includes students advanced high school and college and folks in general who are interested in improving their analytical thinking skills and at the same time learning some mathematics For those who don t deal with mathematics on a regular basis this will not be an easy read but hopefully the benefits will be worth it The prerequisites are fairly basic i e high school algebra a little bit of basic geometry and some prior exposure to mathematical proofs Most of the topics in the book are developed from basic principles

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