

# Open-ended Maths Activities



# Open Ended Maths Activities Peter Sullivan

**Peter Sullivan, Pat Lilburn**

## **Open Ended Maths Activities Peter Sullivan:**

**Open-Ended Maths Activities** Peter Sullivan,Pat Lilburn,2004 Open ended Maths Activities Second Edition is the revised and expanded edition of the best selling title by Peter Sullivan and Pat Lilburn It discusses a type of open ended problem solving question called a good question These questions enhance learning teaching and assessment and are a useful addition to a teacher s strategies It includes practical advice on how to create your own good questions to use within the classroom organised by subject area and levels upper middle and junior the sixteen topics covered are included within Number Measurement Space and Chance and Data

*Open-Ended Maths Activities* Peter Sullivan,Pat Lilburn,1997 Teachers recognise the importance of asking questions which promote higher level thinking and a variety of thinking strategies Open ended Maths Activities discusses a type of open ended problem solving question called a good question Because these questions enhance larning teaching and assessment they are a useful addition to a teacher s strategies Part One sets out the features of good questions gives practical advice on how to create your own good questions and shows you how to use them in the classroom Part Two contains a selection of good questions They are clearly set out in three sections for each mathematical subject upper middle and junior

**Good Questions for Math Teaching** Peter Sullivan,Pat Lilburn,2002 Open ended questions coined 1 2good questions 1 2 by the authors can prompt children to think creatively and critically This useful book helps teachers define 1 2good questions 1 2 offers teachers tips on how to create their own good questions and presents a wide variety of sample questions that span 16 mathematical topics including number measurement geometry probability and data

*Teaching with Tasks for Effective Mathematics Learning* Peter Sullivan,Doug Clarke,Barbara Clarke,2012-09-14 This book is about how teachers can use classroom mathematics tasks to support student learning and presents data on the ways in which teachers used those tasks in a particular research project It is the product of research findings focusing on teacher practice teacher learning and knowledge and student learning It demonstrates how teachers can use mathematics tasks to promote effective student learning

**Helping Children Learn Mathematics** Robert Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,Anna Rogers,Audrey Cooke,Sue Bennett,Bronwyn Ewing,John West,2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text

*Helping Children Learn Mathematics, 5th Australian Edition* Robert Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,Anna Rogers,Leicha Bragg,Audrey Cooke,Melissa Fanshawe,Mark

Gronow,2025-10-10 **Shifts in the Field of Mathematics Education** Peter Gates,Robyn Jorgensen (Zevenbergen),2014-11-02 Professor Stephen Lerman has been a leader in the field of mathematics education for thirty years His work is extensive making many significant contributions to a number of key areas of research Stephen retired from South Bank University in 2012 where he had worked for over 20 years though he continues to work at Loughborough University In this book several of his long standing colleagues and collaborators reflect on his contribution to mathematics education and in so doing illustrate how some of Steve's ideas and interventions have resulted in significant shifts in the domain

**Research in Mathematics Education in Australasia 2008-2011** Bob Perry,Tom Lowrie,Tracy Logan,Amy MacDonald,Jane Greenlees,2012-09-11 This is the eighth edition of the four yearly review of mathematics education research in Australasia Commissioned by the Mathematics Education Research Group of Australasia MERGA this review critiques the most current Australasian research in mathematics education in the four years from 2008 2011 The main objective of this review is to celebrate and recognise significant findings highlight relationships between research identify themes and forecast further research directions This theme based review has produced a comprehensive analysis of Australasian research in a politically challenging time producing a manuscript with implications for a wider international audience As the 2009 Felix Klein medal winner Gilah Leder states A substantial body of research is captured in the chapters of this review It encompasses the labours of a community of active researchers with varied interests and diverse theoretical perspectives Some of the issues explored in the period covered by this volume clearly resonate with questions and concerns particularly pertinent to the changing educational environment others are more aptly described as continuing or renewed explorations of areas of long standing concern

**Diversity in Mathematics Education** Alan Bishop,Hazel Tan,Tasos N Barkatsas,2014-09-20 This book presents a research focus on diversity and inclusivity in mathematics education The challenge of diversity largely in terms of student profiles or contextual features is endemic in mathematics education and is often argued to require differentiation as a response Typically different curricula text materials task structures or pedagogies are favoured responses but huge differences in achievement still result If we in mathematics education seek to challenge that status quo more research must be focussed not just on diversity but also on the inclusivity of practices in mathematics education The book is written by a group of experienced collaborating researchers who share this focus It is written for researchers research students teachers and in service professionals who recognise both the challenges but also the opportunities of creating and evaluating new inclusive approaches to curriculum and pedagogy ones that take for granted the positive values of diversity Several chapters report new research in this direction The authors are part of or have visited with the mathematics education staff of the Faculty of Education at Monash University in Melbourne Australia The chapters all focus on the ideas of development in both research and practice recognising that the current need is for new inclusive approaches The studies presented are set in different contexts including Australia China the United States and Singapore

Year 5 Stefanie Sullivan,2003 Talking Maths provides motivating and differentiated group activities to get children working together to solve problems Pupils will develop their reasoning skills and their maths vocabulary as they talk about maths strategies    **Current Index to Journals in Education** ,2001    **The Australian Mathematics Teacher** ,1987

**British Book News** British Council,1991 Includes no 53a British wartime books for young people    British Book News ,1991    **New Statesman** ,1947-07    **British Education Index** ,1988    *The British National Bibliography* Arthur James Wells,1993    **Children's Books in Print** R R Bowker Publishing,Bowker,1999-12    Mathematical Problem Solving Berinderjeet Kaur,Ban Har Yeap,Manu Kapur,2009 This book is the first in the series of the yearbooks of the Association of Mathematics Educators in Singapore It is highly unique as it addresses a focused theme of mathematics education The chapters of the book illustrate the immense diversity within the theme and presents research that translates into classroom pedagogies The thirteen chapters of the book illustrate how mathematical problems may be crafted and infused in classroom teaching Several novel pedagogies such as learning mathematics through productive failure problem posing and generative activities are presented in the book The chapters are comprehensive and laden with evidence based examples for both mathematics educators and classroom teachers of mathematics The book is an invaluable contribution towards the already established field of research of mathematical problem solving It is also a must read for graduate research students and mathematics educators    **Maths To Motivate** ,2007

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