

PP2 MATHEMATICS SCHEME OF WORK TERM THREE

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCE	ASSESSMENT	REFLECTION
1	1-2	MEASUREMENT	Mass (heavy and light)	By the end of the sub-strand, the learner should be able to: collect different objects from the environment	Who between you is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace Humility	Few learners demonstrate lifting objects of different mass	Realia charts	Observation Oral questions	
	3-4		Mass (heavy and light)	By the end of the sub-strand, the learner should be able to: collect different objects from the environment	Who between you is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace Humility	Few learners demonstrate lifting objects of different mass	Realia charts	Observation Oral questions	
	5		Mass (heavy and light)	By the end of the sub-strand, the learner should be able to: lift different objects in the environment for comparing their heaviness	Who between you is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace Humility	Learners demonstrate lifting objects of different mass	Realia charts	Observation Oral questions	

2	1-2		Mass (heavy and light)	By the end of the sub-strand, the learner should be able to: lift different objects in the environment for comparing their heaviness	Who between you is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace Humility	Learners demonstrate lifting objects of different mass	Realia charts	Observation Oral questions	
	3-4		Mass (heavy and light)	By the end of the sub-strand, the learner should be able to: compare heavy and light objects in the environment	Who between you is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace Humility	In groups/pairs, learners play games involving comparison of mass (play on a see saw; back to back lifting)	Realia charts	Observation Oral questions	
	5		Mass (heavy and light)	By the end of the sub-strand, the learner should be able to: enjoy manipulating objects of different mass in daily life experiences	Who between you is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace Humility	In groups/pairs, learners play games involving comparison of mass (play on a see saw; back to back lifting)	Realia charts	Observation Oral questions	
3	1-		Capacity	By the end of the	How many	Critical thinking	Unity	Guide learners in	Realia	Observation	

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High Points in the Work of the High Schools of New York City New York (N.Y.). Board of Education, 1944 **WJ III**

Clinical Use and Interpretation Fredrick A. Schrank, Dawn P. Flanagan, 2003-08-05 WJ III Clinical Use and Interpretation presents a wide variety of clinical applications of the WJ III from leading experts Each chapter will provide the reader with insights into patterns of cluster and test scores from both the WJ III Tests of Cognitive Abilities and WJ III Tests of Achievement that can assist with interpretation and formulation of diagnostic hypotheses for clinical practice WJ III Clinical Use and Interpretation provides expert guidance for using the WJ III with individuals with a broad array of learning and neuropsychological problems including learning disabilities and Attention Deficit Hyperactivity Disorder New research included in this volume emphasizes the value of the WJ III for identification of gifted children and adolescents and young children with developmental delays Written by the leading experts on the WJ III Coverage of both the Tests of Cognitive Abilities and Tests of Achievement Provides expert guidance on using the WJ III with a variety of clinical populations Includes new research and illustrative case studies Goes beyond interpretive material published in the Examiner s Manuals and other resource books

Assessing Literacy in Deaf Individuals Donna Morere, Thomas Allen, 2012-12-09 Humans development of literacy has been a recent focus of intense research from the reading cognitive and neuroscience fields But for individuals who are deaf who rely greatly on their visual skills for language and learning the findings don t necessarily apply leaving theoretical and practical gaps in approaches to their education Assessing Literacy in Deaf Individuals Neurocognitive Measurement and Predictors narrows these gaps by introducing the VL2 Toolkit a comprehensive test battery for assessing the academic skills and cognitive functioning of deaf persons who use sign language Skills measured include executive functioning memory reading visuospatial ability writing fluency math and expressive and receptive language Comprehensive data are provided for each with discussion of validity and reliability issues as well as ethical and legal questions involved in the study And background chapters explain how the Toolkit was compiled describing the procedures of the study its rationale and salient characteristics of its participants This notable book Describes each Toolkit instrument and the psychometric properties it measures Presents detailed findings on test measures and relationships between skills Discusses issues and challenges relating to visual representations of English including fingerspelling and lipreading Features a factor analysis of the Toolkit measures to identify underlying cognitive structures in deaf learners Reviews trends in American Sign Language assessment Assessing Literacy in Deaf Individuals is an essential reference for researchers graduate students clinicians and other professionals working in the field of deafness and deaf education across in such areas as clinical child and school psychology audiology and linguistics

Supplementary Record 1897-1912 Yale University. Class of 1867, 1914

Supplementary Record of the Class of 1867 in Yale College, 1897-1912 Yale College (1718-1887). Class of 1867, 1914

The Math Academy Way: Using the Power of Science to Supercharge Student Learning Justin Skycak, 2024-01-15

This book is a working draft updated November 2024 Math Academy is solving Bloom's two sigma problem by bringing together many evidence based cognitive learning strategies into a single online learning platform Our adaptive fully automated platform emulates the decisions of an expert tutor to provide the most effective way to learn math This working draft describes how it's done This draft has been put to print at the request of readers who would like a physical copy of the current version It will be continually updated in the future The price is as low as possible and a digital copy is freely available online at <https://justinmath.com/books/the-math-academy-way>

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1 Preliminaries The Two Sigma Solution The Science of Learning Core Science How the Brain Works Core Technology the Knowledge Graph The Importance of Accountability and Incentives

2 Addressing Critical Misconceptions The Persistence of Neuromyths Myths Myths Myths Deliberate Practice Mastery Learning Minimizing Cognitive Load Developing Automaticity Layering Non Interference Spaced Repetition Distributed Practice Interleaving Mixed Practice The Testing Effect Retrieval Practice Targeted Remediation Gamification Leveraging Cognitive Learning Strategies Requires Technology

4 Coaching In Task Coaching Parental Support

5 Technical Deep Dives Technical Deep Dive on Spaced Repetition Technical Deep Dive on Diagnostic Exams Technical Deep Dive on Learning Efficiency Technical Deep Dive on Prioritizing Core Topics

6 Frequently Asked Questions The Practice Experience Student Behavior XP and Practice Schedules Diagnostics and Curriculum Miscellaneous

Science Abstracts, 1909 *A New French-English General Dictionary* Alexander Spiers, 1908 *Summer Sessions Information and Class Schedules Bulletin* University of Nebraska--Lincoln. Summer Sessions Office, 1918 Note 1973 77 editions formerly classified U0500T001 *University of Michigan Official Publication* University of Michigan, 1980 Each number is the catalogue of a specific school or college of the University

The Nature and Development of Mathematics John Adams, Patrick Barmby, Alex Mesoudi, 2017-04-21 From an infant's first grasp of quantity to Einstein's theory of relativity the human experience of number has intrigued researchers for centuries Numeracy and mathematics have played fundamental roles in the development of societies and civilisations and yet there is an essential mystery to these concepts evidenced by the fear many people still feel when confronted by apparently simple sums Including perspectives from anthropology education and psychology *The Nature and Development of Mathematics* addresses three core questions Is maths natural What is the impact of our culture and environment on mathematical thinking And how can we improve our mathematical ability Examining the cognitive processes that we use the origins of these skills and their cultural context and how learning and teaching can be supported in the classroom the book contextualises each issue within the wider field arguing that only by taking a cross disciplinary perspective can we fully understand what it means to be numerate as well as how we become numerate in our modern world This is a unique collection including contributions from a range of renowned international researchers It will be of interest to students and researchers across cognitive psychology cultural anthropology and educational research

Bulletin MLSA University of Michigan. College of Literature, Science, and the Arts, 2007 **Woodcock-Johnson IV**

Nancy Mather, Lynne E. Jaffe, 2016-01-26 Includes online access to new customizable WJ IV score tables graphs and forms for clinicians Woodcock Johnson IV Reports Recommendations and Strategies offers psychologists clinicians and educators an essential resource for preparing and writing psychological and educational reports after administering the Woodcock Johnson IV Written by Drs Nancy Mather and Lynne E Jaffe this text enhances comprehension and use of this instrument and its many interpretive features This book offers helpful information for understanding and using the WJ IV scores provides tips to facilitate interpretation of test results and includes sample diagnostic reports of students with various educational needs from kindergarten to the postsecondary level The book also provides a wide variety of recommendations for cognitive abilities oral language and the achievement areas of reading written language and mathematics It also provides guidelines for evaluators and recommendations focused on special populations such as sensory impairments autism English Language Learners and gifted and twice exceptional students as well as recommendations for the use of assistive technology The final section provides descriptions of the academic and behavioral strategies mentioned in the reports and recommendations The unique access code included with each book allows access to downloadable easy to customize score tables graphs and forms This essential guide Facilitates the use and interpretation of the WJ IV Tests of Cognitive Abilities Tests of Oral Language and Tests of Achievement Explains scores and various interpretive features Offers a variety of types of diagnostic reports Provides a wide variety of educational recommendations and evidence based strategies **The University of Virginia**

Record University of Virginia, 2007 *Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives* Sarit Ashkenazi, Orly Rubinsten, Bert De Smedt, 2017-10-05 Converging evidence demonstrates a strong link between reading and mathematics multiple cognitive processes are shared between reading and mathematics including the representation and retrieval of symbolic information attention working memory and cognitive control Additionally multiple brain networks are involved in both math and reading and last common genetic factors might influence both reading and math Hence it comes as no surprise that there are meaningful associations between aspects of math and reading abilities Moreover comorbidity rates between math learning disabilities MD and reading disabilities RD are high up to 66% and prevalence rate of the comorbid condition is reported to be more common than the prevalence rate of isolated math learning disabilities Accordingly the goal of the research topic is to explore the underline mechanisms of this overlap between reading and math The research topic aims to include the following topics Genetics it has been found that both RD and MD are based on genetic factors and run in families Moreover math problem solving shares significant genetic overlap with general cognitive ability and reading decoding whereas math fluency shares significant genetic overlap with reading fluency and general cognitive ability Hence this topic will explore the shared and unique genetic risk factors to RD and MD In addition to shared and unique genetic influence on reading and math Neural perspective converging evidence from both structural and multiple functional imaging studies involving a wide range of numerical tasks points to the intraparietal sulcus

IPS as a core region that involve in quantity manipulation However several additional brain areas such as frontoparietal and temporoparietal areas were found to be involved in numerical tasks Individuals with MD show deficits in a distributed set of brain regions that include the IPS fusiform gyrus in posterior brain regions and pre frontal cortex regions Similarly converging evidence indicate that the left hemisphere regions centered in the fusiform gyrus temporoparietal cortex and pre frontal cortex regions are strongly involve in typical reading and present lower activity connectivity or abnormal structure in RD Thus there is a meaningful neural overlap between reading and math Hence the authors can submit empirical studies on the role of several of brain regions that are involved in math and reading commonality and diversity both in the typical and a typical development Cognitive factors that play role in mathematics and reading and comorbidity between RD and MD There is a long lasting debate whether MD and RD originate from unique cognitive mechanisms or not Multiple cognitive processes are shared between reading and mathematics Therefore impairments in any one of domain general skills could conceivably play an important role in both pure and comorbid conditions Moreover it has been suggested that phonological processing has a significant role in some aspects of numerical processing such as retrieval of arithmetical facts Education it will be interesting to look at the effect of interventions that aim to improve reading such as phonological awareness and there transfer effect on improving mathematical processing Alternatively it will be good to test whether math interventions will improve reading

New York Review of the Telegraph and Telephone and Electrical Journal ,1914 **The University of Michigan, an Encyclopedic Survey ...: pt. 3. College of Literature, Science, and the Arts, I. pt. 4. College of Literature, Science, and the Arts, II. Summer session. pt. 5. Medical School. University Hospital. Law School** University of Michigan,1951 **Three-Dimensional Elasticity** ,1994-01-19 This volume is a thorough introduction to contemporary research in elasticity and may be used as a working textbook at the graduate level for courses in pure or applied mathematics or in continuum mechanics It provides a thorough description with emphasis on the nonlinear aspects of the two competing mathematical models of three dimensional elasticity together with a mathematical analysis of these models The book is as self contained as possible *Education Outlook* ,1898 *Mathematical Reviews* ,2007

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