

Tree Diagrams (B)

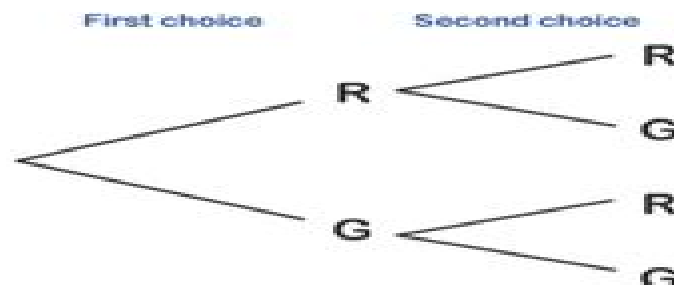


Section A Probability without replacement.

- 1) A box contains 12 red cubes and 6 green cubes. A cube is taken out at random and not replaced. Another cube is taken out. Complete the tree diagram.

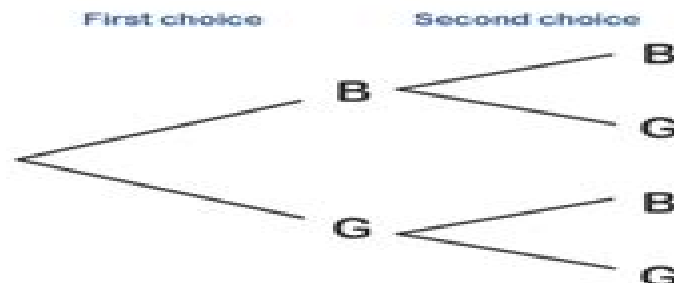
Work out the probability of choosing:

- Two red cubes
- At least one green cube



- 2) There are 20 boys and 10 girls in a class. Two pupils are chosen at random. Complete the tree diagram.

- If the first pupil chosen is a girl, what is the probability that the second pupil is also a girl?
- What is the probability that a girl and boy are chosen?

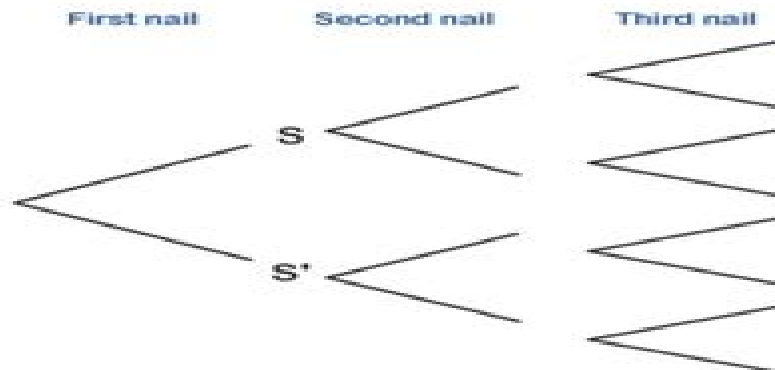


- 3) There are 200 nails in a box of which 5 are known to be too small. Three nails are selected at random.

- If the first nail chosen is too small, what is the probability that the second nail is also too small?

What is the probability that:

- All three nails are too small
- Only the second nail is too small?



Teaching About Tree Diagrams

Michael Seilmaier



Teaching About Tree Diagrams:

Strategies for Teaching Mathematics Deborah V. Mink, Linda H., Janis K. Drab Fackler, 2009-07-15 Enhance mathematics instruction and build students understanding of mathematical concepts with this exceptional resource notebook Choose from a wide range of easy to implement strategies that enhance mathematical content *Teaching and Learning Stochastics* Carmen Batanero, Egan J Chernoff, 2018-03-01 This book presents a collection of selected papers that represent the current variety of research on the teaching and learning of probability The respective chapters address a diverse range of theoretical empirical and practical aspects underpinning the teaching and learning of probability curricular issues probabilistic reasoning misconceptions and biases as well as their pedagogical implications These chapters are divided into THREE main sections dealing with TEACHING PROBABILITY STUDENTS REASONING AND LEARNING AND EDUCATION OF TEACHERS In brief the papers presented here include research dealing with teachers and students at different levels and ages from primary school to university and address epistemological and curricular analysis as well as the role of technology simulations language and visualisation in teaching and learning probability As such it offers essential information for teachers researchers and curricular designers alike **Understanding the Math We Teach and How to Teach It, K-8** Marian Small, 2025-08-26 Dr Marian Small has written a landmark book for a wide range of educational settings and audiences from pre service math methods courses to ongoing professional learning for experienced teachers Understanding the Math We Teach and How to Teach It K 8 focuses on the big mathematical ideas in elementary and middle school grade levels and shows how to teach those concepts using a student centered problem solving approach Comprehensive and Readable Dr Small helps all teachers deepen their content knowledge by illustrating core mathematical themes with sample problems clear visuals and plain language Big Focus on Student Thinking The book s tools models and discussion questions are designed to understand student thinking and nudge it forward Particularly popular features include charts listing common student misconceptions and ways to address them a table of suggested manipulatives for each topic and a list of related children s book Implementing Standards That Make Sense By focusing on key mathematics principles Understanding the Math We Teach and How to Teach It K 8 helps to explain the whys of state standards and provides teachers with a deeper understanding of number sense operations algebraic thinking geometry and other critical topics Dr Small a former dean with more than 40 years in the field conceived the book as an essential guide for teachers throughout their career Many teachers who teach at the K 8 level have not had the luxury of specialist training in mathematics yet they are expected to teach an increasingly sophisticated curriculum to an increasingly diverse student population in a climate where there are heightened public expectations They deserve help *Math Mysteries* Jack Silbert, 1995 Stories and activities to build math problem solving skills *Teaching Multiplication with Lesson Study* Masami Isoda, Raimundo Olfos, 2020-11-23 This open access book is intended to assist teachers teacher trainers curriculum designers editors and authors of textbooks in developing strategies

to teach the multiplication of natural numbers based on the experience of the Lesson Study in Japan This approach to mathematics education dates back to the 1870s and reconciles the emphasis on problem solving with the treatment of the curricular contents It has gained international recognition since the 1990s and thanks to it mathematics education in Japan has been recognized as one of the most efficient and innovative in the world This growing international awareness has led to an effort to apply the principles of Lesson Study to other parts of the world and this book shows how experienced authors from Brazil Chile Mexico Spain and Portugal have worked to adapt some of these methods and techniques to the Portuguese and Spanish speaking countries of Ibero America Drawing on the impact of Lesson Study on government curriculum decisions and teacher behavior in Japanese classrooms offering examples of lessons lesson plans and suggestions for teaching and presenting examples of the good reception of the principles of Lesson Study in Ibero America Teaching Multiplication with Lesson Study Japanese and Ibero American Theories for Mathematics Education shows how an efficient and cutting edge experience in mathematics education can travel the world and help teachers in many different countries

Teaching and Learning Discrete Mathematics Worldwide: Curriculum and Research Eric W. Hart, James Sandefur, 2017-12-09 This book discusses examples of discrete mathematics in school curricula including in the areas of graph theory recursion and discrete dynamical systems combinatorics logic game theory and the mathematics of fairness In addition it describes current discrete mathematics curriculum initiatives in several countries and presents ongoing research especially in the areas of combinatorial reasoning and the affective dimension of learning discrete mathematics Discrete mathematics is the math of our time So declared the immediate past president of the National Council of Teachers of Mathematics John Dossey in 1991 Nearly 30 years later that statement is still true although the news has not yet fully reached school mathematics curricula Nevertheless much valuable work has been done and continues to be done This volume reports on some of that work It provides a glimpse of the state of the art in learning and teaching discrete mathematics around the world and it makes the case once again that discrete mathematics is indeed mathematics for our time even more so today in our digital age and it should be included in the core curricula of all countries for all students

Fast Ideas for Busy Teachers: Math, Grade 5 Armstrong, 2009-01-04 Mingle some math into everyday teaching Fast Ideas for Busy Teachers Math has hundreds of ideas that will fit into a hectic schedule and enliven fifth grade students exploration of mathematics The book is organized by math skills which makes it easy to find a topic when it s needed Open ended lessons allow adaptation of activities to meet students needs The lessons are perfect for substitutes rainy day activities homework and in class assignments The book includes tips for managing a classroom getting organized getting to know students and implementing behavior management This 80 page book also includes reproducibles and aligns with Common Core State Standards as well as state and national standards **PREP FOR TEACHING RESOURCES: Vol. 2** Dr. Kelly C.

Dreger, 2008-04-30 This book is the 2nd part in a series of books about preparation for teaching The resources can be

adapted to any teaching style or standards set This compilation includes observations lessons reflections research practice and educational information for those who need training within the field of education

Topics in Mathematics For Elementary Teachers Sergei Abramovich, 2024-01-01 This is the second revised edition of the book published in 2010 under the same title It reflects the author's experience teaching a graduate level mathematics content course for elementary teacher candidates at SUNY Potsdam since 2003 The book addresses a number of recommendations of the Conference Board of the Mathematical Sciences for the preparation of teachers demonstrating how abstract mathematical concepts can be motivated by concrete activities and the use of technology Such approach to school mathematics makes it easier for teachers to grasp the meaning of generalization formal proof and the creation of an increasing number of concepts on higher levels of abstraction The book's computer enhanced pedagogy and its strong experiential component enabled by the use of manipulative materials have the potential to reduce mathematics anxiety among teachers and help them develop confidence in teaching the subject matter through modeling and problem solving Classroom observations of teachers learning mathematics as a combination of theory and experiment confirm that this approach elevates one's mathematical understanding to a higher ground Most of the chapters are motivated by a problem typically found in the elementary mathematics curricula and or standards either National or New York State the context in which the author prepare teachers By exploring traditional problems in depth teachers can uncover fundamental mathematical concepts and ideas hidden within a seemingly mundane task The need to have experience in going beyond traditional expectations for learning is due to the constructivist orientation of contemporary mathematics pedagogy that encourages students to ask questions about mathematics they study Each chapter except the last one includes an activity set that can be used for the development of the variety of assignments for teachers Digital tools used in the book include spreadsheets Wolfram Alpha GeoGebra Kid Pix Studio Deluxe and Graphing Calculator Pacific Tech

Mathematical Subjects Fiona Walls, 2009-08-10 Teaching and learning mathematics is a political act in which children teachers parents and policy makers are made visible as subjects As they learn about mathematics children are also learning about themselves who they are who they might become We can choose to listen or not to what children have to say about learning mathematics Such choices constitute us in relations of power Mathematical know how is widely regarded as essential not only to the life chances of individuals but also to the health of communities and the economic well being of nations With the globalisation of education in an increasingly market oriented world mathematics has received intensified attention in the first decade of the twenty first century with a shifting emphasis on utilitarian aspects of mathematics This is reflected in the reconceptualisation of mathematical competence as mathematical literacy loosely conceived as those ways of thinking reasoning and working mathematically that allow us to engage effectively in everyday situations in many occupations and the cut and thrust of world economies as active empowered and participatory citizens It is no surprise then that mathematics has become one of the most politically charged

subjects in primary school curricula worldwide We are experiencing an unprecedented proliferation of regional and national strategies to establish benchmarks raise standards enhance achievement close gaps and leave no child behind in mathematics education Industries have sprung up around the design administration and monitoring of standardised assessment to measure and compare children s mathematical achievement against identified benchmarks and each other

Primary Mathematics: Teaching Theory and Practice Claire Mooney, Mary Briggs, Mike Fletcher, Alice Hansen, Judith McCullough, 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

Putting CLIL into Practice: Oxford Handbooks for Language Teachers Phil Ball, Keith Kelly, 2016-09-12 This book offers a new methodological framework for the CLIL classroom focusing on how to guide input and support output Full of real life examples and practical guidelines the book provides support to both novice and experienced CLIL teachers Areas covered include the language used in CLIL CLIL teacher training materials design for CLIL assessment in CLIL Extra resources are available on the website www.oup.com/elt/teacher/clil Phil Ball is a CLIL author and teacher trainer based in northern Spain Keith Kelly is a writer and speaker on CLIL worldwide and is based in Plovdiv Bulgaria John Clegg is a textbook author and CLIL consultant based in London

Towards Deep Understanding Of Elementary School Mathematics: A Brief Companion For Teacher Educators And Others Sergei Abramovich, 2022-07-07 The book is intended to serve as a brief companion for mathematical educators of elementary teacher candidates who learn mathematics within a college of education both at the undergraduate and graduate levels Being informed by mathematics teaching and learning standards of the United States Australia Canada Chile England Japan Korea Singapore and South Africa the book can be used internationally The teaching methods emphasize the power of visualization the use of physical materials and support of computer technology including spreadsheet Wolfram Alpha and the Geometer s Sketchpad The basic ideas include the development of the concepts of number base ten system problem solving and posing the emergence of fractions in the context of simple real life activities requiring the extension of whole number arithmetic decimals percent ratio geoboard geometry elements of combinatorics probability and data analysis The book includes historical aspects of elementary school mathematics For example readers would be interested to know that two sided counters stem from the binary system with its genesis in the 1st millennium BC China of which Leibnitz 17th century was one of the first notable proponents The genesis of the base ten arithmetic is in the Egyptian mathematics of the 4th millennium BC enriched with the positional notation with the advent of Hindu Arabic numerals in the 12th century Europe

Fast Ideas for Busy Teachers:

Math, Grade 4 Armstrong, 2009-01-04 Mingle in some math to everyday teaching Fast Ideas for Busy Teachers Math has hundreds of ideas that will fit into a hectic schedule and enliven fourth grade students exploration of mathematics The book is organized by math skills which makes it easy to find a topic when it s needed Open ended lessons allow adaptation of activities to meet students needs The lessons are perfect for substitutes rainy day activities homework and in class assignments The book includes tips for managing a classroom getting organized getting to know students and implementing behavior management This 80 page book also includes reproducibles and aligns with Common Core State Standards as well as state and national standards *E-math Iii Tm' 2007 Ed.(geometry)* , *Chance Encounters: Probability in Education* R. Kapadia, M. Borovcnik, 2012-12-06 This book has been written to fill a substantial gap in the current literature in mathematical education Throughout the world school mathematical curricula have incorporated probability and statistics as new topics There have been many research papers written on specific aspects of teaching presenting novel and unusual approaches to introducing ideas in the classroom however there has been no book giving an overview Here we have decided to focus on probability making reference to inferential statistics where appropriate we have deliberately avoided descriptive statistics as it is a separate area and would have made ideas less coherent and the book excessively long A general lead has been taken from the first book in this series written by the man who probably more than everyone else has established mathematical education as an academic discipline However in his exposition of didactical phenomenology Freudenthal does not analyze probability Thus in this book we show how probability is able to organize the world of chance and idealized chance phenomena based on its development and applications In preparing these chapters we and our co authors have reflected on our own acquisition of probabilistic ideas analyzed textbooks and observed and reflected upon the learning processes involved when children and adults struggle to acquire the relevant concepts **Promoting Equity in Approximations of Practice for Mathematics Teachers** Wilkerson Lee, Carrie, Bondurant, Liza, Sapkota, Bima, Howell, Heather, 2024-11-07 Within the field of mathematics teacher education a profound challenge echoes the persistent gap between theoretical understanding and practical application This lingering divide raises a critical concern one that finds its focus in the exploration of transformative tools known as approximations of practice These tools aim to provide a realistic and contextualized environment for PSTs to cultivate their teaching skills However the broader often overlooked issue permeating this educational terrain is the question of equity in mathematics instruction an issue that this book endeavors to unravel and reshape positioning equity at the forefront of pedagogical considerations Promoting Equity in Approximations of Practice for Mathematics Teachers a compelling work that not only delves into the transformative role of approximations but also champions equity as a cornerstone in reshaping the landscape of mathematics education This groundbreaking work has a dual objective firstly to furnish mathematics teacher educators and researchers with a comprehensive overview of the current landscape of approximations in mathematics education It moves beyond a mere survey encouraging readers to

critically analyze frameworks and design choices that either foreground or dismiss equity in these pedagogical spaces

Divided into three sections the book delves into the spectrum of work characterizing approximations in mathematics teacher education The first section surveys diverse approaches acknowledging the current lack of focus on equity The second section critically examines the intersection of equity and approximations fostering collaborations between experts in mathematics education and equity focused researchers The third section takes a forward looking stance envisioning the future of equity focused approximations in mathematics education

Creative Ways To Teach Primary Science Cross, Alan, Board, Jon, 2014-09-01 This book is intended to encourage creativity and experimentation in teaching primary science which are regularly recognised as features of outstanding teaching

The Teacher's Grammar Book James D. Williams, 2006-04-21 The Teacher's Grammar Book Second Edition introduces the various grammars that inform writing instruction in our schools and examines methods strategies and techniques that constitute best classroom practices for teaching grammar and writing Designed for students who are preparing to become English or language arts teachers as well as for credentialed teachers who want an easy to use guide to questions of methods grammar and teaching this overview of basic English grammar includes the following major topics a brief history of grammar teaching grammar grammar and writing traditional grammar transformational generative grammar cognitive grammar dialects black English and Chicano English New in the reorganized and fully updated Second Edition new chapter giving a brief history of grammar and grammar instruction new chapter on best practices strategies and techniques that actually work expanded chapter on cognitive grammar a topic not found in other texts of this nature expanded chapter on dialects summary and evaluation of the minimalist program Noam Chomsky's most recent revision of transformational generative grammar a topic unique among texts of this kind and reduced discussion of transformational grammar

Mathematics Content for Elementary Teachers Douglas K. Brumbaugh, Peggy L. Moch, Mary E. Wilkinson, 2004-09-22 THE book for elementary education mathematics content courses Designed to help prospective teachers of elementary school mathematics learn content beyond the rote level this text stimulates readers to think beyond just getting the problem right and fosters their development into thoughtful reflective self motivated life long learners It stresses the what and why of elementary school mathematics content Hints are provided about how to teach the content but this is mostly left to courses and texts that are dedicated to that purpose The text is organized around the National Council for Teachers of Mathematics Principles and Standards for School Mathematics The Standards dictate the basic sections of the text Within each section appropriate specific topics are developed intertwined with technology problem solving assessment equity issues planning teaching skills use of manipulatives sequencing and much more In addition major focal points of the Standards are emphasized throughout effective teachers of mathematics should be able to motivate all students to learn should understand the developmental levels of how children learn should concentrate on what children need to become active participants in the learning environment and should be engaged in ongoing investigations of new

mathematical concepts and teaching strategies Mathematics Content for Elementary Teachers is based on several fundamental premises The focus of mathematics education should be on the process not the answer Elementary teachers should know the mathematics content they are teaching know more than the content they are teaching and teach from the overflow of knowledge It is important for teachers to be flexible in allowing students to use different procedures teaching from the overflow of knowledge implies knowing how to do a given operation more than one way and being willing to examine many different ways Teachers need to learn to carefully cover the topics to be taught to reflect upon them and to be able to organize them To help prospective elementary teachers concentrate on the mathematics content they will be expected to teach and begin to build the foundation for the methods they will use this text includes only elementary mathematics content and does not address middle school concepts Pedagogical features The text is organized according to NCTM Standards An informal writing style speaks directly to readers and is geared to pre service teachers Focus is given to multiple methods of problem solving at four developmental levels Questions exercises and activities are interspersed throughout each section rather than gathered at the end of each chapter Complete solutions for exercises are provided

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