

# Unknown Quantities In Number Sentences

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*Mental Thinking* - Richard Korbosky 2013

Mental thinking: Using the target number strategy is a set of prepared classroom activities which give students the opportunity to use mental thinking strategies for addition; subtraction; multiplication; money; fractions; decimals; measurement; and making combinations using the four operations, brackets and indices. Mental thinking develops flexibility and gives students the necessary skills to solve problem situations in their head or by manipulating numbers based on standard and non-standard partitioning. The use of the 'make the target number strategy' is designed as a mental thinking activity. The activities are developmental and, therefore, teachers can set work at different levels to suit the needs of individual or groups of students. The activities in the book are open-ended problems, which allows for students from any level to respond to the target number according to their understanding of mathematics. The activities focus on 'look for all possibilities' and 'guess, check and improve' problem-solving strategies.

Problem Solving ... a Basic Mathematics Goal - Steven P. Meiring 1981

*Mathematics Curriculum in School Education* - Yeping Li 2013-11-19

Mathematics curriculum, which is often a focus in education reforms, has not received extensive research attention until recently. Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education. This book provides a unique

international perspective on diverse curriculum issues and practices in different education systems, offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved, and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts. The book is organized to help readers learn not only from reading individual chapters, but also from reading across chapters and sections to explore broader themes, including: Identifying what is important in mathematics for teaching and learning in different education systems; Understanding mathematics curriculum and its changes that are valued over time in different education systems; Identifying and analyzing effective curriculum practices; Probing effective infrastructure for curriculum development and implementation. *Mathematics Curriculum in School Education* brings new insights into curriculum policies and practices to the international community of mathematics education, with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems. This rich collection is indispensable reading for mathematics educators, researchers, curriculum developers, and graduate students interested in learning about recent curriculum development, research, and practices in different education systems. It will help readers to reflect on curriculum policies and practices in their own education systems, and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning.

## **Theory and Practice of Lesson Study in Mathematics** - Rongjin Huang 2019-05-28

This book brings together and builds on the current research efforts on adaptation, conceptualization, and theorization of Lesson Study (LS). It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives. Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries, it enables the reader to take a comparative perspective. Finally, the book presents and discusses studies on key aspects of LS such as lesson planning, post-lesson discussion, guiding theories, connection between research and practice, and upscaling. Lesson Study, which has originated in Asia as a powerful effective professional development model, has spread globally. Although the positive effects of lesson study on teacher learning, student learning, and curriculum reforms have been widely documented, conceptualization of and research on LS have just begun to emerge. This book, including 38 chapters contributed by 90 scholars from 21 countries, presents a truly international collaboration on research on and adaptation of LS, and significantly advances the development of knowledge about this process. Chapter 15: "How Variance and Invariance Can Inform Teachers' Enactment of Mathematics Lessons" of this book is available open access under a CC BY 4.0 license at [link.springer.com](http://link.springer.com) Theory and Practice of Lesson Study in Mathematics: An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model. Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges. (Max Stephens, Senior research fellow at The University of Melbourne) It works. Instruction improves, learning improves. Wide scale? Enduring? Deep impact? Lesson study has it. When something works as well as lesson study does, while alternative systems for improving instruction fail, or only succeed on small scale or evaporate as quickly as they show

promise, it is time to understand how and why lesson study works. This volume brings the research on lesson study together from around the world. Here is what we already know and here is the way forward for research and practice informed by research. It is time to wake up and pay attention to what has worked so well, on wide scale for so long. (Phil Dara, A leading author of the Common Core State Standards of Mathematics in the U.S.)

## **Math Workshop, Grade 1** - Carson-Dellosa Publishing 2018-02-21

Math Workshop for first grade provides complete small-group math instruction for these important topics: -addition concepts -time -composing shapes -making ten Simple and easy-to-use, this teacher resource for first grade teachers complements any curriculum. Like reading and writing workshops, math workshop is an instructional model that combines whole-group lessons with leveled guided math groups and independent practice. It allows teachers to give students direct, leveled instruction while providing opportunities for practice and skill review. Math Workshop for first grade simplifies the workshop method with a comprehensive introduction and over 25 step-by-step lessons. This teacher resource for first grade math also includes these helpful features: -comprehensive lesson plans -leveled practice pages -hands-on activities for every lesson The Math Workshop series for kindergarten through fifth grades gives teachers everything they need to implement the math workshop method. Each book contains 28 complete lessons, a thorough introduction, and reproducible game templates. Each lesson begins with an essential question, a warm-up activity, and a whole-group lesson. It is followed by three leveled small-group lessons and a short assessment. Lessons are rounded out with a practice worksheet for each small group and an activity to practice the skill. Teachers are also provided with math talk questions and a math journal prompt to extend learning. The Math Workshop series gives teachers the flexible tools needed to begin small-group math instruction.

## **Visible Thinking in the K-8 Mathematics Classroom** - Ted H. Hull 2011-01-21

Seeing is believing with this interactive approach to math instruction Do you ever wish

your students could read each other's thoughts? Now they can—and so can you! This newest book by veteran mathematics educators provides instructional strategies for maximizing students' mathematics comprehension by integrating visual thinking into the classroom. Included are numerous grade-specific sample problems for teaching essential concepts such as number sense, fractions, and estimation. Among the many benefits of visible thinking are: Interactive student-to-student learning Increased class participation Development of metacognitive thinking and problem-solving skills

#### **Primary Maths Student Activity Book 4 -**

Greg Weeks 2011-10-07

Arranged by the content strands - Number and Algebra, Measurement and Geometry, Statistics and Probability - giving teachers independence and flexibility in constructing a week-by-week maths program. Practical and hands-on activities encourage students to develop their own strategies as confident learners. Graded activities provide effective scaffolding for students and allow teachers to cater for mixed ability classes. Discussion icons are indicated throughout the books to highlight areas where class or small group discussion can take place. Revision boxes contain information to help students recall past learning, or offer hints and further explanation of difficult concepts. Full-colour photos and illustrations link learning activities to every day contexts to help make maths meaningful. Activities are related to Cambridge Maths-in-a-Box, which enriches the program with contextual activities and saves teachers time with planning.

*Unknown Quantity* - John Derbyshire 2006-06-02

Prime Obsession taught us not to be afraid to put the math in a math book. *Unknown Quantity* heeds the lesson well. So grab your graphing calculators, slip out the slide rules, and buckle up! John Derbyshire is introducing us to algebra through the ages—and it promises to be just what his die-hard fans have been waiting for. "Here is the story of algebra." With this deceptively simple introduction, we begin our journey. Flanked by formulae, shadowed by roots and radicals, escorted by an expert who navigates unerringly on our behalf, we are guaranteed safe passage through even the most treacherous mathematical terrain. Our first encounter with

algebraic arithmetic takes us back 38 centuries to the time of Abraham and Isaac, Jacob and Joseph, Ur and Haran, Sodom and Gomorrah. Moving deftly from Abel's proof to the higher levels of abstraction developed by Galois, we are eventually introduced to what algebraists have been focusing on during the last century. As we travel through the ages, it becomes apparent that the invention of algebra was more than the start of a specific discipline of mathematics—it was also the birth of a new way of thinking that clarified both basic numeric concepts as well as our perception of the world around us.

Algebraists broke new ground when they discarded the simple search for solutions to equations and concentrated instead on abstract groups. This dramatic shift in thinking revolutionized mathematics. Written for those among us who are unencumbered by a fear of formulae, *Unknown Quantity* delivers on its promise to present a history of algebra.

Astonishing in its bold presentation of the math and graced with narrative authority, our journey through the world of algebra is at once intellectually satisfying and pleasantly challenging.

*Learning and Teaching Mathematics 0-8* - Helen Taylor 2013-11-14

'What a super book! It is absolutely packed with practical ideas and activities to help you love maths, and love teaching and/or learning it. It certainly helps to develop an enthusiasm for a subject most adults tend to say "I'm no good at..." - Early Years Educator 'A wonderful book, packed with practical ideas and activities to help all students love maths.' - Jo Boaler, Professor of Mathematics Education, Stanford University Fostering an enthusiasm for mathematics in young children is a vital part of supporting their mathematical development. Underpinned by subject and pedagogical knowledge, case studies and research-based perspectives, the authors provide clear guidance on how to support young children's learning and understanding in an effective and engaging way. Contemporary approaches to developing essential mathematical learning for young children are explored, including: play, practical activities and talk for mathematics outdoor learning understanding pattern counting, calculation and place value measures and shape problem solving

and representing mathematics assessment working with parents. Written for both trainees and practitioners working with children aged 0 to 8 years, including those studying for Early Years and Early Childhood degrees and those on Primary PGCE and Primary Education courses, this book offers mathematical subject knowledge and teaching ideas in one volume. Helen Taylor is Course Leader of PGCE Primary Part-time Mathematics at Canterbury Christ Church University. Andrew Harris is Course Leader of PGCE Modular Mathematics at Canterbury Christ Church University.

**Helping Children Learn Mathematics, 3rd Australian Edition** - Robert Reys 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.

*Everyday Mathematics for Parents* - The University of Chicago School Mathematics Project 2017-07-10

The Everyday Mathematics (EM) program was developed by the University of Chicago School Mathematics Project (UCSMP) and is now used in more than 185,000 classrooms by almost three million students. Its research-based learning delivers the kinds of results that all school districts aspire to. Yet despite that tremendous success, EM often leaves parents perplexed. Learning is accomplished not through rote memorization, but by actually engaging in real-life math tasks. The curriculum isn't linear, but rather spirals back and forth, weaving concepts in and out of lessons that build overall understanding and long-term retention. It's no wonder that many parents have difficulty navigating this innovative mathematical and

pedagogic terrain. Now help is here. Inspired by UCSMP's firsthand experiences with parents and teachers, Everyday Mathematics for Parents will equip parents with an understanding of EM and enable them to help their children with homework—the heart of the great parental adventure of ensuring that children become mathematically proficient. Featuring accessible explanations of the research-based philosophy and design of the program, and insights into the strengths of EM, this little book provides the big-picture information that parents need. Clear descriptions of how and why this approach is different are paired with illustrative tables that underscore the unique attributes of EM.

Detailed guidance for assisting students with homework includes explanations of the key EM concepts that underlie each assignment. Resources for helping students practice math more at home also provide an understanding of the long-term utility of EM. Easy to use, yet jam-packed with knowledge and helpful tips, Everyday Mathematics for Parents will become a pocket mentor to parents and teachers new to EM who are ready to step up and help children succeed. With this book in hand, you'll finally understand that while this may not be the way that you learned math, it's actually much better. *Guided Math Made Easy, Grade 2* - Krista Fanning 2012-01-03

This book includes math mini-lessons, guided lessons, and multilevel practice pages covering each major math standard. The lessons will be presented in lesson plan format and will be easy for teachers to integrate into their existing math curriculum

**OzzieMaths Series: Maths - Year 4** - Lisa Craig 2017-03-01

OzzieMaths: Year 4 is linked to the Australian maths curriculum. Aussie kids everywhere will enjoy these fun ways of developing their mathematical skills and reasoning. Interactive, hands-on and creative, the activities will be loved by the teacher as well as the students. Linked to the Australian maths curriculum and to other learning areas, this integrated resource shows students the relevance of maths. Answers and additional teaching information can be found at the back of the book. This book is part of the OzzieMaths Series, which consists of seven books altogether.

**Solving Maths Problems for Years 5-6** - Anita Green 2016-03-01

Solving Maths Problems for Years 5-6 contains a series of open-ended engaging Maths problems which revolve around creatively written stories. The stories tell of situations in which the students are likely to find themselves - so the problems are placed in real life everyday contexts. Support and extension questions are provided to help and challenge students of different abilities. Solving Maths Problems For Years 5-6 will make a great addition to your Maths resources. This book belongs to the Solving Maths Problems series, consisting of three books and is linked closely to the new v8.1 Australian curriculum.

**Mathematics 2005 performance in Puerto Rico, focus on the content areas -**

**Becoming a Teacher: Knowledge, Skills and Issues** - Maggie Clarke 2014-04-23

Marsh's Becoming a Teacher, 6e continues to offer pre-service teachers a practical and user-friendly guide to learning to teach that students find invaluable throughout their entire degree. Marsh covers a comprehensive introduction to teaching methodology, preparing pre-service teachers for the challenges they face in a 21st-century classroom. All chapters in this new edition have been updated with new approaches and current references by the two new authors Maggie Clarke and Sharon Pittaway. The approach in this 6th edition is more reflective and gives readers an even greater opportunity to interact with issues raised in the text.

**Dice Activities for Algebra - Ages 10-13** - 2012

This book explores the idea of algebra as a balancing act using dice and coloured tiles. (Publisher)

**Primary Maths Teacher Resource Book 4** - Greg Weeks 2011-11-04

Active Maths Teacher Resource 4 contains the teaching framework. It describes a range of classroom activities and practice, provides additional worksheets and is cross-referenced to the student activity pages, the Quality Teaching Framework and relevant cards in the Maths-in-a-Box series.

Problem Solving 4 Today, Grade 3 - Carson Delloso Education 2019-01-02

Problem Solving 4 Today: Daily Skill Practice for third grade contains reproducible activities designed to help students learn critical math word problem-solving skills with strategies such as restating the question, writing a number sentence, using a model, and more. The 4 Today series offers comprehensive, quick, and easy-to-use math workbooks. The reproducible activities review essential skills during a four-day period. On the fifth day, an assessment with related skills is provided. Each week begins with a Fluency Blast section to provide students with repeated, daily practice for essential skills. The format and style of the 4 Today books provide excellent practice for standardized tests. The series also includes a progress-tracking reproducible, a standards alignment chart, tips for fostering a school-to-home connection, and an answer key.

**Conceptual Model-Based Problem Solving** - Yan Ping Xin 2013-02-11

Are you having trouble in finding Tier II intervention materials for elementary students who are struggling in math? Are you hungry for effective instructional strategies that will address students' conceptual gap in additive and multiplicative math problem solving? Are you searching for a powerful and generalizable problem solving approach that will help those who are left behind in meeting the Common Core State Standards for Mathematics (CCSSM)? If so, this book is the answer for you.

- The conceptual model-based problem solving (COMPS) program emphasizes mathematical modeling and algebraic representation of mathematical relations in equations, which are in line with the new Common Core.
- "Through building most fundamental concepts pertinent to additive and multiplicative reasoning and making the connection between concrete and abstract modeling, students were prepared to go above and beyond concrete level of operation and be able to use mathematical models to solve more complex real-world problems. As the connection is made between the concrete model (or students' existing knowledge scheme) and the symbolic mathematical algorithm, the abstract mathematical models are no longer "alien" to the students." As Ms. Karen Combs, Director of Elementary Education of Lafayette School Corporation in Indiana, testified: "It

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really worked with our kids!" • "One hallmark of mathematical understanding is the ability to justify,... why a particular mathematical statement is true or where a mathematical rule comes from"

(<http://illustrativemathematics.org/standards>).

Through making connections between mathematical ideas, the COMPS program makes explicit the reasoning behind math, which has the potential to promote a powerful transfer of knowledge by applying the learned conception to solve other problems in new contexts. • Dr. Yan Ping Xin's book contains essential tools for teachers to help students with learning disabilities or difficulties close the gap in mathematics word problem solving. I have witnessed many struggling students use these strategies to solve word problems and gain confidence as learners of mathematics. This book is a valuable resource for general and special education teachers of mathematics. -

Casey Hord, PhD, University of Cincinnati  
[The Intended Mathematics Curriculum as Represented in State-Level Curriculum Standards](#) - Barbara Reys 2006-10-01

This volume represents a detailed analysis of the grade placement of mathematics learning goals across all state-level curriculum standards published as of May 2005. The volume documents the varied grade-level mathematics curriculum expectations in the U.S. and highlights a general lack of consensus across states. As states continue to work to improve learning opportunities for all students this report can serve as a useful summary to inform future curriculum decisions. The report is also intended to stimulate discussion at the national level regarding roles and responsibilities of national agencies and professional organizations with regard to curriculum leadership. Serious and collaborative work that results from such discussions can contribute to a more coherent, focused mathematics curriculum for US students  
**CK-12 Middle School Math Grade 7, Volume 2 Of 2** - CK-12 Foundation 2012-02-20

Explores foundational math concepts that will prepare students for Algebra and more advanced subjects. Material includes decimals, fractions, exponents, integers, percents, inequalities, and some basic geometry. Volume 2 includes the last 6 chapters.

**Standards Based Reporting** - Richard Mast 2013-03-14

This book presents a process for a school or educational system to address issues and work toward a solution that has a strong potential to enhance learning based upon educational standards. The assessment processes are linked to the standards and the reporting provides grading if needed but more importantly, provides a comprehensive system of describing learning as a continuous process.

**Educational Films** - 1973

**A Practical Approach to Local Test Development** - Joan L. Herman 1984

**Mathematics For The Million** - Lancelot Hogben 1968

Explains mathematics from counting to calculus in the light of man's changing social achievements

**Practical Algebra, First Year Course** - Joseph Victor Collins 1910

**Australian Curriculum Mathematics Resource Book** - Paul Swan 2012

**Problem Solving in Mathematics Education** - Torsten Fritzlar 2016-06-30

From 3rd to 5th of September 2015 the 17th international ProMath conference (Problem Solving in Mathematics Education) took place at the Faculty of Education of the Martin Luther University Halle-Wittenberg (Germany). For the first time, it was combined with the annual meeting of the working group "Problem Solving" of the Society of Didactics of Mathematics. This book contains 20 peer reviewed articles of researchers from five European countries. The topics of the papers evolved around different areas of learning and problem solving. There are some theoretical papers on problem oriented mathematics instruction and specific aspects of problem solving and creativity as well as reports on detailed studies of problem solving processes of pupils and preservice teachers. Authors also present experiences with "real" problem solving instruction in different countries, considerations and teaching experiments on didactic concepts to foster pupils' problem solving abilities, and they describe mathematically rich problem fields

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and their potentials for mathematical investigations in class. ProMath is a group of experienced and early career researchers in the field of mathematics education who are interested in investigating and fostering mathematical problem solving and problem oriented mathematics teaching.

*A Practical Approach to Local Test Development*  
- James Burry 1984

[CK-12 Middle School Math Grade 6, Volume 1 Of 2](#) - CK-12 Foundation 2012-01-27

CK-12's Middle School Math Grade 6 covers the fundamentals of fractions, decimals, and geometry. Also explored are units of measurement, graphing concepts, and strategies for utilizing the book's content in practical situations. Volume 1 includes the first 6 chapters.

**Voices of Native American Educators** - Sheila T. Gregory 2013

Voices of Native American Indian Educators: Integrating History, Culture, and Language to Improve Learning Outcomes for Native American Indian Students, edited by Sheila T. Gregory, provides vivid, comprehensive portraits, as well as scholarly quantitative and qualitative research, on the best practices that offer new and practical strategies for teachers to improve the academic performance of Native American Indian students. All of the contributors are Native American Indian educators who have exercised these strategies first-hand.

**A Cyclopaedia of the Physical Sciences ...**

**Maps, engravings, etc** - John Pringle NICHOL (Professor of Practical Astronomy in the University of Glasgow.) 1857

[Mathematics for the Million: How to Master the Magic of Numbers](#) - Lancelot Hogben 1993-09-17

"It makes alive the contents of the elements of mathematics."—Albert Einstein Taking only the most elementary knowledge for granted, Lancelot Hogben leads readers of this famous book through the whole course from simple arithmetic to calculus. His illuminating explanation is addressed to the person who wants to understand the place of mathematics in modern civilization but who has been intimidated by its supposed difficulty.

Mathematics is the language of size, shape, and order—a language Hogben shows one can both master and enjoy.

**An Unknown Quantity** - Gerard Hopkins 1923

*Understanding Mathematics and Science Matters* - Thomas A. Romberg 2005-03-23

The research reported in this book provides reliable evidence on and knowledge about mathematics and science instruction that emphasizes student understanding--instruction consistent with the needs of students who will be citizens in an increasingly demanding technological world. The National Center for Improving Student Learning in Mathematics and Science--established in 1996 as a research center and funded by the U.S. Department of Education--was instrumental in developing instructional practices supportive of high student achievement in and understanding of mathematics and science concepts. NCISLA researchers worked with teachers, students, and administrators to construct learning environments that exemplify current research and theory about effective learning of mathematics and science. The careful programs of research conducted examined how instructional content and design, assessment, professional development, and organizational support can be designed, implemented, and orchestrated to support the learning of all students. This book presents a summary of the concepts, findings, and conclusions of the Center's research from 1996-2001. In the Introduction, the chapters in *Understanding Mathematics and Science Matters* are situated in terms of the reform movement in school mathematics and school science. Three thematically structured sections focus on, respectively, research directed toward what is involved when students learn mathematics and science with understanding; research on the role of teachers and the problems they face when attempting to teach their students mathematics and science with understanding; and a collaboration among some of the contributors to this volume to gather information about classroom assessment practices and organizational support for reform. The goal of this book is to help educational practitioners, policymakers, and the general public to see the

validity of the reform recommendations, understand the recommended guidelines, and to use these to transform teaching and learning of mathematics and science in U.S. classrooms.

*Technology Enhanced Learning and Cognition* - Itiel E. Dror 2011

The use of technology in learning has increased dramatically. Training and education is now utilizing and almost integrated with the World Wide Web, podcasts, mobile and distant learning, interactive videos, serious games, and a whole range of e-learning. However, has such technology enhanced learning been effective? And how can it better serve training and education? E-learning must be 'brain friendly', so it optimizes learning to the cognitive architecture of the learners. If technology enhanced learning promotes the formation of effective mental representations and works with the human cognitive system, then the learners will not only be able to acquire information more efficiently, but they will also remember it better and use it. Technology should not be the driving force in shaping e-learning, but rather how that technology can better serve the cognitive system. This volume, originally published as a special issue of *Pragmatics & Cognition* 16:2 (2008) and partly in *Pragmatics & Cognition* 17:1 (2009), explores the research frontiers in cognition and learning technology. It provides important theoretical insights into these issues, as well as very practical implications of how to make e-learning more brain friendly and effective.

*Handbook of Research-Based Practices for Educating Students with Intellectual Disability* - Michael L. Wehmeyer 2016-10-14

The Handbook of Research-Based Practices for

*Educating Students with Intellectual Disability* provides an integrated, transdisciplinary overview of research-based practices for teaching students with intellectual disability. This comprehensive volume emphasizes education across life stages, from early intervention in schools through the transition to adulthood, and highlights major educational and support needs of children and youth with intellectual disability. The implications of history, recent research, and existing information are positioned to systematically advance new practices and explore promising possibilities in the field. Driven by the collaboration of accomplished, nationally recognized professionals of varied approaches and philosophies, the book emphasizes practices that have been shown to be effective through multiple methodologies, so as to help readers select interventions based on the evidence of their effectiveness.

**Attack of the Chicken Nugget Man** - Kumar Sathy 2009-02

Third-grader Chris Robb just can't seem to do anything right--failing tests, getting blamed for things he didn't do, and struggling to make friends. While school isn't his favorite place, it is a crazy place. His teacher has a strange name, one kid spends all day sticking random things up his nose, and a Chicken Nugget Man is on the loose, sneaking into schools to eat children.

*Head First Algebra* - Tracey Pilone 2009

Using the latest research in cognitive science and learning theory to craft a multi-sensory learning experience, the book uses a visually rich format designed for the way your brain works, not a text-heavy approach that puts you to sleep.--Publisher's note.