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~~Sharing Sub Sandwiches Math~~

Submarine Sandwiches This task is designed for 3th and 4th grade. Students explore fair sharing and fractions by considering how to divide submarine sandwiches among different numbers of people. The task also invites students to consider how they share food in their families and communities.

~~Submarine Sandwiches » CI Math~~

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You may wish to print off two sets of digit cards to cut out and play with. In this arrangement there is one number sandwiched between the "1" cards, two numbers sandwiched between the "2" cards, but only one number sandwich between the "3" cards.

~~Number Sandwiches — Millennium Mathematics Project~~

The problem is particularly valuable as it gives students an opportunity to work on a proof to explain why something is

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impossible (e.g. the 2-sandwich). As there are many solutions in the case of 7-sandwiches and 8-sandwiches, the problem provides an opportunity for many students to discover their own solution, different to any that have already been found.

~~Number Sandwiches – Millennium Mathematics Project~~

~~#(4-:6)/(6-:6)=(2/3)/1 larr" ("Count of sandwiches")/("count of people") # So each person ends up with #2/3# of a sandwich #color(green)("Now see where the shortcut comes from "4/6 = 2/3" of a sandwich"#~~

~~Six friends share 4 sandwiches equally.
What fraction of a ...~~

Sandwich Math partnered with Ceterus late last year to bring a full accounting and benchmarked reporting solution to Jimmy

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John's franchisees. Listen Now. What's new. FEATURED PODCAST. Listen to our third featured guest of the season, Nick Olson, founder of Sandwich Math. A former Jimmy John's franchisee himself, Nick founded Sandwich Math to ...

~~Sandwich Math~~ | Ceterus

Students may then need help realizing that since they will get $\frac{1}{3}$ of each of the two sandwiches, they then will get $\frac{1}{3} \times 2$ sandwiches, which equals $\frac{2}{3}$. The second diagram in the solution to part a may help, as each of the two sandwiches is divided into three equal parts (therefore, $\frac{1}{3} \times 2$).

~~Sharing Lunches~~ — Illustrative Mathematics

The canteen sells sandwiches on white, brown, or grain bread. The filling can either be egg, cheese, chicken, or ham.

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These can be served with tomato sauce, BBQ, or no sauce. How many different typ...

~~combinatorics – How many different sandwiches are possible ...~~

Mathematics Stack Exchange is a question and answer site for people studying math at any level and professionals in related fields. It only takes a minute to sign up. ... I tried to prove using the sandwich theorem, however, it seems to be wrong: ... 1000 gold coins to share with the king more hot questions Question feed ...

~~Problem proving a multivariable limit using sandwich ...~~

This Sandwich Shop Math Game is a fun way to practice numeral identification and counting 1-6... and it is kid-approved by the prekinders in my class. Children look at a menu and count out the correct

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number of sandwich pieces to build their sandwich.

~~Sandwich Shop Math Fun – PreKinders~~

A sandwich is a dish consisting of two or more pieces of bread with one or more fillings between them, or one slice in the case of an open sandwich. Sandwiches are a common type of lunch food often eaten as part of a packed lunch. There are many types of sandwiches, made from a diverse variety of ingredients. The sandwich is the namesake of ...

~~List of sandwiches – Wikipedia~~

Mark Zegarelli, a math tutor and writer with 25 years of professional experience, delights in making technical information crystal clear — and fun — for average readers. He is the author of Logic For Dummies and Basic Math & Pre-Algebra For Dummies. Look at functions f , g , and

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h in the figure: g is sandwiched between f and h.

~~How to Solve Limits with a Limit Sandwich - dummies~~

Pig ' s Ear Sandwich is a Mississippi tradition, especially in a sandwich. Big Apple Inn in Jackson is known for this iconic sandwich -- pressure cooked until tender, served with homemade hot ...

~~The Classic Sandwich to Order in Every State~~

To modify s , use $s = \text{subs}(s, \text{old}, \text{new})$. If old and new are both vectors or cell arrays of the same size, subs replaces each element of old with the corresponding element of new . If old is a scalar, and new is a vector or matrix, then $\text{subs}(s, \text{old}, \text{new})$ replaces all instances of old in s with new , performing all operations element-wise.

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In their series of professional books for teachers, *Young Mathematicians at Work*, Catherine Twomey Fosnot and Maarten Dolk described *Mathematics in the City*, an innovative project where teachers helped young children construct a deep understanding of number and operation in a math-workshop environment. Now they and two colleagues from the project have developed a flexible, video-based, digital context for inquiry into the teaching and learning of mathematics that will change how professional development is conducted. Designed for you, the workshop leader or college instructor, the *Sharing Submarine Sandiwches Resource Package* enables your in- or preservice teachers to not only watch but interact with video that depicts classroom teachers as they listen to, question, and interpret

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students' thinking; develop connections between mathematical ideas and strategies; and, ultimately, develop vibrant mathematical communities in their classrooms. The Resource Package includes three valuable components: A completely interactive CD-ROM, where your workshop participants can explore-independently or under your guidance-videos of instruction and assessment; sample children's work over time to analyze development; take and save notes on what they see; capture specific frames or footage; and then email their captured video clips and notes to other members of your professional development workshop. The context of the classroom will be at the fingertips of your participants for exploration. A Professional Development Overview Manual that provides general advice on how you can use the CD-ROM for staff development. A Facilitator's

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Guide whose field-tested content is specific to the CD-ROM and includes helpful suggestions for using video clips and student examples on the CD to design rich professional development experiences; sample dialogue to help you anticipate what your participants might say; tips for facilitating discussions among teachers; and descriptions of the mathematical ideas being explored. In Sharing Submarine Sandwiches, your workshop participants will observe fifth graders as they construct some of the big ideas related to fractions, making connections between fair sharing, partitive division, and the relationship between numerators and denominators. By studying the use of carefully crafted problems designed both to generate a range of solution strategies and help children generalize strategies from one problem to all fractions, teachers will discover what a valuable tool real-life

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contexts are for building a solid foundation in mathematics. *Please note CD-ROM is not compatible with Mac OS X 10.7

"The rich, open investigations we've developed allow children to engage in mathematizing in a variety of ways. We honor children's initial attempts at structuring and modeling their world mathematically, while at the same time supporting and challenging them to ensure that important big ideas and strategies are being developed progressively." -Catherine Twomey Fosnot Learn how to establish a vibrant, collaborative math workshop for students in grades 4 through 6 and how Catherine Fosnot and her colleagues introduce fractions and compare fractional amounts. Through 2 foundational books- Investigating Fractions, Decimals, and Percents: Overview and Field Trips and Fund-Raisers: Introducing Fractions-and

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eight online video clips, Cathy and her colleagues provide the strategies, lesson plans, and tools you'll need to transform your classroom into a community of young mathematicians. In the Overview book Cathy provides the professional understandings needed to establish a vibrant math workshop. After chronicling the motivations and ideals that inspire her work, Cathy describes how to help students construct the big ideas, strategies, and models that shape the landscape of learning. Ensuing sections describe the architecture of an investigation and explain how the predictability of this framework fosters independence and collaboration. In addition to describing the management systems that make these investigations rigorous and responsive, Cathy suggests ways to sequence instruction and highlight how units can be used to enhance your existing curriculum.

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Like the other units in the Contexts for Learning Mathematics series, Field Trips and Fund-Raisers: Introducing Fractions provides a two-week sequence of investigations, minilessons, games, and other contexts for learning. The fair-sharing of submarine sandwiches on a school field trip provides the context for exploring big ideas related to fractions in this unit. In attempting to settle arguments about the fair distribution of sandwiches, students explore the connection between division and fractions as well as ways to compare fractional amounts. As the unit progresses, students use the double number line as a model and explore equivalent fractions. The nine accompanying video clips include live from-the-classroom video footage of the unit in action and narrated slide shows that describe the ideals that shape the math workshop and the thinking behind

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the Contexts for Learning Mathematics series. (Video clips are free for 6 months upon registration. You must register within 6 months of purchase.) Learn more about these resources and the series at www.contextsforlearning.com. This pack is part of firsthand's Getting Started series. Bridging the gap between educational theory and practice, firsthand classroom materials model the carefully crafted techniques and language of master teachers in ways that help teachers refine their practice and reinvent their own teaching. The most comprehensive of these resources span more than a year of instruction. Firsthand's Getting Started Packs were created for teachers in training and professional book study groups who want a compact, affordable way to study and tryout these transformative classroom materials. Each Getting Started Pack includes an overview book, a complete

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unit of study, online video clips provided free of charge for 6 months, and an accompanying study guide. Getting Started packs include: Launch a Primary Writing Workshop, Grades K-2; Launch an Intermediate Writing Workshop, Grades 3-5; Launch an Intermediate Reading Workshop, Grades 3-5; Introduce the Qualities of Writing, Grades 3-6; Monitor Comprehension with Primary Students, Grades K-2; Monitor Comprehension with Intermediate Students, Grades 3-6; Investigate the Number System, Grades K-3; Investigate Multiplication, Grades 3-5; Investigate Fractions, Grades 4-6.

Associate Editors Fran Arbaugh,
University of Missouri – Columbia, David
C. Webb, University of Colorado at
Boulder and Murrel Brewer Hoover,
WVSTEM Center @ Marshall University

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The purpose of this book is to document the work of the Show-Me Project (1997 – 2007) and to highlight lessons learned about curriculum implementation. Although the Show-Me Project was charged with promoting the dissemination and implementation of four distinct comprehensive curriculum programs (Connected Mathematics, Mathematics in Context, MathScape, and MathThematics), most of the lessons learned from this work are not curriculum specific. Rather, they cut across the four programs and share commonalities with standards-based curriculum reform at any level. We believe that documenting these lessons learned will be one of the legacies of the Show-Me Project. We anticipate that the comprehensive nature of this work will attract readers from multiple audiences that include state and district mathematics supervisors, middle grades

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mathematics teachers and administrators involved in curriculum reform, as well as mathematics teacher educators. Those about to embark on the review of curriculum materials will appreciate reading about the processes employed by other districts. Readers with interests in a particular curriculum program will be able to trace the curriculum-specific chapters to gain insights into how the design of the curricula relate to professional development, adoption and implementation issues, and teachers' personal experience using the curriculum materials. Individuals who provide professional development at the middle grades level will find chapters that they can use for both general and focused discussions. Teachers at all stages of implementation will recognize their own experiences in reading and reflecting on the stories of teacher change. Mathematics

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educators will find ideas on how these curricula can be used in the preparation of preservice middle grades teachers.

Field Trips and Fund-Raisers: Introducing Fractions is one of five units in the Contexts for Learning Mathematics' Investigating Fractions, Decimals, and Percents (4 - 6) The focus of this unit is the development of fractions. It begins with the story of a class field trip. The class is split into four groups and each group is given submarine sandwiches to share for lunch. Upon returning from their trip, the students quarrel over whether some received more to eat than others. Note: This unit begins with the fair sharing of submarine sandwiches on a field trip. This context was field-tested by the Freudenthal Institute and the University of Wisconsin, under the direction of Thomas Romberg and Jan de Lange, in preparation for the

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writing of Mathematics in Context: Some of the Parts (van Galen, Wijers, Burrill, and Spence 1997) and it has been researched and written about extensively as it is used in this unit by Fosnot and Dolk (2002). This story sets the stage for a series of investigations. First, students investigate whether the situation in the story was fair - was the quarreling justified? - thereby exploring the connection between division and fractions, as well as ways to compare fractional amounts. As the unit progresses, students explore other cases to determine fair sharing and then make a ratio table to ensure fair sharing during their future field trips. They also design a 60k bike course for a fund-raiser, a context that introduces a bar model for fractions and provides students with another opportunity to explore equivalent fractions. Several minilessons for division of whole numbers using simplified equivalents are also

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included in the unit. These are structured using strings of related problems as a way to more explicitly guide learners toward computational fluency with whole number division and to build a connection to equivalent fractions. Note: The context for this unit assumes that your students have had prior experience with arrays for multiplication and division, as well as partitive and quotative division with whole numbers. If this is not the case, you might find it helpful to first use The Teachers' Lounge and Minilessons Throughout the Year: Multiplication and Division from Investigations in Multiplication and Division: Grades 3 - 5. To learn more visit <http://www.contextsforlearning.com>

* The Heinemann Mathematics scheme has been developed by the authors of the primary course SPMG, with the aim of building on established strengths to

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provide a structured development of children's mathematical knowledge and skills within the revised curricula.

This enduring bestseller remains the most comprehensive examination of constructivism and its relationship to teaching and learning. Closing the gap between theory and practice, well-known scholars make constructivism accessible by showing its application in everyday classrooms. Building on the success of the first edition, the authors have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines. An ambitious revision of a now classic text, *Constructivism: Theory, Perspectives, and Practice, Second Edition* is an invaluable resource for practicing teachers, teacher educators, and curriculum specialists in mathematics,

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science, social studies, and language arts. New for the Second Edition! An updated theory section that adds further contemporary biological evidence to go beyond the theories of Piaget and Vygotsky—offering a more contemporary framework for a psychological theory of learning. New chapters reflecting the school-based reforms that have been initiated since the writing of the first edition—specifically addressing the changes in mathematics, social studies, and teacher education. A new chapter on the emerging field of disability studies—including a critique that unmask current practices and assumptions that better serve schools rather than students and their families. Contributors: Paul Cobb • Susan Cowey • Rheta DeVries • Eleanor Duckworth • Dewey I. Dykstra, Jr. • George Forman • Catherine Twomey Fosnot • Catherine

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A. Franklin • June S. Gould • Maxine Greene • Candace Julyan • Randall Stewart Perry • D. Kim Reid • Deborah Schifter • Jan Weatherly Valle • Ernst von Glasersfeld • Betty Zan.

Praise for the First Edition! “ Provides the reader with many ways of connecting to the central ideas of constructivism . . . highly readable. ” —Gifted Child Quarterly “ Shows how constructivist theory can inform classroom practices, and . . . provides teachers with a deeper understanding that gives substance to the rhetoric of school reform. ” —Journal of Curriculum Studies

In Sharing Submarine Sandwiches, participants can interact with footage of fifth graders: constructing big ideas related to fractions solving carefully crafted problems that help children generalize strategies to all fractions making

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connections between fair sharing and partitive division exploring the relationship between numerators and denominators.

System Requirements for CD-ROM
Windows/PC Pentium II Processor 266MHz (or higher) Windows 98 (or higher) 64 MB RAM (more recommended) SVGA Color Display (or better) 4x CD-ROM Drive (or faster) Sound Card 16-bit Flash(tm) Player and Acrobat Reader Quicktime 6.0 (or higher)
Mac PowerPC Processor G3/233MHz (or higher) System 9.2 or 10.2 (or higher) 64 MB RAM (more recommended) SVGA Color Display (or better) 4x CD-ROM Drive (or faster) Sound Card 16-bit Flash(tm) Player and Acrobat Reader Quicktime 6.0 (or higher)

This book brings together and builds on the current research efforts on adaptation, conceptualization, and theorization of

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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,

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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 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

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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.)

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Using the latest research, this book provides an insight into how learning in mathematics can be improved through a lesson study approach. This highly practical resource explores the research and theory that underpins lesson study, and shows the significant impact it can have on teacher development. Divided into ten accessible main chapters that focus in depth on an individual mathematics lesson, each chapter provides research and background to the lesson, an outline of key features, a detailed description and analysis of the lesson in practice, post-lesson discussions and reflections which generalise from the experience, as well as links to helpful resources. Some of the key topics explored include: Fractions Proportional relationships Probability and statistics Geometry Modelling Algebra Dialogic reasoning. Understanding Lesson Study

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for Mathematics is the perfect resource for all mathematics teachers, trainee teachers, and professional developers who are looking to develop the use of lesson study in their own practice or for those simply seeking new inspiring ideas for the mathematics classroom.

This book contains 11 chapters from various experts all over the world on mathematics education. It provides different perspective of how to establish connection within mathematics and beyond. The ideas are from different authors internationally and is practice-oriented, based on empirical studies conducted by the various authors. This is a good illustration of linking theory with practice.

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