Content

Preface	5
Foreword	9
INTRODUCTION	11
Transmissive and constructivist approaches to teaching	11
Interactions	12
The process of gaining knowledge	14
The constructivist teacher	24
Challenging mathematical tasks	25
Communication another sado la una M	27
Conclusion	32
References	33
REGULAR POLYGONS	35
Introduction	35
Subunit 0: Balancing points on circles	47
Subunit 1 Activities with pictures	52
Subunit 2: Sketching clock faces	59
Subunit 3: Drawing regular polygons into given clock faces	64
Subunit 4: Picture patterns and number patterns in clock faces	73
Subunit 5: Car wheels	82
Conclusion and perspective	94
References	96
3D GEOMETRY - SOLIDS	99
Introduction	99
Unit overviews	102
Tasks	107
Trials	142
EARLY NUMBER SENSE	159
Introduction	159
Aims of the unit	161
Subunit 1: Quick games	168
Subunit 2: Training – reflection	172
Subunit 3: Design	177
Results from implementation	179
General remarks	195
References	196

PATTERNS LEADING TO ALGEBRA	199
Introduction	199
The structure of the unit and how to use it	200
Goals of the unit	202
Tasks	204
Trials	225
Appendices	253
RELATIONSHIPS AND FUNCTIONS	259
Aims of the chapter	260
Structure of the unit and how to work with it	262
Context of trials	264
Subunit 1: Natural observations	265
Subunit 2: Planning a trip	282
Subunit 3: Real-life problems	290
Subunit 4: Revision of functions	309
Conclusion	319
References	320