

# **ENGAGING MATHEMATICS STUDENTS**

## **USING COOPERATIVE LEARNING**



**JOHN D. STREBE**

# Engaging Mathematics Students Using Cooperative Learning

**Christian G. Meyer**



## **Engaging Mathematics Students Using Cooperative Learning:**

*Engaging Mathematics Students Using Cooperative Learning* John D. Strebe, 2010 In this book the author offers a wide selection of student engagement strategies for math teachers in grades K-12. He shares his class-tested ideas in a clear and spirited voice with his devotion to the teaching profession and his students apparent on every page. With invaluable ideas to help students remain engaged for longer time periods, this book is especially helpful for teachers instructing in a block schedule. Contents include: 1. Introduction 2. The First Day 3. First Weeks 4. Team Building 5. Class Building 6. Collaborative Worksheets 7. Collaborative Review Tests 8. Interactive Lecture 9. Key Ideas 10. Student Feedback Advice 11. Carolina Pairs 12. Carolina Teams 13. Additional Team Builders and 14. Myths Questions. [Engaging Mathematics Students Using Cooperative Learning](#) John D. Strebe, 2009-09-16

In this book, author and veteran teacher John D. Strebe offers a wide selection of student engagement strategies for math teachers in grades K-12. Strebe shares his class-tested ideas in a clear and spirited voice with his devotion to the teaching profession and his students apparent on every page. Motivate your math students using the strategies in this book gleaned from Strebe's 38 years of teaching experience. *Engaging Mathematics Students Using Cooperative Learning* shows teachers how to create a climate in which students learn and work respectfully in teams and in which they strive to improve their math skills together. Additionally, many of the engagement strategies can be applied in classrooms of other subjects. With invaluable ideas to help students remain engaged for longer time periods, this book is especially helpful for teachers instructing in a block schedule. [Engaging Students Using Cooperative Learning](#) John D.

Strebe, 2017-07-20 Motivate your students and create an engaging classroom environment with the time-tested strategies in this book. Drawing on over 35 years of experience, author and consultant John D. Strebe offers a wealth of advice for teachers who want to encourage collaboration and team learning among students of all grade levels. This expanded second edition includes activities and examples across the subject areas as well as new reproducible tools for classroom use. Topics include: Building enthusiasm and increasing student development with games, mini-competitions, and team projects; Implementing new seating arrangements that promote discussion and participation; Keeping students engaged during lectures and presentations; Facilitating group work by organizing students into teams based on academic skills and personal traits; And more. John D. Strebe taught secondary mathematics for 38 years in the Maryland public schools. He conducts workshops for teachers across the country providing instruction on setting up a cooperative and engaging classroom. **Engaging Mathematics**

**Students Using Cooperative Learning** John D. Strebe, 2014-01-09 In this book, author and veteran teacher John D. Strebe offers a wide selection of student engagement strategies for math teachers in grades K-12. Strebe shares his class-tested ideas in a clear and spirited voice with his devotion to the teaching profession and his students apparent on every page. Motivate your math students using the strategies in this book gleaned from Strebe's 38 years of teaching experience. *Engaging Mathematics Students Using Cooperative Learning* shows teachers how to create a climate in which students learn

and work respectfully in teams and in which they strive to improve their math skills together Additionally many of the engagement strategies can be applied in classrooms of other subjects With invaluable ideas to help students remain engaged for longer time periods this book is especially helpful for teachers instructing in a block schedule Cooperative Learning

Erin R. Teske, California State University, Sacramento, 2010 **Relationships Among School Factors and Student**

**Mathematics Achievement in Schools with High and Low Contact with the SIMMS Project** Todd Robert

Frauenholtz, 2001 Learning Mathematics and Cooperative Learning David W. Johnson, Roger T. Johnson, 1991

**Communication in Mathematics, K-12 and Beyond** Portia C. Elliott, 1996 This book contains ideas for teachers facing the challenges of turning their classrooms and schools into discourse communities The yearbook is divided into four sections Part 1 chapters 1 3 sets the stage by considering the challenges inherent in shifting directions of discourse Part 2 chapters 4 21 focuses on establishing discourse communities within the classroom Part 3 chapters 22 25 moves the discourse discussion outside the K 12 arena Finally Part 4 chapters 26 28 focuses on the role of language in mathematics discourse Chapters include 1 Communication An Imperative for Change A Conversation with Mary Lindquist M M Lindquist 2 Diverse Communications D Pimm 3 Building Discourse Communities in Mathematics Classrooms A Worthwhile but Challenging Journey E A Silver 4 Meaningful Communication among Children Data Collection S Folkson 5 The Link Sheet A Communication Aid for Clarifying and Developing Mathematical Ideas and Processes M Shield 6 Using Multiple Representations to Communicate An Algebra Challenge L P McCoy T H Baker 7 Algebraic Thinking Language and Word Problems W W Esty 8 Communicating the Mathematics in Children s Trade Books Using Mathematical Annotations P A Halpern 9 Fostering Metaphorical Thinking through Children s Literature D J Whitin 10 Using Reading to Construct Mathematical Meaning M Siegel R Borasi J M Fonzi L G Sanridge 11 Communicating Mathematics through Literature R Narode 12 Talk Your Way into Writing D Huinker 13 Try a Little of the Write Stuff P A House 14 Developing and Assessing Mathematical Understanding in Calculus through Writing J O Masingila 15 Is Anybody Listening S E B Pirie 16 Developing Problem Solving Behaviors by Assessing Communication in Cooperative Learning Groups A F Artzt 17 Using Technology to Enhance Communication in Mathematics A E Barron 18 The Role of Open Ended Tasks and Holistic Scoring Rubrics Assessing Students Mathematical Reasoning and Communication J Cai S Lane 19 Mathematical Communication in Students Responses to a Performance Assessment Task D Peressini 20 Communication Processes in Mathematical Explorations and Investigations C Greenes 21 Embedding Communication throughout the Curriculum H L Schoen D L Bean 22 Children Teach Your Parents Well Communication in Mathematics between Home and School A Hart M Smyth K Vetter 23 Communicating about Alternative Assessment Beyond the Mathematics Classroom P A Kenney C G Schloemer 24 Mathematics Pen Pal Letter Writing E Phillips 25 Developing Preservice Teachers Strategies for Communicating in and about Mathematics F R Curcio S L Schwartz 26 Strategies to Support the Learning of the Language of Mathematics R N Rubenstein 27 Communication in

Mathematics for Students with Limited English Proficiency R A Olivares and 28 Mathematics as a Language Z Usiskin MKR  
*Restructuring in the Classroom* Richard F. Elmore, Penelope L. Peterson, Sarah J. McCarthy, 1996-03-15 Restructuring in the Classroom goes into the classrooms of three elementary schools to take a detailed look at how teachers responded to changes in structure in their schools The authors interviewed principals teachers parents support staff and district personnel to produce in depth case studies of schools at various stages of restructuring showing what the school had done to change its structure and how those changes had occurred Selecting four teachers in each school for closer observation and discussion the authors reveal how those teachers responded to the changes around them in their day to day practice in the classroom They show for example how teaching practice is or is not affected by changes in the way students are grouped for learning in the way teachers relate to groups of students and to each other and in the way time is allocated to subject matter

Mathematics, Education, and Society Christine Keitel, 1989      *Mathematics Plus* , 1992      **Proceedings of the Section on Statistical Education** American Statistical Association. Section on Statistical Education, 1996      *Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology* Association for Educational Communications and Technology. Convention, 1999      **Mathematics Teaching in the Middle School** , 2009-08      **Teaching Mathematics in Secondary and Middle School** James S. Cangelosi, 2003  
 For courses in secondary or middle school math This text focuses on all the complex aspects of teaching mathematics in today s classroom and the most current NCTM standards It demonstrates how to creatively incorporate the standards into teaching along with inquiry based instructional strategies Using one expansive case study that follows a mathematics teacher through his first year in the profession the text illustrates how to lead pupils toward meaningful mathematics and strategies for developing mathematics skills Interactive in its approach the text includes an abundance of illustrative examples mini case studies cooperative learning activities field based activities and transitional activities      *The Journal of Classroom Interaction* , 1994      **Journal of Developmental Education** , 2015      **The Genetic Epistemologist** , 1987

**Collaborative Inquiry in Science, Math, and Technology** Dennis Adams, Mary Hamm, 1998 This book shows elementary teachers how to integrate math science and technology in a cooperative learning environment

**Mathematizing, Identifying, and Autonomous Learning** Marcy Britta Wood, 2008

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## **Table of Contents Engaging Mathematics Students Using Cooperative Learning**

1. Understanding the eBook Engaging Mathematics Students Using Cooperative Learning
  - The Rise of Digital Reading Engaging Mathematics Students Using Cooperative Learning
  - Advantages of eBooks Over Traditional Books
2. Identifying Engaging Mathematics Students Using Cooperative Learning
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Engaging Mathematics Students Using Cooperative Learning
  - User-Friendly Interface
4. Exploring eBook Recommendations from Engaging Mathematics Students Using Cooperative Learning
  - Personalized Recommendations
  - Engaging Mathematics Students Using Cooperative Learning User Reviews and Ratings
  - Engaging Mathematics Students Using Cooperative Learning and Bestseller Lists
5. Accessing Engaging Mathematics Students Using Cooperative Learning Free and Paid eBooks
  - Engaging Mathematics Students Using Cooperative Learning Public Domain eBooks
  - Engaging Mathematics Students Using Cooperative Learning eBook Subscription Services
  - Engaging Mathematics Students Using Cooperative Learning Budget-Friendly Options

6. Navigating Engaging Mathematics Students Using Cooperative Learning eBook Formats
  - ePub, PDF, MOBI, and More
  - Engaging Mathematics Students Using Cooperative Learning Compatibility with Devices
  - Engaging Mathematics Students Using Cooperative Learning Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Engaging Mathematics Students Using Cooperative Learning
  - Highlighting and Note-Taking Engaging Mathematics Students Using Cooperative Learning
  - Interactive Elements Engaging Mathematics Students Using Cooperative Learning
8. Staying Engaged with Engaging Mathematics Students Using Cooperative Learning
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Engaging Mathematics Students Using Cooperative Learning
9. Balancing eBooks and Physical Books Engaging Mathematics Students Using Cooperative Learning
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Engaging Mathematics Students Using Cooperative Learning
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Engaging Mathematics Students Using Cooperative Learning
  - Setting Reading Goals Engaging Mathematics Students Using Cooperative Learning
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Engaging Mathematics Students Using Cooperative Learning
  - Fact-Checking eBook Content of Engaging Mathematics Students Using Cooperative Learning
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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