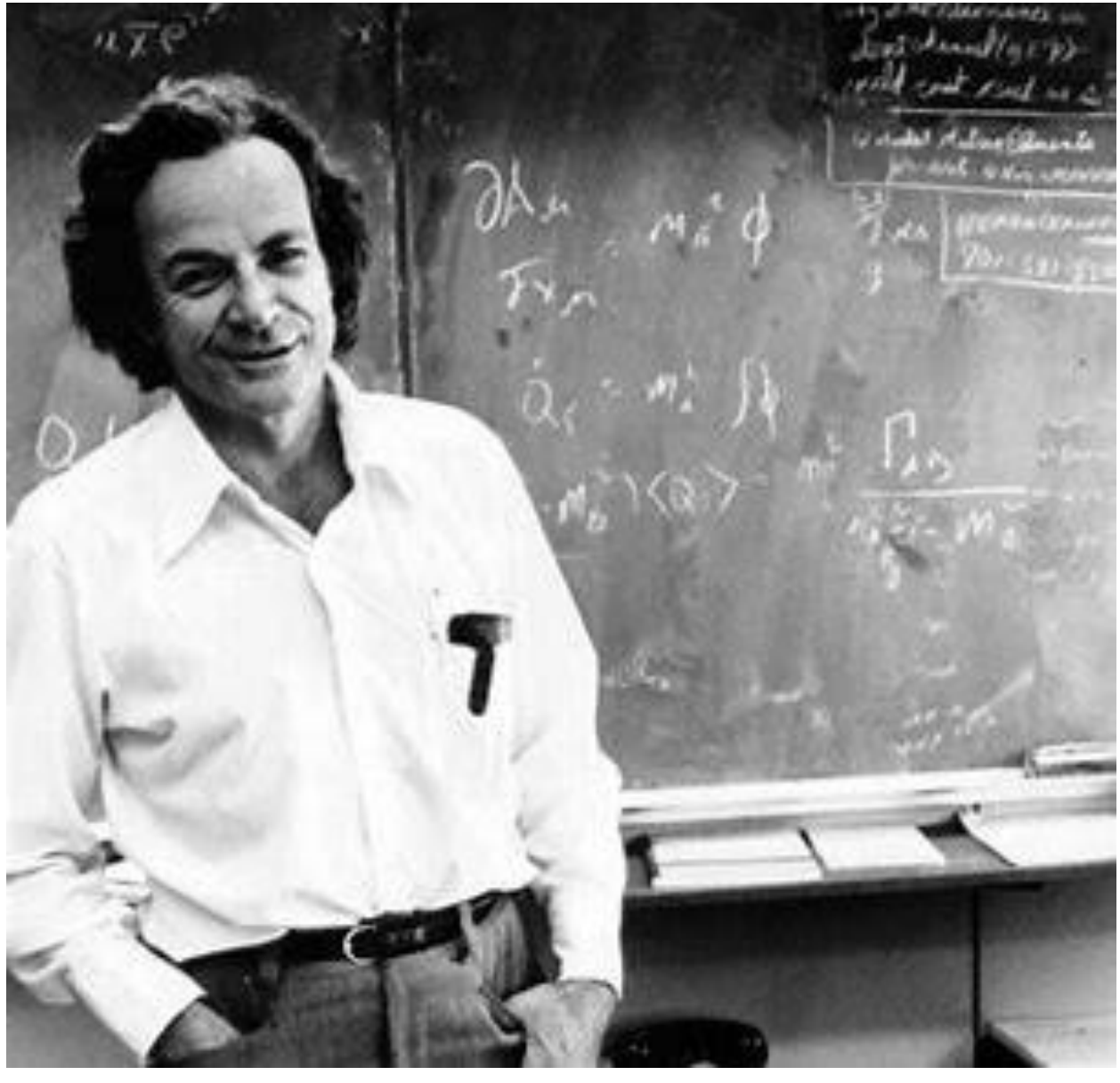
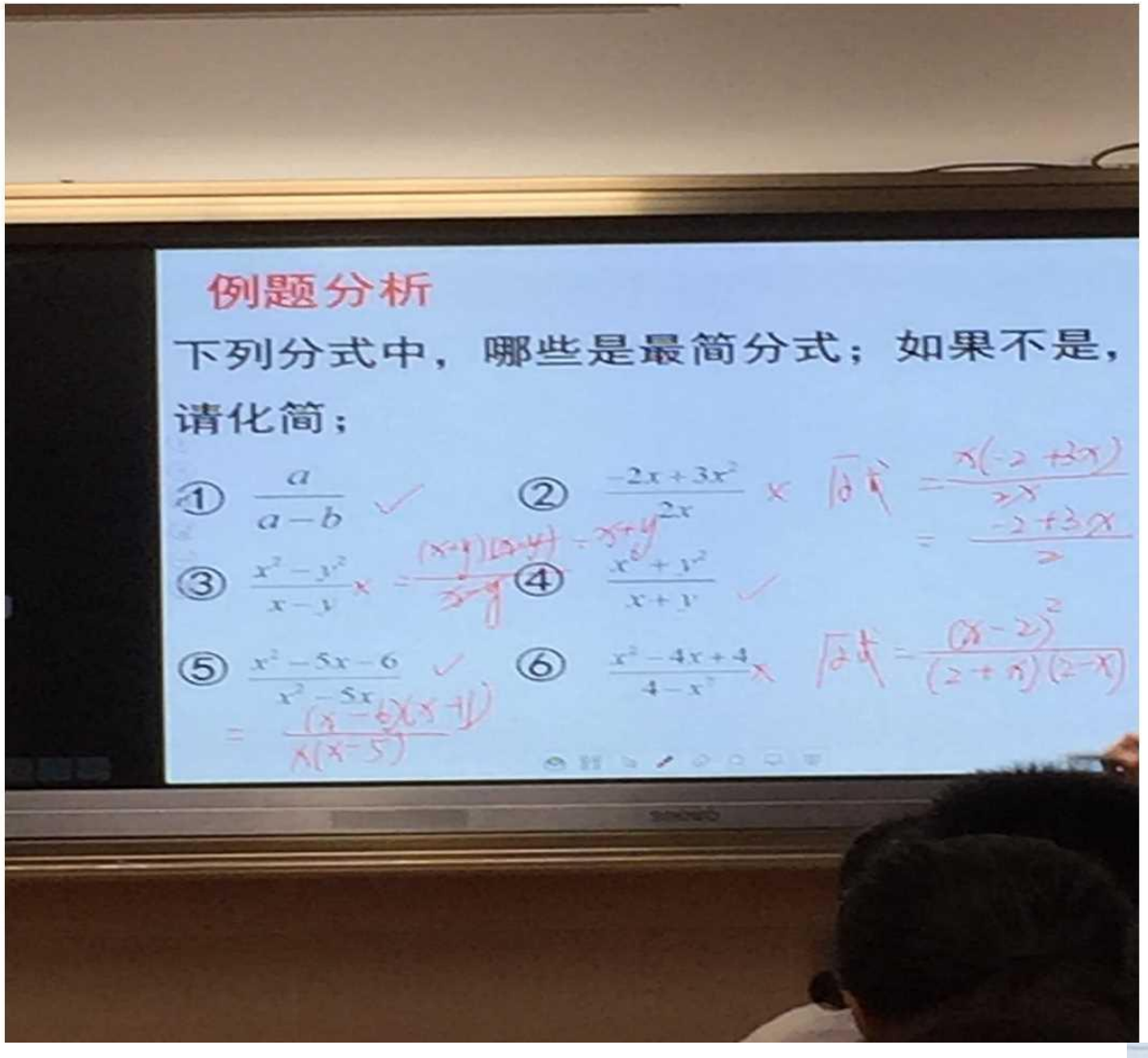
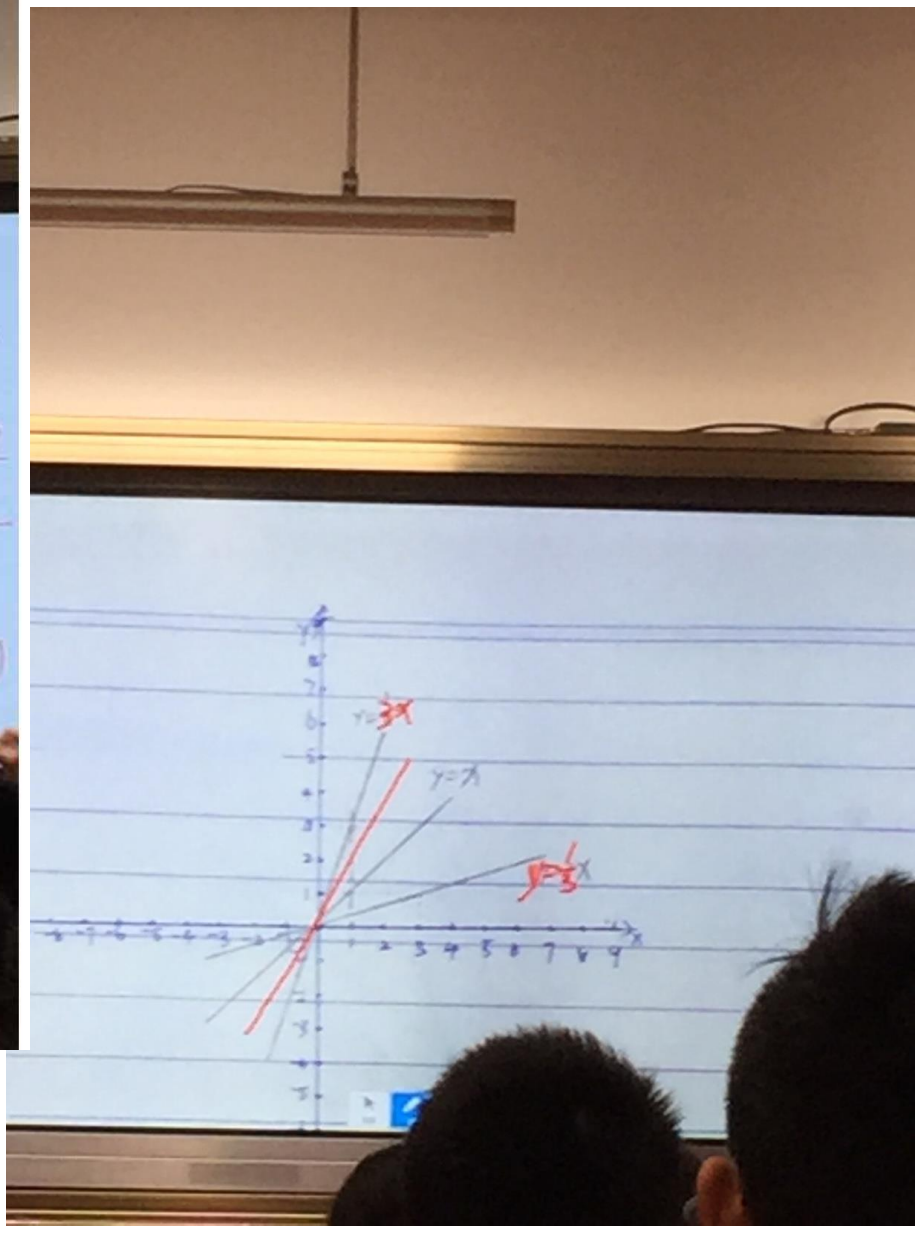
Learning from Shanghai

Cargo Cults



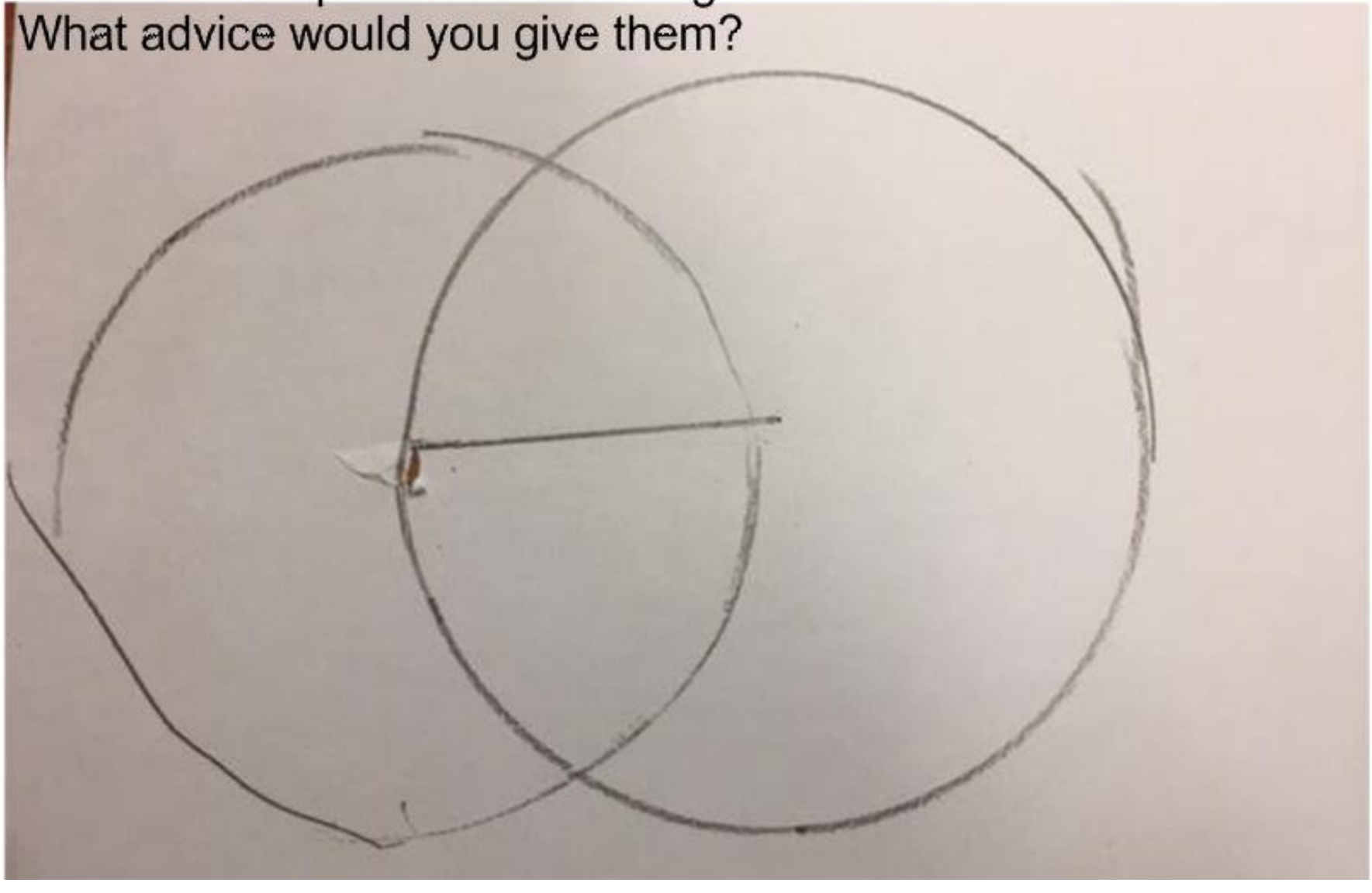
What is the same and what is different?


例题分析
下列分式中，哪些是最简分式；如果不是，请化简；
① $\frac{a}{a-b}$ ✓
② $\frac{-2x+3x^2}{2x}$ ×
③ $\frac{x^2-y^2}{x-y}$ ×
④ $\frac{x^2+y^2}{x+y}$ ✓
⑤ $\frac{x^2-5x-6}{x^2-5x}$ ✓
⑥ $\frac{x^2-4x+4}{4-x^2}$ ×



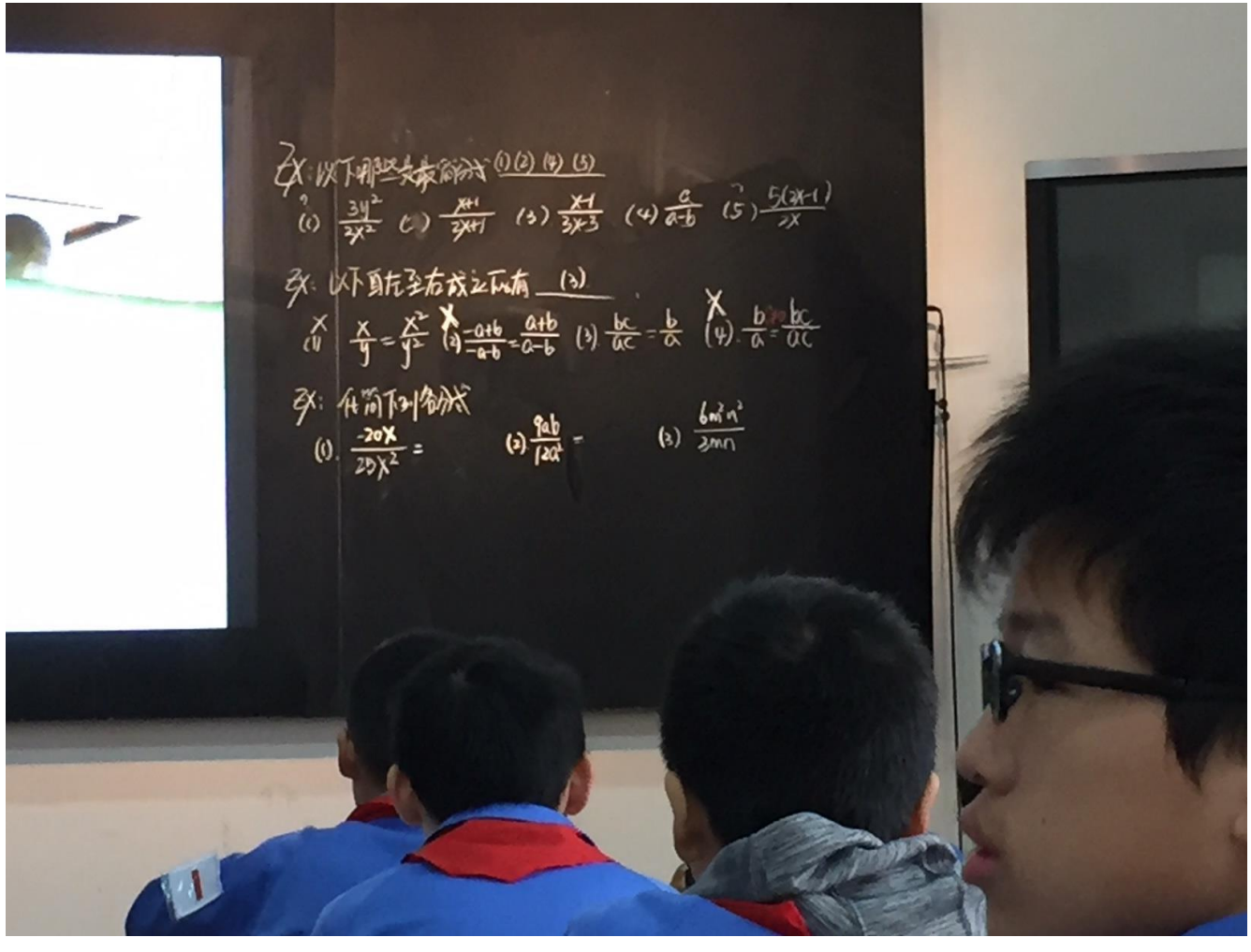
How could having a visualiser to show work done by students immediately impact on your classroom practice?

This person has tried to draw a perpendicular bisector.
What has this person done wrong?
What advice would you give them?

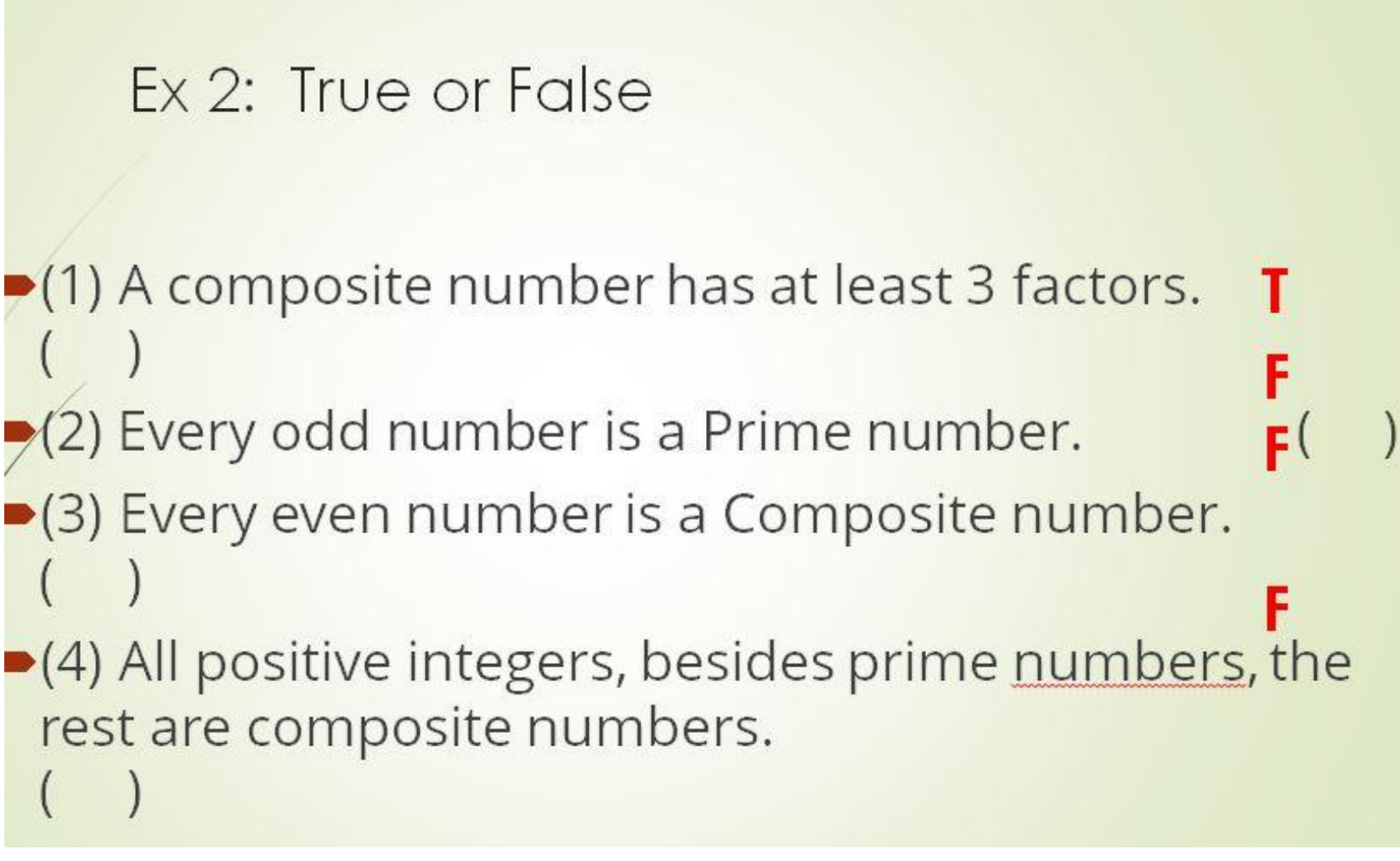


Short discussions early on in the lesson using conceptual variation to clarify a concept.

The top question is "Which is these expressions is in it's simplest form?"



From a lesson delivered at Impington this week.

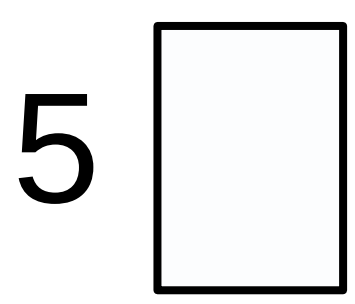


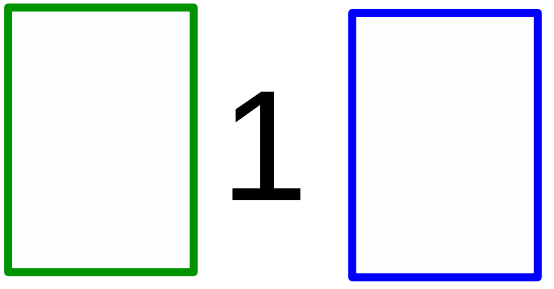
What are the advantages of having these short discussions early on in a lesson?

What problems might there be?

Missing Boxes

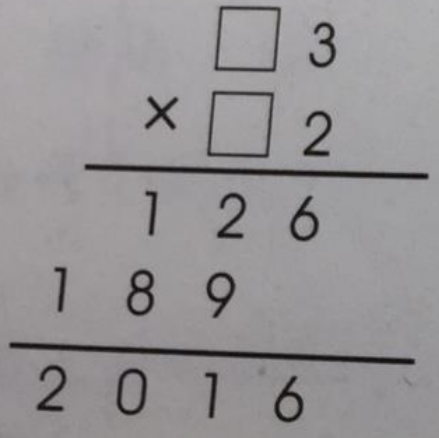
Put a number in these boxes to make 5 a factor of each number.

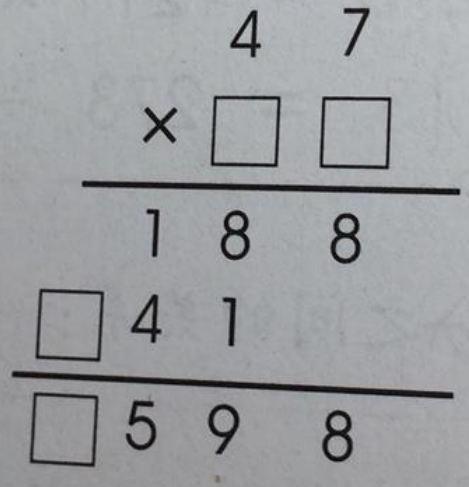


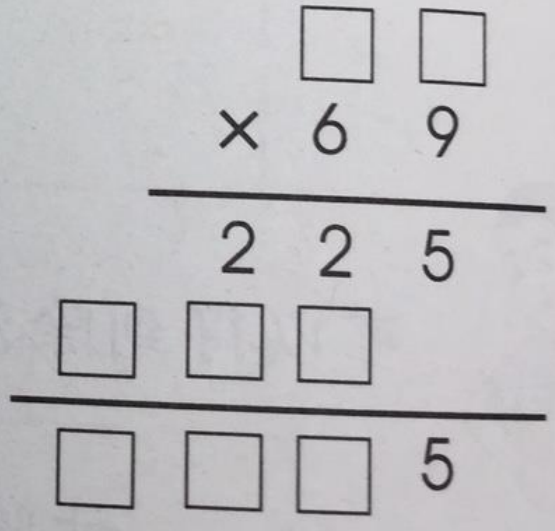


From a lesson at Impington earlier this week

3. 填空.







9).

6	300	

= **324**

10).

	9
	36

= **356**

11).

	6
	42

= **392**

12).

8	240	

= **280**

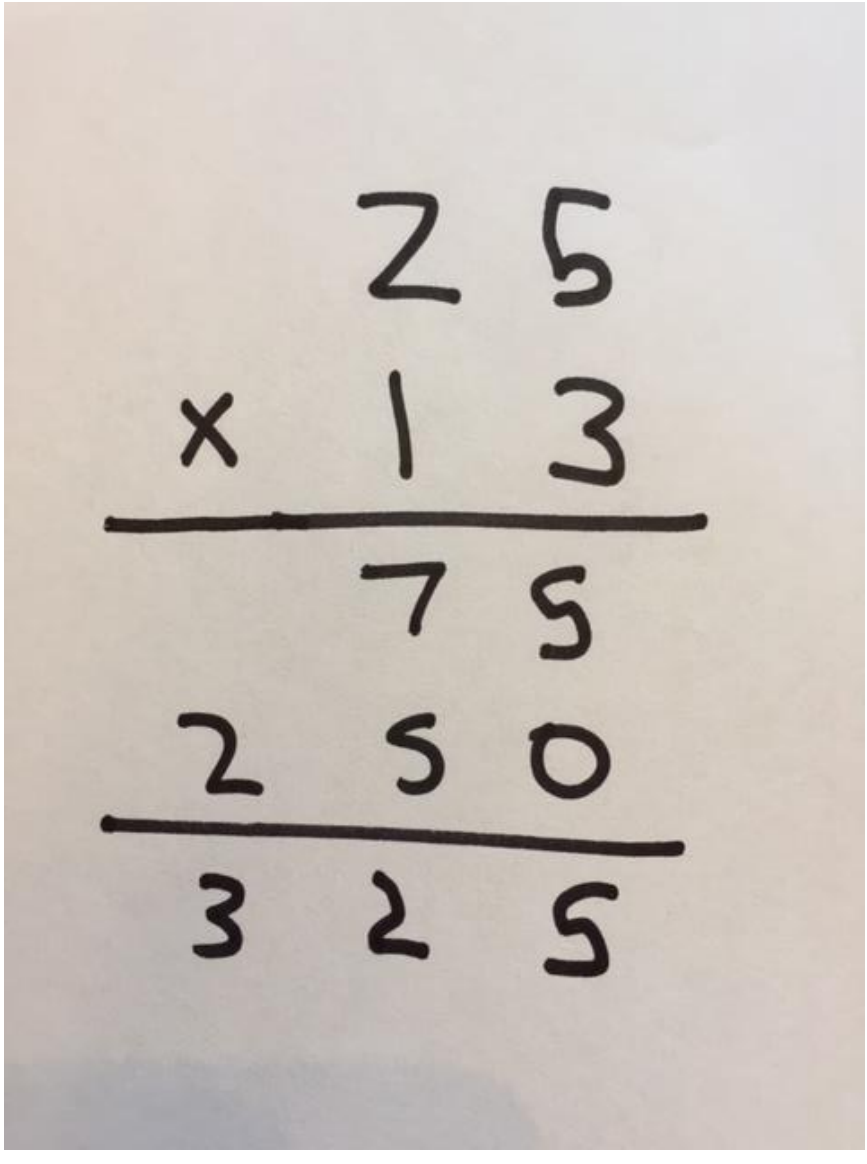
Ten ticks

FRACTION AND DECIMAL

Directions: Using the digits 0 through 9, at most one each time, create an an equivalent fraction and decimal number.

$$\frac{\square}{\square} = \square.\square$$

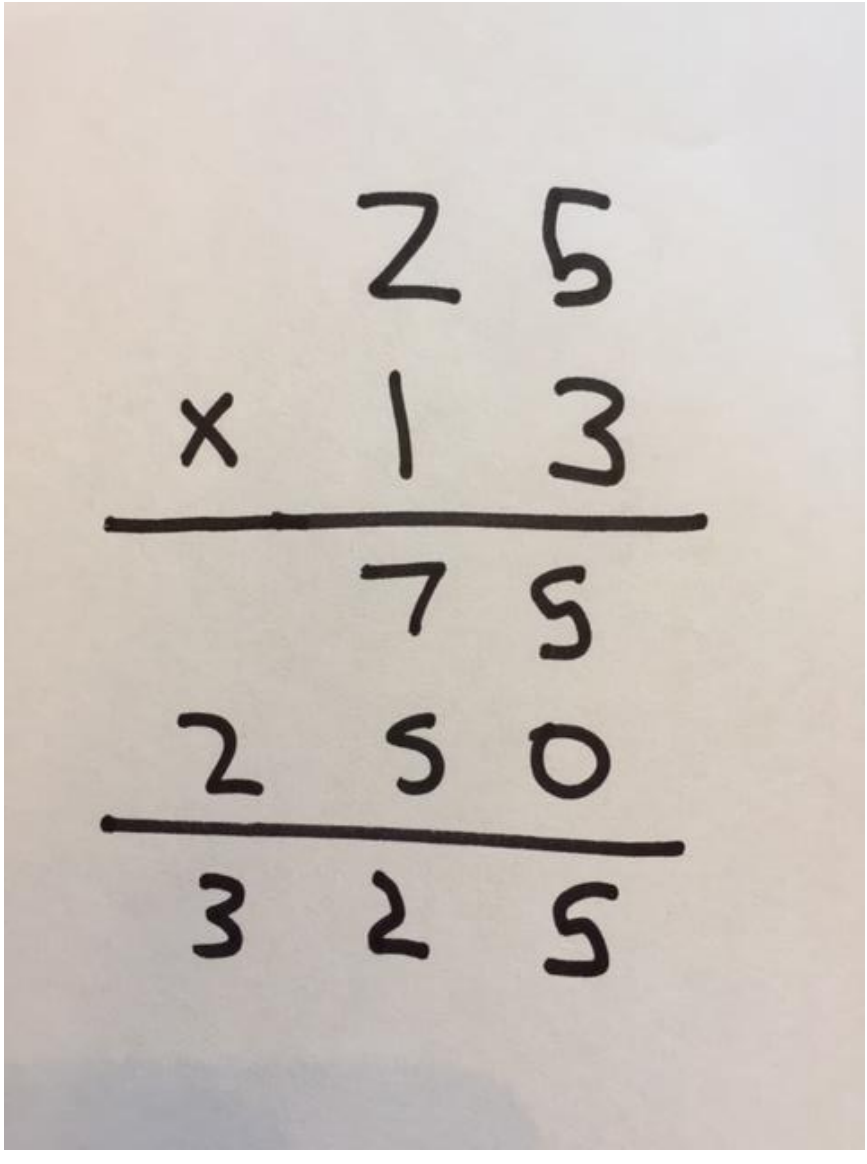
OpenMiddle.com



Replace one number by a box. Can you always work out what the missing number is?

How does your reasoning change according to where the box is?

(with thanks to Alex Paviana who inspired this idea)



Replace two numbers by boxes. Can you always work out what the missing numbers are?

How does your reasoning change according to where the boxes are?

(with thanks to Alex Paviana who inspired this idea)