

SKETCHNOTE by
@mrshawthorne7



GREENSHAW
LEARNING TRUST

#GLTMathsBookClub

#GLTBookClub

HOSTED BY:

@noni_rainbow

@dave_tushingham

JEMMA SHERWOOD

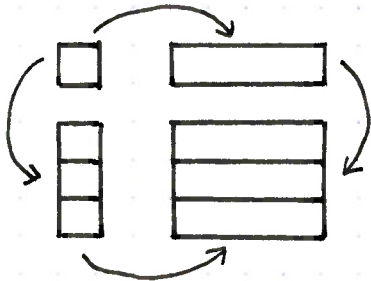
HOW TO ENHANCE YOUR
MATHEMATICS SUBJECT
KNOWLEDGE: Number &
Algebra for secondary teachers.

DISCUSSING CHAPTER 3: MULTIPLICATIVE THINKING

DAVE T: SUBJECT KNOWLEDGE
SO IMPORTANT AND ALWAYS
DEVELOPING.

JEMMA: EVERY TIME YOU LEARN
SOMETHING NEW YOU INCREASE
YOUR CONNECTIONS BETWEEN
DIFFERENT AREAS OF MATHS AND
YOU INCREASE YOUR OWN SCHEMA.

MULTIPLE REPRESENTATIONS



NEW REPRESENTATIONS CAN BE
JUST AS CONFUSING FOR STUDENTS
AS NEW PROCEDURES.

JUST BECAUSE WE SEE SOMETHING
IN THE REPRESENTATION DOESN'T
MEAN STUDENTS EASILY 'SEE' WHAT
WE EXPECT THEY WILL.

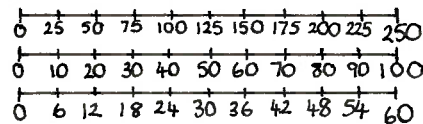
JEMMA: HELPFUL IF USED REGULARLY

KIRSTY: HOW DO WE GET THIS CONSISTENCY
IN THE DEPARTMENT?

WORK TOGETHER TO INCREASE BUY IN
REMEMBER: BETTER FOR THE STUDENTS

DOUBLE NUMBER LINES (DNL)

JEMMA: I FIRST CAME ACROSS THEM
THROUGH THE ICCAMS PROJECT.



DNL
for
percentage

CONVEYS THE **STRETCH**
OR THE **SQUASH**

INVOLVED IN MULTIPLICATIVE
THINKING.

JULIA: SHOULD WE USE THE TECHNICAL
LANGUAGE (e.g. MULTIPLICAND) WITH STUDENTS?

JEMMA: WE MAKE AN INFORMED CHOICE
AND WEAVE CERTAIN TERMS IN AS MUCH AS
POSSIBLE

TAKE AWAY by SUDEEP

NO MATTER HOW WELL WE THINK
WE KNOW SOMETHING WE CAN
ALWAYS LEARN MORE.
VOCABULARY → USE SQUASH AND
STRETCH MORE,

WEAVING IN CONSISTANT
REPRESENTATIONS.

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