

# Technology:

Using Calculators and Computers

CALIFORNIA MIDDLE SCHOOL

# Mathematics

COURSE 2 Concepts and Skills

SPREADSHEET AND OTHER  
SOFTWARE ACTIVITIES

CALCULATOR ACTIVITIES

McDougal Littell

# Mcdougal Littell Teaching Mathematics Using Technology Graphing Calculator Spreadsheet Activities

**Michael Seilmaier**



## **Mcdougal Littell Teaching Mathematics Using Technology Graphing Calculator Spreadsheet Activities:**

**Teaching Mathematics Using Technology** Kurt Kreith,2002      **Mcdougal Littell Middle School Math California Technology** Mcdougal Littell,2000      **Middle School Math, Course 3** McDougal Littell Incorporated,2004      **Passport to Algebra and Geometry** McDougal Littell Incorporated,Ron Larson,2004      **Teaching Mathematics for the 21st Century** Linda Huetinck,Sara N. Munshin,2008 This third edition of Teaching Mathematics for the 21st Century continues to help teachers let the secret out to open up to their students the wonderful discoveries and challenges of the pattern making and problem solving aspects of a fascinating subject mathematics The rationale remains the same to enable prospective and current teachers to access and use tools and strategies to effectively teach mathematics to contemporary students Changing demographics knowledge of how people learn and technology all impact the way we educate our young people This edition incorporates lessons and strategies from programs that have proven success in many types of classrooms Many of these examples help students connect mathematics to real life situations and communicate their understanding of the underlying concepts Although technology is constantly being upgraded ways to increase student motivation through its application remains a goal For example since applets can enhance a lesson whether the teacher uses a computer projector a smart board or has students work individually on computers we have identified several sources of mathematics applets that can be correlated to various lessons Research citations and summaries have been updated to reflect current information on teaching and learning For future teachers      *McDougal Littell Passport to Algebra and Geometry* Ron Larson,1999

**Integrated Mathematics** Holt McDougal,1998      **Algebra 1** Ron Larson,McDougal Littell,2001      Integrated Mathematics ,1997-06-06      *Children's Books in Print, 2007* ,2006      *Graphing Power* ,1995 Activities designed to suggest and model lessons to help teachers make the best use of the graphing calculator in the classroom      **Using Graphing Calculators in the Mathematics Classroom** Jane Ah Jin Lee,2007 This study investigated teachers conceptions of mathematics and their teaching practices with respect to the use of graphing calculators in their mathematics classrooms Case studies on three teacher participants were developed using quantitative and qualitative data that consisted of self assessments on beliefs in mathematics observations surveys on professional and personal technology use and semi structured interviews All three teachers viewed mathematics as a dynamic field emphasized understanding concepts as opposed to mechanical procedures and preferred the construction and understanding of the concept over the memorization of procedures All three teachers were willing to use graphing calculators in the mathematics classroom and all three had a similar goal of attempting to use the graphing calculators to eliminate mechanical processing time and enhance their students ability to construct their own learning The evidence from the study suggests that these teacher s practices with respect to the use of graphing calculators in the mathematics classroom are influenced by how proficient their students are at using this technology and how accessible the technology is There were five major findings from the study 1 if the

mechanics of operating a graphing calculator involve at least as much mental effort as the mechanics involved in pencil and paper work then using the graphing calculator will not free up students so that they can concentrate on constructing their own knowledge and understanding of mathematical concepts or solving more complex problems 2 when mechanical operating issues are overcome introducing graphing calculators into the mathematics classroom aids teachers in helping students construct their own mathematical knowledge by allowing all students to begin at a common starting point 3 to obtain the full benefits of having students learn with the graphing calculators in the mathematics classroom teachers must require students to use the graphing calculators when they are being evaluated 4 teachers will determine for themselves where graphing calculators can be most appropriately used in the curriculum and 5 teachers require strategies that will allow them to successfully deal with managing the day to day difficulties involved in using technological instruments such as the graphing calculator in the classroom Implications for future study include how we can help those teachers inexperienced with the use of technology to incorporate the use of technology in their classrooms how we need to address the need for consistent teaching practices throughout the intermediate secondary and post secondary levels and how future case studies can be coded to reflect more precisely the language used by teachers to question students in the classroom Suggestions for educators to consider when using graphing calculators in the mathematics classroom are given at the end of the study

**The Relationship Between Graphing Calculator Use and the Development of Classroom Norms in an Exemplary Teacher's College Algebra Course** Sally Sue Gerren, 2008 The purpose of this study was to advance knowledge about the relationship between graphing calculator use and classroom norm development An interpretive case study design incorporating qualitative and quantitative research methods was used to explore the question What happens when an exemplary teacher uses graphing calculators in a college algebra class The purposively selected participants were the teacher and eleven students of a Texas community college algebra course All 29 classes of the 14 week spring 2006 semester were observed in their entirety by the researcher The theoretical frameworks guiding the study were the affective representation system and the Multiple Representations Model of Learning and Teaching with the use of the Mathematics and Science Classroom Observation System for data collection analysis and profiling of classroom lessons Originally developed for grades K 12 the use of the instrument was extended to college algebra Triangulation of data sources using constant comparative and content analysis methods were used to support the three major findings 1 The instructor's proactive orchestration of specialized instruction support materials and designed activities contributed to the establishment of graphing calculator use as an essential part of classroom norms and promoted students independent use of the tool 2 The dynamic and interactive features of the TI 84 Plus graphing calculator facilitated the delivery of instruction at high cognitive levels during student interactive activities providing access to exploration of and use of multiple representations for some mathematical concepts and solutions not easily attainable using traditional methods and 3 Although the majority of students

had never used a graphing calculator before the course all students used the tool at appropriate times during instructional activities self reporting that their use of the calculator was generally beneficial for enhancing their understanding of lessons and supporting class interactions Additionally all students independently chose to use the calculator during major assessments and reported knowledgeable use of the tool to facilitate improved test performance Replication of the study is limited because the norms developed in this case are unique to the teacher and students who negotiated their establishment Suggestions are given regarding educational policies reform practices and research extensions     Graphing Calculator Strategy in Teaching and Learning of Mathematics Nor'ain Mohd.Tajudin,2009     **The Use of the Graphing Calculator to Support the Learning of the Function Concept by Students with Learning Disabilities in a Mathematics Classroom** Diane Carluccio,2004     **The Impact of Graphing Calculators in Teaching Mathematics** Masood Poorandi,2001     Learning to Learn Mohd. Sulhi,2006     **Connecticut Lesson Plans: Math Course 2** Mcdougal Littell,2007-01-01     Effects of a Graphing-calculator-intensive Institute on Content Knowledge, Confidence, and Classroom Use by Secondary Mathematics Teachers Cheryl Patrice Poage,2002

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Test for Equal Means Purpose: Test if two population means are equal, The two-sample t-test (Snedecor and Cochran, 1989) is used to determine if two population means are equal. 2 Sample t-Test (1 tailed) Suppose we have two samples of ceramic sherd thickness collected from an archaeological site, where the two samples are easily distinguishable by the use of. Two sample t-test: SAS instruction Note that the test is two-sided (sides=2), the significance level is 0.05, and the test is to compare the difference between two means ( $\mu_1 - \mu_2$ ) against 0 ( $H_0$  ...