

Unknown Measure - Perimeter Known

A rectangular pool has a perimeter of 28 metres. If the width is 6 metres, how long is it?

The formula for perimeter is:

$$P = 2 \times L + 2 \times W$$

What do you know?

$$28 = 2 \times L + 2 \times 6$$

or

$$28 - 12 = 2L$$

What is the length?

From known perimeter:

$$28 - 12 = 2L$$

So the length is 8 metres.

Given perimeter, find measure of unknown side

$$\text{Perimeter} = 28 \text{ m}$$



$$\text{Length} = 8 \text{ m}$$

Example 1



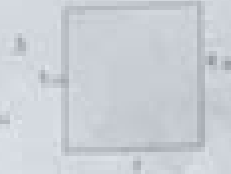
$$P = 20 \text{ m}$$

$$\text{width} = 4 \text{ m}$$



$$P = 18 \text{ m}$$

$$\text{length} = 3 \text{ m}$$



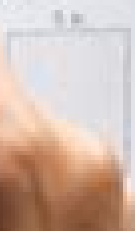
$$P = 32 \text{ m}$$

$$\text{width} = \dots \text{ m}$$



$$P = 24 \text{ m}$$

$$\text{length} = \dots \text{ m}$$



$$P = 20 \text{ m}$$

$$\text{length} = \dots \text{ m}$$



$$P = 26 \text{ m}$$

$$\text{length} = \dots \text{ m}$$

100%

For each problem, find the measure of the unknown side. Subtract the two sides. Double/share if it is equal.

Mathematics Discovery And Practice

Bharath Sriraman



Mathematics Discovery And Practice:

Enhancing Your Students' Mathematics Learning Through Cooperative Small-Group Discovery Neil

Davidson, James Fey, Charlene Beckmann, 2025-08-13 This book outlines cooperative small group discovery CSGD theory and practical learning strategies for implementing it in secondary and collegiate classrooms Based on Neil Davidson's decades of work the author team has designed a resource to help current users of small group methods in mathematics refine their practice and to entice others to try the strategies themselves The book describes principles and strategies for teaching complemented by an extensive collection of examples from instructional materials designed to support teacher implementation with a focus on topics in the algebra curriculum Chapters are organized into four parts beginning with the theory and practice of CSGD and moving through examples and guidance both on sequencing CSGD activities into unit plans and addressing challenges of CSGD in the classroom The authors outline the rationale and basic operational principles of teaching through CSGD as well as common student and teacher roles accompanied by a variety of structural models to illustrate these roles The authors also include lesson plans that show how students can develop an understanding of elementary and advanced algebra through problem based CSGD and how coherent units of CSGD material can be used to develop student understanding of key ideas about linear and quadratic functions The authors complement this information with practical strategies for getting started with cooperative small group discovery teaching some common challenges in using small group methods and proven methods for solving those problems Ideal for educators and faculty involved in secondary and collegiate mathematics instruction this resource develops teacher understanding of principles and methods of cooperative learning and provides practical advice on getting started and refining that work Mathematics 1 Russell F.

Jacobs, 1971 *Handbook of the History and Philosophy of Mathematical Practice* Bharath Sriraman, 2024-04-26 The purpose of this unique handbook is to examine the transformation of the philosophy of mathematics from its origins in the history of mathematical practice to the present It aims to synthesize what is known and what has unfolded so far as well as to explore directions in which the study of the philosophy of mathematics as evident in increasingly diverse mathematical practices is headed Each section offers insights into the origins debates methodologies and newer perspectives that characterize the discipline today Contributions are written by scholars from mathematics history and philosophy as well as other disciplines that have contributed to the richness of perspectives abundant in the study of philosophy today who describe various mathematical practices throughout different time periods and contrast them with the development of philosophy Editorial Advisory Board Andrew Aberdein Florida Institute of Technology USA Jody Azzouni Tufts University USA Ot vio Bueno University of Miami USA William Byers Concordia University Canada Carlo Cellucci Sapienza University of Rome Italy Chandler Davis University of Toronto Canada 1926 2022 Paul Ernest University of Exeter UK Michele Friend George Washington University USA Reuben Hersch University of New Mexico USA 1927 2020 Kyeong Hwa Lee Seoul

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Mathematical Knowledge and the Interplay of Practices José Ferreirós,2015-12-22 This book presents a new approach to the epistemology of mathematics by viewing mathematics as a human activity whose knowledge is intimately linked with practice Charting an exciting new direction in the philosophy of mathematics Jos Ferreir s uses the crucial idea of a continuum to provide an account of the development of mathematical knowledge that reflects the actual experience of doing math and makes sense of the perceived objectivity of mathematical results Describing a historically oriented agent based philosophy of mathematics Ferreir s shows how the mathematical tradition evolved from Euclidean geometry to the real numbers and set theoretic structures He argues for the need to take into account a whole web of mathematical and other practices that are learned and linked by agents and whose interplay acts as a constraint Ferreir s demonstrates how advanced mathematics far from being a priori is based on hypotheses in contrast to elementary math which has strong cognitive and practical roots and therefore enjoys certainty Offering a wealth of philosophical and historical insights *Mathematical Knowledge and the Interplay of Practices* challenges us to rethink some of our most basic assumptions about mathematics its objectivity and its relationship to culture and science

The Making of Mathematics Carlo Cellucci,2022-03-07 This book offers an alternative to current philosophy of mathematics heuristic philosophy of mathematics In accordance with the heuristic approach the philosophy of mathematics must concern itself with the making of mathematics and in particular with mathematical discovery In the past century mainstream philosophy of mathematics has claimed that the philosophy of mathematics cannot concern itself with the making of mathematics but only with finished mathematics namely mathematics as presented in published works On this basis mainstream philosophy of mathematics has maintained that mathematics is theorem proving by the axiomatic method This view has turned out to be untenable because of G del s incompleteness theorems which have shown that the view that mathematics is theorem proving by the axiomatic method does not account for a large number of basic features of mathematics By using the heuristic approach this book argues that mathematics is not theorem proving by the axiomatic method but is rather problem solving by the analytic method The author argues that this view can account for the main items of the mathematical process those being mathematical objects demonstrations definitions diagrams notations explanations applicability beauty and the role of mathematical knowledge

Humanizing Mathematics and its Philosophy Bharath Sriraman,2017-11-07 This Festschrift contains numerous colorful and eclectic essays from well known mathematicians philosophers logicians and linguists celebrating the 90th birthday of Reuben Hersh The essays offer in part attempts to

answer the following questions set forth by Reuben himself as a focus for this volume Can practicing mathematicians as such contribute anything to the philosophy of math Can or should philosophers of math as such say anything to practicing mathematicians Twenty or fifty years from now what will be similar and what will or could or should be altogether different About the philosophy of math About math education About math research institutions About data processing and scientific computing The essays also offer glimpses into Reuben s fertile mind and his lasting influence on the mathematical community as well as revealing the diverse roots obstacles and philosophical dispositions that characterize the working lives of mathematicians With contributions from a veritable who s who list of 20th century luminaries from mathematics and philosophy as well as from Reuben himself this volume will appeal to a wide variety of readers from curious undergraduates to prominent mathematicians

The Richness of the History of Mathematics Karine Chemla, José Ferreirós, Lizhen Ji, Erhard Scholz, Chang Wang, 2023-11-27 This book a tribute to historian of mathematics Jeremy Gray offers an overview of the history of mathematics and its inseparable connection to philosophy and other disciplines Many different approaches to the study of the history of mathematics have been developed Understanding this diversity is central to learning about these fields but very few books deal with their richness and concrete suggestions for the what why and how of these domains of inquiry The editors and authors approach the basic question of what the history of mathematics is by means of concrete examples For the how question basic methodological issues are addressed from the different perspectives of mathematicians and historians Containing essays by leading scholars this book provides a multitude of perspectives on mathematics its role in culture and development and connections with other sciences making it an important resource for students and academics in the history and philosophy of mathematics

Teaching Adult Numeracy: Principles & Practice Griffiths, Graham, Stone, Rachel, 2013-09-01 This book offers friendly guidance on how to work with adult learners to develop their numeracy and mathematics skills It brings together current research and practice on teaching adult numeracy into one handy volume and covers the major issues faced by teachers of adult numeracy such as current policy perspectives and implications for teaching practice There are reflective tasks throughout which encourage you to develop and apply your theoretical knowledge to your own experiences Key features include Reviews of existing policy and research and implications for practice Reflective tasks with commentary encouraging you to develop and apply your knowledge Case studies of real student experiences Practical activities and ideas to support the planning teaching and assessment of adult numeracy Drawing on the substantial experience of the contributors who have a wealth of experience as practitioners and researchers in the field this book is an essential resource for trainee and practising teachers of adult numeracy and mathematics It is also an ideal textbook to support teacher training courses leading to a subject specific qualification in teaching numeracy to adults Contributors Jackie Ashton John Barton Carolyn Brooks Martyn Edwards Janette Gibney David Holloway David Kaye Beth Kelly Barbara Newmarch Helen Oughton David Prinn Diana Spurr Rebecca Woolley This is a quite unique book about

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