

Introduction

Teachers are busy people, so I'll be brief.
Let me tell you what this book *isn't*.

- It *isn't* a book you have to make time to read; it's a book that will save you time. Take it into the classroom and use ideas from it straight away. Anything requiring preparation or equipment (e.g., photocopies, scissors, an overhead projector, etc.) begins with the word "**NEED**" in bold followed by the details.
- It *isn't* a scheme of work, and it isn't even arranged by age or pupil "level". Many of the ideas can be used equally well with pupils at different ages and stages.

Instead the items are simply arranged by topic. The three volumes cover ***Number and Algebra*** (1), ***Shape and Space*** (2) and ***Probability, Statistics, Numeracy and ICT*** (3).

- It *isn't* a book of exercises or worksheets. Although you're welcome to photocopy anything you wish, photocopying is expensive and very little here needs to be photocopied for pupils. Most of the material is intended to be presented by the teacher orally or on the board. Answers and comments are given on the right side of most of the pages or sometimes on separate pages as explained.

This is a book to make notes in. Cross out anything you don't like or would never use. Add in your own ideas or references to other resources. Put "8R" (for example) next to anything you use with that class if you want to remember that you've used it with them.

Some of the material in this book will be familiar to many teachers, and I'd like to thank everyone whose ideas I've included; in particular, Keith Proffitt ("17 ÷ 5", section 1.4.4) and Stephen Mack ("Insert the Signs", section 1.12.9). I'm particularly grateful to those people who have discussed some of these ideas with me; especially Keith Proffitt, Paul Andrews, John Cooper and Simon Wadsley. Special thanks go to Graham Foster for expert computer behaviour management!

Colin Foster
July 2003

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