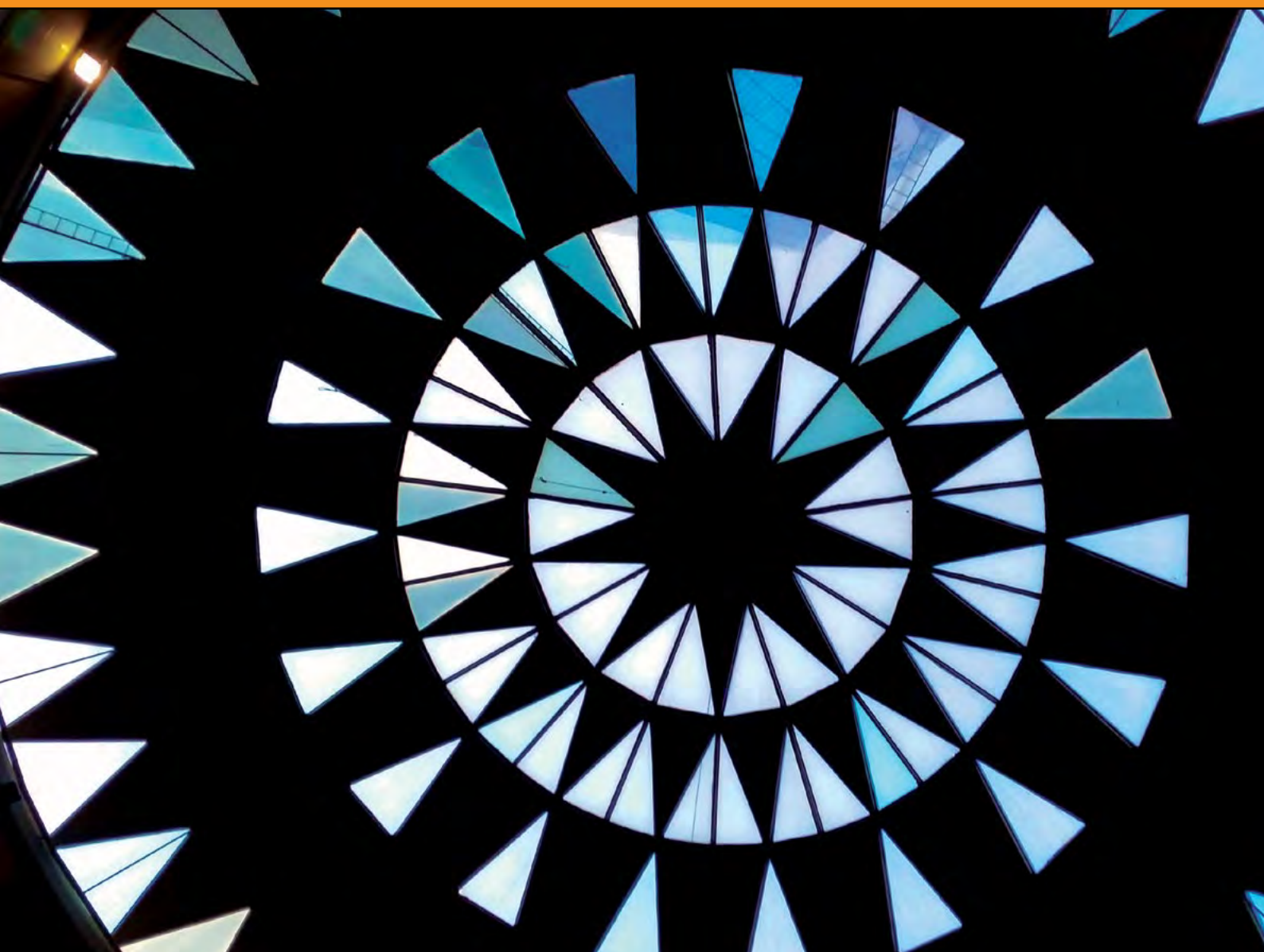


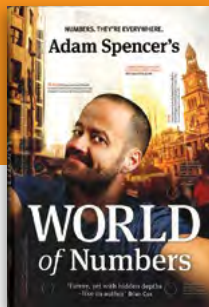


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## ADAM SPENCER'S WORLD OF NUMBERS

Adam Spencer

Almost 400 colourful pages crammed with facts, observations and investigations about numbers. From the serious (Avogadro's number and atomic mass units) to the intriguing (the highest ever score for a single word in a Scrabble game—'Caziques') to the hilarious (345 is the average number of squirts from a cow's udder to yield a US gallon of milk), this is a book to dip into for pleasure and knowledge. Adam Spencer is a very funny, self-confessed geek! Years: 8–12+.

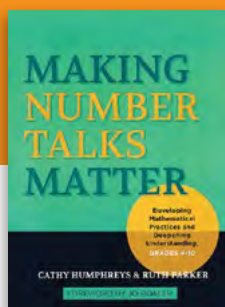
#NSB001

**\$37.50 Members: \$30.00**

Publisher: Xoum Publishing (AU)

2015, soft cover, 378 pp.

ISBN: 978-1-921134-86-9



## MAKING NUMBER TALKS MATTER

Developing mathematical practices and deepening understanding

Cathy Humphries & Ruth Parker

A number talk is a brief daily practice where students mentally solve computation problems and discuss their strategies. These help students to work flexibly with numbers and arithmetic properties, building a solid foundation for future learning. Chapters focus on the four basic operations, and fractions, decimals and percentage. Includes sample student responses, suggested prompting questions, mathematical and teaching strategies, and ideas for successful talks. Years: 4–9.

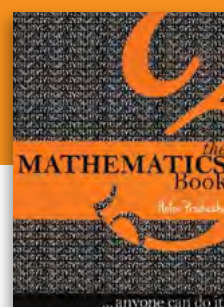
#HBL001

**\$42.50 Members: \$34.00**

Publisher: Hawker Brownlow (AU)

2015, soft cover, 196 pp.

ISBN: 978-1-76001-652-4



## THE MATHEMATICS BOOK

Helen Prochazka

A visually delightful coffee-table book suitable for anyone interested in understanding more about mathematics. The author had two aims: to design a book for adults (as well as younger readers) who are interested in mathematics but have not found it easy; and to put mathematics in context to showcase the immense role it plays in our world. Full-colour images illustrate the wondrous things that mathematics can explain—such as architecture, nature, and art. Fourteen chapters cover the basics of key mathematical concepts, including historical evolution, clear explanations, and practice problems with solutions.

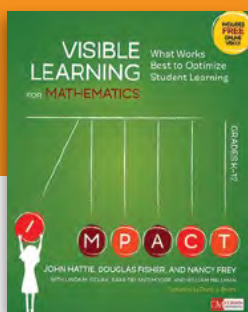
#MUR001

**\$75.00 Members: \$60.00**

Publisher: Zeno!ith (AU)

2016, hard cover, 365 pp.

ISBN: 978-0-9925330-0-7



## VISIBLE LEARNING FOR MATHEMATICS

What works best to optimize student learning

John Hattie, Douglas Fisher & Nancy Frey

Six reputable educators, including Professor John Hattie, explain their understanding of the learning cycle in mathematics. The cycle begins with 'surface learning', moves on to 'deep learning' and finally to the 'transfer stage'. To support this rich development of learning, there are many practical classroom suggestions and sample tasks. All chapters link to online videos. By presenting current research to guide practice, mathematics learning can become truly visible, to students and teachers. Years: F–12.

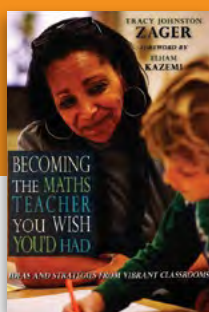
#ECA020

**\$75.00 Members: \$60.00**

Publisher: Corwin (USA)

2016, soft cover, 269 pp.

ISBN: 978-1-5063-6294-6



## BECOMING THE MATHS TEACHER YOU WISH YOU'D HAD

Ideas and strategies from vibrant classrooms

Tracy Johnston Zager

Do your students describe maths class as boring, stressful, useless or humiliating? Within days of its release this book became one of the most discussed books on social media. The author has spent years with highly skilled maths teachers in a diverse range of settings and grades. This book is jam-packed with new thinking from these vibrant classrooms. You will gain strategies and instructional techniques that will give your maths students the belief that maths is creative and captivating. Years: F–12.

#HBL002

**\$62.00 Members: \$49.60**

Publisher: Stenhouse Publishers

2017, soft cover, 376 pp.

ISBN: 978-1-57110-996-5



## CHECK THE CLUES A–E

Paul Swan & David Dunstan

Cooperative group problem solving is a deductive reasoning activity where the solution cannot be found without everyone's contribution. In the activities presented, students work in groups of four and receive four cards, each with a different clue about the problem. Without showing their cards to each other, each member reads aloud their clue. The group is also given solving cards or other manipulative materials. This set of books can be purchased as a bundle or individually. Years: Pre-primary (Book A) through to secondary (Book E).

#SWA661 (bundle), #SWA656, #SWA657,

#SWA658, #SWA659, #SWA660,

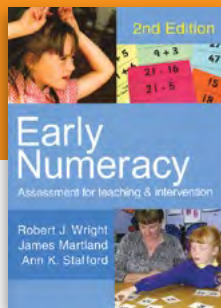
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**Single books \$30.00 Members: \$24.00**

Publisher: A–Z Type (AU)

2017, soft covers

ISBN: 978-0-6480094-2-9 (Check the Clues A)



## EARLY NUMERACY Assessment for teaching and intervention (2<sup>nd</sup> Ed.)

Robert J. Wright, James Marland & Ann K. Stafford

Developed in Australia and internationally regarded as a substantial contribution to the field, this book details the background and effectiveness of the Mathematics Recovery early intervention programme. It incorporates an interview-based approach to assessing young children's numerical knowledge and strategies. Includes diagnostic interview schedules and a comprehensive framework for understanding a child's current knowledge levels. Years: Pre-F–4.

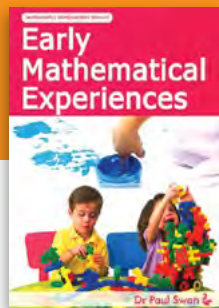
#ECA005

**\$81.25 Members: \$65.00**

Publisher: Paul Chapman Publishing (UK)

2006, soft cover, 200 pp.

ISBN: 978-1-4129-1020-0



## EARLY MATHEMATICAL EXPERIENCES

Paul Swan

A collection of ideas and activities that allow for 'purposeful play'—where children can play and explore while having positive mathematical experiences. Activities are divided into general skills, imitative play, more formal activities such as cooking and water play, through to subitising and counting. Includes how to set up activities, the mathematics involved, appropriate language and extension ideas. Years: Pre-F–2.

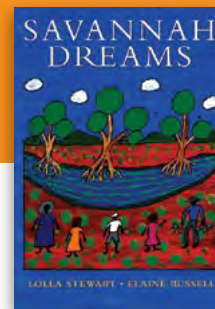
#SWA654

**\$30.00 Members: \$24.00**

Publisher: A-Z Type (AU)

2017, soft cover, 71 pp.

ISBN: 978-0-6480094-1-2



## SAVANNAH DREAMS

Lolla Stewart & Elaine Russell

A delightful picture book, with a simple story about Savannah and her family as they go hunting in the bush. From Sunday to Friday, the rest of the family discover lots of delicious bush tucker and count how many crabs, snakes or waterlily stems they have caught or collected, but Savannah finds only junk. That is until Sunday, when Savannah makes the greatest catch of all. Counting down from five is the mathematical context. The numerals are written in the text and can be counted in the pictures. The illustrations by Elaine Russell, a celebrated Australian Indigenous artist, are bright, bold and enchanting. Years: Pre-F–2.

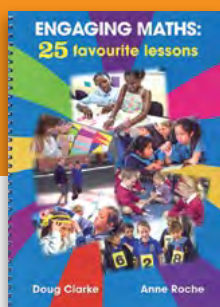
#HGP500

**\$27.50 Members: \$22.00**

Publisher: Little Hare Books (AU)

2011, hard cover, 32 pp.

ISBN: 978-1-921714-03-0



## ENGAGING MATHS 25 favourite lessons

Doug Clarke & Anne Roche

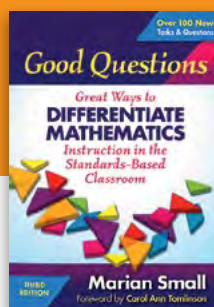
This full-colour volume aims to enrich the mathematical experiences of primary school students (and their teachers) through enjoyable, challenging and active lessons. Why not explore grid coordinates and compass directions through a piratical 'Treasure Island' map, or introduce simulation through a 'Throwing the globe' activity, or play a few rounds of 'Colour in decimats'? There are clear instructions, interesting professional musings, and ideas for pulling the lesson together at the end. The lessons are complete, with reproducible activity sheets and further professional references. Years: F–6.

#CLA002

**\$60.00 Members: \$48.00**

Publisher: Mathematics Teaching and Learning Centre (AU), 2014, soft cover, spiral bound, 153 pp.

ISBN: 978-0-9756718-7-0



## GOOD QUESTIONS Great ways to differentiate mathematics instruction in the standards-based classroom (3<sup>rd</sup> Ed.)

Marian Small

Good questions is now in its third edition! This volume contains over 100 new open questions and parallel tasks. Designed for students from F–8, the questions are grouped into grade bands for each 'big idea' which will help you engage and meet the needs of all in your class. AAMT also stocks *More Good Questions* which is designed for secondary students. The pair of books work well as a professional resource for teachers F–12. Years: F–8.

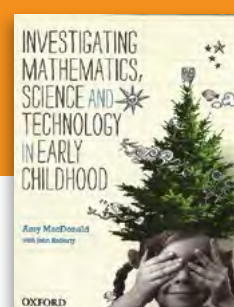
#NCT1070

**\$56.25 Members: \$45.00**

Publisher: Teachers College Press (USA)

2017, soft cover, 287 pp.

ISBN: 978-0-8077-5854-0



## INVESTIGATING MATHEMATICS, SCIENCE AND TECHNOLOGY IN EARLY CHILDHOOD

Amy MacDonald & John Rafferty

How do young children develop understandings of mathematics, science and technology? The authors explore practical examples of mathematical, scientific and technological concepts and processes, enabling teachers to prepare for a range of early-years learning environments. Each chapter includes learning stories, key questions, investigations, and demonstrations of how to integrate the individual disciplines in a holistic way for a STEM-flavoured experience. Years: Pre-F–2.

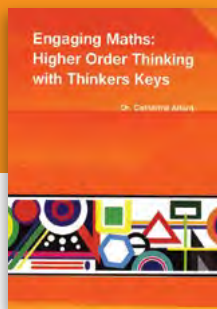
#OUP769

**\$91.25 Members: \$73.00**

Publisher: Oxford University Press (AU)

2015, soft cover, 288 pp.

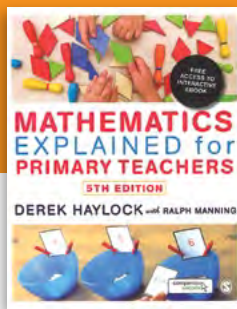
ISBN: 978-0-19-552990-6



**ENGAGING MATHS**  
Higher order thinking  
with thinkers keys  
Catherine Attard

The author uses a critical and creative thinking tool called Thinkers Keys, adapted to be specifically mathematical. The keys indicate the kind of thinking needed to do the task: 'reverse' thinking, 'what if' thinking, 'invention' thinking, 'prediction thinking', even 'ridiculous' thinking. Many of the activities are based on content from the *Australian Curriculum: Mathematics*. Other activities are based on concrete materials commonly available in primary mathematics classrooms. Years: 3–6.

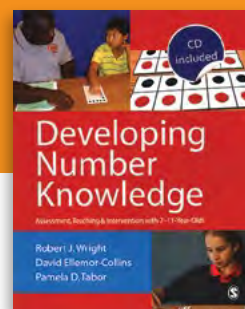
#MTA001  
**\$35.00 Members: \$28.00**  
Publisher: SOS Media Contact (AU)  
2013, soft cover, 71 pp.  
ISBN: 978-0-9875569-0-5



**MATHEMATICS EXPLAINED FOR  
PRIMARY TEACHERS (5th Ed.)**  
Derek Haylock & Ralph Manning

This book aims to equip teachers with the confidence to explain mathematical ideas and processes to their pupils, with an emphasis on the development of understanding in preference to the application of rules. Developed from the authors' experience working with practising and pre-service primary teachers, this is valuable resource for teachers and teachers-in-training. Years: F–7.

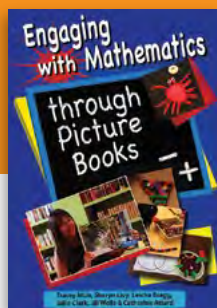
#ECA001  
**\$91.25 Members: \$73.00**  
Publisher: SAGE Publications Ltd. (UK)  
2014, soft cover, 473 pp.  
ISBN: 9781446285879



**DEVELOPING NUMBER  
KNOWLEDGE**  
Robert J. Wright, David Ellemor-Collins  
& Pamela D. Tabor

Based on programs of research, and curriculum and teacher development, this book outlines an extensive and detailed approach to instruction aimed at developing the number and arithmetic knowledge of primary students. It can be used as a professional learning tool, for intervention instruction, for classroom instruction or to promote parental involvement. The accompanying CD-ROM includes resource blackline masters. Years: 1–5.

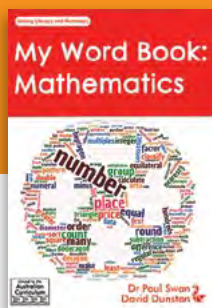
#ECA011  
**\$75.00 Members: \$60.00**  
Publisher: Sage Publications  
2012, soft cover, 284 pp.  
ISBN: 978-0-85702-060-4



**ENGAGING WITH MATHEMATICS  
THROUGH PICTURE BOOKS**  
Tracey Muir, Sharon Livy, Leicha Bragg,  
Julie Clark, Jill Wells & Catherine Attard

This book explores many familiar picture books to identify the inherent mathematical 'big ideas'. The authors anticipate the misconceptions and difficulties students may have, and share planning frameworks which show how lessons can be enacted and extended. Each chapter explores one powerful mathematical idea, such as place value, measurement concepts, or data handling and statistics. Years: Pre-F–2.

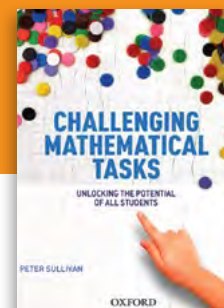
#TAS001  
**\$55.00 Members: \$44.00**  
Publisher: Teaching Solutions (AU)  
2016, soft cover, 82 pp.  
ISBN: 978-1-925145-17-5



**MY WORD BOOK: MATHEMATICS**  
Paul Swan & David Dunstan

Good mathematical conversations need appropriate terminology and words. This book focusses on mathematical vocabulary and provides teachers with lists of words (linked to the *Australian Curriculum: Mathematics*) that are appropriate for particular strands across F–6. The book also includes sections on words relating to the proficiencies, suggestions for managing classroom discussion, and activities related to using mathematical language. Teachers can plan vocabulary instruction within year levels and across the school: a valuable professional learning activity. Years: F–6.

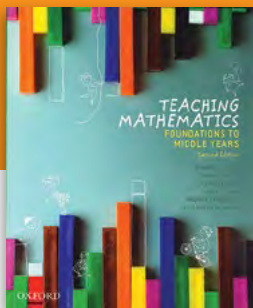
#SWA655  
**\$20.00 Members: \$16.00**  
**5 pack bundle: \$82.50 Members: \$66.00**  
Publisher: A-Z Type (AU)  
2018, soft cover, 48 pp.  
ISBN: 978-0-6480094-7-4



**CHALLENGING  
MATHEMATICAL TASKS**  
Unlocking the potential  
of all students  
Peter Sullivan

Professor Peter Sullivan's research shows that many students welcome rather than fear mathematical challenges. This book supports the idea that students learn best when they work on unfamiliar problems and tasks. The activities promote sustained thinking, decision-making and risk-taking, which encourages students to persist and succeed in their learning of mathematics. Start unlocking the potential of all students. Years: 2–8.

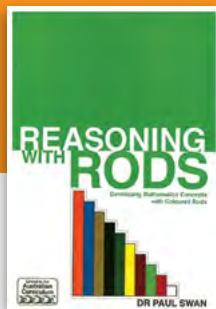
#OUP771  
**\$85.50 Members: \$68.40**  
Publisher: Oxford University Press (AU)  
2018, soft cover, 179 pp.  
ISBN: 978-0-19-030380-8



**TEACHING MATHEMATICS**  
**Foundations to middle years (2<sup>nd</sup> Ed.)**  
 Dianne Siemon, Kim Beswick, Kathy Brady,  
 Julie Clark, Rhonda Faragher & Elizabeth  
 Warren

Designed to help pre-service teachers develop confidence in their mathematical knowledge, the second edition includes new activities to use in the classroom, a 'teaching challenges' feature, and student examples linking theory to practice. All chapters have been updated to reflect the latest research, current theory and the *Australian Curriculum: Mathematics*. This book is a great resource to learn how to effectively teach mathematics to a range of age groups in diverse learning environments. Years: F–9.

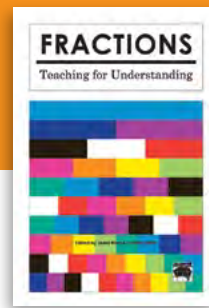
#OUP770  
**\$122.50 Members: \$98.00**  
 Publisher: Oxford University Press (AU)  
 2015, soft cover, 780 pp.  
 ISBN: 978-0-19-552382-9



**REASONING WITH RODS**  
**Developing mathematics concepts**  
**with coloured rods**  
 Paul Swan

Coloured rods (or Cuisenaire rods) are a versatile and readily available manipulative which model our number system. The activities and tasks in this book can be used to develop a number of mathematical concepts: addition and subtraction using a range of efficient strategies, factors and multiples, patterns, fractions, area and if-then thinking. There are games, riddles and puzzles. Years: F–6.

#SWA650  
**\$31.25 Members: \$25.00**  
 Publisher: A–Z Type (AU)  
 2014, soft cover, spiral bound, 48 pp.  
 ISBN: 978-0-9807548-5-8



**FRACTIONS**  
**Teaching for understanding**  
 Jenni Way & Janette Bobis

"Oh no! Not fractions!" The anxiety that students (and teachers) experience with this core topic prompted the editors to bring together research on the teaching and learning of fractions. Includes 17 carefully selected articles covering the key mathematical concepts, common student misunderstandings and strategies to correct them, the value of making connections to other topics, and the use of technology to support learning. Years: 1–9.

#AAM188  
**\$45.00 Members: \$36.00**  
 Publisher: AAMT (AU)  
 2011, soft cover, 191 pp.  
 ISBN: 9781875900688



**MATHEMATICS ASSESSMENT**  
**FOR LEARNING**  
**Rich tasks and work samples**  
 Ann Downton, Rose Knight, Doug Clarke  
 & Gerard Lewis

Inform your teaching by using tasks which can help to identify what your students know and can do. Includes appropriate tasks with real student work samples and suggested rubrics. For the mathematics coordinator or school resource library. Years: F–8.

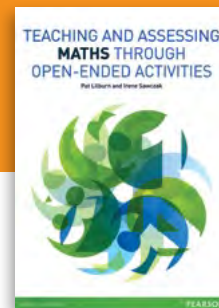
#CLA001  
**\$50.00 Members: \$40.00**  
 Publisher: Australian Catholic University and  
 Catholic Education Office, Melbourne (AU)  
 2006, soft cover, spiral bound, 152 pp.  
 ISBN: 978-0-9756718-6-3



**OPEN-ENDED MATHS ACTIVITIES**  
**(2<sup>nd</sup> Ed.)**  
 Peter Sullivan & Pat Lilburn

As teachers of mathematics, we recognise the importance of asking questions which promote higher-level thinking and a variety of thinking strategies. The authors discuss the features of good questions and provide practical advice on how to create your own, and use them in class. There are many open-ended activities accompanied by hundreds of 'good' questions and allied teacher notes. This revised edition has been updated to reflect current teaching and classroom practices. All you need to get you and your students thinking! Years: 2–8.

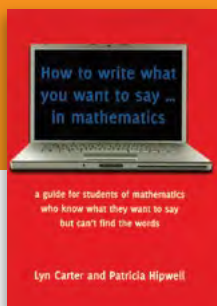
#OUP764  
**\$85.60 Members: \$68.40**  
 Publisher: Oxford University Press (AU)  
 2017, soft cover, 115 pp.  
 ISBN: 978-0-19-030403-4



**TEACHING AND ASSESSING MATHS**  
**THROUGH OPEN-ENDED ACTIVITIES**  
 Pat Lilburn & Irene Sawczak

Open-ended maths activities are integral in developing the proficiencies in the *Australian Curriculum: Mathematics*. This book contains both short open-ended tasks and longer investigative activities, providing opportunities for students to engage in differentiated problem solving, to enhance thinking, questioning, analysis and critical evaluation. The authors encourage the use of rubrics as assessment tools, and as a means to engage students in the assessment process. This is a valuable classroom resource. Years: F–7.

#PEA002  
**\$67.50 Members: \$54.00**  
 Publisher: Pearson Australia (AU)  
 2011, soft cover, 139 pp.  
 ISBN: 978-1-4425-5251-7

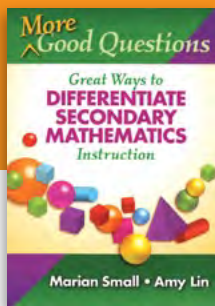


## HOW TO WRITE WHAT YOU WANT TO SAY... IN MATHEMATICS

Lyn Carter & Patricia Hipwell

"But it's maths not English!" The writing demands in mathematics are often underestimated. Communicating mathematical ideas requires precise and correctly written expression. This concise booklet outlines the nature of mathematical writing: its common forms, correct report construction, and conventions for showing mathematical working. Suitable for parents, teachers and students. Years: 6–12+.

#BOP001  
**\$22.50 Members: \$18.00**  
 Publisher: Boolarong Press (AU)  
 2013, soft cover, 58 pp.  
 ISBN: 978-1-925046-03-8



## MORE GOOD QUESTIONS

Great ways to differentiate secondary mathematics instruction

Marian Small & Amy Lin

Differentiated instruction in the secondary mathematics classroom can be a challenge. There are two simple but effective strategies that teachers can use across all mathematics content: 'open questions' and 'parallel tasks'. There are almost 300 questions and tasks that teachers can use immediately, adapt, or use as models, supported with scaffolding and consolidating questions. Find help to create a more inclusive classroom, engaging students from all levels. Years: 6–12.

#NCT1074  
**\$47.50 Members: \$38.00**  
 Publisher: Teachers College Press (USA)  
 2010, soft cover, 212 pp.  
 ISBN: 978-0-8077-5088-9

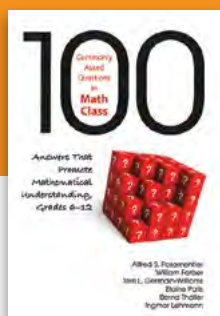


## ALGEBRA TILES AUSTRALIA: A concrete, visual, area-based model

Lorraine Day

Many students need the support of concrete materials before they can move into more abstract representations. Algebra tiles use an area model to bridge from the concrete to the abstract. Use them to solve linear equations, to show the distributive law; they even work with negative coefficients and quadratics! The tiles are made of durable coloured foam. The book clearly explains their uses and provides a number of suitable examples. Years: 7–10.

#LDC001  
**\$31.25 Members: \$25.00**  
 Publisher: A-Z Type (AU)  
 2014, soft cover, 35 pp.  
 ISBN: 978-0-9807548-0-3

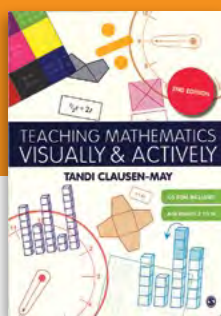


## 100 COMMONLY ASKED QUESTIONS IN MATH CLASS

Alfred S. Posamentier, William Farber, Terri L. Germain-Williams, Elaine Paris, Bernd Thaller & Ingmar Lehmann

Do your students ever ask mathematical questions that have you baffled, or to which you don't have a very convincing answer? Beginning with *the* question, "Why do I have to learn mathematics?"; general queries are covered as well as a selection from number, algebra, geometry and probability. Common questions are answered comprehensively, with detailed mathematical explanations and interesting background information. Years: 7–12.

#ECA019  
**\$67.50 Members: \$54.00**  
 Publisher: Corwin (USA)  
 2013, soft cover, 217 pp.  
 ISBN: 978-1-4522-4308-5

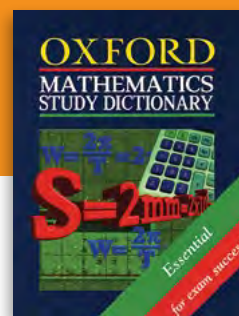


## TEACHING MATHEMATICS VISUALLY AND ACTIVELY (2<sup>nd</sup> Ed.)

Tandi Clausen-May

This book is about making mathematics visible and tangible, using different ways of helping students to achieve deep and connected understandings. Instantly usable suggestions are provided: from early number concepts through to fractions and ratios, algebra, aspects of geometry (including angles and circles), time and data handling. This updated edition includes a CD with slide-show presentations for each chapter, activity sheets and further resources. For any teacher who wants to provide students with opportunities for visual and kinaesthetic learning in mathematics. Years: 2–10.

#ECA012  
**\$80.00 Members: \$64.00**  
 Publisher: Sage Publications (UK)  
 2013, soft cover, 105 pp.  
 ISBN: 978-1-4462-4086-1

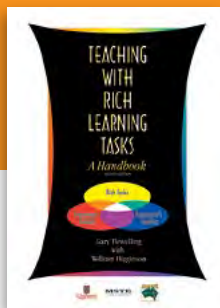


## OXFORD MATHEMATICS STUDY DICTIONARY

Barbara Lynch & R. E. Parr

This is a unique and comprehensive reference book for secondary school mathematics students. The Dictionary contains an extensive list of mathematical words and their meanings, organised into topic sections typically included in Australian mathematics curriculums: arithmetic, number, complex numbers, matrices, circles, symmetry and transformations, functions and relations, coordinate geometry, differential calculus, vectors etc. The entries contain definitions, theorems, formulae, diagrams and examples. Years: 9 – 12+.

#OUP765  
**\$57.50 Members: \$46.00**  
 Publisher: Oxford University Press (AU)  
 2000, soft cover, 272 pp.  
 ISBN: 978-0-19-551180-2



## TEACHING WITH RICH LEARNING TASKS A handbook (2<sup>nd</sup> Ed.)

Gary Flewelling & William Higginson

This book looks in detail at rich learning tasks: what makes them 'rich', what makes them important, and what learning, teaching and assessment look like when both students and teachers are engaged in them. It contains a wealth of information and practical advice, along with examples of tasks and suggestions for use in your own practice. Highly relevant for teacher education courses. Years: 5–10.

#CAN100  
**\$40.00 Members: \$32.00**

Publisher: AAMT (AU)  
 2005, soft cover, 168 pp.  
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## THINKERS

A collection of activities to provoke mathematical thinking

Chris Bills, Liz Bills, Anne Watson & John Mason

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#ATM002  
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Publisher: ATM (UK)  
 2004, soft cover, 38 pp.  
 ISBN: 978-1-898611-26-4



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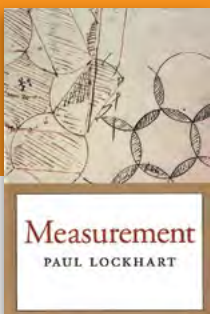
The creative side of mathematics

Derek Holton

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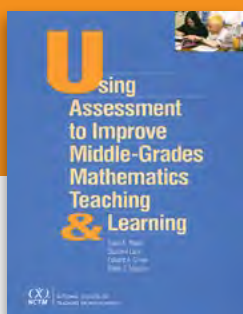
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Paul Lockhart

"I will never hold a circle in my hand, but I can hold one in my mind. And I can measure it." Measurement is a book to be read and relished. The author explores complex mathematical ideas about shape and motion and renders them intuitive and graspable. The discussion includes regular polygons, mechanical curves, symmetry, area, volume, trigonometry, conic sections, coordinate systems, dimension, vectors, velocity and differential calculus. Lockhart writes clearly, imaginatively and inspirationally. You will love it! Years: 7–12.

#ECA016  
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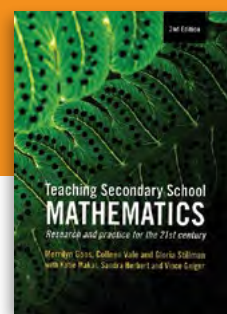
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Carol S. Parke, Suzanne Lane, Edward A. Silver & Maria E. Magon

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#NCT1055  
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