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exploration and that it offers little in the way of

meaningful connection to their daily lives. These

misconceptions are often due to how people experienced

mathematics in social contexts

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or in schools.

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discourse by
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thinking
(however
informal the
language may be)
that our
students bring
to our
classrooms.

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As students move
into the middle

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grades, their mathematics experience can focus on connecting their work with numbers and operations to more symbolic work with equations and expressions. At this level, the focus of the

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mathematics
program should
be on
proportionality,
perhaps the most
important
connecting idea
in the entire
pre-K-12
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curriculum.

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Bahr emphasizes
that this kind
of thinking can
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with number

sentences such
as: " $58 - 27 = 59 - r$ "
where students
solve for r .

These kinds of
math tasks

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require students to explain and justify their conjectures.

Symbolic And Representation of Mathematical Ideas: Students need to learn to use equations to communicate relationships between numbers.

However, it is

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crucial that
they understand
the meaning
behind the
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