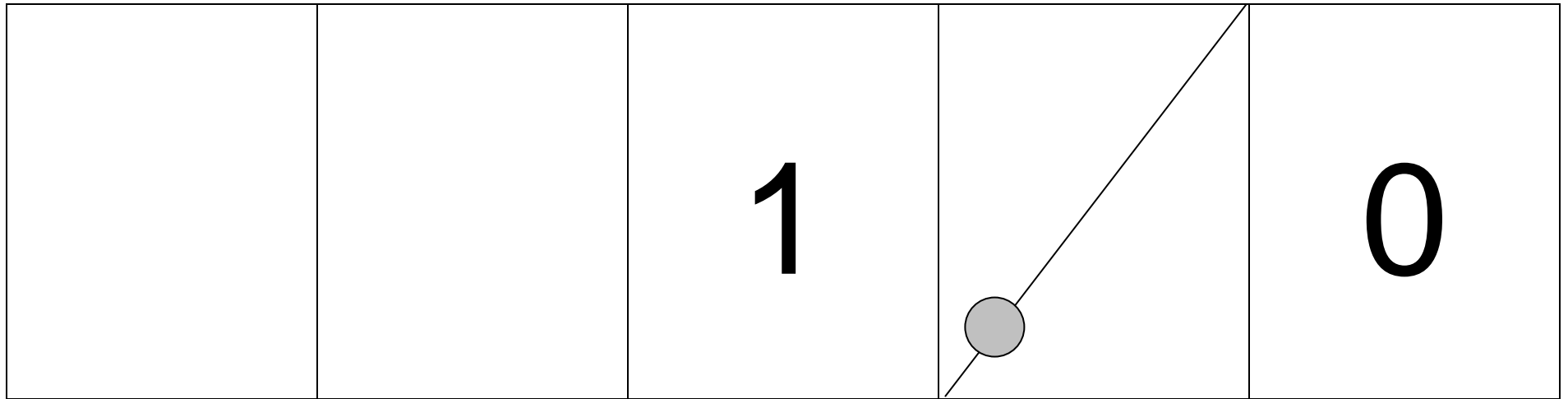
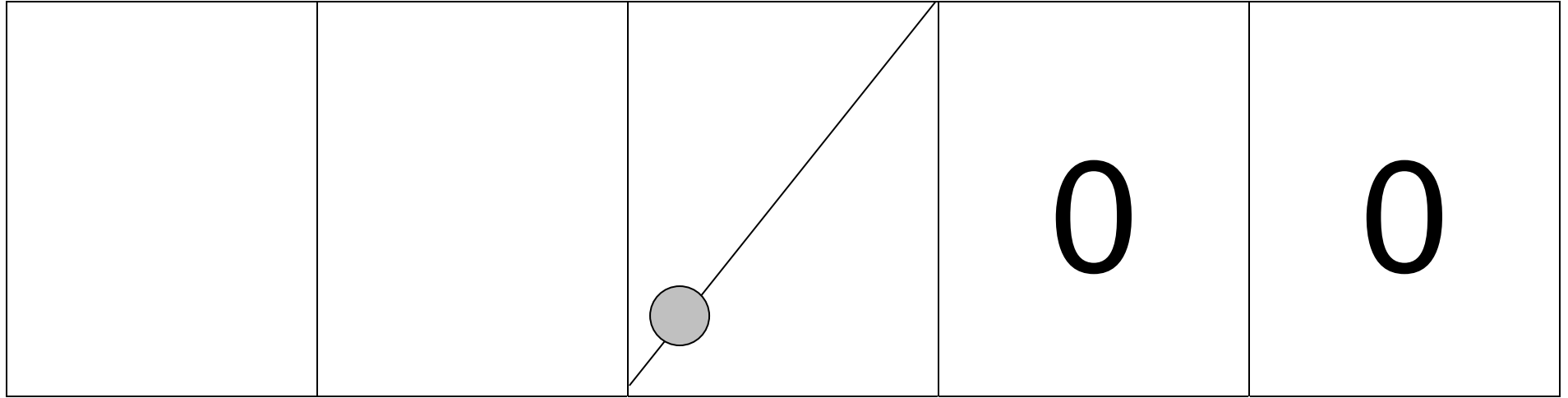
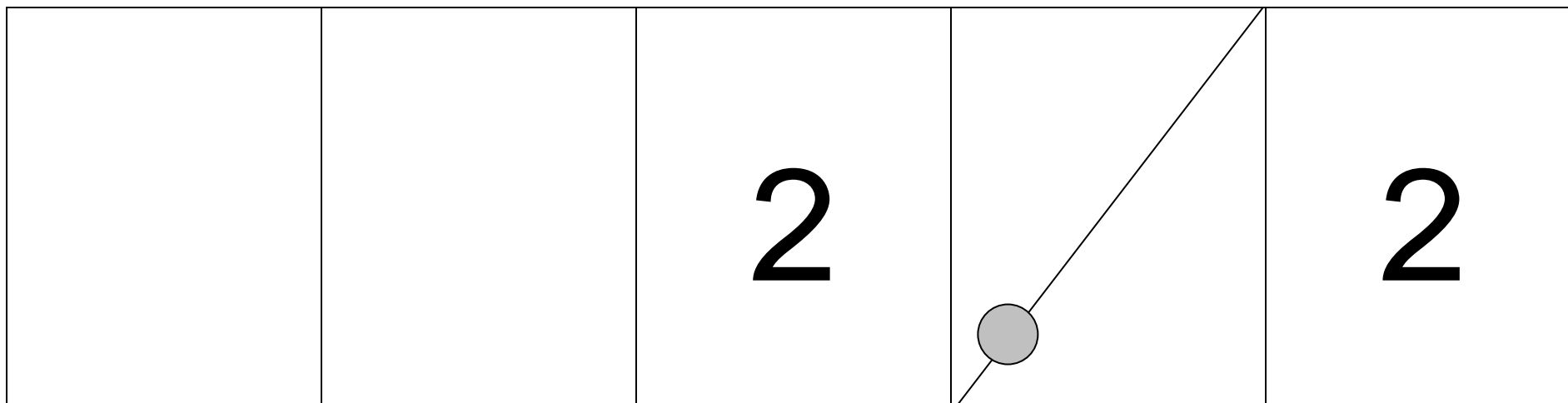
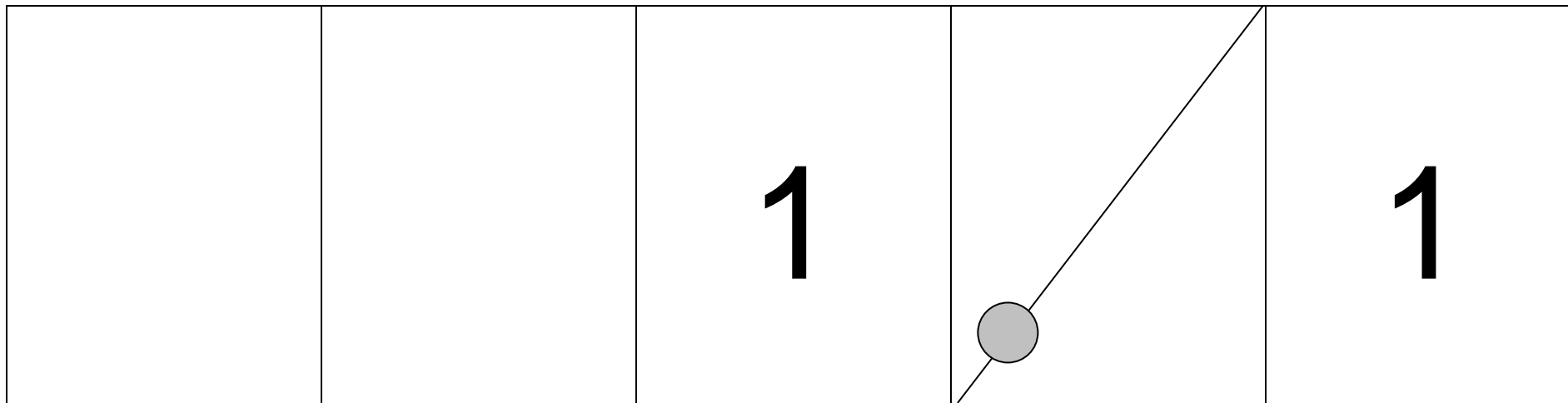
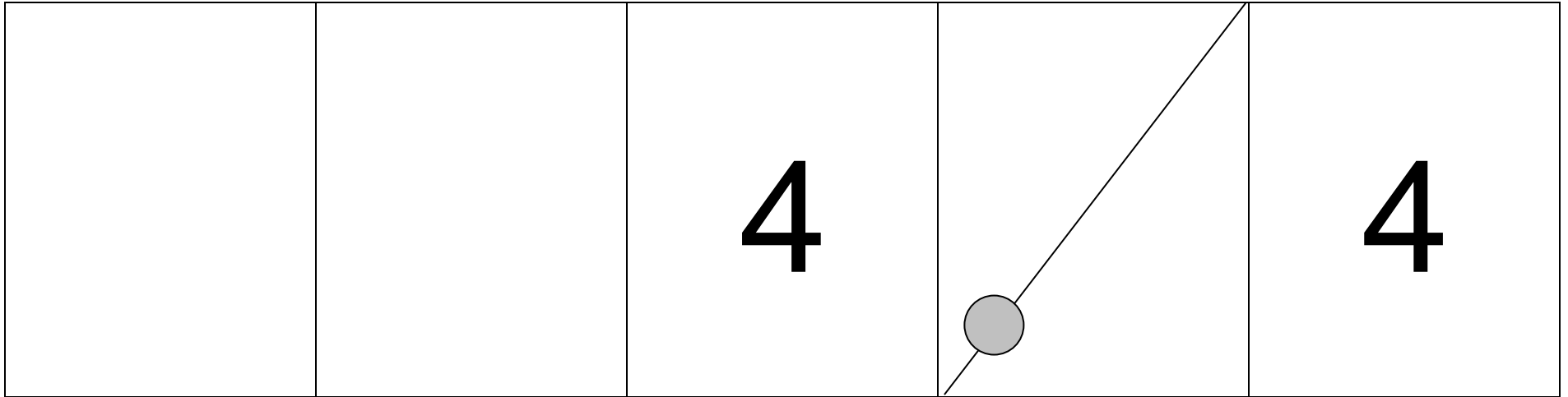
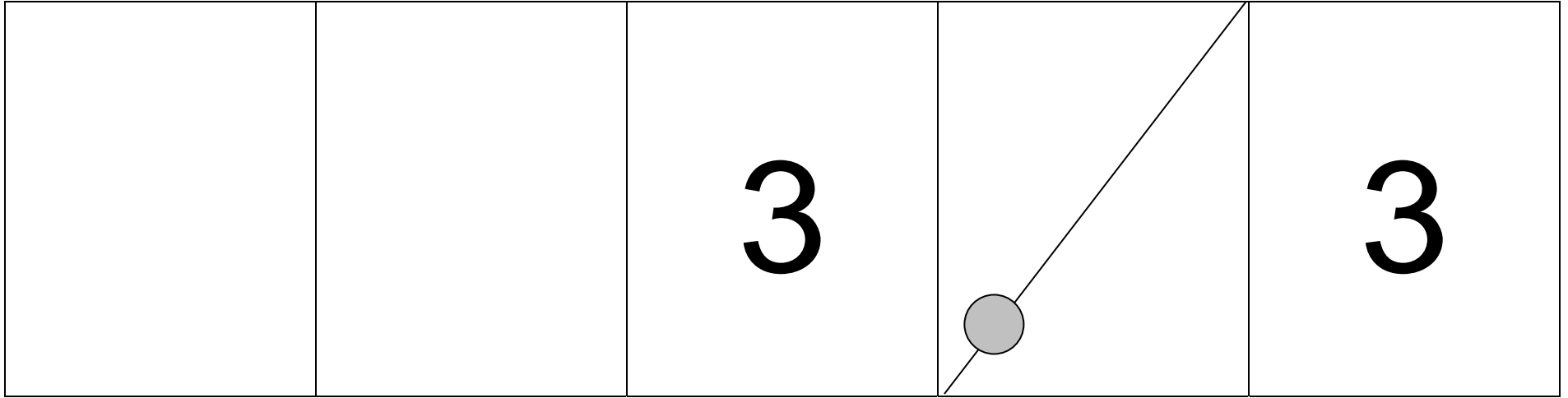


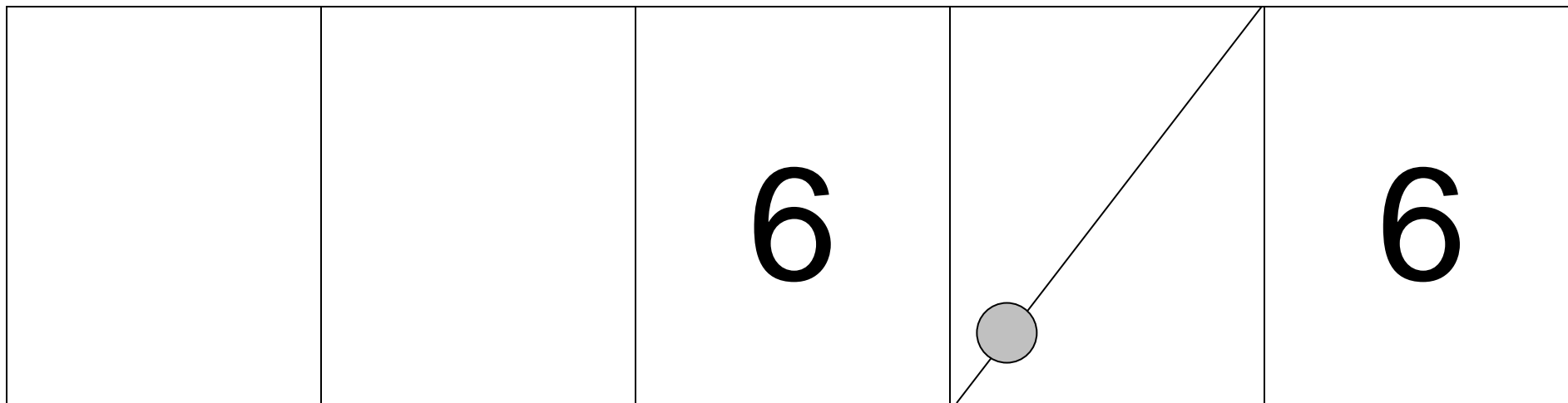
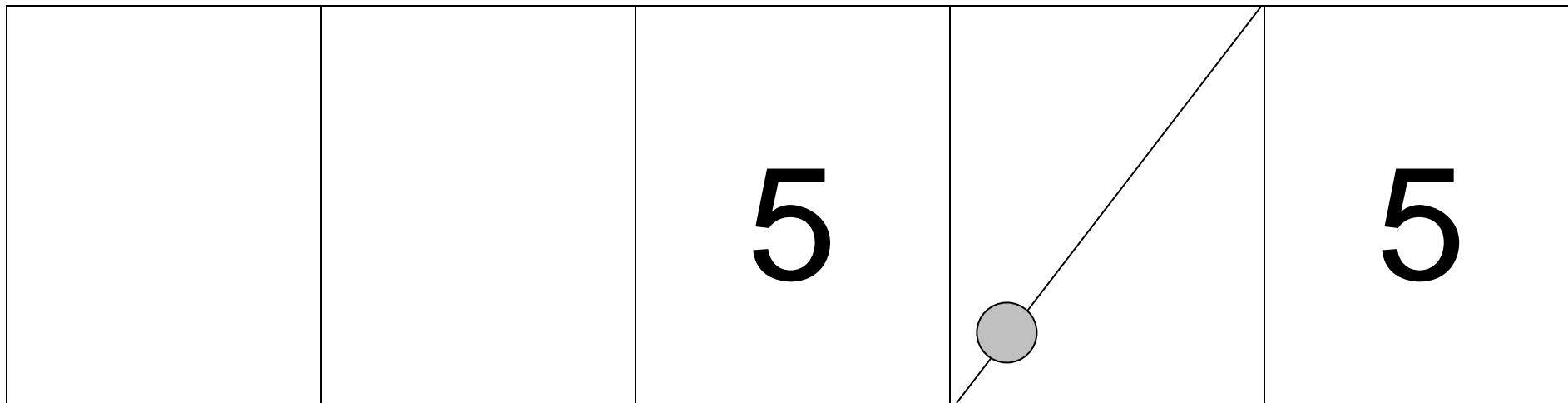
9	9	9	9	9	9	9	9
9	9	10	10	10	10	10	10
10	10	10	10	0	0	0	0
0	0	0	0	0	0		

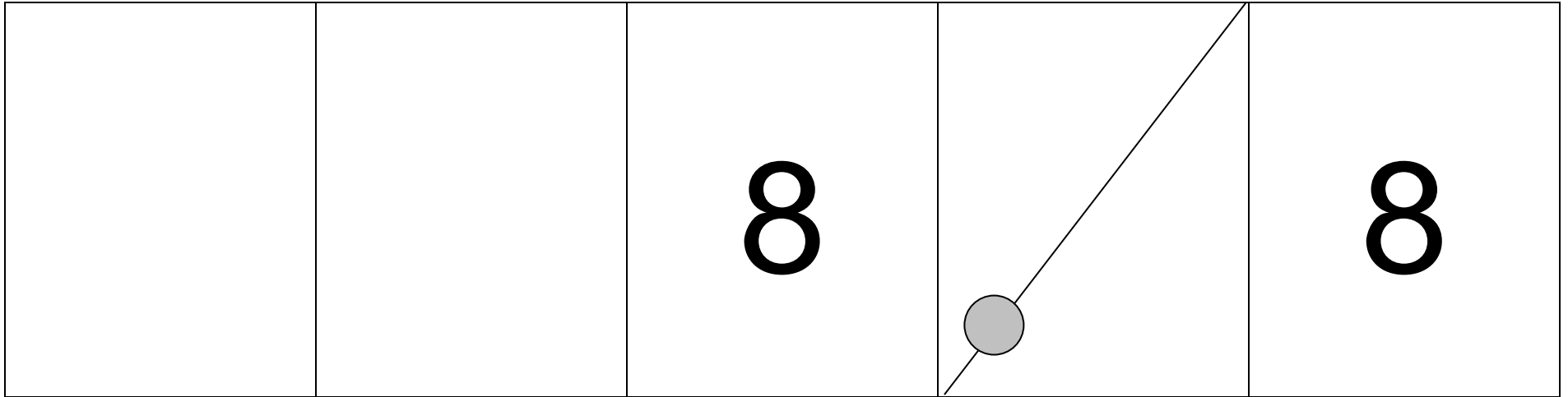
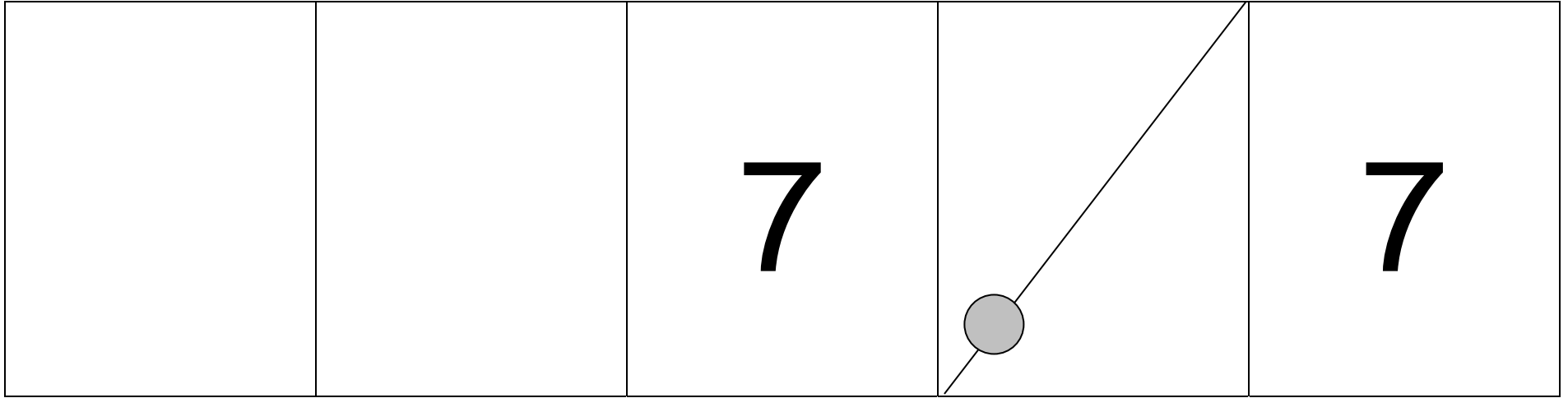
Thousands	Hundreds	Tens	Unit	↓ Decimal point	Tenths	Hundredths	Thousandths
				●			
				●			
				●			
				●			
				●			

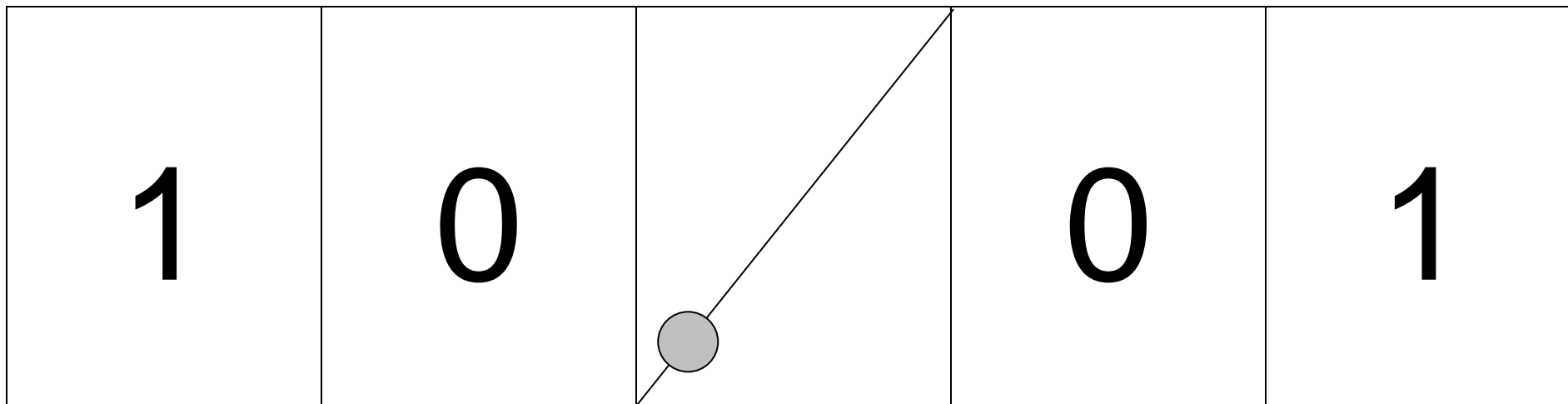
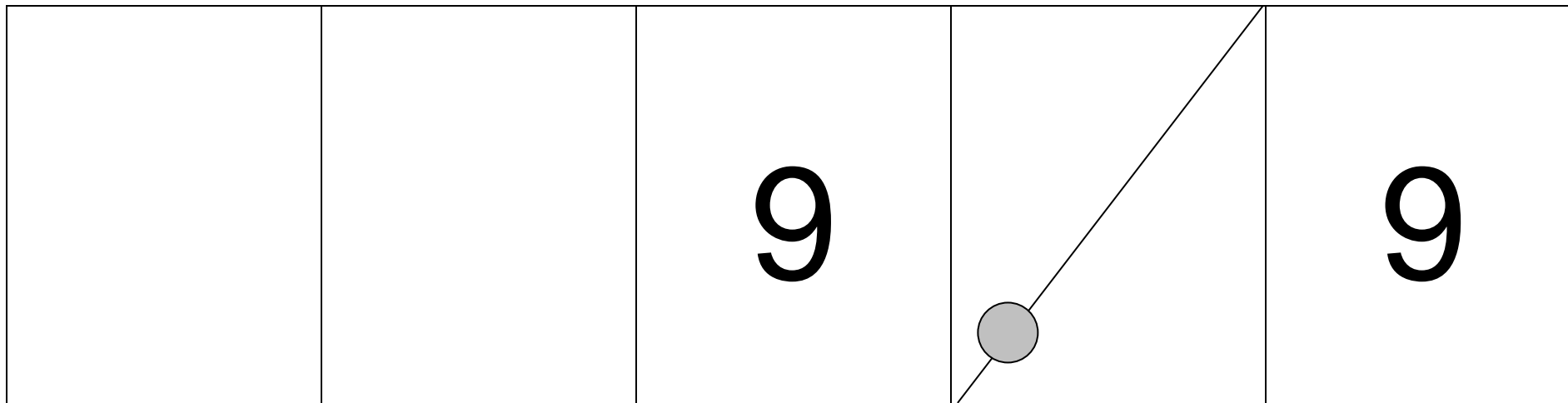


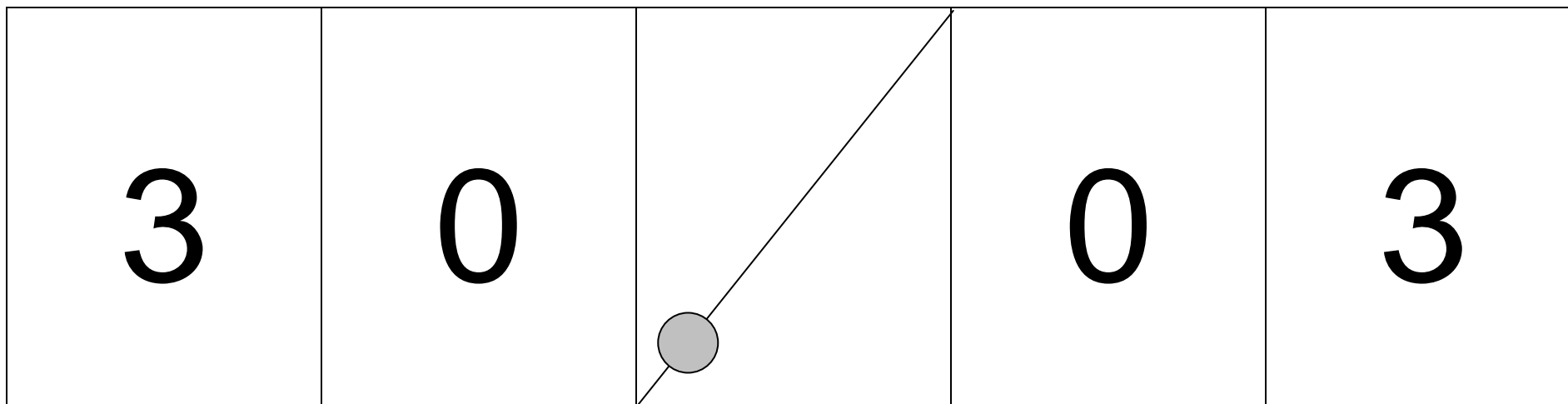
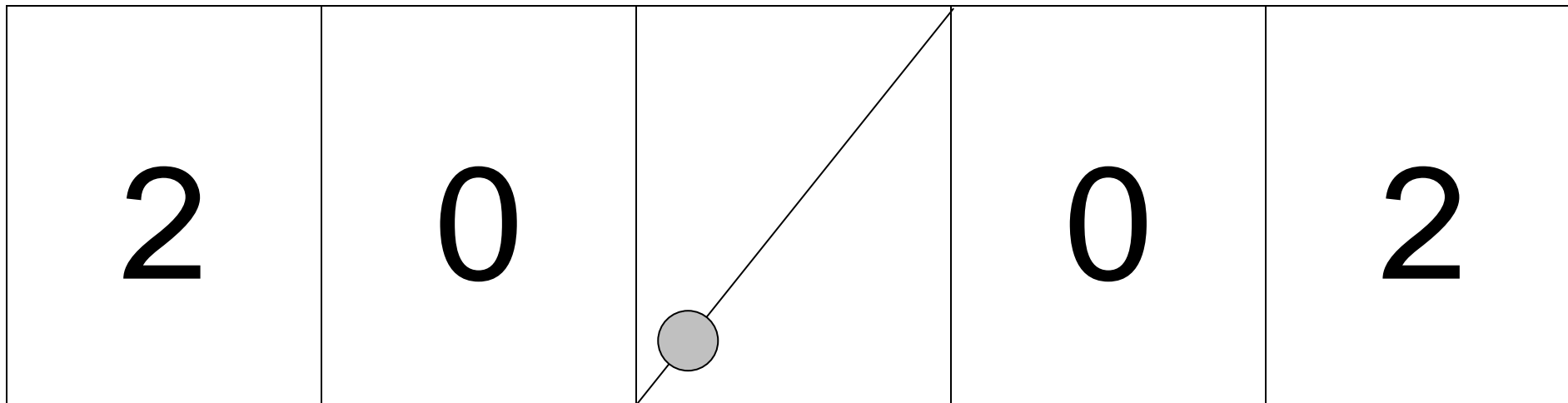


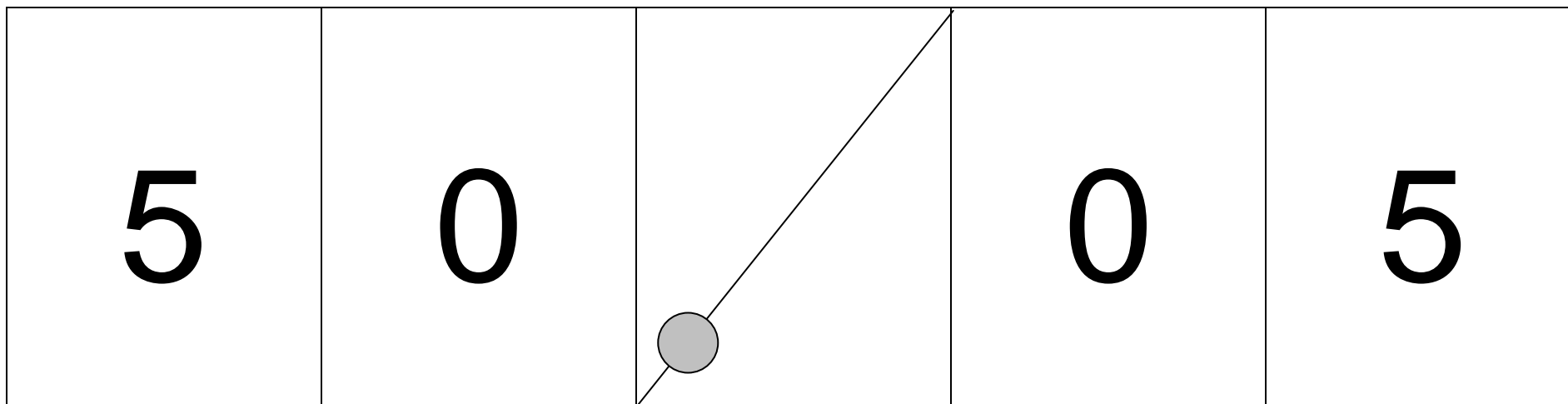
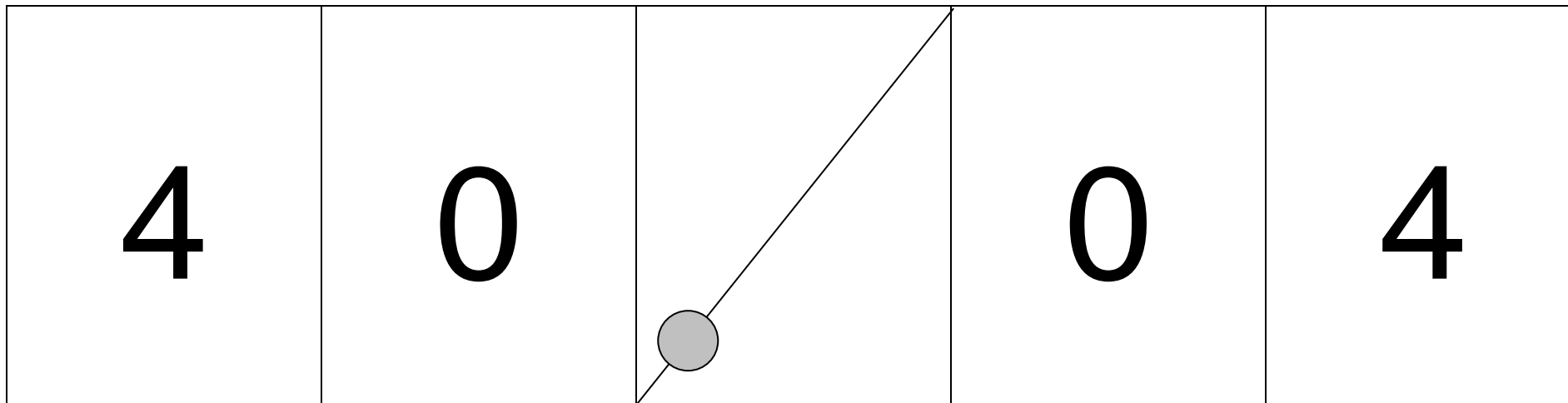


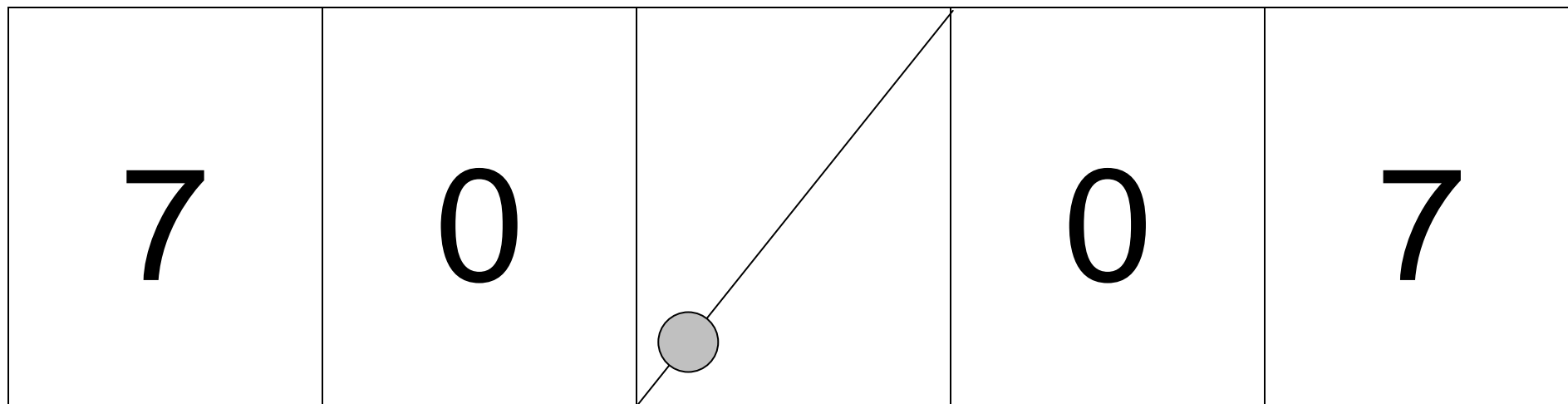
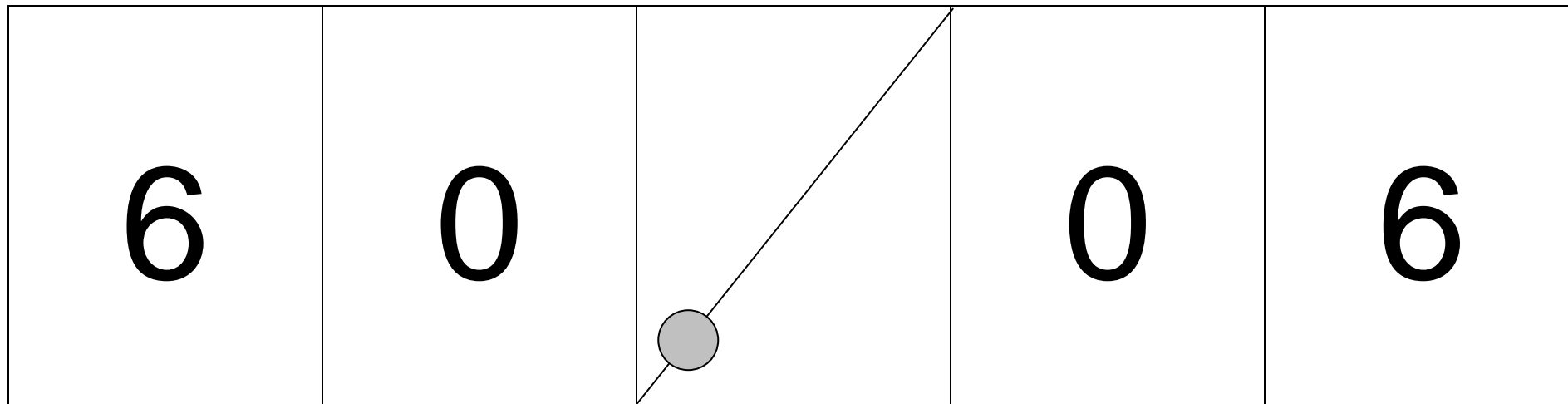


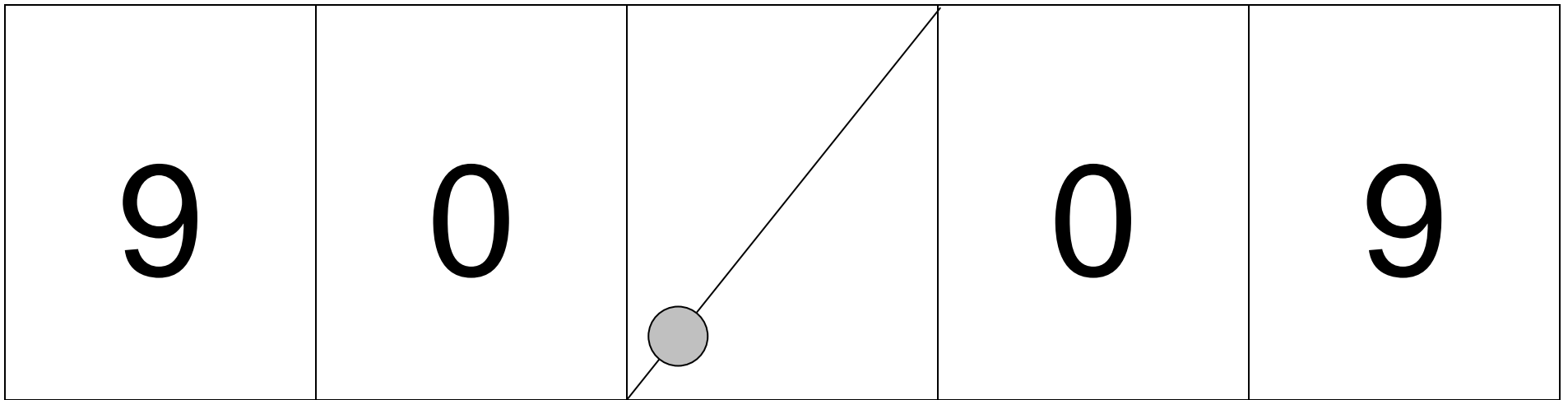
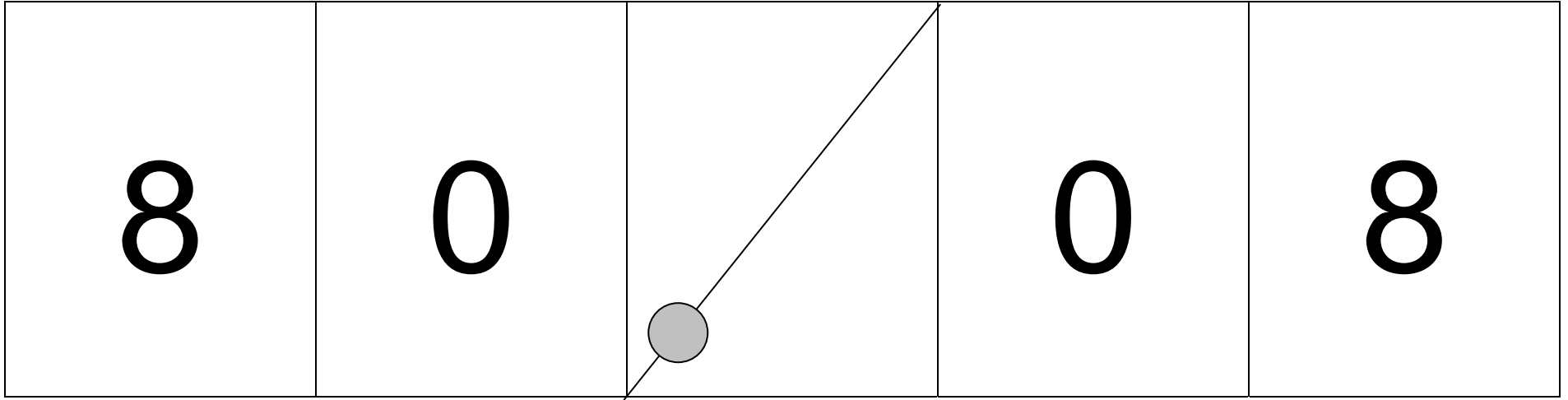


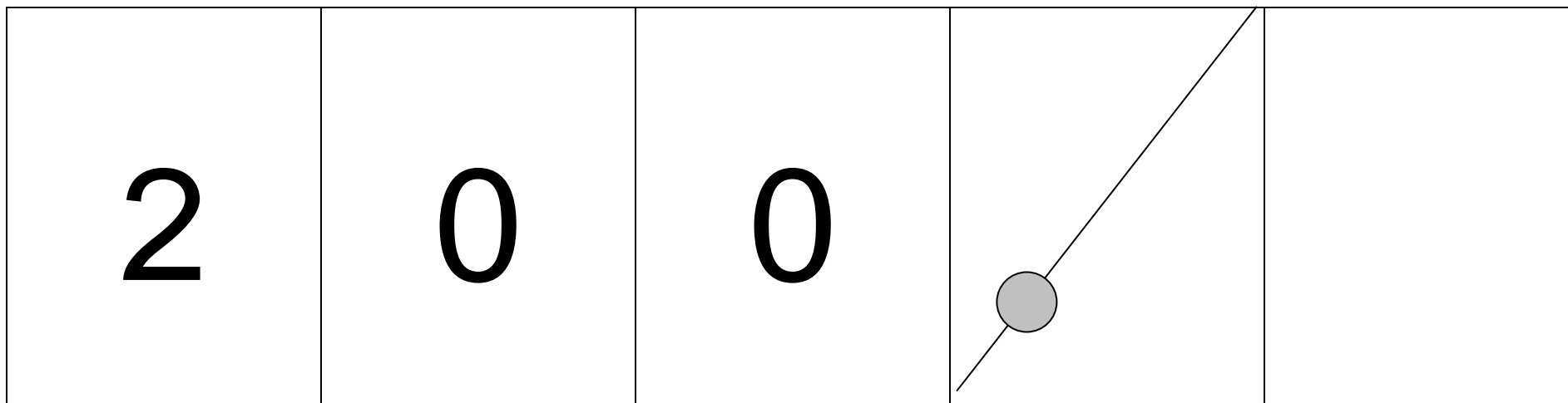
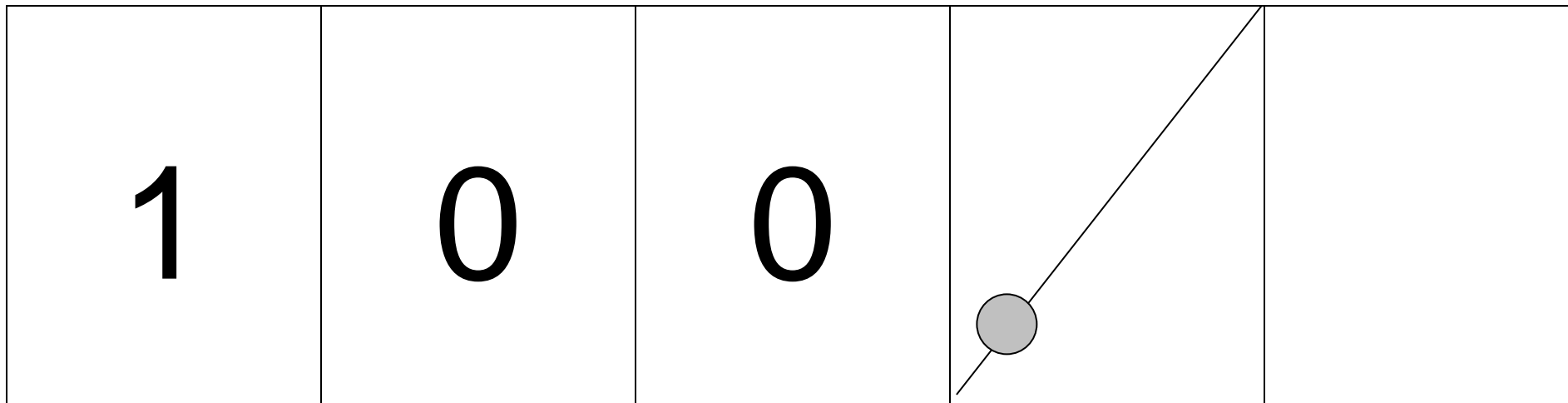


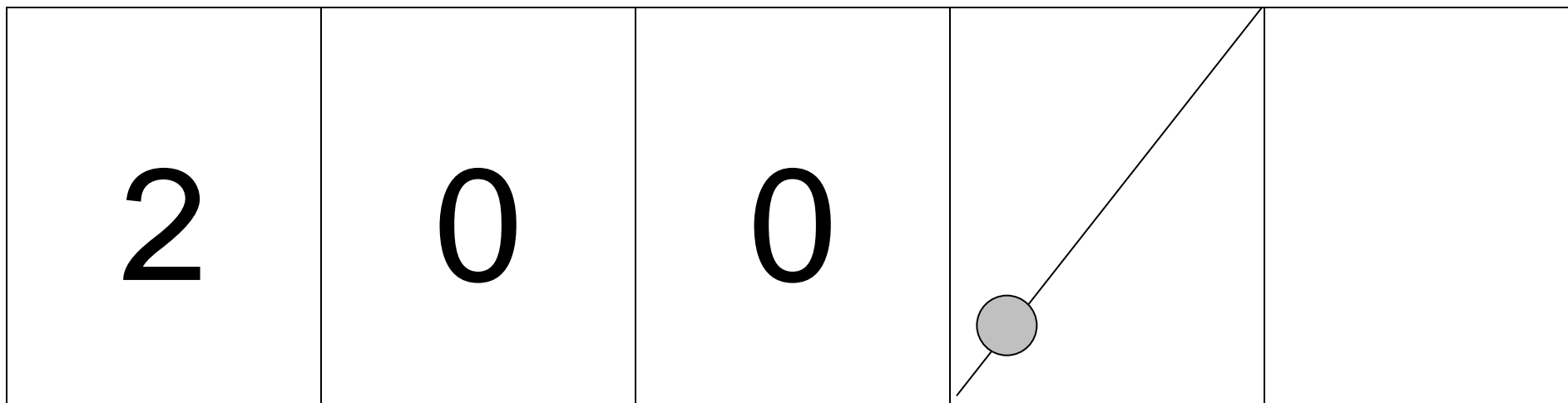
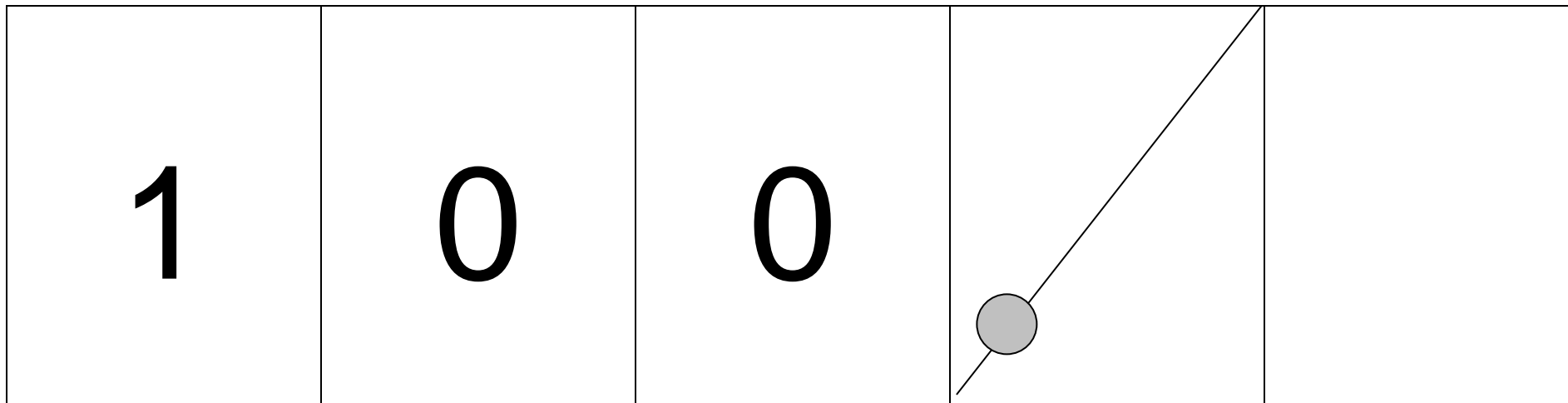


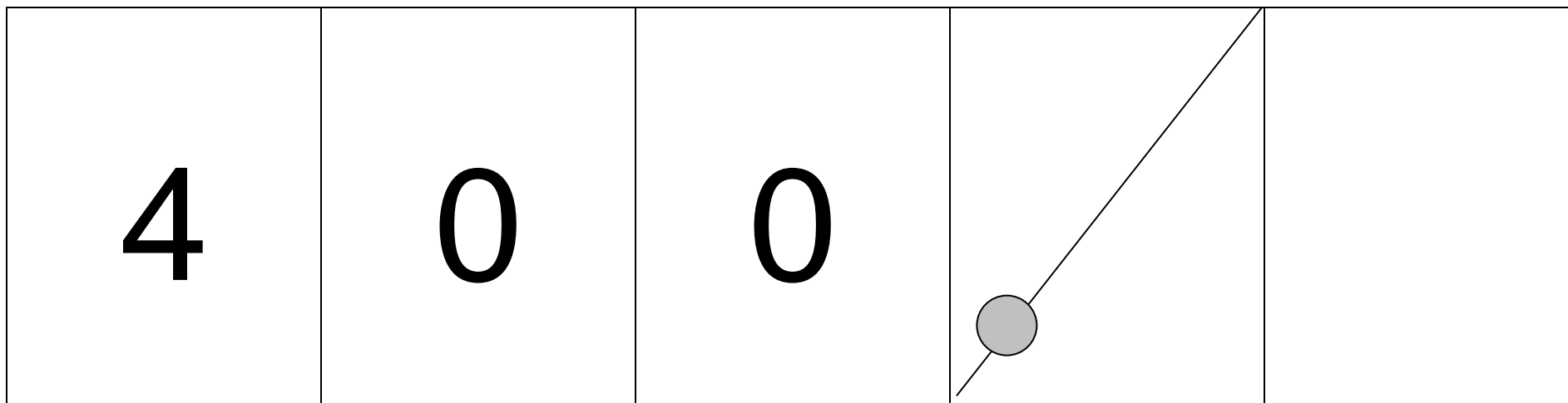
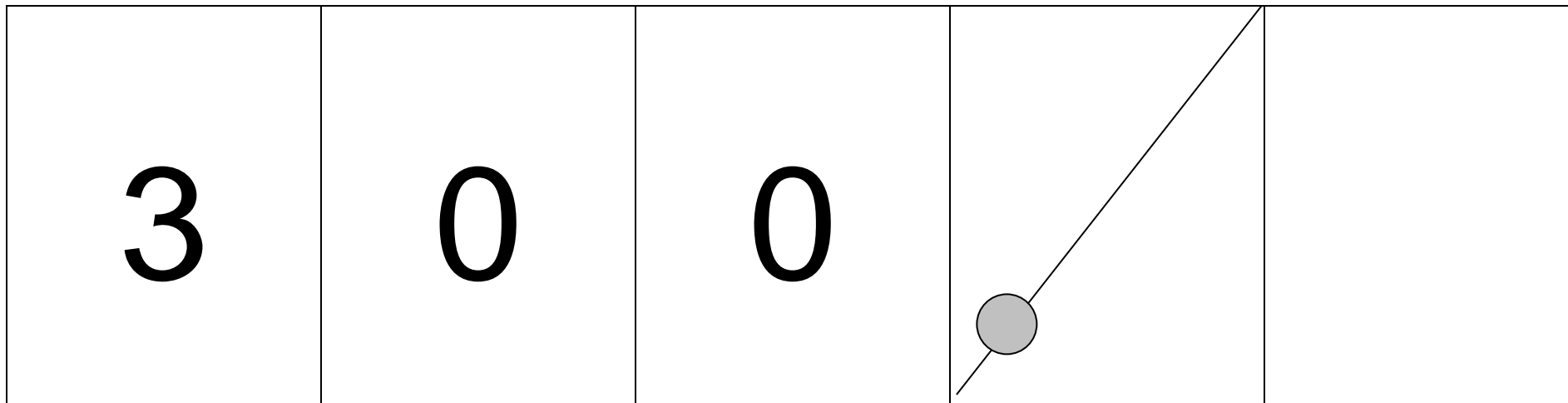


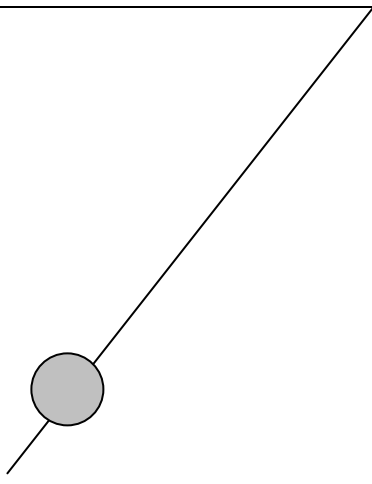


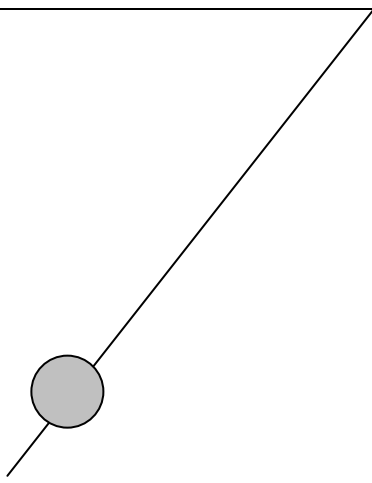


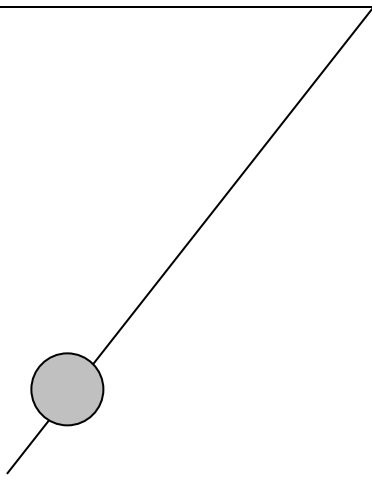


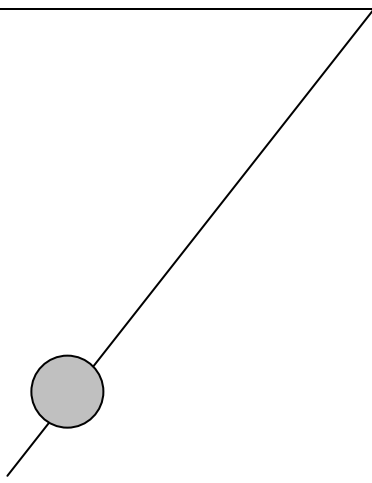


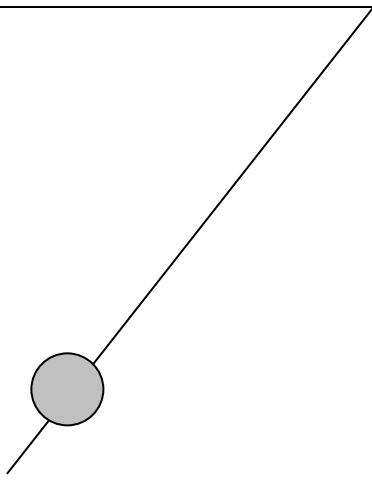


5	0	0		
---	---	---	---	--

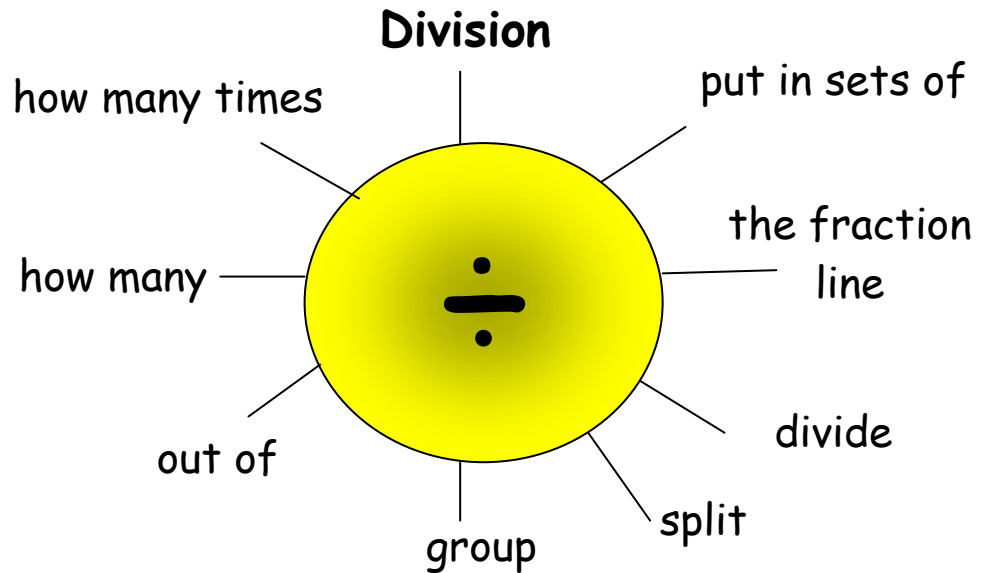
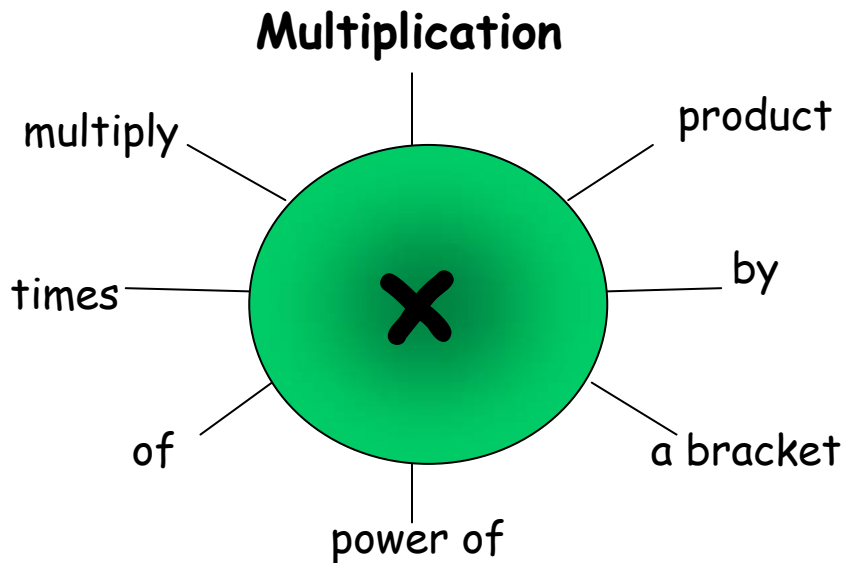
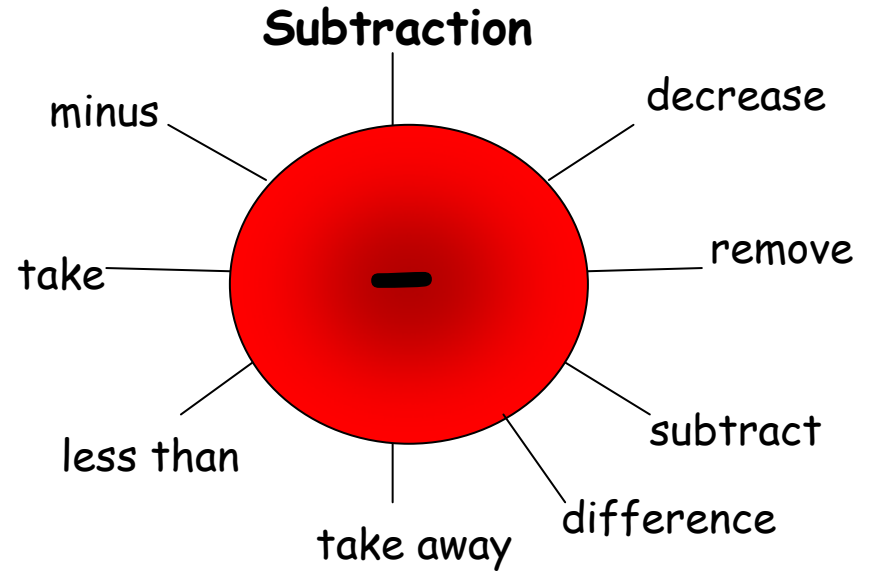
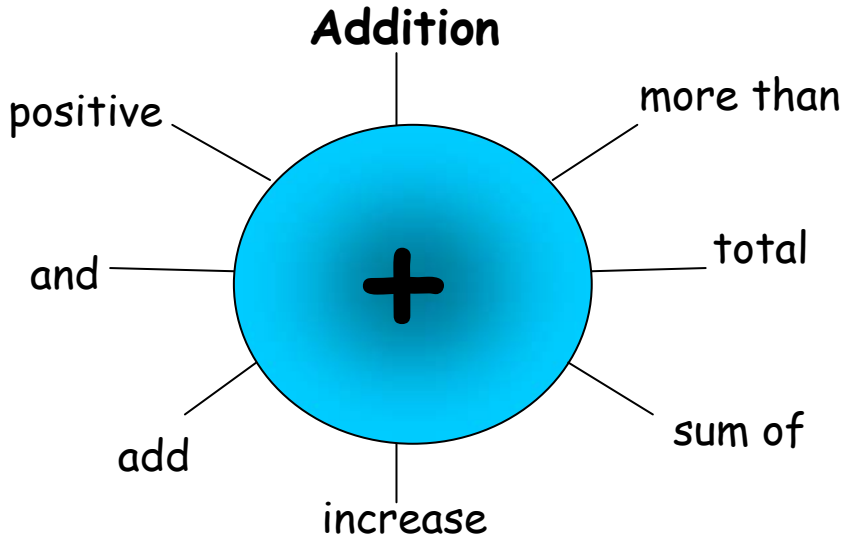
6	0	0		
---	---	---	--	--

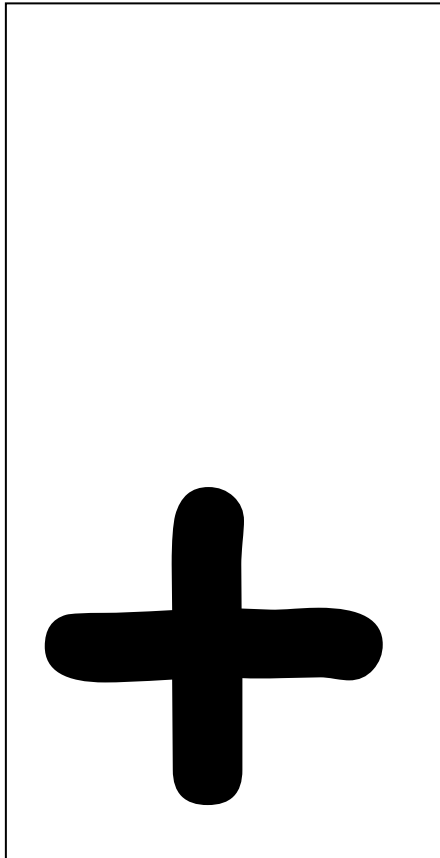
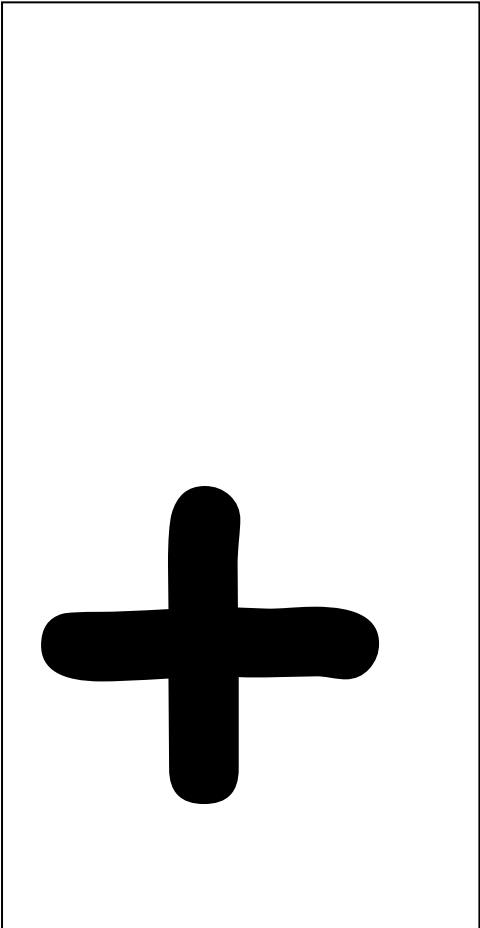
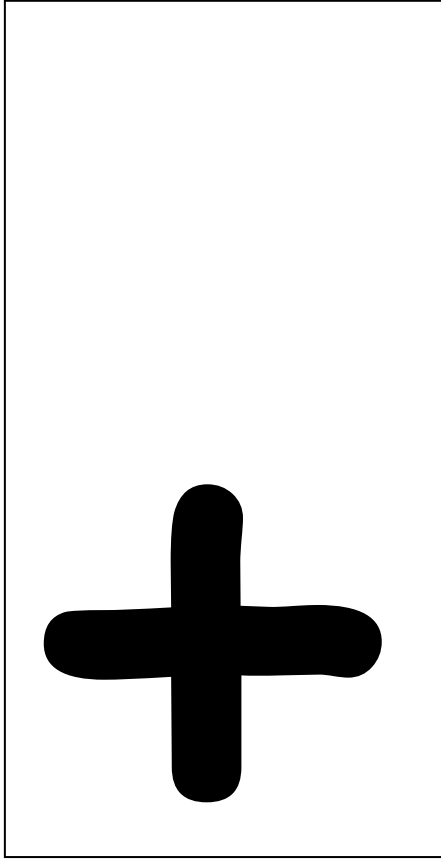
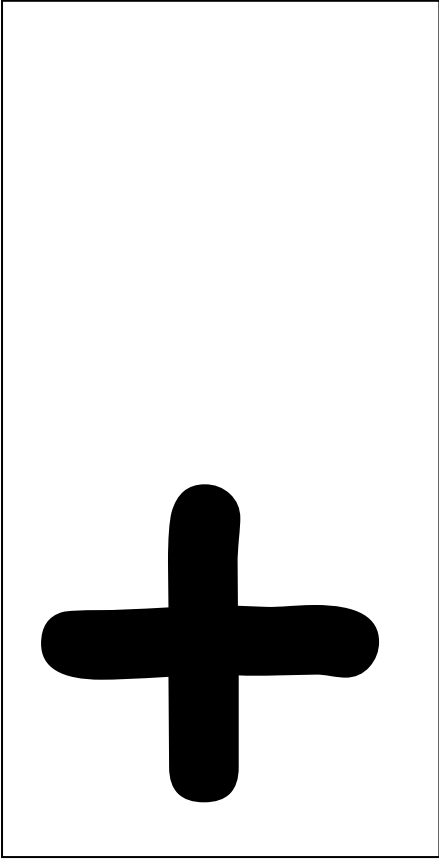
7	0	0		
---	---	---	---	--

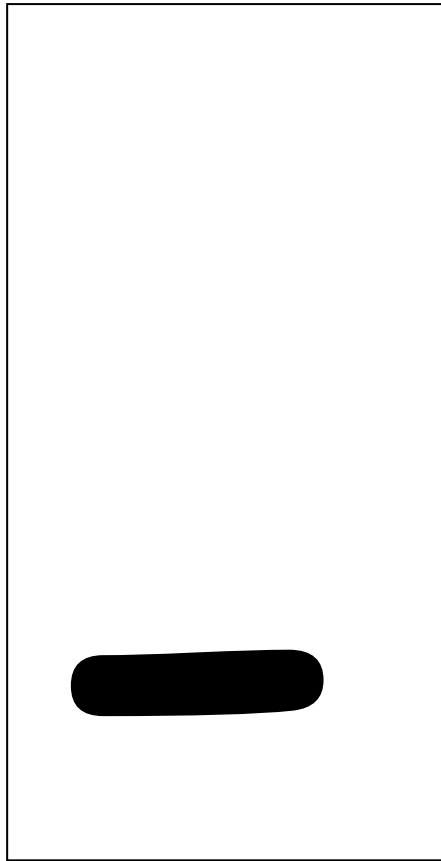
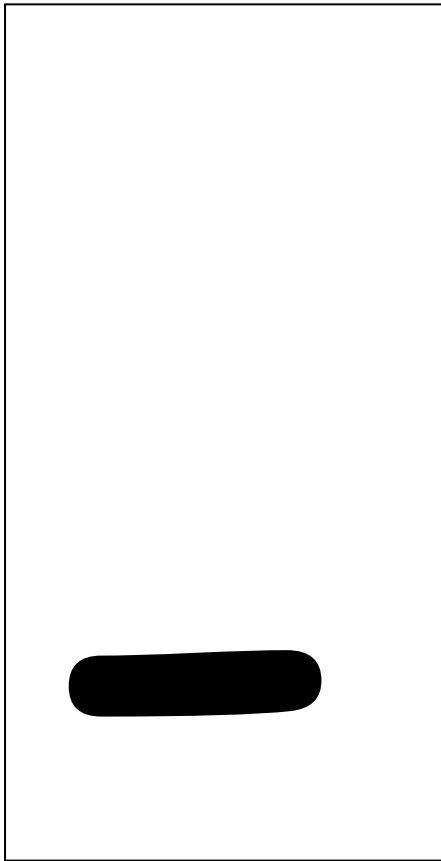
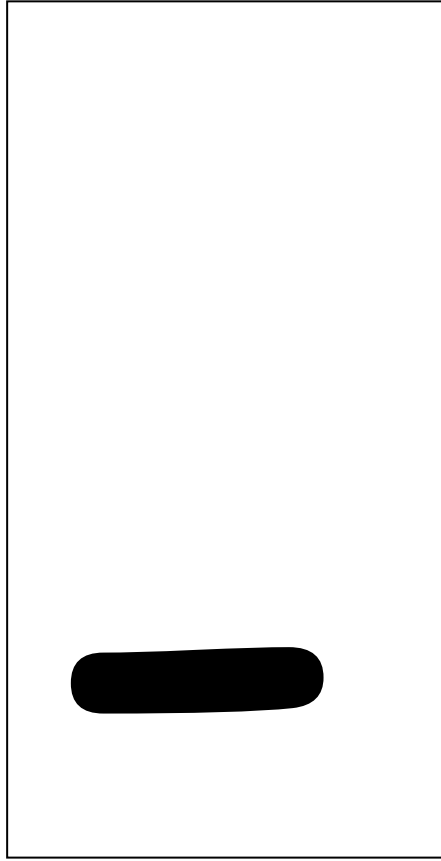
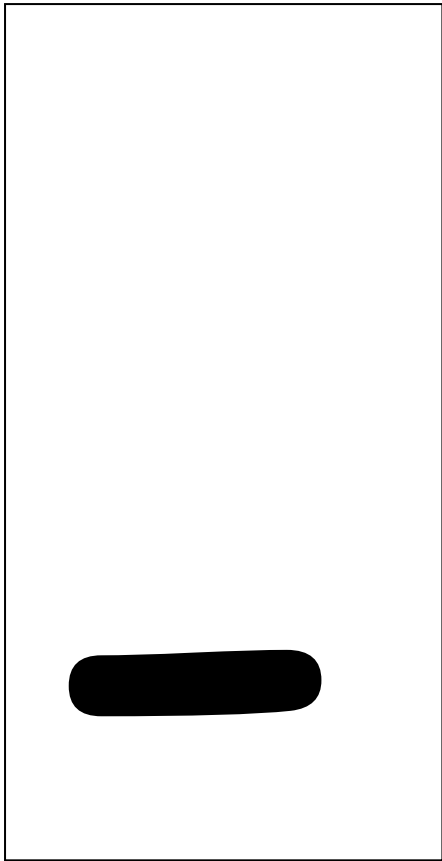
8	0	0		
---	---	---	--	--

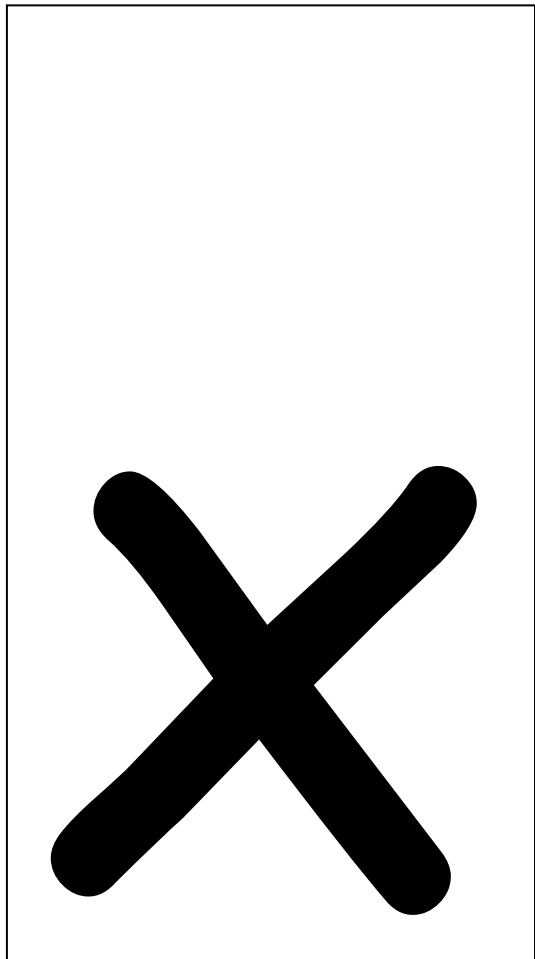
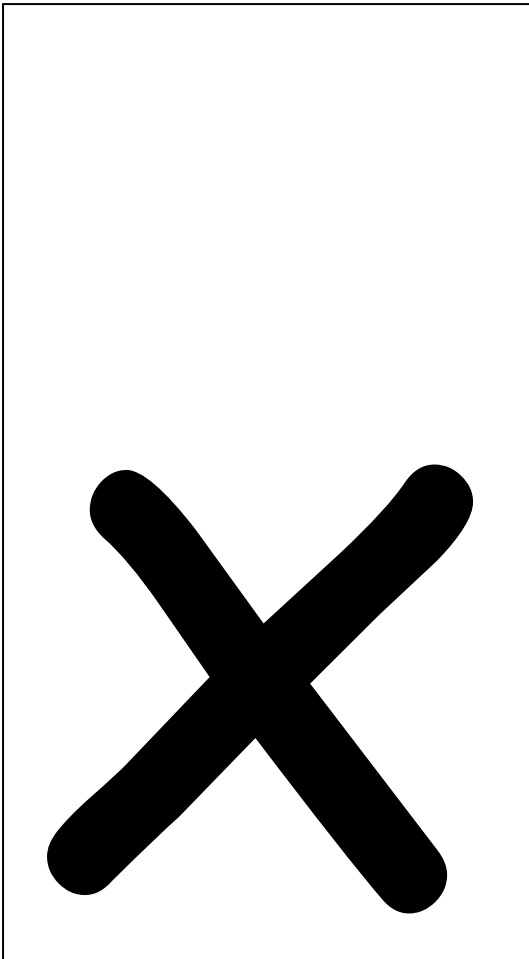
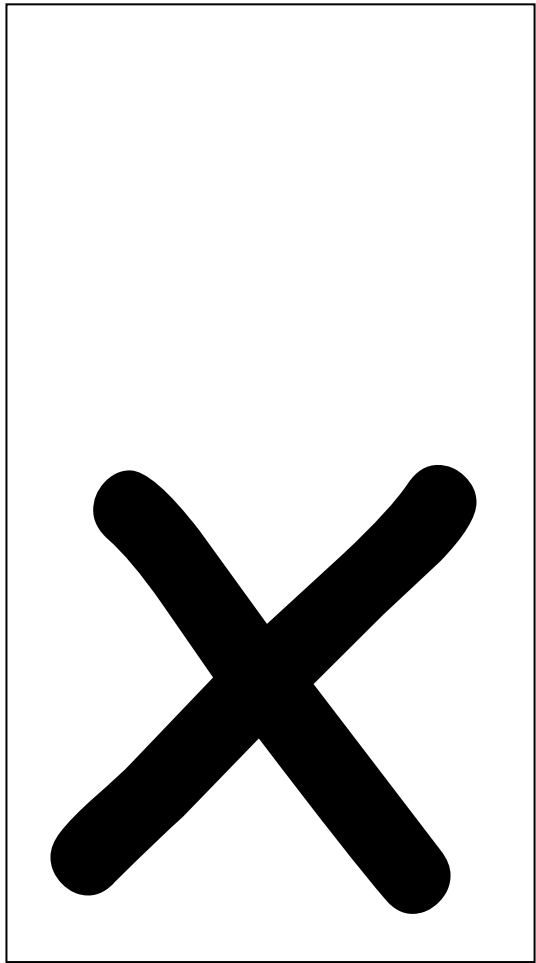
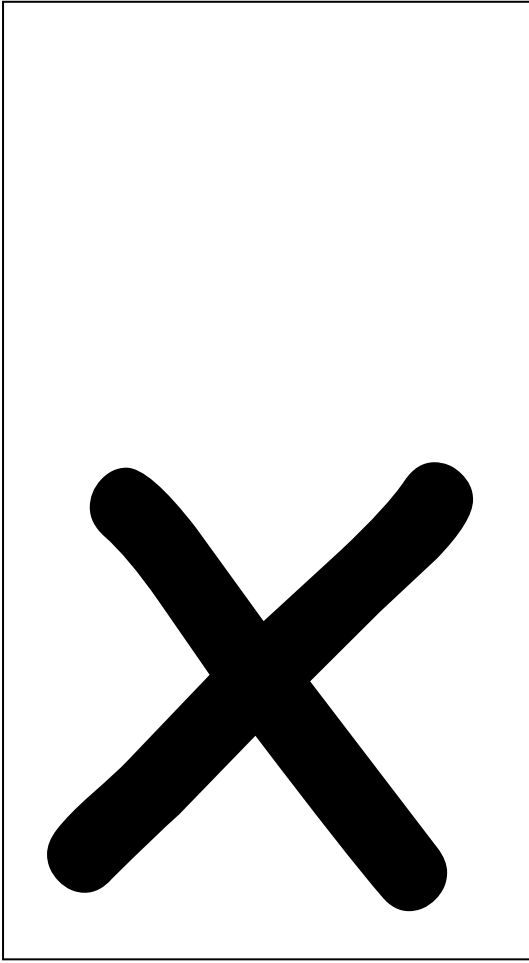
9	0	0		
---	---	---	---	--

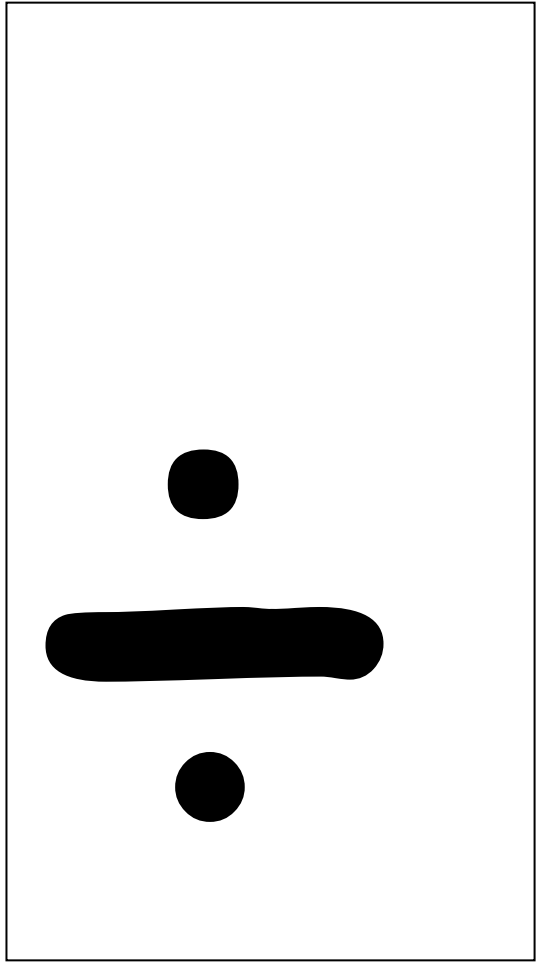
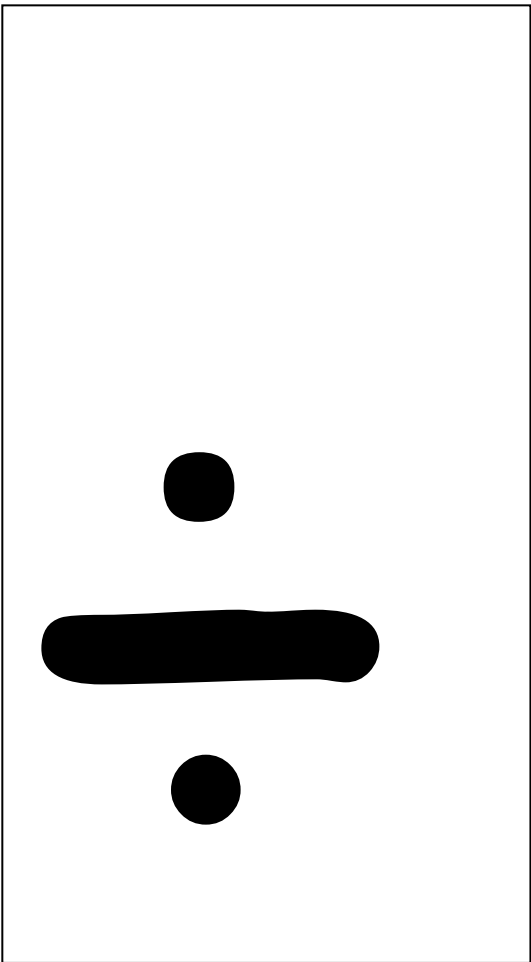
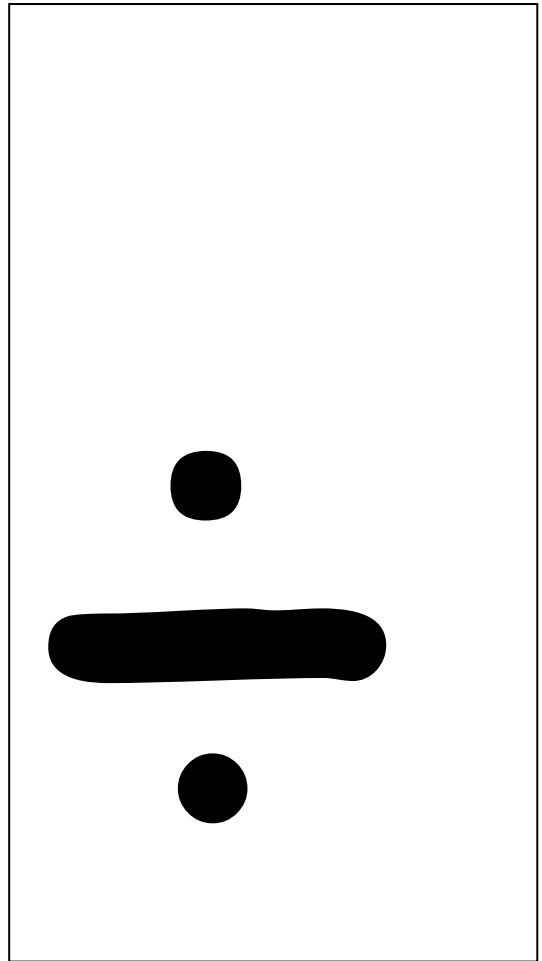
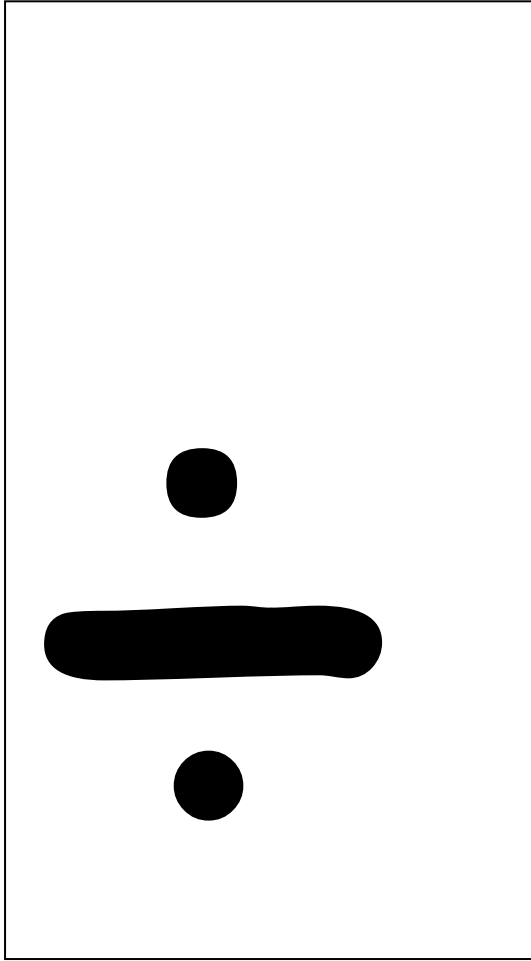
Language and symbols of whole numbers











Case study

Task 1

What factors do you think will affect William's numeracy learning?

William is 59 years old, born in County Cork, Ireland and has worked as a labourer most of his adult life. William spoke English at home and went to what he described as "the boys' school" until the age of 9, where he was taught in Gaelic. The school he attended between nine and thirteen was in English. He left with no qualifications. William says he was always aware of numbers, became aware of subtraction when he was about twenty and that he still can't do subtracting but is able to do "taking off". However, adding up was no problem. He could always check the money in his wage packet. Similarly, William was not taught measurement at school but was able to do the measuring in harness making. William does not feel he needs to do maths for his work in the building trade because if a job involving maths comes up he leaves it to the "people with the brains". William thinks it would be nice to be able to do maths.

Task 2

Look at his diagnostic assessment. What skills would you advise William to work on first?

Task 3

Using the materials present (or your own) design a numeracy activity for the numeracy needs highlighted in Task 2.

Případová studie

Úkol 1

Které faktory ovlivní Williamovo učení se matematice?

Williamovi je 59 let, narodil se v hrabství Cork v Irsku a jako dospělý pracoval téměř celý svůj život jako dělník. William doma mluvil anglicky a do devíti let chodil do školy, kterou popisuje jako "chlapeckou", kde probíhala výuka v gálštině. Škola, kterou navštěvoval mezi devíti a třinácti, byla v angličtině. Školu ukončil bez kvalifikace. William říká, že si čísla vždy uvědomoval, odečítání že si začal uvědomovat asi ve svých dvaceti letech a že odečítání dosud úplně nezvládá, dokáže ale "odečíst nějaké číslo". Se sčítáním však žádné problémy nemá. Peníze ve výplatním sáčku si vždy spočítat uměl. Obdobně se William ve škole neučil mírám, ale byl schopen míry používat při výrobě strojů. William si nemyslí, že pro svou práci ve stavebnictví matematiku potřebuje, protože úkoly vyžadující matematiku přenechá těm, kteří "mají mozky". Myslí si, že by bylo příjemné, kdyby matematiku uměl.

Úkol 2

Podívejte se na jeho diagnostické ohodnocení. Na kterých dovednostech byste Williamovi poradili pracovat nejdříve?

Úkol 3

Použijte uvedené (nebo vlastní) materiály a navrhnete matematickou činnost pro matematické potřeby zdůrazněné v Úkolu 2.