



# mathedology

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*SESSIONS*

*James Burnett teams up with specialists Calvin Irons, Rosemary Irons, Brian Tickle and Sandy Atkins to bring you 60 dynamic online PL sessions of 10–20 minutes in length. See the full list below.*

### ***James Burnett with Brian Tickle***

- Using a Hands-On Approach to Represent Numbers to 10
- Using a Hands-On Approach to Represent Tens and Ones
- Using a Hands-On Approach to Develop Mental Strategies for Addition
- Using a Hands-On Approach to Develop Mental Strategies for Subtraction
- Questions for Developing Mental Computation Strategies
- Comparing Mental Strategies: Addition
- Using Mental Strategies to Add
- Using Mental Strategies to Multiply
- Using Structured Patterns to Develop Number Combinations
- Analyzing Patterns (Skip Counting) on a Hundred Board

### ***James Burnett with Calvin Irons***

- An Introduction to Teaching Addition Number Facts
- Teaching the Count-On Strategy for Addition Number Facts
- Teaching the Use-Doubles Strategy for Addition Number Facts
- Teaching the Bridge-to-10 Strategy for Addition Number Facts
- An Introduction to Teaching Multiplication Number Facts
- Teaching the Use-Ten Strategy for Multiplication Number Facts
- Teaching the Doubling Strategy for Multiplication Number Facts
- Teaching the Build-Up/Build-Down Strategy for Multiplication Number Facts
- Teaching the Think-Addition Subtraction Fact Strategy
- Using Language Stages to Develop Subtraction Concepts
- Using Language Stages to Develop Multiplication Concepts
- Using Static Problems to Relate Addition and Subtraction and Introduce Equality
- Using Active Problems to Relate Addition and Subtraction and Introduce Functions
- An Introduction to Using Number Lines

### ***James Burnett with Rosemary Irons***

- Teaching Number: Counting
- Teaching Number: 0–9
- Teaching Number: Relative Position
- Using a Teaching Sequence for Repeating Patterns
- Teaching Place Value: 20–99
- Teaching Place Value: Teen Numbers
- Using Language Stages to Develop Addition Concepts
- Developing Sight Recognition of Quantity

### ***James Burnett with Sandy Atkins***

- An Introduction to Helping Struggling Students
- Powerful Strategies to Help Struggling Students: Bridge to Ten
- Powerful Models to Help Struggling Students: Number Lines

## *James Burnett with Debi DePaul*

- **NEW!** Naming Fractions
- **NEW!** Interpreting Fractions
- **NEW!** An Introduction to Fraction Models
- **NEW!** Analyzing the Set Model of Fractions
- **NEW!** Analyzing the Area Model of Fractions
- **NEW!** Analyzing the Length Model of Fractions
- **NEW!** Analyzing the Number Line Model of Fractions
- **NEW!** An Introduction to Equivalent Fractions
- **NEW!** Teaching Equivalent Fractions
- **NEW!** Comparing Common Fractions
- **NEW!** Adding and Subtracting Common Fractions: Same Denominators
- **NEW!** Adding Common Fractions: Related and Unrelated Denominators
- **NEW!** Subtracting Common Fractions: Related and Unrelated Denominators
- **NEW!** Adding Mixed Numbers: Same Denominators
- **NEW!** Subtracting Mixed Numbers: Same Denominators
- **NEW!** Adding Mixed Numbers: Related Denominators
- **NEW!** Adding Mixed Numbers: Unrelated Denominators
- **NEW!** Subtracting Mixed Numbers: Related Denominators
- **NEW!** Subtracting Mixed Numbers: Unrelated Denominators
- **NEW!** An Introduction to Multiplying Common Fractions
- **NEW!** Multiplying Whole Numbers and Proper Fractions
- **NEW!** Multiplying Proper and Improper Fractions
- **NEW!** Multiplying Mixed Numbers
- **NEW!** Dividing Proper Fractions
- **NEW!** Exploring the Comparison Model of Multiplication