



Castilla-La Mancha

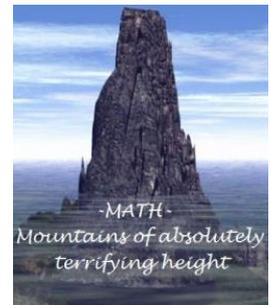
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*MATH*  
*Mountains of Absolutely Terrifying Height*  
*2017-1-DE03-KA201-035644*  
*VG-IN-NW-17-24-035644*

## RESEARCH ON TRAINING BASIC MATH SKILLS



We know Math in the majority of our students is a subject that is not very receptive; there seems to be a phobia in a high percentage of our students in this area. In this sense, our work aimed in a participatory and cooperative way of our students in order to discover, almost playing, what is the meaning of Mathematics.

Taking into account we have to respect our legislation, which proposes us as a stage objective:

**"Develop basic mathematical skills and begin to solve problems that require basic calculation operations, geometric knowledge and estimates, as well as being able to apply it to situations in their daily lives." (Art. 5 Decree 54/2014, of 07/10/2014)**

We orientate the teaching work towards this objective but, as a means of access to it, we look for a methodology based on cooperative work but considering the individual work of each student, it is a methodology focused on the development of the abilities of each student but always

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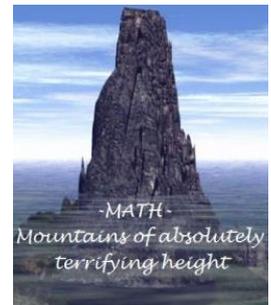
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supported by collaborative and participatory work. From this direction the teaching of Mathematics is carried out through:

**"Develop habits of individual and team work, effort and responsibility in the study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and spirit entrepreneur".**



**"Acquire skills for prevention and for the peaceful resolution of conflicts, which allow them to develop autonomously in the family and domestic environment, as well as in the social groups with which they are related". (Art. 5 Decree 54/2014, of 07/10/2014)**

The main idea of teaching Mathematics is based on providing students with the skills, tools, procedures, strategies and capabilities to know, understand and structure the fact, analyze it and obtain information to assess and make decisions. The aim is to achieve effective numerical and operational literacy understood as the ability to deal with real situations successfully involving numbers, their relationships and operations, correctly understanding the meaning of numbers, their uses and their value, and interpreting them in numerical texts of daily life, allowing to obtain effective information, directly or through comparison, estimation and mental or written calculation.

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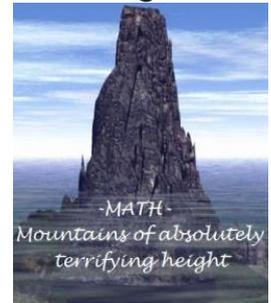
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In order to develop all of the above, the role of the teacher is essential because he must be able to design tasks or learning situations that enable the resolution of problems, the application of learned knowledge and the promotion of student activity; tasks that must be relevant, significant and contextualized; integrated learning tasks and activities that allow the student to progress towards the learning outcomes of more than one competency at the same time.



In our school the methodology used is based on the development of the mathematical skills of our students through research, games and new technologies. We want our students understand that mathematics have been, are and will be present in their daily tasks, so they should become familiar with them in a playful and fun way. It is a methodology that starts with the search of information by each one of our students, and then, capture the information collected in a playful environment and teamwork, where technologies will be a resource and work material to promote the Math learning.

Students have a variety of material to develop mathematical competence. They have presentations of each one of the different units and they download on their own tablets, they enjoy watching videos of youtuberos or educational channels adapted to their ages that help them with their tutorials, as well as lots of activities in both ways (online

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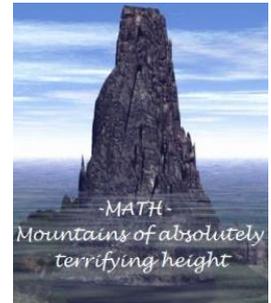
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activities, word documents or pdf that we can print them or make them on their devices. They participate in different applications that bring them closer to the development of mathematical skills and allow them to know what their situation is in relation to mathematics in many situations, these applications could be:

**kahoot!, fraction learning, basic fraction, photomath, mental arithmetic, kenken , Sudoku quest, 123D Catch, youtube, vimeo, video and photo editors** and everything that we can adapt to our student´s needs.



All that is relative to the acquisition of contents that develops the basic skills is collected in a wixsite where students can access. All the applications are downloaded on their tablets in different folders and they can be used wherever they need. After testing all the online work done by the students, we realize that the majority of the activities were done in "flash" (.flv) and the browsers they have in their devices do not allow the students work with this type of activities, so our students download "puffin" or "dolphin" browsers, which allow them to access any file and work with it. As a final activity we propose is: bring the mathematically developed to the daily practice of our students, and sometimes many activities are done with all the levels, and our main objective is helping them to realize how mathematics are useful in our daily life and how can Maths solve different conflicts and problems they can find themselves.

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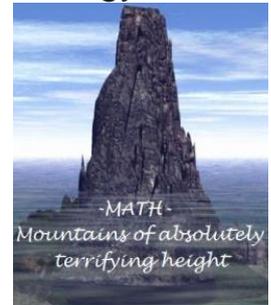
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This methodology and educational practices are carried out in our school in the highest levels, 5th and 6th grades of Primary Education, (10, 11 and 12 years old students). And it is a common methodology in all the areas of development in our school, so that it is the common methodology for the skills development in each one of our students. As an example of our work we share two links that show how our students develop their skills:



<http://cptomasromojaro.wixsite.com/quinto/maths>

[https://drive.google.com/file/d/1HY-jLj7\\_IHAYjugo3BrOeMdbHATR1DgW/view?usp=sharing](https://drive.google.com/file/d/1HY-jLj7_IHAYjugo3BrOeMdbHATR1DgW/view?usp=sharing)

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