1. Read one or more of the linked articles that discuss Zoltan P Diens perceptual variability principle, and describe an example of perceptual variability in teaching math.

<http://www.cehd.umn.edu/ci/rationalnumberproject/81_4.html>

<http://mathyworld.blogspot.com/p/data-handling.html>

<http://teachmath.yolasite.com/mathematics-according-to-zoltan-dienes.php>

2. Read one or more of the linked articles that discuss Lev Vygotsky’s zone of proximal development, and describe an example of an task that is within a learner’s zone of proximal development and how that task is scaffolded by a teacher or other adult.

<http://en.wikipedia.org/wiki/Zone_of_proximal_development>

<http://www.simplypsychology.org/Zone-of-Proximal-Development.html>

<http://www.toolsofthemind.org/philosophy/scaffolding/>

3. Read Dan Willingham’s article on inflexible knowledge, and give a specific example within mathematics of what flexible knowledge looks like and how it is different from inflexible knowledge.

<http://www.aft.org/newspubs/periodicals/ae/winter2002/willingham.cfm>