Classified Index, Volume 11, August 2005–May 2006

Author Index

- Adams, Cheryll M., and Rebecca L. Pierce, Using Tiered Lessons in Mathematics. Oct. 2005, 144–49.
- Adams, Thomasenia Lott, and Fatma Aslan-Tutak, Serving Up Sierpinski! Dec. 2005/Jan. 2006, 248–51.
- Armstrong, Alayne C., An "Arithmetic" Thinker Tackles Algebra. Dec. 2005/ Jan. 2006, 220–25.
- Aslan-Tutak, Fatma, and Thomasenia Lott Adams, Serving Up Sierpinski! Dec. 2005/Jan. 2006, 248–51.
- Aspinwall, Leslie, and Kenneth L. Shaw, Mission Possible: Exploring the Mysterious 1/7. Nov. 2005, 178–80, 183.
- Austin-Hill, Suzanne S., Hamp Sherard, and Diane F. White, "Weakly" Earnings; "Not So Hairy" Cut. Oct. 2005, 132, 139.
- Barker, David, John Lannin, and Brian Townsend, Why, Why Should I Justify? May 2006, 438–43.
- Basista, Beth A., Susann M. Mathews, and Kevin F. Cornell, Where Is the Moon Tonight? May 2006, 467–75.
- Beasley, Mary Lou, and Andy Reeves, Backs and Backpacks; Don't Ride with Loon! May 2006, 446, 451.
- ——, Closeness Counts in Horseshoes; Higher Math. Feb. 2006, 279, 283.
- , Soccer Moms; Working Backward through a List. Mar. 2006, 333, 331?32.
- ——, To Sleep or Not to Sleep, That Is the Question! "Tree" Feet Tall? Nov. 2005, 182, 186–87.
- Beasley, Mary Lou, Tiffani Vinson, and Andy Reeves, Cat Naps; Jumping Rope. Dec. 2005/Jan. 2006, 236, 235.
- Beasley, Mary Lou, Hamp Sherard, and Andy Reeves, Celsius, the All-American City! It's a Small, Small World? Apr. 2006, 388, 387.
- Becker, Joanne Rossi, and Ferdinand D. Rivera, Figural and Numerical Modes of Generalizing in Algebra. Nov. 2005, 198–203.
- Berkman, Robert M., One, Some, or None: Finding Beauty in Ambiguity. Mar. 2006, 324–27.

Bombaugh, Ruth, and Lynn Jefferys, Body Data. Apr. 2006, 378–83.

- Brahier, Daniel J., 7 Things I Learned about Teaching (and Assessing) Mathematics from My Sensei (Karate Instructor). Sept. 2005, 6–10.
- Brown, Elizabeth M., and Elizabeth Jones, Using Clock Arithmetic to Teach Algebra Concepts. Sept. 2005, 104–9.
- Brown, Scott A., You Made It through the Test; What about the Aftermath? Sept. 2005, 68–73.
- Cady, JoAnn, Implementing Reform Practices in a Middle School Classroom. May 2006, 460–66.
- Campbell, Larry, The Case of the Culinary Counting Clues and Conditions. Sept. 2005, 74–77.
- Chávez, Óscar, Robert Reys, and Dusty Jones, Spatial Visualization: What Happens When You Turn It? Nov. 2005, 190–96.
- Clary, Kim, Modeling the Seafloor. Apr. 2006, 398–406.
- Cohen, Robin, How Do Students Think? May 2006, 434–36.
- Colgan, Mark D., March Math Madness: The Mathematics of the NCAA Basketball Tournament. Mar. 2006, 334–42.
- Cornell, Kevin F., Susann M. Mathews, and Beth A. Basista, Where Is the Moon Tonight? May 2006, 467–75.
- Cwikla, Julie, and Marcelle Dessommes Patterson, The A-Maizing Corn Lab: A Geneticist's Biography Leads a Mathematics Exploration. May 2006, 421–27.
- Editorial Panel, 10 Things to Remember When Teaching Middle School Mathematics. May 2006, 419.
- Edwards, Brent, Have You Lost Your Marbles? Three Creative Problem-Solving Approaches. Sept. 2005, 18–21.
- Fagan, Emily, Creating an Environment for Learning with Understanding: The Learning Principle. Sept., 2005, 35–39.
- Freiman, Viktor, and Lesley Lee, Developing Algebraic Thinking through Pattern Exploration. May 2006, 428–33.

- George, Katie, Arthur Hyde, Suzanne Mynard, Christina Hull, Sharon Watson, and Patrick Watson, Creating Multiple Representations in Algebra: All Chocolate, No Change. Feb. 2006, 262–68.
- Goodman, Terry, Belinda Langham, and Sue Sundberg, Developing Algebraic Thinking: An Academy Model for Professional Development. Mar. 2006, 318–23.
- Goodman, Terry A., and Sue E. Sundberg, Incorporating Spatial Ability Instruction in Teacher Preparation. Sept. 2005, 28–34.
- Grandau, Laura, and Ana C. Stephens, Algebraic Thinking and Geometry. Mar. 2006, 344–49.
- Halpern, Cara M., and Pamela A. Halpern, Using Creative Writing and Literature in Mathematics Classes. Dec. 2005/Jan. 2006, 226–30.
- Halpern, Pamela A., and Cara M. Halpern, Using Creative Writing and Literature in Mathematics Classes. Dec. 2005/Jan. 2006, 226–30.
- Hedetniemi, Traci, Robert M. Horton, Elaine Wiegert, and John R. Wagner, Integrating Curriculum through Themes. Apr. 2006, 408–15.
- Herbel-Eisenmann, Beth A., and Elizabeth Difanis Phillips, Using Student Work to Develop Teachers' Knowledge of Algebra. Sept. 2005, 62–66.
- Horak, Virginia M., A Science Application of Area and Ratio Concepts. Apr. 2006, 360–66.
- Horton, Robert M., Traci Hedetniemi, Elaine Wiegert, and John R. Wagner, Integrating Curriculum through Themes. Apr. 2006, 408–15.
- House, Peggy A., Science and Mathematics in Balance. May 2006, 453–59.
- Hull, Christina, Arthur Hyde, Katie George, Suzanne Mynard, Sharon Watson, and Patrick Watson, Creating Multiple Representations in Algebra: All Chocolate, No Change. Feb. 2006, 262–68.
- Hyde, Arthur, Katie George, Suzanne Mynard, Christina Hull, Sharon Watson, and Patrick Watson, Creating Multiple

476 MATHEMATICS TEACHING IN THE MIDDLE SCHOOL

Copyright © 2006 The National Council of Teachers of Mathematics, Inc. www.nctm.org. All rights reserved. This material may not be copied or distributed electronically or in any other format without written permission from NCTM.

Representations in Algebra: All Chocolate, No Change. Feb. 2006, 262–68.

- Jefferys, Lynn, and Ruth Bombaugh, Body Data. Apr. 2006, 378–83.
- Jones, Dusty, Óscar Chávez, and Robert Reys, Spatial Visualization: What Happens When You Turn It? Nov. 2005, 190–96.
- Jones, Elizabeth, and Elizabeth M. Brown, Using Clock Arithmetic to Teach Algebra Concepts. Sept. 2005, 104–9.
- Kalchman, Mindy S., Walking through Space: A New Approach for Teaching Functions. Sept. 2005, 12–17.
- Kersaint, Gladis, Bushel Problem. Dec. 2005/Jan. 2006, 244–47.
- —, Changing Sizes. Nov. 2005, 181, 187.
- ------, Cookies. Dec. 2005/Jan. 2006, 231, 235.
- —____, Elizabeth's Long Walk. Oct. 2005, 134, 139.
- ------, Generosity. Feb. 2006, 284, 283.
- ------, Making Waves. Sept. 2005, 78, 83.
- _____, Ticket Sales. Feb. 2006, 298–301.
 _____, What's the Area? Nov. 2005, 204–5.
- Kroon, Cindy D., Playing around with "Mono-pi-ly." Feb. 2006, 294–97.
- Lach, Tisa M., and Lynae E. Sakshaug, Let's Do Math: Wanna Play? Nov. 2005, 172–76.
- Langham, Belinda, Sue Sundberg, and Terry Goodman, Developing Algebraic Thinking: An Academy Model for Professional Development. Mar. 2006, 318–23.
- Lannin, John, David Barker, and Brian Townsend, Why, Why Should I Justify? May 2006, 438–43.
- Larsen, Joseph, G. Patrick Vennebush, and Elizabeth Marquez, Embedding Algebraic Thinking throughout the Mathematics Curriculum. Sept. 2005, 86–93.
- Lee, Lesley, and Viktor Freiman, Developing Algebraic Thinking through Pattern Exploration. May 2006, 428–33.
- Lewis, Jacob M., Indian Lightning Multiplication. Sept. 2005, 101–3.
- Luttenegger, Greg, Janet Sharp, and Loren Zachary, Using Engineering to Understand Reciprocal Functions. Apr. 2006, 390–96.
- Mahoney, John F., What Is the Name of This Game? Oct. 2005, 150–54.
- Maida, Michael, and Paula Maida, How

Does Your Doughnut Measure Up? Dec. 2005/Jan. 2006, 212–19.

- Maida, Paula, and Michael Maida, How Does Your Doughnut Measure Up? Dec. 2005/Jan. 2006, 212–19.
- Marcoux, Cheryl, Sherri Martinie, and Janet Stramel, Monkey Paws, English Pounds, and Leagues: Using Literature in the Middle School. Oct. 2005, 125–31.
- Marquez, Elizabeth, G. Patrick Vennebush, and Joseph Larsen, Embedding Algebraic Thinking throughout the Mathematics Curriculum. Sept. 2005, 86–93.
- Martinez, Joseph, and Nancy Martinez, A Hidden Solution to the Water Jar Problem. Apr. 2006, 407, 416.
- Martinez, Nancy, and Joseph Martinez, A Hidden Solution to the Water Jar Problem. Apr. 2006, 407, 416.
- Martinie, Sherri, Games in the Middle School. Sept. 205, 94–95.
- ——, Rules or Understanding? Nov. 2005, 188–89.
- ——, Some Students Do Not Like Mathematics. Feb. 2006, 274–75.
- Martinie, Sherri, Cheryl Marcoux, and Janet Stramel, Monkey Paws, English Pounds, and Leagues: Using Literature in the Middle School. Oct. 2005, 125–31.
- Mathews, Susann M., Kevin F. Cornell, and Beth A. Basista, Where Is the Moon Tonight? May 2006, 467–75.
- McMillen, Sue, Sofa Snooze; The Broken Calculator. Sept. 2005, 22, 27.
- —, Umpteen Millions; Does Spelling Count? Sept. 2005, 84, 83.
- Moscovici, Hedy, and Deandrea L. Newton, Math and Science: A Natural Connection? Apr. 2006, 356–58.
- Mynard, Suzanne, Arthur Hyde, Katie George, Christina Hull, Sharon Watson, and Patrick Watson, Creating Multiple Representations in Algebra: All Chocolate, No Change. Feb. 2006, 262–68.
- Neel, Kanwal Singh, Addressing Diversity in the Mathematics Classroom with Cultural Artifacts. Sept. 2005, 54–61.
- New, Rachel, Using Dialogue. Feb. 2006, 270–73.
- Newton, Deandrea L., and Hedy Moscovici, Math and Science: A Natural Connection? Apr. 2006, 356–58.
- Patterson, Marcelle Dessommes, and Julie Cwikla, The A-Maizing Corn Lab: A Geneticist's Biography Leads a Mathematics Exploration. May 2006, 421–27.
- Phillips, Elizabeth Difanis, and Beth A. Herbel-Eisenmann, Using Student Work to Develop Teachers' Knowledge

of Algebra. Sept. 2005, 62–66.

- Pierce, Rebecca L., and Cheryll M. Adams, Using Tiered Lessons in Mathematics. Oct. 2005, 144–49.
- Plymate, Lynda. How to Box a Greeting. Feb. 2006, 276–78.
- Reeves, Andy, and Mary Lou Beasley, Backs and Backpacks; Don't Ride with Loon! May 2006, 446, 451.
- ——, Closeness Counts in Horseshoes; Higher Math. Feb. 2006, 279, 283.
- ——, Soccer Moms; Working Backward through a List. Mar. 2006, 333, 331–32.
- —, To Sleep or Not to Sleep, That Is the Question! "Tree" Feet Tall? Nov. 2005, 182, 186–87.
- Reeves, Andy, Tiffani Vinson, and Mary Lou Beasley, Cat Naps; Jumping Rope. Dec. 2005/Jan. 2006, 236, 235.
- Reeves, Andy, Hamp Sherard, and Mary Lou Beasley, Celsius, the All-American City! It's a Small, Small World? Apr. 2006, 388, 387.
- Reys, Robert, Oscar Chávez, and Dusty Jones, Spatial Visualization: What Happens When You Turn It? Nov. 2005, 190–96.
- Rickard, Laura, and Colette Wilson, "Lettuce" Learn Math: Teaching Mathematics with Seeds and Centimeters. Apr. 2006, 368–77.
- Rivera, Ferdinand D., and Joanne Rossi Becker, Figural and Numerical Modes of Generalizing in Algebra. Nov. 2005, 198–203.
- Robichaux, Rebecca R., and Paulette R. Rodrigue, Discovering Euler Circuits and Paths through a Culturally Relevant Lesson. Mar. 2006, 310–17.
- Rock, David, April's Menu of Problems. Apr. 2006, 384–87.
- , August's Menu of Problems. Sept. 2005, 24–27.
- ——, December 2005/January 2005 Menu of Problems. Dec. 2005/Jan. 2006, 232–35.
- ——, February's Menu of Problems. Feb. 2006, 280–83.
- , March's Menu of Problems. Mar. 2006, 328–31.
- —, May's Menu of Problems. May 2006, 448–51.
- ——, November's Menu of Problems. Nov. 2005, 184–86.
- ——, October's Menu of Problems. Oct. 2005, 136–39.
- ——, September's Menu of Problems. Sept. 2005, 80–83.
- Rodrigue, Paulette R., and Rebecca R. Robichaux, Discovering Euler Circuits and

Paths through a Culturally Relevant Lesson. Mar. 2006, 310–17.

- Sakshaug, Lynae E., and Tisa M. Lach, Let's Do Math: Wanna Play? Nov. 2005, 172–76.
- Schultz, James, and Joe Zilliox, Connecting Mathematics and Science in the Middle School. Apr. 2006, 355.
- Sharp, Janet, Loren Zachary, and Greg Luttenegger, Using Engineering to Understand Reciprocal Functions. Apr. 2006, 390–96.
- Shaw, Kenneth L., and Leslie Aspinwall, Mission Possible: Exploring the Mysterious 1/7. Nov. 2005, 178–80, 183.
- Sherard, Hamp, Mary Lou Beasley, and Andy Reeves, Celsius, the All-American City! It's a Small, Small World? Apr. 2006, 388, 387.
- Sherard, Hamp, Suzanne S. Austin-Hill, and Diane F. White, "Weakly" Earnings; "Not So Hairy" Cut. Oct. 2005, 132, 139.
- Sowder, Judith, and Diana Wearne, What Do We Know about Eighth-Grade Achievement? Feb. 2006, 285–93.
- Steele, Diana F., Using Schemas to Develop Algebraic Thinking. Sept. 2005, 40–46.
- Stephens, Ana C., Developing Students' Understandings of Variable. Sept. 2005, 96–100.
- Stephens, Ana C., and Laura Grandau, Algebraic Thinking and Geometry. Mar. 2006, 344–49.
- Stramel, Janet, Sherri Martinie, and Cheryl Marcoux, Monkey Paws, English Pounds, and Leagues: Using Literature in the Middle School. Oct. 2005, 125–31.
- Sundberg, Sue, Belinda Langham, and Terry Goodman, Developing Algebraic Thinking: An Academy Model for Professional Development. Mar. 2006, 318–23.
- Sundberg, Sue E., and Terry A. Goodman, Incorporating Spatial Ability Instruction in Teacher Preparation. Sept. 2005, 28–34.
- Taber, Susan B., The Mathematics of Alice's Adventures in Wonderland. Nov. 2005, 165–71.
- Townsend, Brian, John Lannin, and David Barker, Why, Why Should I Justify? May 2006, 438–43.
- Vennebush, G. Patrick, Elizabeth Marquez, and Joseph Larsen, Embedding Algebraic Thinking throughout the Mathematics Curriculum. Sept. 2005, 86–93.

- Vinson, Tiffani, Mary Lou Beasley, and Andy Reeves, Cat Naps; Jumping Rope. Dec. 2005/Jan. 2006, 236, 235.
- Wagner, John R., Robert M. Horton, Traci Hedetniemi, and Elaine Wiegert, Integrating Curriculum through Themes. Apr. 2006, 408–15.
- Wanko, Jeffrey J., Giving Exponential Functions a Fair Shake. Oct. 2005, 118-24.
- Watson, Patrick, Arthur Hyde, Katie George, Suzanne Mynard, Christina Hull, and Sharon Watson, Creating Multiple Representations in Algebra: All Chocolate, No Change. Feb. 2006, 262–68.
- Watson, Sharon, Arthur Hyde, Katie George, Suzanne Mynard, Christina Hull, and Patrick Watson, Creating Multiple Representations in Algebra: All Chocolate, No Change. Feb. 2006, 262–68.
- Wearne, Diana, and Judith Sowder, What Do We Know about Eighth-Grade Achievement? Feb. 2006, 285–93.
- Weiss, Dana M. Freer, Keeping It Real: The Rationale for Using Manipulatives in the Middle Grades. Dec. 2005/Jan. 2006, 238–42.
- White, Diane F., Suzanne S. Austin-Hill, and Hamp Sherard, "Weakly" Earnings; "Not So Hairy" Cut. Oct. 2005, 132, 139.
- Wiegert, Elaine, Robert M. Horton, Traci Hedetniemi, and John R. Wagner, Integrating Curriculum through Themes. Apr. 2006, 408–15.
- Wiest, Lynda R., Investigating Students' Thinking about Nets. Oct. 2005, 140–43.
- Wilson, Colette, and Laura Rickard, "Lettuce" Learn Math: Teaching Mathematics with Seeds and Centimeters. Apr. 2006, 368–77.
- Zachary, Loren, Janet Sharp, and Greg Luttenegger, Using Engineering to Understand Reciprocal Functions. Apr. 2006, 390–96.
- Zilliox, Joe, A Second Decade of Mathematics. Sept. 2005, 3.
- Zilliox, Joe, and James Schultz, Connecting Mathematics and Science in the Middle School. Apr. 2006, 355.

Classified Index

Activity

Addressing Diversity in the Mathematics Classroom with Cultural Artifacts. Sept. 2005, 54–61.

Algebra/Algebraic Thinking

- Algebraic Thinking and Geometry. Mar. 2006, 344–49.
- An "Arithmetic" Thinker Tackles Algebra. Dec. 2005/Jan. 2006, 220–25.
- Bushel Problem. Dec. 2005/Jan. 2006, 244–47.
- Creating an Environment for Learning with Understanding: The Learning Principle. Sept., 2005, 35–39.
- Creating Multiple Representations in Algebra: All Chocolate, No Change. Feb. 2006, 262–68.
- Developing Algebraic Thinking: An Academy Model for Professional Development. Mar. 2006, 318–23.
- Developing Algebraic Thinking through Pattern Exploration. May 2006, 428–33.
- Developing Students' Understandings of Variable. Sept. 2005, 96–100.
- Figural and Numerical Modes of Generalizing in Algebra. Nov. 2005, 198–203.
- Giving Exponential Functions a Fair Shake. Oct. 2005, 118–24.
- Let's Do Math: Wanna Play? Nov. 2005, 172–76.
- Serving Up Sierpinski! Dec. 2005/Jan. 2006, 248–51.
- Thinking throughout the Mathematics Curriculum. Sept. 2005, 86–93.
- Using Clock Arithmetic to Teach Algebra Concepts. Sept. 2005, 104–9.
- Using Schemas to Develop Algebraic Thinking. Sept. 2005, 40–46.
- Using Student Work to Develop Teachers' Knowledge of Algebra. Sept. 2005, 62–66.
- Why, Why Should I Justify? May 2006, 438–43.

Assessment

- 7 Things I Learned about Teaching (and Assessing) Mathematics from My Sensei (Karate Instructor). Sept. 2005, 6–10.
- What Do We Know about Eighth-Grade Achievement? Feb. 2006, 285–93.
- You Made It through the Test; What about the Aftermath? Sept. 2005, 68–73.

Communication

Using Creative Writing and Literature in Mathematics Classes. Dec. 2005/Jan. 2006, 226–30.

Using Dialogue. Feb. 2006, 270-73.

Computation/Arithmetic

- Bushel Problem. Dec. 2005/Jan. 2006, 244-47.
- The Case of the Culinary Counting Clues and Conditions. Sept. 2005, 74–77.

- Closeness Counts in Horseshoes; Higher Math. Feb. 2006, 279, 283.
- How to Box a Greeting. Feb. 2006, 276–78.
- Indian Lightning Multiplication. Sept. 2005, 101–3.
- Mission Possible: Exploring the Mysterious 1/7. Nov. 2005, 178–80, 183.
- Sofa Snooze; The Broken Calculator. Sept. 2005, 22, 27.

Ticket Sales. Feb. 2006, 298–301.

To Sleep or Not to Sleep, That Is the Question! "Tree" Feet Tall? Nov. 2005, 182, 186–87.

Connections/Applications

- The A-Maizing Corn Lab: A Geneticist's Biography Leads a Mathematics Exploration. May 2006, 421–27.
- Backs and Backpacks; Don't Ride with Loon! May 2006, 446, 451.

Body Data. Apr. 2006, 378-83.

- Bushel Problem. Dec. 2005/Jan. 2006, 244–47.
- The Case of the Culinary Counting Clues and Conditions. Sept. 2005, 74–77.
- Closeness Counts in Horseshoes; Higher Math. Feb. 2006, 279, 283.
- Have You Lost Your Marbles? Three Creative Problem-Solving Approaches. Sept. 2005, 18–21.
- A Hidden Solution to the Water Jar Problem. Apr. 2006, 407, 416.
- How to Box a Greeting. Feb. 2006, 276–78. Integrating Curriculum through Themes.
- Apr. 2006, 408–15."Lettuce" Learn Math: Teaching Mathematics with Seeds and Centimeters. Apr. 2006, 368–77.
- March Math Madness: The Mathematics of the NCAA Basketball Tournament. Mar. 2006, 334–42.
- Math and Science: A Natural Connection? Apr. 2006, 356–58.
- The Mathematics of Alice's Adventures in Wonderland. Nov. 2005, 165–71.
- Mission Possible: Exploring the Mysterious 1/7. Nov. 2005, 178–80, 183.
- Modeling the Seafloor. Apr. 2006, 398–406.
- Monkey Paws, English Pounds, and Leagues: Using Literature in the Middle School. Oct. 2005, 125–31.
- Science and Mathematics in Balance. May 2006, 453–59.
- Soccer Moms; Working Backward through a List. Mar. 2006, 333, 331-32.
- Sofa Snooze; The Broken Calculator. Sept. 2005, 22, 27.
- To Sleep or Not to Sleep, That Is the Question! "Tree" Feet Tall? Nov. 2005, 182, 186–87.

- Using Creative Writing and Literature in Mathematics Classes. Dec. 2005/Jan. 2006, 226–30.
- Using Engineering to Understand Reciprocal Functions. Apr. 2006, 390–96.
- "Weakly" Earnings; "Not So Hairy" Cut. Oct. 2005, 132, 139.
- What's the Area? Nov. 2005, 204–5.
- Where Is the Moon Tonight? May 2006, 467–75.

Equity and Diversity

- Addressing Diversity in the Mathematics Classroom with Cultural Artifacts. Sept. 2005, 54–61.
- Discovering Euler Circuits and Paths through a Culturally Relevant Lesson. Mar. 2006, 310–17.
- Indian Lightning Multiplication. Sept. 2005, 101–3.
- Using Tiered Lessons in Mathematics. Oct. 2005, 144–49.

Estimation/Approximation

(See Number Sense)

Functions

Giving Exponential Functions a Fair Shake. Oct. 2005, 118–24.

Games and Puzzles

- Games in the Middle School. Sept. 205, 94–95.
- Let's Do Math: Wanna Play? Nov. 2005, 172–76.
- Playing around with "Mono-pi-ly." Feb. 2006, 294–97.
- What Is the Name of This Game? Oct. 2005, 150–54.

Geometry

- (See also Measurement)
- Algebraic Thinking and Geometry. Mar. 2006, 344–49.
- Closeness Counts in Horseshoes; Higher Math. Feb. 2006, 279, 283.
- How Does Your Doughnut Measure Up? Dec. 2005/Jan. 2006, 212–19.
- How to Box a Greeting. Feb. 2006, 276-78.
- Investigating Students' Thinking about Nets. Oct. 2005, 140–43.
- Playing around with "Mono-pi-ly." Feb. 2006, 294–97.
- A Science Application of Area and Ratio Concepts. Apr. 2006, 360–66.
- Serving Up Sierpinski! Dec. 2005/Jan. 2006, 248–51.
- Using Engineering to Understand Reciprocal Functions. Apr. 2006, 390–96.
- What's the Area? Nov. 2005, 204-5.

History

Serving Up Sierpinski! Dec. 2005/Jan. 2006, 248–51.

Home/Community/Business Relations

Games in the Middle School. Sept. 205, 94–95.

Humor

- Backs and Backpacks; Don't Ride with Loon! May 2006, 446, 451.
- Cat Naps; Jumping Rope. Dec. 2005/Jan. 2006, 236, 235.
- Celsius, the All-American City! It's a Small, Small World? Apr. 2006, 388, 387.
- Closeness Counts in Horseshoes; Higher Math. Feb. 2006, 279, 283.
- Soccer Moms; Working Backward through a List. Mar. 2006, 333, 331–32.
- Sofa Snooze; The Broken Calculator. Sept. 2005, 22, 27.
- To Sleep or Not to Sleep, That Is the Question! "Tree" Feet Tall? Nov. 2005, 182, 186–87.
- Umpteen Millions; Does Spelling Count? Sept. 2005, 84, 83.
- "Weakly" Earnings; "Not So Hairy" Cut. Oct. 2005, 132, 139.

International Perspective

Using Dialogue. Feb. 2006, 270-73.

Measurement

- Changing Sizes. Nov. 2005, 181, 187.
- Elizabeth's Long Walk. Oct. 2005, 134, 139.
- How Does Your Doughnut Measure Up? Dec. 2005/Jan. 2006, 212–19.
- How to Box a Greeting. Feb. 2006, 276–78. Modeling the Seafloor. Apr. 2006,
 - 398-406.
- Serving Up Sierpinski! Dec. 2005/Jan. 2006, 248–51.
- Sofa Snooze; The Broken Calculator. Sept. 2005, 22, 27.
- Spatial Visualization: What Happens When You Turn It? Nov. 2005, 190–96.

Modeling

Modeling the Seafloor. Apr. 2006, 398–406.

Number Sense

"Weakly" Earnings; "Not So Hairy" Cut. Oct. 2005, 132, 139.

Number System

Soccer Moms; Working Backward through a List. Mar. 2006, 333, 331–32.

To Sleep or Not to Sleep, That Is the Question! "Tree" Feet Tall? Nov. 2005, 182, 186–87.

Patterns

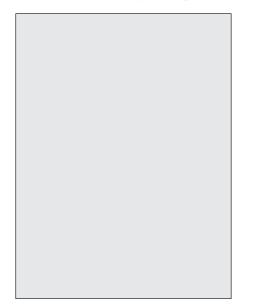
- The Case of the Culinary Counting Clues and Conditions. Sept. 2005, 74–77.
- Developing Algebraic Thinking through Pattern Exploration. May 2006, 428-33.
- Figural and Numerical Modes of Generalizing in Algebra. Nov. 2005, 198–203.
- Mission Possible: Exploring the Mysterious 1/7. Nov. 2005, 178–80, 183.
- Serving Up Sierpinski! Dec. 2005/Jan. 2006, 248–51.

Philosophy

10 Things to Remember When Teaching Middle School Mathematics. May 2006, 419.

Problem Solving

- April's Menu of Problems. Apr. 2006, 384–87.
- August's Menu of Problems. Sept. 2005, 24–27.
- Backs and Backpacks; Don't Ride with Loon! May 2006, 446, 451.
- Bushel Problem. Dec. 2005/Jan. 2006, 244-47.
- The Case of the Culinary Counting Clues and Conditions. Sept. 2005, 74–77.
- Celsius, the All-American City! It's a Small, Small World? Apr. 2006, 388, 387.
- Changing Sizes. Nov. 2005, 181, 187.
- Closeness Counts in Horseshoes; Higher Math. Feb. 2006, 279, 283.
- Cookies. Dec. 2005/Jan. 2006, 231, 235.
- December 2005/January 2005 Menu of Problems. Dec. 2005/Jan. 2006, 232–35.



- Elizabeth's Long Walk. Oct. 2005, 134, 139.
- February's Menu of Problems. Feb. 2006, 280–83.
- Generosity. Feb. 2006, 284, 283.
- Have You Lost Your Marbles? Three Creative Problem-Solving Approaches. Sept. 2005, 18–21.
- A Hidden Solution to the Water Jar Problem. Apr. 2006, 407, 416.
- How Do Students Think? May 2006, 434-36.
- How to Box a Greeting. Feb. 2006, 276-78.
- Let's Do Math: Wanna Play? Nov. 2005, 172–76.
- Making Waves. Sept. 2005, 78, 83.
- March's Menu of Problems. Mar. 2006, 328-31.
- May's Menu of Problems. May 2006, 448–51.
- Mission Possible: Exploring the Mysterious 1/7. Nov. 2005, 178–80, 183.
- November's Menu of Problems. Nov. 2005, 184–86.
- October's Menu of Problems. Oct. 2005, 136–39.
- September's Menu of Problems. Sept. 2005, 80–83.
- Soccer Moms; Working Backward through a List. Mar. 2006, 333, 331–32.
- Sofa Snooze; The Broken Calculator. Sept. 2005, 22, 27.
- Ticket Sales. Feb. 2006, 298-301.
- To Sleep or Not to Sleep, That Is the Question! "Tree" Feet Tall? Nov. 2005, 182, 186–87.
- "Weakly" Earnings; "Not So Hairy" Cut. Oct. 2005, 132, 139.
- What's the Area? Nov. 2005, 204-5.

Reasoning

- One, Some, or None: Finding Beauty in Ambiguity. Mar. 2006, 324–27.
- Science and Mathematics in Balance. May 2006, 453–59.
- Why, Why Should I Justify? May 2006, 438–43.

Research

Keeping It Real: The Rationale for Using Manipulatives in the Middle Grades. Dec. 2005/Jan. 2006, 238–42.

Spatial Sense

- Incorporating Spatial Ability Instruction in Teacher Preparation. Sept. 2005, 28–34.
- Investigating Students' Thinking about Nets. Oct. 2005, 140–43.
- Let's Do Math: Wanna Play? Nov. 2005, 172–76.

Spatial Visualization: What Happens When

You Turn It? Nov. 2005, 190-96.

Walking through Space: A New Approach for Teaching Functions. Sept. 2005, 12–17.

Statistics/Data Analysis

- The A-Maizing Corn Lab: A Geneticist's Biography Leads a Mathematics Exploration. May 2006, 421–27.
- March Math Madness: The Mathematics of the NCAA Basketball Tournament. Mar. 2006, 334–42.
- Using Engineering to Understand Reciprocal Functions. Apr. 2006, 390–96.

Teachers

- Developing Algebraic Thinking: An Academy Model for Professional Development. Mar. 2006, 318–23.
- Incorporating Spatial Ability Instruction in Teacher Preparation. Sept. 2005, 28–34.
- Using Tiered Lessons in Mathematics. Oct. 2005, 144–49.

Teaching

- Addressing Diversity in the Mathematics Classroom with Cultural Artifacts. Sept. 2005, 54–61.
- Creating an Environment for Learning with Understanding: The Learning Principle. Sept., 2005, 35–39.
- Creating Multiple Representations in Algebra: All Chocolate, No Change. Feb. 2006, 262–68.
- Developing Students' Understandings of Variable. Sept. 2005, 96–100.
- Games in the Middle School. Sept. 205, 94–95.
- Implementing Reform Practices in a Middle School Classroom. May 2006, 460–66.
- Indian Lightning Multiplication. Sept. 2005, 101–3.
- Playing around with "Mono-pi-ly." Feb. 2006, 294–97.
- Rules or Understanding? Nov. 2005, 188–89.
- Some Students Do Not Like Mathematics. Feb. 2006, 274–75.
- 10 Things to Remember When Teaching Middle School Mathematics. May 2006, 419.
- Using Dialogue. Feb. 2006, 270-73.
- Using Schemas to Develop Algebraic Thinking. Sept. 2005, 40–46.
- Using Tiered Lessons in Mathematics. Oct. 2005, 144–49.

Technology

Bushel Problem. Dec. 2005/Jan. 2006, 244–47.