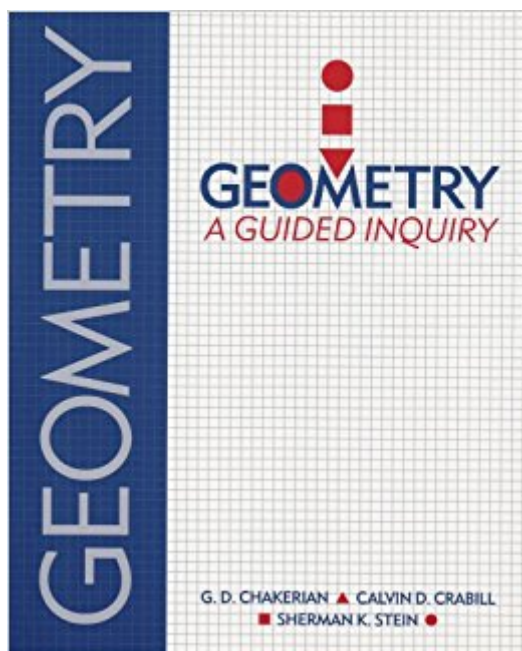


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# Geometry: A Guided Inquiry



## Synopsis

Geometry: A Guided Inquiry by G.D. Chakerian, Calvin D. Crabill and Sherman K. Stein is designed to involve students in the teaching-learning process. It is through cooperative work, encouraged throughout the book, that students of varying abilities can learn together in the same classroom.

## Book Information

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## Customer Reviews

This book is one of the best I've seen in a long time for teaching and self learning Geometry concepts. Every description and problem is well explained, laid out and colorful explanations moves the readers eye to important topics. Also at the end of the chapter are the answers to the working examples read and solved throughout the chapter. A great resource that's highly recommended.

it's okay

After a great Algebra book last year, my daughter and I find this book lacking in instruction. As a homeschooling mom, who hasn't had geometry myself in 30 years, some good directions go a long way in helping my student. I even got a teacher to help, and she also finds this book unhelpful and not well laid out.

This is a wonderful geometry text and very reasonable. We are a homeschool family and this is perfect for us.

Of all the geometry texts I have used over the past 35 years, this one stands out as by far the

richest, most intuitive, and most interesting. This text is unique. Most geometry textbooks present a long list of facts about geometric figures organized in a rigid logical order, working generally from simple to more complex. Applications of these facts may or may not be made clear to the student. Geometry: A Guided Inquiry starts each chapter by posing an interesting geometric problem (puzzle), called the "Central Problem" for the chapter. Clusters of geometric facts are introduced, as needed, in the process of solving these problems. The usefulness and relevance of the new facts are therefore apparent from the moment they are first presented. Most geometry textbooks, especially those written under the influence of the "New Math" era of the 1960s, put heavy emphasis on precise use of technical vocabulary and mathematical notation. Geometry: A Guided Inquiry emphasizes the underlying geometric and mathematical ideas and works to help the student understand them intuitively as well as logically. Overemphasis on technical vocabulary and complex notation can actually stand in the way of understanding, so the authors use simplified vocabulary and notation wherever possible. Most geometry textbooks start each problem set with lots of routine, repetitive problems, gradually working up to an interesting problem or two at the end of the assignment. Geometry: A Guided Inquiry puts the best problems right up front! From the very beginning the student is given problems worth solving. Most geometry textbooks read like they were written by a committee following a prescribed agenda. Most in fact are! The life is squeezed out of the narrative in the process. Geometry: A Guided Inquiry has a distinct sense of authorship. The authors are good mathematicians, good teachers, and good writers. Their joy in the pursuit of mathematics shows through their writing. Geometry: A Guided Inquiry makes frequent use of compass, protractor and ruler activities, data tables, guess and check methods, model-building, and other techniques of intuitive exploration in preparation for general solutions. Each chapter begins with a "Central Problem" that provides the focus and motivates the discussion in that chapter. The Central section presents all the essential new material. Along the way the student is led to a solution of the Central Problem, while exploring its connections with other topics. After the Central section is a Review section, and each of the first seven chapters are followed with a short Algebra Review that stresses algebra topics related to the current work. Next comes the best part. Each chapter has an open ended Projects section with problems that are extensions to the material in the Central section, sometimes carrying the discussion in new directions. (The Project sections include some of the most interesting material in the text!) In a classroom setting, where students work at their own pace, the quicker students would work on the Project section while the slower students finish the Central and Review sections. In a home study environment the student should read through the whole Project section and work on as many of the project problems as possible within the time

frame available. Students who find the work easy, rather than going faster, you should instead take more time and go deeper! An instructional DVD with solution guide, many Geometer's Sketchpad demonstrations, and videos is available from Math Without Borders.

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