

ments). Furthermore, they were required to pose (and show the solutions for) problems to go with the project. The problem posing/solving activity became the final check in ensuring that the students fully understood the models that they had created. For several students, these connections did not come easily.

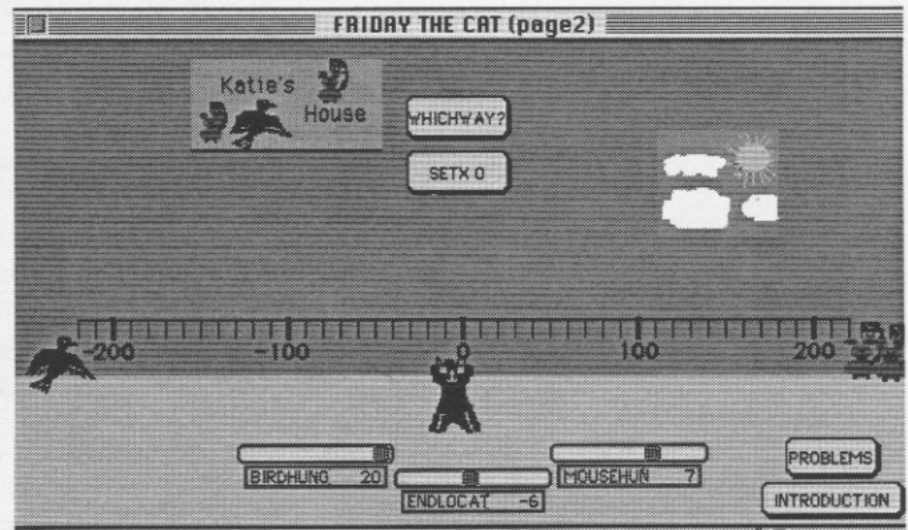
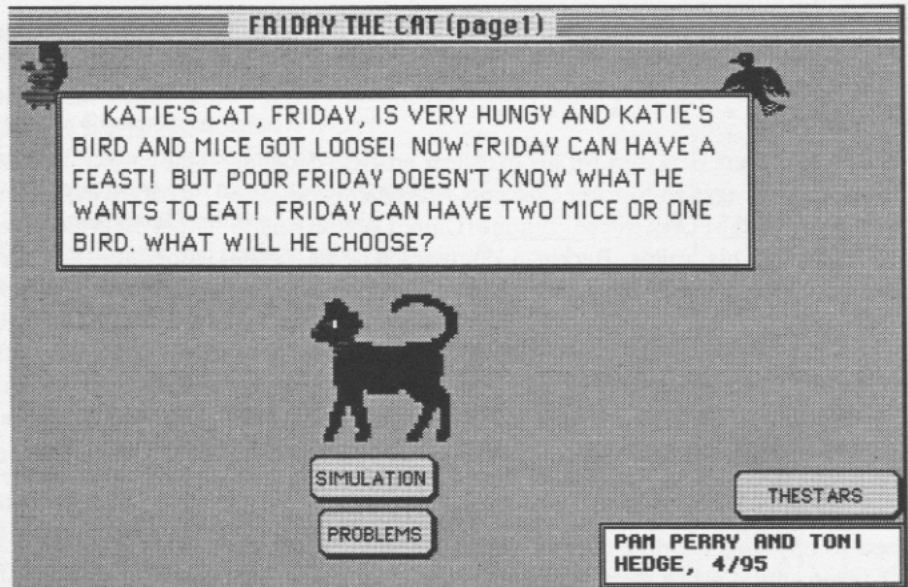
For example, at first Joseph's Itsy Bitsy Spider animation showed additive effects, yet his storyline and his SET statement reflected multiplicative effects. Lucky for Logo users, feedback is immediate and concrete. As Joseph used his simulation, he realized, "This is not working. The numbers don't match." His challenge then was to figure out how to create that multiplicative effect in the animation.

Toni and Pam had similar problems along the way. At first they used addition ((MOUSEHUNGER * 2) + BIRDHUNGER) to model the story situation. It took many runs of the simulation and a lot of thought to realize that it was subtraction, not addition, that reflected their story situation.

Misconceptions on one pair's part were exposed as they created an integer multiplication model, but followed by posing and solving addition problems. The question, "Can you use your model to demonstrate the solutions to these problems?" promptly put them back on track.

I'm convinced that these types of activities develop the kind of mathematical thinkers that we want to see!

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