

**ZMATH 2015f.00752**

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**Fruit salad algebra: alive and kicking!**

Math. Teach. (Derby) 239, 40-43 (2014).

Summary: Teaching algebra is challenging for both teachers and learners. While understanding is pursued, how often does expediency become ‘the name of the game’? The fruit salad approach has long been discredited, yet it is still a reality in many classrooms. Is this approach driven by the textbook? . . . or is the textbook, in this case, simply a public exemplification of a type of thinking that prevails within the teaching of mathematics?

*Classification:* H23 C33 D73

*Keywords:* elementary algebra; approach; textbook analyses; variables; concepts; manipulation of expressions; misconceptions; research; interviews; lower secondary