

Reteach To Build Understanding

Name _____

Reteaching

1-5

Rounding

You can use place value to round to the nearest ten or hundred.

Find the rounding place. If the digit to the right of the rounding place is 5, 6, 7, 8, or 9, then increase the digit in the rounding place by one. If the digit is less than 5, do not change the digit in the rounding place.

Round 17 to the nearest ten: 20

Explain. 7 is in the ones place. Round to the next greater ten.

Round 153 to the nearest ten. 150

Explain. Because 3 is in the ones place and 3 is less than 5, the digit in the tens place does not change.

Round 575 to the nearest hundred. 600

Explain. Because the 7 in the tens place is 5 or greater, round to the next greater hundred.

1. Round 63 to the nearest ten: _____

Explain. _____

Round each number to the nearest ten.

2. 58

3. 71

4. 927

5. 195

Round each number to the nearest hundred.

6. 577

7. 820

8. 350

9. 875

10. **Reasonableness** If you live 71 miles from a river, does it make sense to say you live about 80 miles from the river? Explain.



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Reteach to Build Understanding: A Deeper Dive into Effective Learning

Are you tired of teaching the same concepts repeatedly without seeing real progress? Do your students seem to grasp information initially, only to forget it later? This blog post delves into the powerful strategy of reteaching – not just repeating, but strategically reconstructing learning experiences to foster genuine understanding. We'll explore effective techniques to identify knowledge gaps, adapt your teaching methods, and ultimately build a stronger foundation of understanding in your students. This isn't about rote memorization; it's about fostering deep, lasting

comprehension.

Understanding the Difference Between Repetition and Reteaching

Before we dive into the how, let's clarify the what. Simply repeating a lesson isn't reteaching. Repetition is a rote process; reteaching requires a thoughtful reconsideration of the learning process. It involves analyzing why initial teaching failed to solidify understanding and adapting your approach accordingly. Reteaching is about revisiting content in a new, more engaging, and accessible way.

Identifying Knowledge Gaps: The First Step to Effective Reteaching

Effective reteaching begins with accurate diagnosis. You can't fix a problem you don't understand. Here are some methods to pinpoint knowledge gaps:

Formative Assessments: Employ frequent, low-stakes assessments like quick quizzes, exit tickets, or informal questioning during lessons to gauge real-time understanding.

Summative Assessments: Analyze results from tests and assignments to identify broader areas of weakness across the class.

Individualized Student Conversations: One-on-one conversations can reveal misconceptions and struggles students may not articulate publicly.

Observation: Pay close attention to student engagement during lessons. Are they actively participating, or are they disengaged? Body language can often reveal understanding (or lack thereof).

Strategies for Effective Reteaching: Beyond Simple Repetition

Once you've identified knowledge gaps, it's time to employ effective reteaching strategies:

Differentiated Instruction: Acknowledge that students learn at different paces and in different ways. Offer varied learning materials and activities, catering to different learning styles (visual, auditory, kinesthetic).

Chunking Information: Break down complex concepts into smaller, more manageable pieces. This makes information easier to digest and retain.

Utilizing Visual Aids: Charts, diagrams, videos, and other visual aids can significantly improve comprehension, especially for visual learners.

Interactive Activities: Engage students through activities like group discussions, collaborative projects, and hands-on experiments. Active participation reinforces learning.

Real-World Applications: Connect abstract concepts to real-world examples and scenarios to make

the information more relevant and relatable.

Employing Technology: Interactive whiteboards, educational apps, and online simulations can offer engaging and diverse learning opportunities.

Seeking Feedback: Encourage students to provide feedback on the reteaching process itself. What worked? What didn't? This invaluable information will help you refine your approach.

Assessing the Effectiveness of Reteaching

After implementing your reteaching strategies, it's crucial to reassess student understanding. Use similar assessment methods as before, but also consider incorporating new methods to gauge deeper comprehension. Are students able to apply their knowledge in new contexts? Can they explain the concepts in their own words?

Preventing the Need for Reteaching: Proactive Strategies

While reteaching is a valuable tool, proactively preventing the need for it is even better. Here are some preventative measures:

Clear Explanations: Ensure your initial instruction is clear, concise, and well-organized.

Regular Check-Ins: Regularly check for understanding throughout the lesson to address misconceptions early on.

Engaging Instruction: Make your lessons engaging and relevant to students' lives.

Providing Ample Practice: Give students ample opportunities to practice and apply what they've learned.

Conclusion

Reteaching is not a sign of failure; it's a testament to your commitment to student success. By employing effective strategies for identifying knowledge gaps and adapting your instruction, you can transform struggling learners into confident, competent students. Remember, the goal is not just to cover the material but to ensure genuine understanding, leading to lasting knowledge retention. Embrace reteaching as an opportunity for continuous improvement, both for yourself as an educator and for your students' learning journey.

FAQs

1. How often should I reteach a concept? The frequency depends on the complexity of the concept

and student performance. Reteaching might be necessary after a single lesson, or it could be spread out over several days or weeks.

2. What if reteaching doesn't improve student understanding? If repeated attempts at reteaching fail, consider seeking additional support from colleagues, specialists, or administrators. The student might have underlying learning difficulties that require specialized intervention.

3. Can I reteach using the same methods as the initial teaching? No. Reteaching should involve a deliberate shift in approach. If the initial method failed, repeating it will likely yield the same results.

4. How can I make reteaching engaging for students who feel they've already "failed"? Emphasize that learning is a process and that mistakes are opportunities for growth. Frame reteaching as a chance to deepen their understanding and master the concept.

5. How can I integrate reteaching into a busy classroom schedule? Build short, focused reteaching sessions into your regular lesson plans. Utilize flexible grouping strategies and incorporate formative assessments to quickly identify areas needing attention.

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reteach to build understanding: *Number Sense Routines* Jessica F. Shumway, 2011 Just as athletes stretch their muscles before every game and musicians play scales to keep their technique in tune, mathematical thinkers and problem solvers can benefit from daily warm-up exercises. Jessica Shumway has developed a series of routines designed to help young students internalize and deepen their facility with numbers. The daily use of these quick five-, ten-, or fifteen-minute experiences at the beginning of math class will help build students' number sense. Students with strong number sense understand numbers, ways to represent numbers, relationships among numbers, and number systems. They make reasonable estimates, compute fluently, use reasoning strategies (e.g., relate operations, such as addition and subtraction, to each other), and use visual

models based on their number sense to solve problems. Students who never develop strong number sense will struggle with nearly all mathematical strands, from measurement and geometry to data and equations. In *Number Sense Routines*, Jessica shows that number sense can be taught to all students. Dozens of classroom examples -- including conversations among students engaging in number sense routines -- illustrate how the routines work, how children's number sense develops, and how to implement responsive routines. Additionally, teachers will gain a deeper understanding of the underlying math -- the big ideas, skills, and strategies children learn as they develop numerical literacy.

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reteach to build understanding: Checking for Understanding Douglas Fisher, Nancy Frey, 2015-12-18 A teacher presents a lesson, and at the end asks students if they understand the material. The students nod and say they get it. Later, the teacher is dismayed when many of the students fail a test on the material. Why aren't students getting it? And, just as important, why didn't the teacher recognize the problem? In *Checking for Understanding*, Douglas Fisher and Nancy Frey show how to increase students' understanding with the help of creative formative assessments. When used regularly, formative assessments enable every teacher to determine what students know and what they still need to learn. Fisher and Frey explore a variety of engaging activities that check for and increase understanding, including interactive writing, portfolios, multimedia presentations, audience response systems, and much more. This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility, guided instruction, formative assessment systems, data analysis, and quality instruction. Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted (FIT) Teaching™. They are also the authors of numerous ASCD books, including *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning* and the best-selling *Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention*.

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sharp mind, like a healthy body, is subject to the same rule of nature: Use it or lose it. Need a calculator just to work out a 15 percent service charge? Not exactly sure how to get the calculator to give you the figure you need? Turn to this revised and updated edition of *All the Math You'll Ever Need*, the friendliest, funniest, and easiest workout program around. In no time, you'll have total command of all the powerful mathematical tools needed to make numbers work for you. In an adollars-and-cents, bottom-line world, where numbers influence everything, none of us can afford to let our math skills atrophy. This step-by-step personal math trainer: Refreshes practical math skills for your personal and professional needs, with examples based on everyday situations. Offers straightforward techniques for working with decimals and fractions. Demonstrates simple ways to figure discounts, calculate mortgage interest rates, and work out time, rate, and distance problems. Contains no complex formulas and no unnecessary technical terms.

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reteach to build understanding: *Get Better Faster* Paul Bambrick-Santoyo, 2016-07-25 Effective and practical coaching strategies for new educators plus valuable online coaching tools. Many teachers are only observed one or two times per year on average—and, even among those who are observed, scarcely any are given feedback as to how they could improve. The bottom line is clear: teachers do not need to be evaluated so much as they need to be developed and coached. In *Get Better Faster: A 90-Day Plan for Coaching New Teachers*, Paul Bambrick-Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success. Over the course of the book, he breaks down the most critical actions leaders and teachers must take to achieve exemplary results. Designed for coaches as well as beginning teachers, *Get Better Faster* is an integral coaching tool for any school leader eager to help their teachers succeed. *Get Better Faster* focuses on what's practical and actionable which makes the book's approach to coaching so effective. By practicing the concrete actions and micro-skills listed in *Get Better Faster*, teachers will markedly improve their ability to lead a class, producing a steady chain reaction of future teaching success. Though focused heavily on the first 90 days of teacher development, it's possible to implement this work at any time. Junior and experienced teachers alike can benefit from the guidance of *Get Better Faster* while at the same time closing existing instructional gaps. Featuring valuable and practical online training tools available at <http://www.wiley.com/go/getbetterfaster>, *Get Better Faster* provides agendas, presentation slides, a coach's guide, handouts, planning templates, and 35 video clips of real teachers at work to help other educators apply the lessons learned in their own classrooms. *Get Better Faster* will teach you: The core principles of coaching: Go Granular; Plan, Practice, Follow Up, Repeat; Make Feedback More Frequent Top action steps to launch a teacher's development in an easy-to-read scope and sequence guide It also walks you through the four phases of skill building: Phase 1 (Pre-Teaching): Dress Rehearsal Phase 2: Instant Immersion Phase 3: Getting into Gear Phase 4: The Power of Discourse Perfect for new educators and those who supervise them, *Get Better Faster* will also earn a place in the libraries of veteran teachers and school administrators seeking a one-stop coaching resource.

reteach to build understanding: *Math 2011 Student Edition (Consumable) Grade K Plus*

Digital 1-Year License Randall Inners Charles, Scott Foresman, 2009 Envision a math program that engages your students as it strengthens their understanding of math. enVisionMATH uses problem based interactive learning and visual learning to deepen conceptual understanding. It incorporates bar diagram visual tools to help students be better problem solvers, and it provides data-driven differentiated instruction to ensure success for every student. The best part, however, is that this success is proven by independent, scientific research. Envision more, enVisionMATH!

reteach to build understanding: Leading Lesson Study Jennifer Stepanek, Gary Appel, Melinda Leong, Michelle Turner Mangan, Mark Mitchell, 2006-12-20 Provides readers with a compelling rationale for the process, offers experience-tested tools, and suggests ways to address commonly-occurring challenges. This book will assist teachers, and those who support them, in understanding and implementing all phases of lesson study, from initial planning through sharing with others what was learned. —Dennis Sparks, Executive Director National Staff Development Council A powerful teacher professional development process that focuses collaborative teams directly on the classroom, and the perfect tool for teachers, professional developers, and team leaders. Gives you everything you need to use lesson study to support teachers in thinking deeply about practice. —Roberta Jaffe, Science Education Coordinator, New Teacher Center, University of California, Santa Cruz Use this team-centered approach to directly enhance teaching and learning in your school! First introduced in Japan, lesson study has gained enthusiastic advocates in US educational circles as a powerful, collaborative approach that brings teachers together as researchers into the science and craft of teaching and learning in their classrooms. Teachers work as teams to develop a lesson plan, teach and observe the lesson to collect data on student learning, and use their observations to refine their lesson. Participants build their sense of professional authority while discovering effective practices that result in improved learning outcomes for their students. This how-to guide provides teachers, administrators, and team leaders with practical strategies, models, and tools. The book leads a beginning team through the phases of the lesson study cycle and provides an experienced team with new perspectives. Using examples from U.S. classrooms, this handbook: Encourages educators to generate and share knowledge Inspires a teacher-researcher stance Illustrates both the process and substance of lesson study Encourages collaboration Provides guidelines for avoiding common pitfalls Leading Lesson Study is an excellent resource for both experienced and novice lesson study teams, administrators who want to start a lesson study program, and lesson study team facilitators such as instructional coaches and professional development providers.

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summative assessment and grading. Learning Targets also includes reproducible planning forms, a classroom walk-through guide, a lesson-planning process guide, and guides to teacher and student self-assessment. What students are actually doing during today's lesson is both the source of and the yardstick for school improvement efforts. By applying the insights in this book to your own work, you can improve your teaching expertise and dramatically empower all students as stakeholders in their own learning.

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reteach to build understanding: Smart from the Start James H. Stronge, Jessica M. Straessle, Xianxuan Xu, 2023-07-21 The ultimate new teacher's guide to surviving and thriving in the classroom, *Smart from the Start* is the springboard to help you establish and improve your practice in meaningful ways. Teachers have a wide range of responsibilities—not all of which can be addressed in teacher preparation programs—and for new and returning educators especially, it can be daunting to think about all that is required throughout the school year. This book provides more than 100 easy-to-incorporate tools spread across six major points of concern: * Beginning of the year: set up your classroom and establish rules and procedures. * Classroom management: establish a healthy learning environment. * Instructional planning: lead high-quality lessons and anticipate students' diverse needs. * Student engagement: motivate students and maintain their quality of learning. * Assessment: align assessment with curriculum and instruction and build rubrics and tests. * Teacher well-being: find the joy in teaching and take care of yourself. Your first few years of teaching don't have to be formidable or confusing. James H. Stronge, Jessica M. Straessle, and Xianxuan Xu have synthesized decades of research to identify and carefully consider the attributes of the job that especially relate to new teachers. With *Smart from the Start*, you can take your first steps into teaching with confidence and create a classroom environment that will benefit your students.

reteach to build understanding: *Tools for Teaching Conceptual Understanding, Secondary* Julie Stern, Krista Ferraro, Juliet Mohnkern, 2017-02-02 Students become experts and innovators through Concept-Based teaching. Innovators don't invent without a deep understanding of how the world works. With this foundation, they apply conceptual understanding to solve new problems. We want our students to not only retain ideas, but relate them to other things they encounter, using each new situation to add nuance and sophistication to their thinking. To do this, they need conceptual understanding. This book serves as a road map for Concept-Based teaching. Discover how to help students uncover conceptual relationships and transfer them to new situations. Specifically, teachers will learn: Strategies for introducing conceptual learning to students Four lesson frameworks to help students uncover conceptual relationships How to assess conceptual understanding, and How to differentiate concept-based instruction Look no further. For deep learning and innovative thinking, this book is the place to start. The authors tear down the false dichotomies of traditional vs innovative education and provide a practical toolkit for developing creativity and applying knowledge through Concept-Based learning. Every practitioner needs this book to juxtapose what worked well in the 20th Century with what is essential in the 21st Century and beyond. Michael McDowell, Superintendent Ross School District, Ross, CA While most good educators recognise the incredible value of teaching conceptually, it is challenging. The authors have created accessible, practical baby steps for every teacher to use. Dr. Vincent Chan, principal Fairview International School, Kuala Lumpur, Malaysia

reteach to build understanding: **The Action of Subtraction** Brian P. Cleary, 2017-08-01 Audisee® eBooks with Audio combine professional narration and text highlighting for an engaging read aloud experience! The author and illustrator of the best-selling Words Are CATegorical® series

brings their trademark sense of humor to the subject of subtraction. Rhyming text filled with funny, countable examples shows what it means to take one number away from another. Readers are also introduced to the terminology they'll encounter as they learn to subtract. From the author and illustrator duo of the best-selling Words Are CATegorical® series, Math Is CATegorical® introduces basic math concepts for young readers and reveals that sometimes math is easier to show than explain! Pairing clever rhyming verse with comical cartoon cats, Brian P. Cleary and Brian Gable help children add up just how fun math can be!

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reteach to build understanding: Math Running Records in Action Nicki Newton, 2016-06-17 In this new book from popular consultant and bestselling author Dr. Nicki Newton, you'll discover how to use Math Running Records to assess students' basic fact fluency and increase student achievement. Like a GPS, Math Running Records pinpoint exactly where students are in their understanding of basic math facts and then outline the next steps toward comprehensive fluency. This practical book introduces a research-based framework to assess students' thinking and move them toward becoming confident, proficient, flexible mathematicians with a robust sense of numbers. Topics include: Learning how often to administer Math Running Records and how to strategically introduce them into your existing curriculum; Analyzing, and interpreting Math Running Records for addition, subtraction, multiplication, and division; Using the data gathered from Math Running Records to implement evidence-based, research-driven instruction. Evaluating students' speed, accuracy, flexibility, and efficiency to help them attain computational fluency; Each chapter offers a variety of charts and tools that you can use in the classroom immediately, and the strategies can easily be adapted for students at all levels of math fluency across grades K-8. Videos of sample running records are also available for download at <https://guidedmath.wordpress.com/math-running-records-videos>. Blackline masters are available on the Running Records Dropbox at <https://bit.ly/3gnngIq>

reteach to build understanding: The Knowledge Gap Natalie Wexler, 2020-08-04 The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension skills at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general

public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

reteach to build understanding: Mine the Gap for Mathematical Understanding, Grades K-2 John SanGiovanni, 2016-10-31 Being an effective math educator is one part based on the quality of the tasks we give, one part how we diagnose what we see, and one part what we do with what we find. Yet with so many students and big concepts to cover, it can be hard to slow down enough to look for those moments when students' responses tell us what we need to know about next best steps. In this remarkable book, John SanGiovanni helps us value our young learners' misconceptions and incomplete understandings as much as their correct ones—because it's the gap in their understanding today that holds the secrets to planning tomorrow's best teaching. SanGiovanni lays out 160 high-quality tasks aligned to the standards and big ideas of grades K-2 mathematics, including counting and representing numbers, number relationships and comparison, addition and subtraction within 100 and 1000, money and time, and multiplication and division. The tasks are all downloadable so you can use or modify them for instruction and assessment. Each big idea offers a starting task followed by: what makes it a high-quality task what you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct gap commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks. It's time to break our habit of rushing into re-teaching for correctness and instead get curious about the space between right and wrong answers. Mine the Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students' reasoning—better at discerning the quality and clarity of students' understanding—and better at planning teaching based on the gaps you see.

reteach to build understanding: 7 Steps to a Language-Rich, Interactive Classroom John Seidlitz, Bill Perryman, 2021-11 7 Steps to Building a Language-Rich Interactive Classroom provides a seven step process that creates a language-rich interactive classroom environment in which all students can thrive. Topics include differentiating instruction for students at a variety of language proficiencies, keeping all students absolutely engaged, and creating powerful learning supports.

reteach to build understanding: Developing Numerical Fluency Patsy Kanter, Steven Leinwand, 2018 This is a must-read book for any teachers of math. -Jo Boaler, Professor of Mathematics Education at Stanford University and author of Mathematical Mindsets Numerical fluency is about understanding Numerical fluency is about understanding, not memorization. It comes over time as students engage in active thinking and doing, not endless worksheets and timed tests. Classroom instruction and materials, however, often don't feel aligned with these realities. In Developing Numerical Fluency, Patsy Kanter and Steven Leinwand take a fresh look at a commonly-asked question: How do I teach number facts so my students know them fluently? They apply their decades of experience teaching mathematics to rethinking effective fluency instruction. Classroom-tested ideas you can use right away Each chapter introduces ideas, techniques, and strategies that contribute to meaningful fluency for all students. You'll find: pivotal understandings that illuminate what contributes to real numerical fluency six instructional processes that support lasting fluency development classroom structures and activities for building fluency in addition, subtraction, multiplication, and division suggestions for creating a school-wide culture of numerical fluency. Patsy and Steve remind us that, Students do not develop numerical fluency by memorizing and regurgitating rules. But many of us learned mathematics in exactly this way, making shifting our instruction challenging. Developing Numerical Fluency provides just the right support, offering big ideas for rethinking instruction paired with classroom-tested activities you can use right away.

reteach to build understanding: Math Intervention 3-5 Jennifer Taylor-Cox, 2016-03-10

Help all of your students reach success in math! This essential book, from bestselling author and consultant Jennifer Taylor-Cox, is filled with suggestions that teachers and RTI/MTSS specialists can use to target instruction for struggling students in grades 3-5. You'll learn how to diagnose academic weaknesses, differentiate instruction, use formative assessments, offer corrective feedback, and motivate students with games and activities. The book's practical features include... Directions for incorporating formative assessments; Explanations of successful strategies for intervention; Important math terms to use with students; Games for active learning with printable boards; Cognitive demand questions ranging from easy to complex; and Rigorous problems to help you gather pre and post data. In this enhanced second edition, you'll find correlations to the Common Core throughout, as well as a variety of brand new, rigorous problems designed to mirror those on CCSS assessments. Bonus! The book is accompanied by free eResources on our website, www.routledge.com/9781138915695. These eResources include an Answer Key with Scoring Guide and a handy Progress Monitoring Tool that you can use to track each student's growth, record notes, and share data with parents, administrators, and other educators. The eResources also contain printable versions of the games in the book so that you can easily download and print them for classroom use.

reteach to build understanding: Book of Proof Richard H. Hammack, 2016-01-01 This book is an introduction to the language and standard proof methods of mathematics. It is a bridge from the computational courses (such as calculus or differential equations) that students typically encounter in their first year of college to a more abstract outlook. It lays a foundation for more theoretical courses such as topology, analysis and abstract algebra. Although it may be more meaningful to the student who has had some calculus, there is really no prerequisite other than a measure of mathematical maturity.

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hasten the benefit to the students and community as a whole.

reteach to build understanding: Powerful Questioning Michael Chiles, 2023-04-21
Foreword by John Hattie. Questioning is a staple feature of a teacher's toolkit across all phases of education. Classrooms are awash with explanation, modelling and feedback, but of all the pedagogical strategies at a teacher's disposal, questioning is one of the most important. It is the heartbeat of a classroom. While the art of asking a question seems relatively straightforward, to what extent do teachers consider the types of questions they're using? Are the questions they ask students actually helping to support learning? In *Powerful Questioning*, Michael Chiles delves into the complexity of asking questions and how best to use this pedagogical tool as a powerful springboard to support learning in the classroom. Teachers are described by many as 'professional question-askers' and the use of questioning in the teaching and learning process dates back to one of the most influential users and developers of questions, the Greek philosopher Socrates. Socrates believed that by asking questions we encourage reflection, and that their use is most effective when we create a continual loop of dialogue between the asker and the receiver, to allow movement from surface to deeper level thinking. *Powerful Questioning* takes inspiration from this, providing original theory that relates back to the historical use of questioning in the classroom throughout. Offering a fresh perspective on how questioning can be engineered to support effective learning, *Powerful Questioning* examines the reasons behind the questions we ask and reveals the power of asking the right questions, in the right way, at the right time. It details a set of core principles, recommendations and classroom-based practical examples that can be used to implement powerful questioning both in the classroom and wider school. Michael's aim is to help teachers become research-informed on the theories around the use of questioning in the classroom, whilst also providing a wide range of practical classroom-based strategies. Readers will take away specific examples from a broad range of case studies in which teachers at different phases of education (from Key Stages one to five) share how they use questioning to improve learning and retention. Essential reading for all teachers and school leaders.

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reteach to build understanding: Friendly Introduction to Number Theory, a (Classic Version) Joseph Silverman, 2017-02-13 For one-semester undergraduate courses in Elementary Number Theory This title is part of the Pearson Modern Classics series. Pearson Modern Classics are acclaimed titles at a value price. Please visit www.pearsonhighered.com/math-classics-series for a complete list of titles. *A Friendly Introduction to Number Theory*, 4th Edition is designed to introduce students to the overall themes and methodology of mathematics through the detailed study of one particular facet-number theory. Starting with nothing more than basic high school algebra, students are gradually led to the point of actively performing mathematical research while getting a glimpse of current mathematical frontiers. The writing is appropriate for the undergraduate audience and includes many numerical examples, which are analyzed for patterns and used to make conjectures. Emphasis is on the methods used for proving theorems rather than on specific results.

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traditional approaches, Math Expressions uses objects, drawings, conceptual language, and real-world situations to help students build mathematical ideas that make sense to them. - Publisher.

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reteach to build understanding: Principles to Actions National Council of Teachers of Mathematics, 2014-02 This text offers guidance to teachers, mathematics coaches, administrators, parents, and policymakers. This book: provides a research-based description of eight essential mathematics teaching practices ; describes the conditions, structures, and policies that must support the teaching practices ; builds on NCTM's Principles and Standards for School Mathematics and supports implementation of the Common Core State Standards for Mathematics to attain much higher levels of mathematics achievement for all students ; identifies obstacles, unproductive and productive beliefs, and key actions that must be understood, acknowledged, and addressed by all stakeholders ; encourages teachers of mathematics to engage students in mathematical thinking, reasoning, and sense making to significantly strengthen teaching and learning.

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(2) (World Wide Web) An Internet-based system that enables an individual or company to publish itself to the world, except in countries that prohibit the free interchange of information.

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