

reteach to build understanding

reteach to build understanding is a powerful approach in education that focuses on ensuring every learner truly grasps essential concepts. This article explores the importance of reteaching, strategies for effective implementation, and how educators can identify gaps in student understanding. You will discover the benefits of revisiting material, methods for assessing comprehension, and practical techniques to encourage deeper learning. By integrating keyword-rich insights and actionable advice, this guide assists teachers, tutors, and education professionals in leveraging reteaching to foster lasting understanding. The article also addresses challenges faced during the reteaching process and provides evidence-based solutions. Whether you are an experienced educator or new to the classroom, this comprehensive resource will help you create an inclusive environment where every student can succeed. Read on to learn how reteaching can transform learning outcomes and build a strong foundation for lifelong knowledge.

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Understanding Reteaching and Its Role in Education

Reteaching is the process of revisiting and clarifying concepts that students have not fully understood, with the goal to build deeper comprehension and mastery. Rather than moving on to new material, educators pause to address gaps in knowledge, ensuring that foundational skills are solid before progressing. This approach is crucial in a variety of learning environments, from classrooms to online courses, and is an essential component of differentiated instruction. By reteaching to build understanding, teachers can support diverse learning needs and prevent students from falling behind. The philosophy centers on the belief that all learners are capable of success given the right support and opportunities to revisit challenging concepts.

Why Reteach to Build Understanding Is Essential

Reteaching to build understanding is essential for several reasons. First, it helps ensure that learning is meaningful and retained over time. When students struggle with initial instruction, simply moving forward can lead to gaps that compound as lessons become more advanced. Reteaching provides the opportunity to solidify basic knowledge, which is the foundation for more complex skills. Additionally, this approach fosters a growth mindset within the classroom, showing students that persistence and effort lead to improvement. Reteaching also supports equity by giving all learners, regardless of background or learning style, the chance to master material at their own pace. Finally, it contributes to higher achievement, improved confidence, and better outcomes on assessments.

Identifying When Reteaching Is Needed

Recognizing when to reteach is a critical skill for educators. Not all students learn at the same rate or in the same way, so being able to identify misunderstandings early is key. Teachers can use a variety of methods to assess comprehension and determine when reteaching is necessary. Common indicators include poor performance on formative assessments, lack of participation, confusion during class discussions, and inconsistent homework results. Proactive identification allows teachers to intervene before misunderstandings become entrenched, ensuring that reteaching is targeted and effective.

Signs That Indicate a Need for Reteaching

- Low scores on quizzes or tests
- Frequent errors in classwork or assignments
- Students asking repeated questions about the same topic
- Visible frustration or disengagement during lessons
- Inability to explain concepts in their own words

Effective Strategies for Reteaching

Implementing effective strategies for reteaching is crucial in building understanding. Educators must select methods that address students' specific needs and learning styles. Reteaching can involve a variety of instructional techniques, including direct instruction, guided practice, peer teaching, and the use of visual aids. The goal is to present information in new or different ways to help students grasp difficult concepts. Tailoring the approach to individual or group needs increases the likelihood of successful reteaching. Incorporating active learning and formative assessment throughout the process ensures that students are engaged and progressing toward mastery.

Key Techniques for Reteaching

- Chunking information into manageable parts
- Using real-life examples and applications
- Incorporating hands-on activities and manipulatives
- Providing step-by-step modeling and think-alouds
- Facilitating small-group or one-on-one instruction
- Encouraging peer-to-peer explanation and discussion

Assessing Student Understanding Before and After Reteaching

Assessment is a vital component of reteaching to build understanding. Before reteaching, educators must accurately identify areas of confusion through formative assessments, classroom observations, and student feedback. After reteaching, it is essential to measure progress and determine whether students have achieved mastery. Using a variety of assessment tools allows teachers to capture a holistic view of student learning and adjust instruction as needed. Continuous assessment not only guides the reteaching process but also empowers students to track their own growth and take ownership of their learning.

Assessment Tools for Reteaching

- Exit tickets and quick quizzes
- Student self-reflection and goal setting
- Performance tasks and projects
- Observation checklists
- Peer assessments

Overcoming Common Challenges in Reteaching

Reteaching presents several challenges, including time constraints, varying student abilities, and potential resistance from learners who may feel discouraged. Educators must

balance the need to revisit material with the pressure to cover curriculum standards. To overcome these obstacles, teachers can prioritize critical concepts, use flexible grouping, and integrate reteaching seamlessly into regular instruction. Creating a supportive classroom environment that values effort and improvement helps students stay motivated during the reteaching process. Additionally, leveraging technology and differentiated resources can make reteaching more efficient and engaging.

Solutions to Reteaching Challenges

- Establishing clear routines and expectations for reteaching periods
- Using formative data to target instruction efficiently
- Incorporating multimedia and interactive tools
- Building classroom culture focused on growth and collaboration
- Providing timely feedback and encouragement

Integrating Reteaching into Daily Instruction

For reteaching to build understanding to be most effective, it must be a regular part of instructional practice. Integrating reteaching into daily lessons ensures that gaps are addressed promptly and prevents students from falling behind. This can be done through ongoing formative assessment, flexible lesson planning, and strategic use of small-group or individualized support. Teachers can embed reteaching moments within their curriculum by revisiting key concepts, reviewing common misconceptions, and allowing time for reflection and practice. Making reteaching a routine aspect of learning helps normalize the process and encourages a classroom culture of continuous growth.

Benefits of Reteaching for Long-Term Learning

Reteaching to build understanding offers significant benefits for long-term learning. When students have multiple opportunities to revisit and master concepts, retention and application improve. Reteaching fosters critical thinking, problem-solving skills, and confidence as learners build a stronger foundation for future academic success. It also supports differentiated instruction, allowing educators to meet individual needs and promote equity. Ultimately, the process of reteaching helps students become resilient, independent learners who can tackle new challenges with confidence and competence.

Frequently Asked Questions About Reteach to Build

Understanding

Q: What does "reteach to build understanding" mean in education?

A: "Reteach to build understanding" means revisiting and clarifying academic concepts to ensure that students fully comprehend the material, rather than simply moving forward when confusion exists.

Q: How can teachers identify which students need reteaching?

A: Teachers can identify students who need reteaching by analyzing assessment results, observing classroom interactions, and noting repeated misunderstandings or lack of participation.

Q: What strategies are most effective for reteaching?

A: Effective strategies include chunking information, using real-life examples, providing modeling and guided practice, and facilitating peer discussion and small-group instruction.

Q: Why is reteaching important for student success?

A: Reteaching is important because it ensures foundational understanding, prevents gaps in knowledge, and supports all learners in achieving academic mastery.

Q: How can assessment support the reteaching process?

A: Assessment helps educators pinpoint areas of confusion before reteaching and measure progress afterward, ensuring that instruction is targeted and effective.

Q: What challenges do teachers face when implementing reteaching?

A: Common challenges include limited instructional time, diverse learning needs, and student resistance, which can be addressed with flexible grouping and supportive classroom routines.

Q: How can technology enhance the reteaching

process?

A: Technology offers multimedia resources, interactive tools, and personalized learning platforms that make reteaching more engaging and accessible for students.

Q: Can reteaching benefit advanced learners as well as those struggling?

A: Yes, reteaching benefits all learners by reinforcing concepts, deepening understanding, and providing opportunities for enrichment and extension.

Q: How often should reteaching occur in the classroom?

A: Reteaching should be a routine part of instruction, integrated as needed based on ongoing assessments and student feedback.

Q: What are the long-term impacts of effective reteaching?

A: Effective reteaching leads to improved retention, higher achievement, greater confidence, and the development of lifelong learning skills.

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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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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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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: 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.

reteach to build understanding: Big Ideas Math Ron Larson, Laurie Boswell, 2019

reteach to build understanding: Effective Questioning Strategies in the Classroom Esther Fusco, 2015-04-17 This practical guide provides teachers with a step-by-step process for implementing a set of questioning strategies known as the Questioning Cycle. This strategy supports teachers in planning and asking questions, assessing students' responses, and following up those responses with more questions to extend thinking. --from publisher description.

reteach to build understanding: A Principal Manager's Guide to Leverage Leadership

2.0 Paul Bambrick-Santoyo, 2018-08-07 Build better schools by training better leaders A Principal Manager's Guide to Leverage Leadership answers the question that district leaders have been asking across the country: if Leverage Leadership is a roadmap for principals on how to lead great schools, what can principal managers and districts do to support them on that path? A Principal Manager's Guide to Leverage Leadership offers a step-by-step guide to coaching principals to the highest levels of achievement, and it is rooted in studying the most successful principal managers and districts across the country. It can be used by principal managers/supervisors, superintendents, district and state leadership, and principal training organizations to accelerate the growth of principals in your community. Used in conjunction with Leverage Leadership 2.0, this book identifies the key actions principal managers should take to create exceptional school leaders, integrating the seven levers of leadership into district culture from the principal manager on up. With a particular emphasis on the two "super-levers" of data-driven instruction and student culture, this book is packed with advice, professional development materials, and real-world videos of principal managers in action, offering principal managers a valuable resource for bringing about change. A Principal Manager's Guide to Leverage Leadership introduces a new unifying approach that is also highlighted in Leverage Leadership 2.0: See It, Name It, Do It. It gives you the tools to See it (see models of effective practice and identify gaps), Name it (name concrete actions for improvement) and Do it (provide means to practice these action steps until a principal masters them) With A Principal Manager's Guide to Leverage Leadership in hand, principal managers, superintendents and principal training organizations can facilitate district-wide and state-wide transformations and 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.

reteach to build understanding: *Mathematics for Elementary Teachers* Albert B. Bennett, Laurie J. Burton, Leonard T. Nelson, 2007 This book is designed for a mathematics for elementary school teachers course where instructors choose to focus on and/or take an activities approach to learning. It provides inductive activities for prospective elementary school teachers and incorporates the use of physical models, manipulatives, and visual images to develop concepts and encourage higher-level thinking. This text contains an activity set that corresponds to each section of the companion text, *Mathematics for Elementary Teachers: A Conceptual Approach* which is also by Bennett/Nelson. The Activities Approach text can be used independently or along with its companion volume. The authors are pleased to welcome Laurie Burton, PhD, Western Oregon University to this edition of *Mathematics for Elementary Teachers: An Activity Approach*.

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.

reteach to build understanding: *Math Expressions* Karen C. Fuson, 2009 Math Expressions is a comprehensive standards-based K-5 mathematics curriculum that offers new ways to teach and learn mathematics. Combining the most powerful elements of reform mathematics with the best of 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.

reteach to build understanding: *How I Wish I'd Taught Maths* Craig Barton, 2018 Brought

to an American audience for the first time, *How I Wish I'd Taught Maths* is the story of an experienced and successful math teacher's journey into the world of research, and how it has entirely transformed his classroom.

reteach to build understanding: The On-Your-Feet Guide to Blended Learning Catlin R. Tucker, 2019-04-02 Blended learning is more than just teaching with technology; it allows teachers to maximize learning through deliberate instructional moves. This On-Your-Feet Guide zeroes in on one blended learning routine: Station Rotation. The Station Rotation model moves small groups of students through a series of online and off-line stations, building conceptual understanding and skills along the way. This On-Your-Feet-Guide provides: 7 steps to planning a Station Rotation lesson A full example of one teacher's Station Rotation A blank planning template for designing your own Station Rotation Helpful assessment strategies for monitoring learning at each station Ideas to adapt for low-tech classrooms or large class sizes Use blended learning to maximize learning and keep kids constantly engaged through your next Station Rotation lesson! Laminated, 8.5"x11" tri-fold (6 pages), 3-hole punched

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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