

# 4-5 Reteaching

## Linear Inequalities

To graph an inequality, graph the line and find the solution region by substituting a test point. The point  $(0, 0)$  is a good one unless the line goes through the origin.

### Problem

What is the graph of  $y > 2x - 3$ ?

Begin by graphing the line  $y = 2x - 3$ . Take random values for  $x$ , find the corresponding  $y$  values, and create a table.

$x$	$y = 2x - 3$
-2	-7
-1	-5
0	-3
1	-1
2	1

The ordered pairs are  $(-2, -7)$ ,  $(-1, -5)$ ,  $(0, -3)$ ,  $(1, -1)$ , and  $(2, 1)$ . You can graph the line using these points. The line should be dashed because the inequality symbol is  $>$ .

To determine which region to shade, substitute  $(0, 0)$  into the inequality to see if it is a solution.

$$\begin{aligned} y &> 2x - 3 \\ 0 &\stackrel{?}{>} 2(0) - 3 \\ 0 &> -3 \quad \checkmark \end{aligned}$$

The point  $(0, 0)$  satisfies the inequality and is above the line. Therefore, shade the region above the line, which is the solution region.

### Exercises

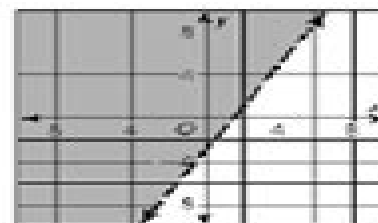
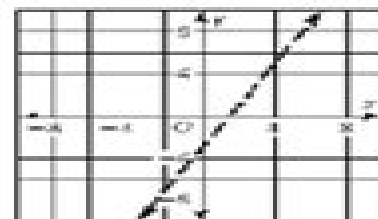
Graph each linear inequality.

1.  $y < x + 2$

2.  $y > 3x - 4$

3.  $x + y < -3$

4.  $x - 2y > -1$



# Pearson Education Inc 5th Grade Math

**Susan G. Assouline, Ann Lupkowski-  
Shoplik**



## **Pearson Education Inc 5th Grade Math:**

*Elementary Mathematics Curriculum Materials* Janine T. Remillard, Ok-Kyeong Kim, 2020-03-16 The book presents comparative analyses of five elementary mathematics curriculum programs used in the U S from three different perspectives the mathematical emphasis the pedagogical approaches and how authors communicate with teachers These perspectives comprise a framework for examining what curriculum materials are comprised of what is involved in reading and interpreting them and how curriculum authors can and do support teachers in this process Although the focus of the analysis is 5 programs used at a particular point in time this framework extends beyond these specific programs and illuminates the complexity of curriculum materials and their role in teaching in general Our analysis of the mathematical emphasis considers how the mathematics content is presented in each program in terms of sequencing the nature of mathematical tasks cognitive demand and ongoing practice and the way representations are used Our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact with mathematics one another the teacher and the textbook around these mathematical ideas as well as the role of the teacher In order to examine how curriculum authors support teachers we analyze how they communicate with teachers and what they communicate about including the underlying mathematics noticing student thinking and rationale for design elements The volume includes a chapter on curriculum design decisions based on interviews with curriculum authors

*Math for All Participant Book (3-5)* Babette Moeller, Barbara Dubitsky, Marvin Cohen, Karen Marschke-Tobier, Hal Melnick, Linda Metnitsky, 2011-08-22 A mathematics professional development program for inclusive classrooms Developed by the Education Development Center and Bank Street College of Education this professional development program will show general and special education teachers how to collaborate to provide a high quality standards based mathematics education to all students including those with disabilities The Math for All learning experiences detailed in the corresponding facilitator s kit will help teachers Assess students strengths and needs Use multiple instructional strategies to teach specific math concepts Tailor lessons based on individual students strengths and needs to help them achieve high quality learning outcomes in mathematics This program will emphasize how the neurodevelopmental demands of a math lesson interact with individual students strengths and needs The authors will provide step by step guidance for adapting materials activities and instructional strategies to make lessons accessible to all students This participant book includes the handouts and reproducibles for the program The forthcoming kit will include a facilitator s guide and a corresponding DVD

Matemáticas: un enfoque de resolución de problemas para maestros de educación básica Rick Billstein, Shlomo Libeskind, Johnny W. Lott, 2013-02-22 La obra deber a ser libro de cabecera de los maestros de ense anza b sica y media Su amplia difusi n provocar un asombroso impacto positivo en la calidad de la educaci n Est dise ado para que con un conocimiento s lido de los contenidos acad micos de matem ticas los maestros adquieran confianza y seguridad en los cursos que imparten mejoren su metodolog a y capacidad did ctica y

finalmente están en ptimas condiciones para acoplarse a la inevitable evolución de planes y programas de estudio

**Mathematics Tasks for the Thinking Classroom, Grades K-5** Peter Liljedahl, Maegan Giroux, 2024-05-21 Practical and proven math tasks to maximize student thinking and learning Building upon the blockbuster success of Building Thinking Classrooms in Mathematics Peter Liljedahl has joined forces with co author Maegan Giroux to bring the Building Thinking Classrooms BTC framework to life in this new book Mathematics Tasks for the Thinking Classroom Grades K 5 But this book is so much more than simply a collection of good thinking tasks It delves deeper into the implementation of the 14 practices from the BTC framework by updating the practices with the newest research and focusing on the practice through the lens of rich math tasks that address specific mathematical learning outcomes or standards Across the 20 non curricular tasks and 30 curricular tasks used as models this book Helps you choose tasks to fit your particular math standards goals and the competencies you want your students to build Walks you through all the steps and scripts to launch facilitate and consolidate each task Shares examples of possible student solutions along with hints you might offer to help their thinking along Offers tasks for consolidation example notes to my future forgetful self and mild medium and spicy check your understanding questions CYUs for every thin sliced sequences of curricular tasks Imparts reflections from the authors on each task The book closes with specific guidance on how to find more tasks or craft your own non curricular and curricular tasks along with answers to educators frequently asked questions It includes access to a companion website that includes downloadables and a task template for creating your own tasks Whether you are new to BTC or a seasoned user Mathematics Tasks for the Thinking Classroom Grades K 5 will help teachers coaches and specialists transform traditional math classrooms into dynamic and thought provoking learning spaces

**Developing Math Talent** Susan G. Assouline, Ann Lupkowski-Shoplik, 2021-09-03 Build student success in math with the only comprehensive guide for developing math talent among advanced learners The authors nationally recognized math education experts offer a focused look at educating gifted and talented students for success in math More than just a guidebook for educators this book offers a comprehensive approach to mathematics education for gifted students of elementary or middle school age The authors provide concrete suggestions for identifying mathematically talented students tools for instructional planning and specific programming approaches Developing Math Talent features topics such as strategies for identifying mathematically gifted learners strategies for advocating for gifted children with math talent how to design a systematic math education program for gifted students specific curricula and materials that support success and teaching strategies and approaches that encourage and challenge gifted learners

**Assistive Technology to Support Inclusive Education** Dianne Chambers, Chris Forlin, 2020-09-25 Assistive technology consists of products and services that are designed to support students to augment strengthen or bypass areas of difficulty and that allow them to access the curriculum and social aspects of the classroom where they would not previously have had access

**Math Problem Solving in Action** Nicki Newton, 2017-02-10 In this

new book from popular math consultant and bestselling author Dr Nicki Newton you ll learn how to help students become more effective and confident problem solvers Problem solving is a necessary skill for the 21st century but can be overwhelming for both teachers and students Dr Newton shows how to make word problems more engaging and relatable how to scaffold them and help students with math language how to implement collaborative groups for problem solving how to assess student progress and much more Topics include Incorporating problem solving throughout the math block connecting problems to students real lives and teaching students to persevere Unpacking word problems across the curriculum and making them more comprehensible to students Scaffolding word problems so that students can organize all the pieces in doable ways Helping students navigate the complex language in a word problem Showing students how to reason about model and discuss word problems Using fun mini lessons to engage students in the premise of a word problem Implementing collaborative structures such as math literature circles to engage students in problem solving Getting the whole school involved in a problem solving challenge to promote schoolwide effort and engagement and Incorporating assessment to see where students are and help them get to the next level Each chapter offers examples charts and tools that you can use immediately The book also features an action plan so that you can confidently move forward and implement the book s ideas in your own classroom Free accompanying resources are provided on the author s website [www.drnickinewton.com](http://www.drnickinewton.com)

**Translanguaging with Multilingual Students** Ofelia García,Tatyana Kley,2016-06-10 Looking closely at what happens when translanguaging is actively taken up to teach emergent bilingual students across different contexts this book focuses on how it is already happening in classrooms as well as how it can be implemented as a pedagogical orientation It extends theoretical understandings of the concept and highlights its promises and challenges Using a Transformative Action Research design six empirically grounded ethnographic case studies describe how translanguaging is used in lesson designs and in the spontaneous moves made by teachers and students during specific teaching moments The cases shed light on two questions How when and why is translanguaging taken up or resisted by students and teachers What does its use mean for them Although grounded in a U S context and specifically in classrooms in New York State Translanguaging with Multilingual Students links findings and theories to different global contexts to offer important lessons for educators worldwide

**Activating Assessment for All Students** Mary Hamm,Dennis Adams,2013 Hamm and Adams present models to help teachers identify student learning problems recognizing when to re teach when to move ahead and when to explain or give more examples Activating Assessment for All Students takes all of these into account when it provides differentiated science math methods and goes on to suggest ways that formative assessment practices can inform differentiated teaching learning and assessment These methods promote success for more students by helping teachers develop informative assessment for lessons and related tools for reaching the varying levels of student competencies within their classes This book builds on the expanding knowledge of what works in classrooms and suggests approaches that can open up individual and group

possibilities for science and mathematics instruction It intends to help you answer the following questions What is differentiated instructional assessment How can I amplify the results of DI by using formative assessments How might quality assessment tools like portfolios benefit all students How will I know that differentiated formative assessment works

**ISTED 2021** Malim Muhammad,Nisrina Nurhaliza,Bella Allivia Sativa Turmono,2021-10-04 The International Seminar on Teacher Training and Education 2021 ISTED 2021 is an international seminar devoted to fostering the development of innovative education in 21st century The goal of ISTED seminar is to provide a forum for lectures teachers students experts and practitioners from universities governments NGOs and research institutes and to share cutting edge developments in educations and social humanities It also offers an opportunity to deepen understanding of the connection between information and study related to technologies educations and social humanities The conference will consist of a plenary of keynote and paper presentation We invite you to participate and submit your paper through online system The approved paper will be presented and published in EAI Book Chapter of ISTED 2021 and Journals related topics at this conference

*Young Adult Nonfiction* Judith A. Hayn,Jeffrey S. Kaplan,Amanda L. Nolen,Heather A. Olvey,2015-11-19 No matter the location schools are guided by standards including Common Core State Standards This collection of contributions by some of the country s leading literacy experts offers practical suggestions for implementing young adult literature to meet the demand that standards mandate for focusing on nonfiction in teaching literacy The challenges to CCSS abound and teachers who are currently seeking avenues to reach their students no matter what content they teach will find the strategies and suggestions useful The text advocates using young adult literature to accomplish content area literacy and is intended as a primer for those who are building curriculum

**Teaching Math, Science, and Technology in Schools Today** Dennis Adams,Mary Hamm,2014-02-19 Teaching Math Science and Technology in Schools Today Guidelines for Engaging Both Eager and Reluctant Learners offers unique engaging and thought provoking ideas The activities open imaginative doors to learning and provide opportunities for all learners It surveys today s most important trends and dilemmas while explaining how collaboration and critical thinking can be translated into fresh classroom practices Questions engagement and curiosity are viewed as natural partners for mathematical problem solving scientific inquiry and learning about technology Like the Common Core State Standards the book builds on the social nature of learning to provide suggestions for both eager and reluctant learners The overall goal of the book is to deepen the collective conversation challenge thinking and provide some up to date tools for teachers so they can help reverse the steady erosion of math science and technology understanding in the general population

*Future-proofing STEAME education in South Africa* Rajendran Govender,Josef de Beer,Rouaan Maarman,Rajendra Chetty,2025-02-28 This book aims to contribute to the discourse of finding innovative solutions to the myriad of challenges facing science education in South Africa The book positions itself in the multi disciplinary focus on Science Technology Engineering Arts Mathematics and Entrepreneurship STEAME education rather than the traditional

narrow focus on Science Technology Engineering and Mathematics STEM The chapters in the book explore the challenges and opportunities facing STEAME education in a complex 21st century and at the advent of a society with a strong artificial intelligence component in its DNA The leitmotif of the book is how engaging pedagogies could be utilised in the classroom to enhance self directed learning a sine qua non to future proof South Africa s science and technological advancement This is a book written by scholars for scholars Its target audience includes academics and researchers in the field of science education and scholars engaged with innovative teaching pedagogies particularly approaches that would enhance the achievement of learners in disadvantaged contexts The chapters in the book although eclectic in approach all contribute to the central theme of the book Most of the chapters lean on textual analyses literature reviews or concept papers which disclose new ideas before full validation

Understanding the Math We Teach and How to Teach It, K-8 Small Marian, 2025-08-26 Dr Marian Small has written a landmark book for a wide range of educational settings and audiences from pre service math methods courses to ongoing professional learning for experienced teachers Understanding the Math We Teach and How to Teach It K 8 focuses on the big mathematical ideas in elementary and middle school grade levels and shows how to teach those concepts using a student centered problem solving approach Comprehensive and Readable Dr Small helps all teachers deepen their content knowledge by illustrating core mathematical themes with sample problems clear visuals and plain language Big Focus on Student Thinking The book s tools models and discussion questions are designed to understand student thinking and nudge it forward Particularly popular features include charts listing common student misconceptions and ways to address them a table of suggested manipulatives for each topic and a list of related children s book Implementing Standards That Make Sense By focusing on key mathematics principles Understanding the Math We Teach and How to Teach It K 8 helps to explain the whys of state standards and provides teachers with a deeper understanding of number sense operations algebraic thinking geometry and other critical topics Dr Small a former dean with more than 40 years in the field conceived the book as an essential guide for teachers throughout their career Many teachers who teach at the K 8 level have not had the luxury of specialist training in mathematics yet they are expected to teach an increasingly sophisticated curriculum to an increasingly diverse student population in a climate where there are heightened public expectations They deserve help

**Moments in Mathematics Coaching** Kristine Reed Woleck, 2010-03-09 A must read for all mathematics teacher coaches Woleck brings us into her coaching life by sharing these cases from her work Through the engaging details of these personal stories she skillfully leads us into considering various coaching models essential coaching skills and effective coaching practices Focus questions at the end of each chapter add an incentive for readers to deepen their own practices and use this book as the basis for study groups Euthecia Hancewicz Mathematics Teacher Support Specialist Mathematics Educator Support Services Westhampton MA Woleck provides an instructive and insightful analysis of what makes coaching a powerful and capacity building resource for schools This highly engaging and informative account details how effective

coaching skills develop and become refined through research based study daily practice and ongoing reflection Mary Monroe Kolek Deputy Superintendent New Canaan Public Schools CT Follow a mathematics coach through real cases from actual school situations Kristine Reed Woleck reflects on specific cases or moments from her years as a mathematics coach unpacking and examining for readers the critical elements of mathematics teaching learning and coaching This accessible practical resource discusses what effective coaching looks like and how beginning and veteran mathematics coaches in Grades K 5 can bring about meaningful improvements in mathematics instruction The real life cases illustrate how to Incorporate key elements of coaching into practice Build trusting relationships with teachers Make effective decisions throughout the coaching cycle Reference data and the curriculum as coaching tools Use reflection to link coaching concepts to actual practice

*Charting an Asian Trajectory for Literacy Education* Su Li Chong,2021-03-14 Weaving outwards from a centripetal force of biographical stances this book presents the collective perspectives of literacy researchers from Brunei China Hong Kong Malaysia Singapore the Philippines and Taiwan It represents the first all Asian initiative to showcase the region s post colonial multilingual and multicultural narratives of literacy education This book provides a much needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia s historical and geopolitical trajectory Driven by the authors lived experiences of becoming literate as well as their empirical research work in later years each chapter brings decades of biographical narratives and collective empirical research findings to bear Within the book are negotiations about literacy across and within home and school contexts transactions of literature text and reader and considerations of the literacy policy practice nexus These trajectories while divergent in their issues come together as shared lived experience located in local contexts considered through global perspectives As Asia looks set to become the 21st century s new economic and labour force the need to understand the sociocultural milieu of this region cannot be understated This book on literacy education in Asia contributes to the larger narrative

*JEBPS Vol 17-N1* Journal of Evidence-Based Practices for Schools,2018-10-05

### **School Mathematics Textbooks In China: Comparative Studies And Beyond** Jianpan

Wang,Lianghuo Fan,Binyan Xu,2021-01-28 Our collected work contains mathematics education research papers Comparative studies of school textbooks cover content selection compilation style representation method design of examples and exercises mathematics investigation the use of information technology and composite difficulty level to name a few Other papers included are about representation of basic mathematical thought in school textbooks a study on the compilation features of elementary school textbooks and a survey of the effect of using new elementary school textbooks

**Reading Assessment and Instruction for All Learners** Jeanne Shay Schumm,2017-02-13 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners Uniquely integrative the book places the needs of English language learners



and students with disabilities front and center instead of treating them as special topics Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence based instruction Special features include Research Briefs Tech Tips Internet Resources Reflection and Action Questions and dozens of reproducible student activities and assessment tools

**Helping Children Learn Mathematics** Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Audrey Cooke, Sue Bennett, Bronwyn Ewing, John West, 2020-01-21

The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text

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