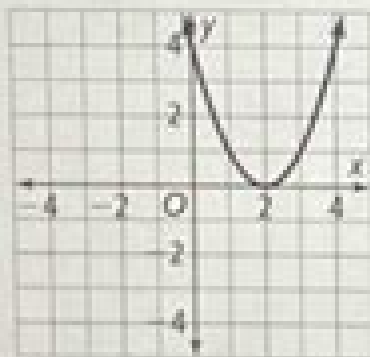


## 8-5 Reteach to Build Understanding

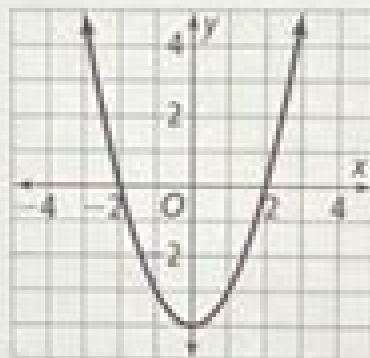
### The Quadratic Formula and the Discriminant

1. Fill in the blanks to complete the statements.

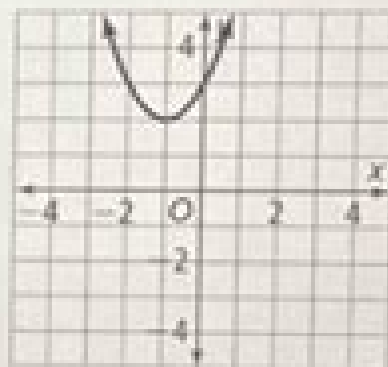
For a quadratic equation  $ax^2 + bx + c = 0$ , the quadratic formula gives the solutions of the equation as  $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ . The discriminant is \_\_\_\_\_.



When the discriminant is \_\_\_\_\_, there is one real root.



When the discriminant is \_\_\_\_\_, there are two real roots.



When the discriminant is \_\_\_\_\_, there are no real roots.

2. Fill in the blanks with numbers to find the solutions of  $x^2 - 5 = 3x$  using the quadratic formula.

Step 1 Write the equation in standard form and identify  $a$ ,  $b$ , and  $c$ .

$$x^2 - 3x - 5 = \underline{\hspace{2cm}}$$

$$a = \underline{\hspace{2cm}}, b = \underline{\hspace{2cm}}, c = \underline{\hspace{2cm}}$$

Step 2 Substitute the values for  $a$ ,  $b$ , and  $c$  into the quadratic formula.

# Reteach The Quadratic Formula

**N Noddings**



## **Reteach The Quadratic Formula:**

**A Guide to Teaching Practice in Ireland** Brendan Walsh, Rose Dolan, 2009-05-01 A unique and practical text written specifically for those embarking on a post primary teaching career in Ireland Details comprehensive treatment of the issues facing pre service teachers along with guidance for those in the early years of a teaching career It provides practical guidance on many areas classroom management planning for lessons time management evaluating learning motivating pupils dealing with conflict and managing stress It assesses teaching methodology in light of changes in Irish educational policy in recent years such as the Teaching Council Whole School Evaluation National Pilot Project on Teach Induction It contains a chapter on Special Educational Needs and the issues facing teachers and pupils in Ireland today It also encourages reflective teaching and lifelong learning to promote continuous professional development *Mathematics Coaching and Collaboration in a PLC at Work*™ Timothy D. Kanold, Mona Toncheff, Matthew R. Larson, Bill Barnes, Jessica Kanold-McIntyre, Sarah Schuhl, 2018-03-30 Part of the Every Student Can Learn Mathematics series Build a mathematics teaching community that promotes learning for K 12 educators and students This user friendly resource is divided into two parts each covering actionable team strategies in teaching mathematics in a PLC at Work™ First you ll discover how to coach highly effective mathematics teams within your professional learning community Then you ll learn how to utilize collaboration and lesson design elements within your math curriculum for teacher team reflection assessment data analysis and action Learn to lead math teacher teams and foster effective collaborative teaching strategies Build a collaborative math learning culture that engages and promotes learning for students and staff members Optimize coaching and foster equity and belonging to encourage collaboration on instruction and math assessment Engage in mathematics lesson study to help teams learn from one another and reflect on effective strategies in teaching mathematics Develop norms SMART goals for teachers agendas and a plan for working effectively as a collaborative team in a PLC at Work™ Address all parts of your math curriculum from math instruction to math interventions Contents Preface Introduction Part 1 Develop PLC Structures for Effective Teacher Team Engagement Transparency and Action Chapter 1 Five Inspirational PLC Leadership Practices Chapter 2 Five Leadership Strategies for Effective Collaboration in Mathematics Part 2 Use Common Assessments and Lesson Design Elements for Teacher Team Reflection Data Analysis and Subsequent Action Chapter 3 How to Create and Nurture a Culture of Change Growth Reflection and Improvement in Your Mathematics Program Chapter 4 How to Lead a Culture of Transparency and Learning with Mathematics Assessments Chapter 5 How to Lead in a Culture of Transparency and Learning with Mathematics Instruction Chapter 6 How to Lead a Culture of Collective Responsibility Epilogue Appendix A References and Resources Books in the Every Student Can Learn Mathematics series Mathematics Assessment and Intervention in a PLC at Work™ Mathematics Instruction and Tasks in a PLC at Work™ Mathematics Homework and Grading in a PLC at Work™ Mathematics Coaching and Collaboration in a PLC at Work™ Algebra 1: an Integrated

Approach McDougal Littell Incorporated, Ron Larson, 1998      *The Educator's Guide to ADHD Interventions* Judith R. Harrison, Denise A. Soares, Steven W. Evans, 2023-06-01 Designed specifically for middle and high school educators this guidebook clearly and thoroughly breaks down effective classroom based interventions for students with ADHD Chapters walk readers through each intervention providing step by step implementation guides describing potential pitfalls and offering critical tips and advice to help you ensure that your interventions are both culturally responsive and sustainable Filled with helpful templates and tools this book is essential reading for anyone who needs help creating effective sustainable interventions for students with ADHD      *Teaching Mathematics to English Language Learners* Gladis Kersaint, Denisse R. Thompson, Mariana Petkova, 2014-06-05 Today s mathematics classrooms increasingly include students for whom English is a second language Teaching Mathematics to English Language Learners provides readers a comprehensive understanding of both the challenges that face English language learners ELLs and ways in which educators might address them in the secondary mathematics classroom Framed by a research perspective Teaching Mathematics to English Language Learners presents practical instructional strategies for engaging learners that can be incorporated as a regular part of instruction The authors offer context specific strategies for everything from facilitating classroom discussions with all students to reading and interpreting math textbooks to tackling word problems A fully annotated list of math web and print resources completes the volume making this a valuable reference to help mathematics teachers meet the challenges of including all learners in effective instruction Features and updates to this new edition include An updated and streamlined Part 1 provides an essential overview of ELL theory in a mathematics specific context Additional practical examples of mathematics problems and exercises make turning theory into practice easy when teaching ELLs New pedagogical elements in Part 3 include tips on harnessing new technologies discussion questions and reflection points New coverage of the Common Core State Standards as well as updates to the web and print resources in Part 4      **The Mathematics Teacher** ,1960      **Create Success!** Kadhira Rajagopal, 2011-05-15 For far too long disadvantaged students in urban environments have believed the fallacy that academic success is unattainable Why The unfortunate answer is that too many urban school systems preemptively declare underperforming students to be failures a practice that fosters dysfunctional classrooms that fail to motivate engage and inspire students to succeed In Create Success Kadhira Rajagopal affectionately known as Dr Raja to his students outlines his no holds barred approach to teaching urban students Through his CREATE model of instruction students are held accountable for their own learning taught at an appropriate level and in familiar language and imbued with the sense that learning and personal achievement are qualities of which they should be proud not ashamed Dr Raja s CREATE model also places an emphasis on the active participation of teachers parents caregivers and coaches in each student s success Resulting in unprecedented success among students previously dismissed as lost causes and academic failures the CREATE model has demonstrated that it is indeed possible to close the achievement gap even in the most

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**Course of Study in Mathematics for Junior High School**, 1946 *What Really Works With Exceptional Learners* Wendy W. Murawski, Kathy Lynn Scott, 2017-01-20 Your desk reference for success with exceptional students Today's teachers especially the many who work with students with special needs are pressed to know a little something about everything Expertise is needed in different content and pedagogical areas but knowledge of different types of disabilities is required as well Wendy Murawski and Kathy Lynn Scott have assembled another reader friendly What Really Works resource full of experiences and evidence based practices to empower any educator Each chapter is presented in an easy access and practical format suited for busy professionals The editors and authors examine how special educational needs affect Content areas like reading and math Specialization areas like autism and learning disabilities Pedagogical areas like culturally responsive practices and accommodations Other critical areas like legal issues behavior challenges and home school collaboration As education trends promote the inclusion of students with exceptionalities this book is the perfect resource for teachers and administrators who need to know what works and what doesn't *Learning to Teach Secondary School Mathematics* Otto C. Bassler, John R. Kolb, 1971 *Teaching in a Networked Environment* Allan Edward Bellman, 2006

Mathematics Inside the Black Box Dylan Wiliam, 2006 Mathematics Inside the Black Box is an easy to read booklet offering great advice and guidance on how to develop formative assessment in Mathematics The booklet suggests methods for teachers to interact more effectively with pupils on a day to day basis to promote their learning for instance by using focused questioning techniques and careful analysis of pupils responses The title sets out in detail the authors findings on ways of implementing assessment for learning Developing questioning In classrooms The Importance of feedback The role of self and peer assessment A final section pulls together key issues in implementing the strategies in a whole school context Table of contents What does this booklet offer Background Aims of mathematics teaching Principles of learning Classroom dialogue talking in and about mathematics Challenging activities The obvious answer is not always correct Using what we know about pupils mathematical understanding Problems with more or less than one correct answer Generating mathematical structure Closed questions can sometimes be valuable Mistakes are often better for learning than correct answers Using textbooks What is different about easy and hard questions Using summative tests formatively Good problems are not universal Generating challenging activities Encouraging pupil talk through questioning and listening Strategies to support all learners Opportunity for peer discussion Encouraging open discussion Feedback and marking Enabling pupils to identify the errors themselves Identifying where pupils use and extend their existing knowledge Encouraging pupils to reflect

Suggesting pupils discuss their ideas with other pupils Helping pupils to show their working Advice on learning facts and procedures Self and peer assessment Two stars and a wish Commenting in pairs Checking understanding Discussing comments Putting it into practice *High School Mathematics* Indiana. Department of Public Instruction. High School Mathematics Course of Study Committee, Indiana. Dept. of Education. High School Mathematics Course of Study Committee, 1943 Educational Publications Indiana. Department of Public Instruction, 1945 **A Teacher's Roles and Calculator Tasks in Two Twelfth-grade Mathematics Courses** Todd Michael Johnson, 1994 Bulletin Indiana. Department of Public Instruction, 1943 **Bulletin** Kansas Association of Teachers of Mathematics, 1927 **Quadratic Equations and Functions Workbook** Norman Balason, 2021-06-19 The QUADRATIC EQUATIONS AND FUNCTIONS WORKBOOK is a resource that Algebra 2 students can use to practice solving quadratic equations writing quadratic equations graphing quadratic functions writing quadratic functions and solving word problems that involve quadratic equations and functions There are nine sections in this workbook Example problems with step by step solutions precede each type of problem for sections one through nine Students should study these examples before starting the problems This workbook also contains the step by step solutions for all problems Section 1 begins with problems for students to use square roots to solve quadratic equations in simplest terms The denominator for answers is rationalized In Section 2 students solve quadratic equations by factoring and by using the Zero Product Property Section 3 includes problems where students solve quadratic equations by completing the square This workbook contains the derivation of the Quadratic Formula In Section 4 students use the Quadratic Formula to solve quadratic equations This workbook includes the derivation of the sum and product of roots for a quadratic equation in standard form Section 5 is where students write quadratic equations given their roots Students can use the Zero Product Property or the sum and product of its roots to do these problems In Section 6 students explain why the graph of the quadratic function which is called a Parabola will open upward or downward Then they determine if the graph will have a minimum or a maximum Section 7 is where students graph quadratic functions that are in standard factored and vertex form In Section 8 students use the coordinates for points on the graph of a quadratic function to write the quadratic function in factored vertex and standard form Section 9 is where students solve word problems that involve quadratic equations and quadratic functions Finally there are step by step solutions for all problems ABOUT THE AUTHOR Teaching Experience Norman just finished his 27th year as a high school math teacher and he is looking forward to the 2021 2022 school year During his teaching career he has taught Algebra 1 Algebra 2 Geometry and Pre Calculus Education Norman earned a M Ed from Chaminade University of Honolulu and a B A in Mathematics from the University of Hawaii at Manoa Personal Norman is a Navy Veteran He enlisted in the United States Navy upon his high school graduation He worked as an F 14 Tomcat plane captain not a pilot for the VF 41 Black Aces while they were out at sea on the aircraft carrier U S S Nimitz He is proud to have served his country while traveling the world and developed life long friendships

through unforgettable experiences Norman enjoys his free time reading biographies listening to music playing the guitar watching finance and investing videos and hanging out with family and friends      **Improving reading in all curriculum areas** University of Chicago Conference on Reading,1952      *Improving Reading in All Curriculum Areas* William Scott Gray,1952

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