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Mathematics' Investigating Fractions, Decimals, and Percents (4-6) Minilessons for Operations with Fractions, Decimals, and Percents is a resource of approximately 75 minilessons that you can choose from throughout the year. In contrast to investigations, which constitute the heart of the math workshop, the minilesson is more guided and more explicit, designed to be used at the start of math workshop and to last for ten to fifteen minutes. Each day, no matter what other materials you are using, you might choose a minilesson from this resource to help your students develop efficient computation. You can also use minilessons with small groups of students as you differentiate instruction. The minilessons in this guide were designed to be used in grades 5-6. Each minilesson is crafted as a tightly structured series, or "string," of computation problems designed to encourage students to look to the numbers first, before they decide on a computation strategy. The strings are likely to generate discussion on certain strategies or big ideas underlying an understanding of operations with rational numbers. Although the emphasis is on the development of mental arithmetic strategies, this does not mean learners have to solve the problems in their heads-but it is important for them to do the problems with their heads! In other words, as you use this guide, encourage students to examine the numbers in each problem and think about clever, efficient ways to solve it. The relationships between the problems in the minilesson will support students as they progress through the string. Several models are employed that can be helpful for computation. Money and the clock enable students to work with landmark fractions easily. The double open number line allows for generalizable strategies such as the use of common denominators for addition and subtraction. The open array and the ratio table are used with multiplication and division throughout to represent student strategies. To learn more visit <http://www.contextsforlearning.com>

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"This resource supports new and experienced educators who want to prepare for and design purposeful number talks for their students; the author demonstrates how to develop grade-level-specific strategies for addition, subtraction, multiplication, and division. Includes connections to national standards, a DVD, reproducibles, bibliography, and index"--Provided by publisher.

This chapter book in Newbery Honor-winning and bestselling author Louis Sachar's Marvin Redpost series stars Marvin and...the president of the United States? The president of the United States is coming to visit Marvin's class. He's even going to answer one question from each kid! Plus the whole thing is going to be on TV. Marvin is nervous. What if someone steals his question? What if he can't speak when it's his turn? Will he look silly in front of the president and everyone watching? Hilarious and

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relatable, Marvin Redpost is perfect for kids who love to bond with quirky characters like Junie B. Jones and George Brown, Class Clown.

Van de Walle (Virginia Commonwealth University) and Lovin (James Madison University) provide practical guidance and proven strategies for teachers of kindergarten through third grade.

Shows how to combine two effective frameworks to provide a comprehensive approach to ensure all students are learning at maximum levels.

“What is important for citizens to know and be able to do?” The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills. As more countries join its ranks, PISA ...

Make every student fluent in the language of learning. The Common Core and ELD standards provide pathways to academic success through academic language. Using an integrated Curricular Framework, districts, schools and professional learning communities can:

- Design and implement thematic units for learning
- Draw from content and language standards to set targets for all students
- Examine standards-centered materials for academic language
- Collaborate in planning instruction and assessment within and across lessons
- Consider linguistic and cultural resources of the students
- Create differentiated content and language objectives
- Delve deeply into instructional strategies involving academic language
- Reflect on teaching and learning

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