

Lesson 6 Reteach

Multiply Fractions

To multiply fractions, multiply the numerators and multiply the denominators.

$$\frac{20}{45} \times \frac{21}{30} = \frac{8 \times 7}{9 \times 5} = \frac{56}{45} = 1\frac{11}{45}$$

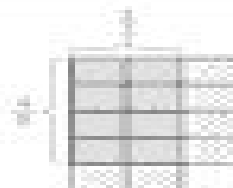
To multiply mixed numbers, rename each mixed number as an improper fraction. Then multiply the fractions.

$$2\frac{2}{3} \times 1\frac{1}{2} = \frac{8}{3} \times \frac{3}{2} = \frac{40}{6} = 6\frac{2}{3}$$

Example 1

Find $\frac{2}{3} \times \frac{4}{5}$. Write in simplest form.

$$\begin{aligned} \frac{2}{3} \times \frac{4}{5} &= \frac{2 \times 4}{3 \times 5} && \text{--- Multiply the numerators.} \\ &= \frac{8}{15} && \text{--- Multiply the denominators.} \\ &= \frac{8}{15} && \text{--- Simplify.} \end{aligned}$$



Example 2

Find $\frac{1}{2} \times 2\frac{1}{2}$. Write in simplest form.

$$\begin{aligned} \frac{1}{2} \times 2\frac{1}{2} &= \frac{1}{2} \times \frac{5}{2} && \text{--- Rename } 2\frac{1}{2} \text{ as an improper fraction: } \frac{5}{2}. \\ &= \frac{1 \times 5}{2 \times 2} && \text{--- Multiply.} \\ &= \frac{5}{4} && \text{--- Simplify.} \end{aligned}$$

Exercises

Multiply. Write in simplest form.

1. $\frac{2}{3} \times \frac{2}{3}$

2. $\frac{1}{2} \times \frac{1}{2}$

3. $-\frac{1}{2} \times \frac{2}{3}$

4. $\frac{2}{3} \times 4$

5. $1\frac{2}{3} \times \left[-\frac{2}{5}\right]$

6. $3\frac{2}{3} \times 1\frac{1}{2}$

7. $-\frac{2}{3} \times 1\frac{2}{3}$

8. $-3\frac{1}{3} \times \left[-2\frac{1}{21}\right]$

9. $4\frac{1}{2} \times \frac{2}{3}$

10. $\frac{2}{3} \times 8$

11. $-2\frac{1}{3} \times \frac{4}{9}$

12. $\frac{1}{2} \times 2\frac{1}{4}$

Reteach Answer Sheet To Lesson 6

Heidi Andrade, Gregory J. Cizek

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the authors' names.

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Resources in Education ,1994 **Research in Education** ,1973 **Symposium Proceedings Innovative Teaching Practices** Janina Morska,Alan Rogerson,2023-06-14 This volume contains the papers presented at the International Symposium Innovative Teaching Practices held on August 14 18 2023 in The Queen s College Oxford University The Symposium was organized by The Mathematics Education for the Future Project an international philanthropic project founded in 1986 and dedicated to innovation in mathematics science computer and statistics education *A Principal Manager's Guide to Leverage Leadership 2.0* Paul Bambrick-Santoyo,2018-07-11 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 **Get Better Faster** Paul Bambrick-Santoyo,2016-06-30 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

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The Exceptional Teacher's Handbook Carla F. Shelton, Alice B. Pollingue, 2014-08-26 The first year in the career of a special education teacher is filled with expectation and promise Addressing the most common needs of beginning special education teachers *The Exceptional Teacher's Handbook* helps new educators move confidently from preplanning to post planning for the entire school year The authors present a step by step management approach complete with planning checklists and other ready to use forms within the context of IDEA 2004 and

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Handbook of Formative Assessment Heidi Andrade, Gregory J. Cizek, 2010-04-02 Formative assessment has recently become a focus of renewed research as state and federal policy makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement Consequently supporters of large scale testing programs are now beginning to consider the potential of formative assessments to improve student achievement The mission of this handbook is to comprehensively profile this burgeoning field of study Written by leading international scholars and practitioners each chapter includes a discussion of key issues that dominate formative assessment policy and practice today as well as those that are likely to affect research and practice in the coming years Key features include Comprehensive nineteen chapters cover all aspects of formative assessment including classroom assessment large scale applications technological applications applications for special needs students K 12 and post secondary applications psychometric considerations case studies and discussion of alternative assessment formats such as portfolios and performance assessments Integrative thoughtful attention is given to the integration of large scale and classroom assessments Practical provides practical guidance on how to conduct formative assessments that generate credible information to guide instruction Global provides perspectives from leading international scholars and practitioners whose expertise spans diverse settings student populations and educational systems Accessible Style although grounded in the latest research the book s style and tone has been carefully crafted to make it accessible to both the textbook and professional markets It will also be a critical reference book for researchers in teacher preparation educational administration and educational policy studies

Making Deep Sense of Informational Texts Gwen J. Pauloski, 2025-04-01 Author Gwen J Pauloski introduces four flexible adolescent literacy practices that help secondary students make deeper sense of the complex informational texts they encounter in school and beyond Adolescent readers learn age appropriate comprehension strategies and practice applying them as they discuss analyze and write about their reading The author offers strategy learning guides lesson examples and planning templates for teachers Grades 6 12 teachers reading specialists and instructional coaches can use this book to Employ research based strategies to help students actively engage with informational texts Teach students to identify and assess integral arguments perspectives and rhetoric Challenge students to reconstruct what they learn from a reading in their own words Encourage students active participation in text centered class discussions Increase students motivation and competence when approaching complex texts Contents Part 1 The Case for the Deep Sense Approach Chapter 1 Why and How Secondary Students Resist Reading Info Texts Chapter 2 A Strategic

Approach to Improving Comprehension Part 2 Teaching the Deep Sense Approach Chapter 3 Helping Adolescents Regain Their Reading Confidence Chapter 4 Strategy Instruction That Works Chapter 5 Leading Text Centered Discussions Chapter 6 Reinforcing Strategies With Shared Info Text Studies SITS Part 3 The Deep Sense Approach Strategies Chapter 7 Focus on Meaning Making Chapter 8 Prepare to Read Chapter 9 Read Actively Chapter 10 Evaluate Arguments and Evidence Chapter 11 Consolidate Learning Appendix A Appendix B References and Resources Index **Learning Mathematics the Easy Way 3 Teacher's Manual**1st Ed. 1997 , **Journeys in Science** James A. Shymansky,1988 *Learning and Living in the 21st Century 6 Teacher's Manual*1st Ed. 2007 , *PLET, Programmed Learning & Educational Technology* ,1986

Teaching ESL and STEM Content through CALL Abdelilah Salim Sehlaoui,2018-10-15 English Learners ELs are left behind in Science Technology Engineering and Mathematics STEM The growing need for effective critical pedagogical competence CPC critical technological competence CTC and critical cross cultural communicative competence C5 in teachers who serve ELs has become more evident because of the increasing numbers of ELs and the global socio economic and technological developments C5 which encompasses CTC and CPC is defined in the book as the teacher s ability to communicate effectively across cultures with diverse individuals An educator who possesses C5 is able to critically understand the power relations and importance of the socio economic and political contexts in any human encounter and the ability to make connections with real life to teach STEM content successfully The book provides teachers of ELs with a research based framework using classroom tested Computer assisted Language Learning and Teaching CALL programs to empower themselves through a practical reflective self professional development component as they help their students succeed academically in STEM A critical pedagogical and a genre based communicative approach is used to achieve this goal by teaching vocabulary grammar reading writing listening and speaking These key English language skills are given special attention in the book while supporting ELs native literacies and STEM education Throughout the book the critical pedagogical approach focuses on the socio economic context of education and makes connections between life in the classroom and real life Research on successful STEM schools indicates that cultivating partnerships with industry higher education nonprofits museums and research centers is crucial for engaging students in STEM learning through internships mentorships interdisciplinary project based learning and early college experiences To cultivate these partnerships and engage ELs in STEM requires educators to possess a C5 From an interdisciplinary approach the book s argument is supported by insights gained from research in various fields of inquiry The book offers practical detailed lesson plans hands on reflective inquiry activities classroom vignettes rubrics and research based criteria to evaluate practice strategies and CALL programs and resources that are either very inexpensive or free of charge The main goal of the book is to develop students English proficiency and help ELs maintain their native literacy to succeed academically in STEM content areas

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