Record Nr. UNINA9910787389303321 Autore Bender William N. Titolo Differentiating math instruction, K-8: common core mathematics in the 21st century classroom / / William N. Bender Pubbl/distr/stampa Thousand Oaks, California:,: Corwin,, [2013] 2013 **ISBN** 1-4833-4387-1 1-4833-4386-3 1-4833-8792-5 Edizione [Third edition.] Descrizione fisica 1 online resource (viii, 295 pages): illustrations Collana Gale eBooks Disciplina 372.70973 Soggetti Individualized instruction Mathematics - Study and teaching (Preschool) Mathematics - Study and teaching (Elementary) Mathematics - Study and teaching (Middle school) Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Revision of: Differentiating math instruction: strategies that work for K-8 classrooms! / William N. Bender. 2009. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Differentiating math instruction, k-8-front cover; differentiating math instruction, k-8; contents; acknowledgments; about the author; introduction; chapter 1: differentiated mathematics instruction; chapter 2: differentiated instructional models: lesson modification and learning centers for mathematics; chapter 3: flipped mathematics classes and project-based learning: new differentiated instructional models in mathematics; chapter 4: strategies for differentiating early math instruction; chapter 5: strategies for differentiating instruction in grades 3 through 6. Chapter 6: strategies for differentiating instruction in grades 6 through 8chapter 7: differentiated assessments and response to intervention; appendix a: recently developed or widely used curricula in mathematics; references; index. Sommario/riassunto This title blends the best of what technology has to offer with guidelines for meeting the objectives set forth by the common core.

Every new innovation in math instruction is addressed: flipping math

instruction; project-based learning; using Khan Academy in the classroom; educational gaming; teaching for deeper conceptual understanding.