

Math 811 SI Leader Priorities

- More important that students demonstrate a fundamental understanding of a concept than that they remember an algorithm.
- More important that students can estimate an answer than that they can calculate the exact answer with pencil and paper.
- Get students to find concrete analogies from their own experience to help understand a concept. For example, money and debt for negative numbers, pictures for fractions. Help them be creative in finding their own if those provided in the book are not helpful.
- Important to have students articulate HOW they are getting an answer, and to not be satisfied with, “I just know it’s right”. Once they can articulate it in any form, help them to write it down in their own words so that they can refer to it in the future.
- Important for students to be able to show their work in the way that is described in the directions of a problem. Most of us don’t give many points for the correct answer done in an alternate way when a particular method is part of the problem. For example, drawing fractions, counting up, distributive property, repeated addition/subtraction.
- When a student asks about how to do a problem, and there is a description and/or examples in the book, use it as an opportunity to guide them toward better math book reading skills.