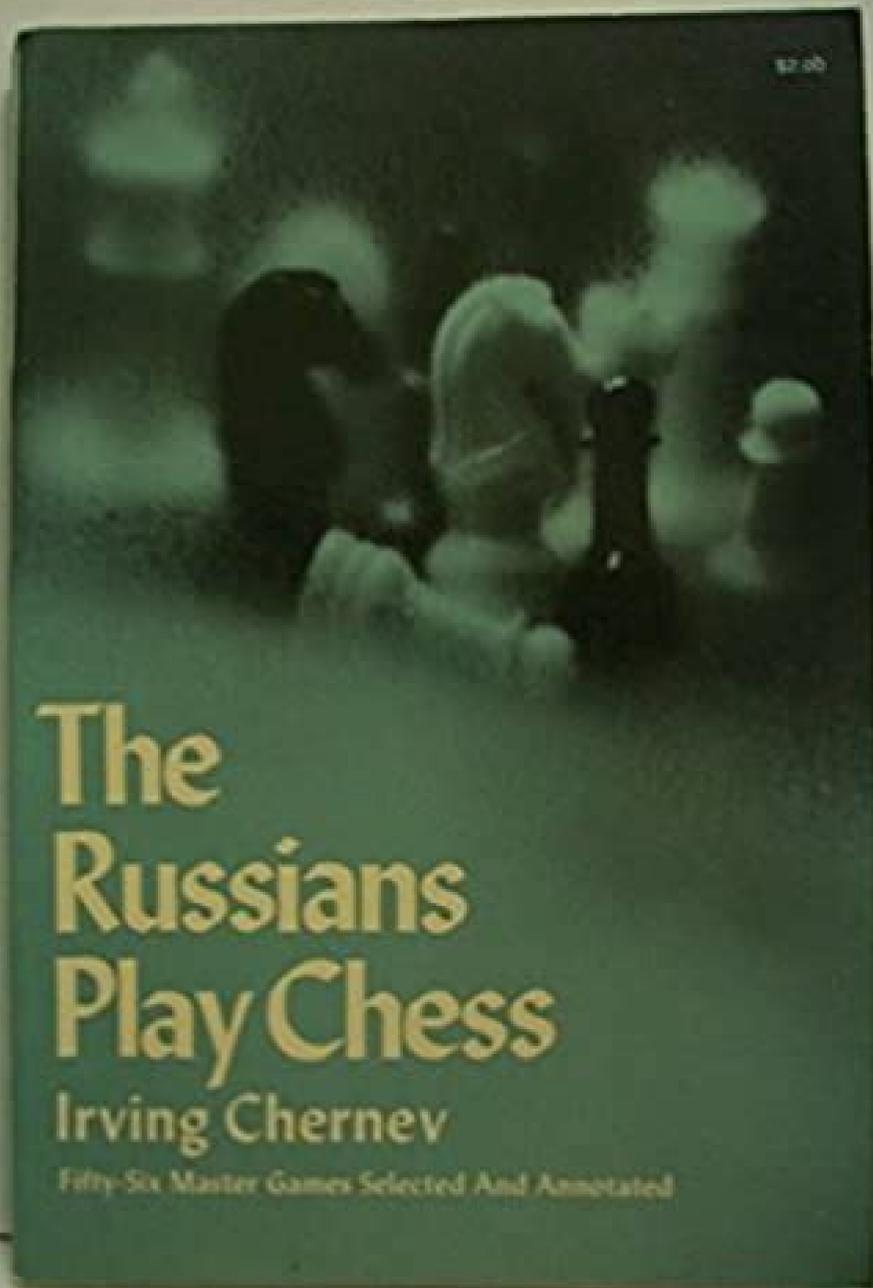
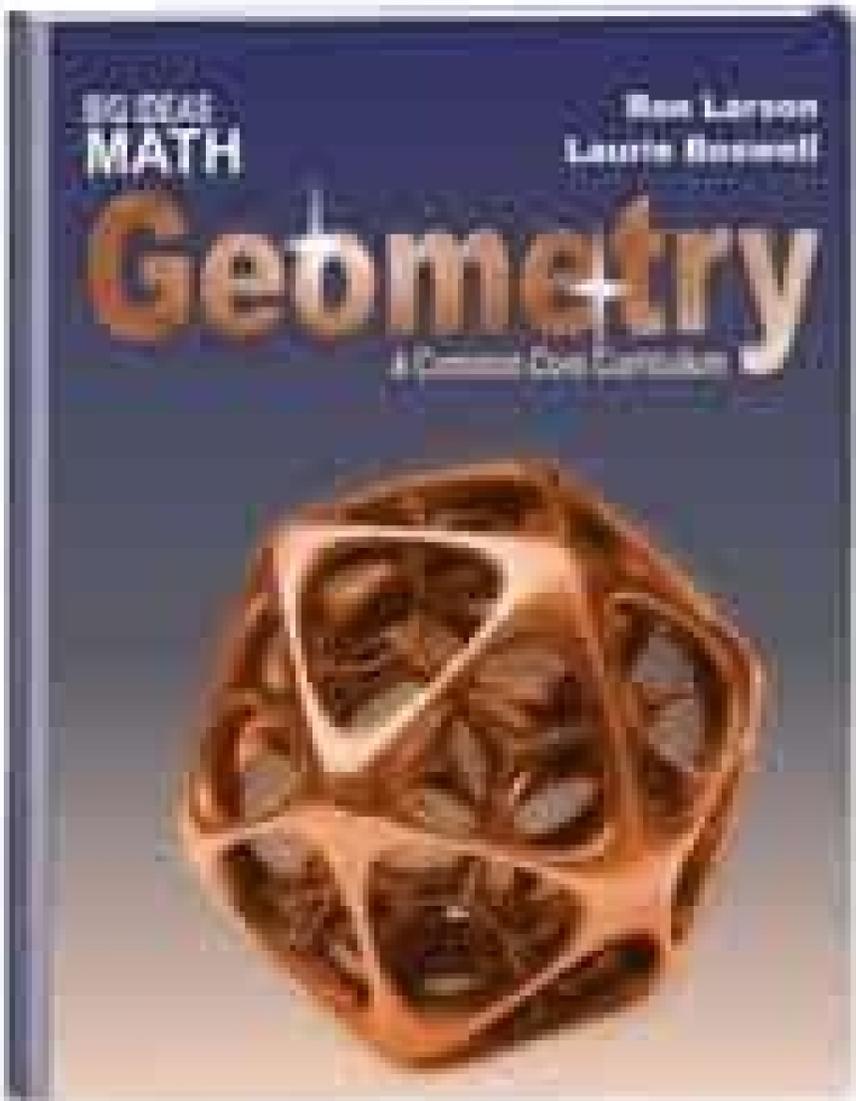
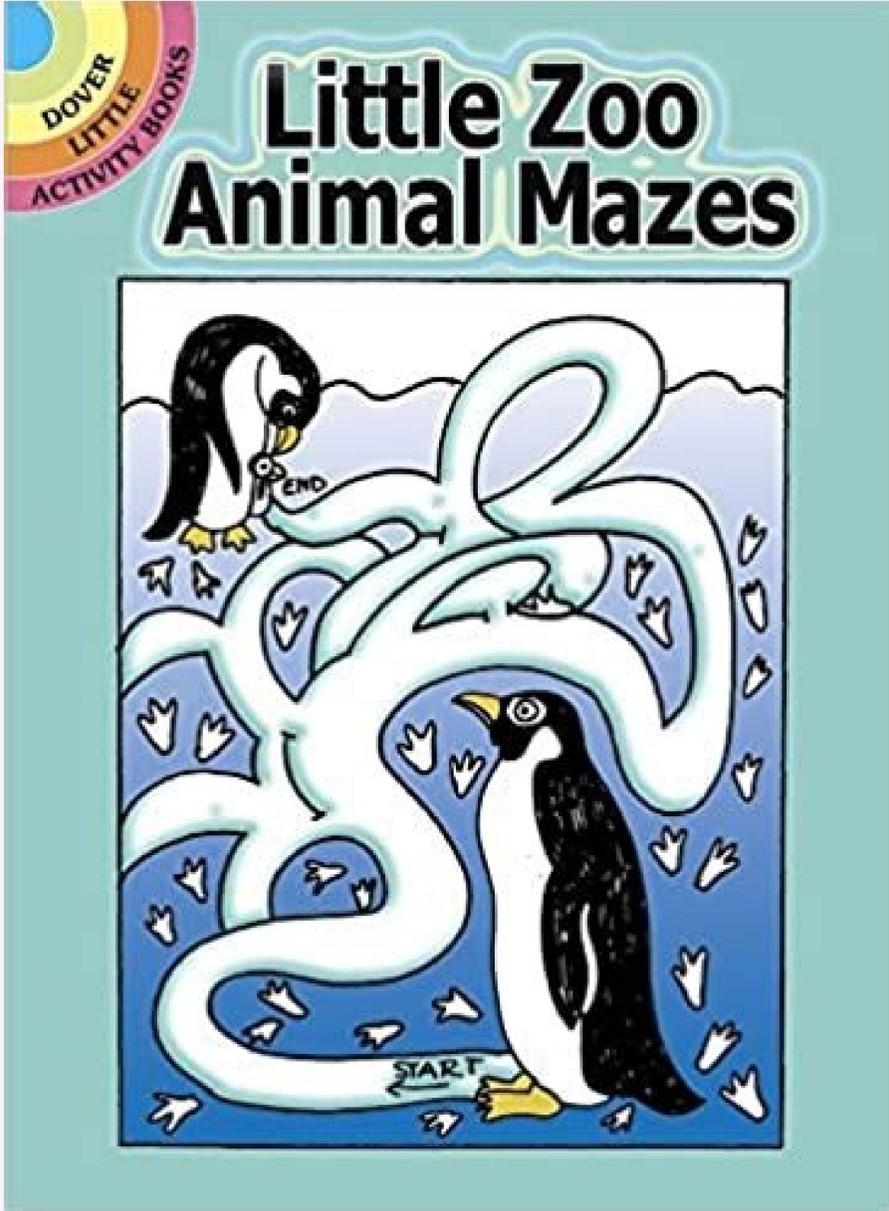
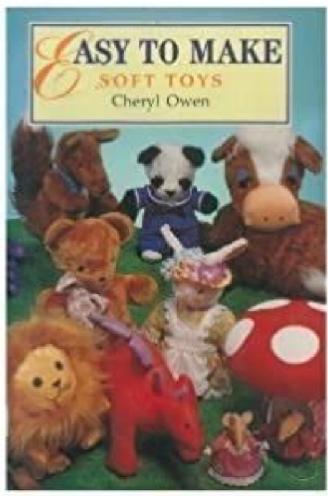
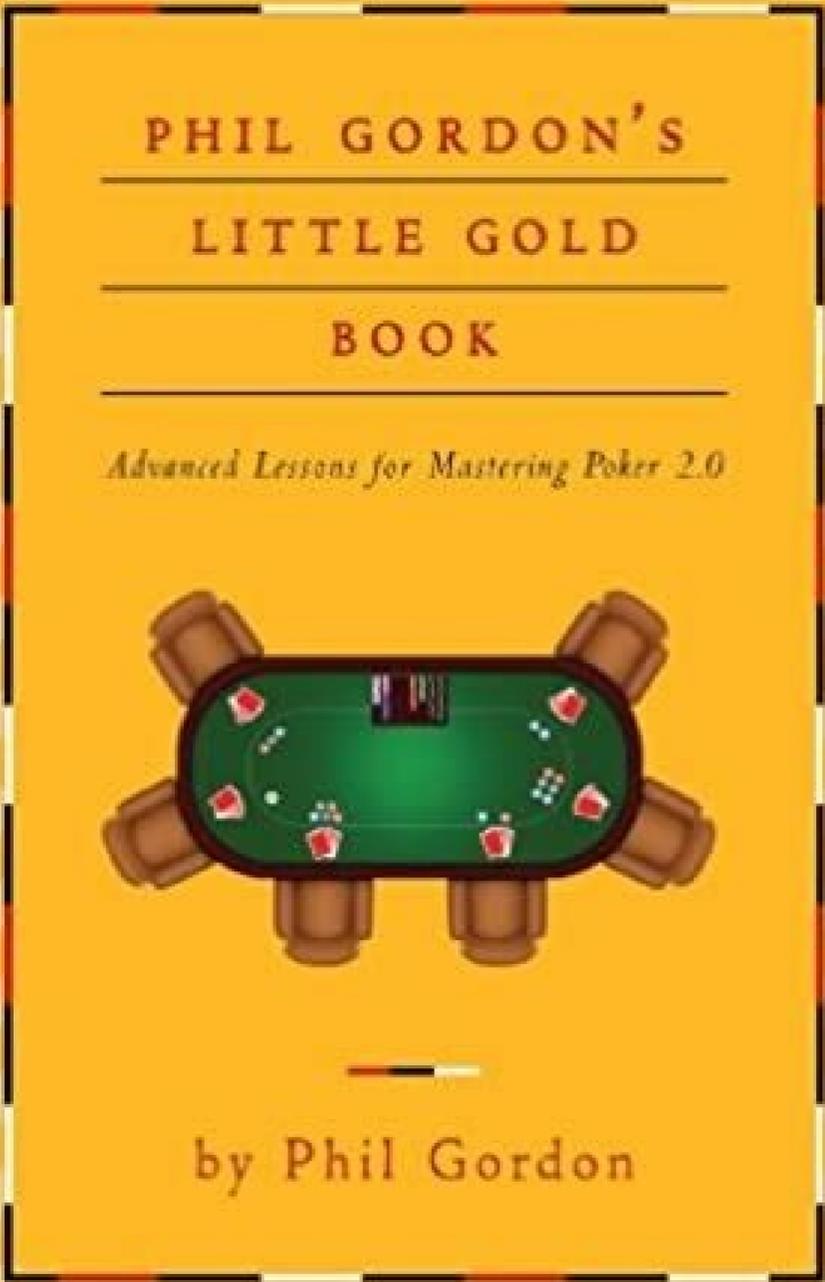


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Fastt Math uses fluency and automation through systematic teaching with technology systems. Rationale for the program is based on the idea that humans are limited in how much information they can retain to solve problems. For mathematics, this implies that to be successful in high-order mathematics, students have to be able to recover basic mathematical facts with precision and fluency, which is "automatically understanding" according to the Scholastic Foundation Research. Students from participating schools receive a Fastt Math account in the second year. Teachers can also identify students in subsequent degrees who can benefit from the program. Participants are assigned a username and password with which they can get access to the school or home program on a 24/7 basis. Classes are divided into three groups: Fast facts are facts that students have mastered, which means that it takes students an average of 1.25 seconds to accurately respond. Focus facts are facts that students are working in the domain. Study facts are facts that students will work the next day. A review page allows students to "preview" the focus facts for the day lesson. A typical lesson takes 10-15 minutes. By completing a lesson, students can choose from several timed games designed to review the fast facts and focus. Teachers follow the student's progress and generate reports using Scholastic Achievement Manager. Gathering common core standards In 2009, a task force led by the then governor of Arizona, Janet Napolitano, helped to launch the Common Core State Standards, or Common Core. It describes the skills and knowledge that public school students must acquire for each level of degree. The standards established by adipiAr adipiAr acit;Ametam ed omix^ArP .medro roiam ed acit;Ametam me ossecus ret arap j^sacit;Ametam(sej^ASAcurepo ortaua sa sadot me sosicrpe e sodip;Ar messof sonula so euq marigixe mumoC A .al- j^Ative arap medop euq o odut mezaf euq otnat atsog oFAn e licAfid ^A acit;Ametam a euq mahca setnadutse snugla .otaf eD .otnat oFAn sortuo - acit;Ametam maroda sonula snugla rettiwT/forPscitamehtaM@ ten.derewnsAnoitseuq ed siam .raunincop arap amaryorp o maradnemocer serodailava so .sodatluser son esab moc .elortnoc opury olep sodanimod 64.7 sotaf so susrev socit;Ametam sotaf 53.42 ed aid^Am amu odnanimod oFASAcuulos ed opury o moc .airohlem roiam a uortsom eir^As atxes A .arohlem marartsom siev^An so sodot ed sonula so .etnemavon sodatset marof sonula so .sanames ortauq s^Apa .sianocidart sej^ASAcuulos ebocer euq elortnoc ed opury mu uo htaM tsaF o odnasu oFASAcuulos ed opury mu me etnemairolela sodacoloc e sodatset marof oid^Am onisne od sonula so .citsalohcS od sodatluser so raioipa ecerap .UME ad setnadutse rop adizudnoc .tsaF od acit;Ametam ed oFASAcuulos amU sotaf sies sanepa maredrep e sesem ortauq s^Apa etnemavon sodatset marof tsaF od acit;Ametam ed opury od sonula so .oFASAcuulos arap a arap ecerap m^Abmat aigoloncet A .aigoloncet a mavasu oFAn euq sopury so euq od sotaf 91 a 21 ed aid^Am amu uo^Anacla aigoloncet A .aigoloncet a rasu oa ,euq martsom sodatluser so .setnadutse ed sanetnac moc sona soirjAv ed ogmol oa sodadilaV .sodatluser ahnetbo zacife acit;Ametam ed otneimicenfrof O .mooR sweN aideM citsaloS a moc odroca ed ,eroC nommoC od sej^Ardap so ranocidid arap etnemacifecpse sodatejorp oEAs ,oG-ot-hcrtS o omoc ,sojof .snumoc siapicnirp sovtejbo a oFASAcuulos me osserjorp o mehnapmoca serosseforp so euq metimrep serodacude ed si^Aniap sovon so .2102 me noitareneG txeN htaM tsaF a uzidortni citsalohcS a ,eroC nommoC od sej^Ardap soa rednetna a sonula so aduja A It may seem a little abstract when they are young, but it involves skills they need in life much after they are out of school. This makes mathematics important to more than just one note in a bulletin. If you are a father Your child at home or a teacher in the classroom, facing the process with the right teaching methods can make a huge difference. If you are not sure where to start, take a look at these ways tested by the time to help students with math. Build trust some students who struggle to understand certain concepts of mathematics get discouraged and begin to believe that mathematics is simply not for them because they are not good at it. Although it is certainly true that some students understand the concepts of mathematics faster than others, all can learn mathematics from the right techniques and tools. Work to create trust from the beginning - perhaps with a fun game that reinforces the novice mathematical concepts - to ensure you take this first fundamental step to help your child learn and succeed. @Mathcoachcorner/Twitter great ideas in mathematics tend to naturally inspire curiosity, but curiosity is a valuable tool even for basic concepts. For example, if students are struggling to understand how a fraction with a larger number in the background can be smaller than a fraction with a smaller number in the background, introduce some real-life items "as maybe large cookies" and leave them Explore the differences between splitting something into 10 pieces and splitting it into four pieces. @Mathcoachcorner/Twitter In addition, letting your curiosity guide them gives them the chance to discover their own passions for the specific subjects they like most. Be sure to encourage curiosity and questions all the time, especially when you help them with new or challenging concepts. Raise the fascia well, every student did not fall in love with mathematics, even after building their trust and show that they can learn. As a result, some may try to get away just by making the least of getting a passenger. Don't let them do that! Instead ed mahlabart sezev s A sorem^An so acit;Ametam ed sej^ASAcuulos a razilanosreP rettiwT/renochaoChtaM@ .rezaf a a^Aemoc ohlif ues osserjorp ontaug rev oa oserpus rafic edop ^Acov ,avitisop megadroba amu moc .ratimi ed lev^Atpacus ^A ohlif ues euq ed avitagen edutita amU esserpce oFAn e ovitisop es-ahnetnam ,odut ed amicA .rirbocsed a ol-^Aduja arap aosep artuo uo enil-no setnof ed oFASAcuulos rarucorp ,adiuges me .e raxaler arap asuap aneueq amu a^Aaf ,odartsurf ritnes es a ra^Aemoc ^Acov es omseM .ele moc sol-^Aduja e acit;Ametam erbos ralaf ed atart es odnaug zid ^Acov euq o erbos etnaligiv res ocitArc ^A .sovitagen ontaug sovitisop otnat a sotluda ed sej^Aseigus e sej^ASAcuulos ed sopit so sodot mevrosba sele e ,sajnopse omoc oFAs sorber^Ac dsidK evitisoP eB rettiwT/forpscitamehtam@ .sativ sasson me acit;Ametam a ^A etnatropmi oFAug o rednetne a sonula so aduja rapicnirp e rev medop euq snumoc saferat arap airtemoeg e salumr^Af .sej^ASAcuulos odnaciP^A isehl-ertsom oFAtne a laer odnum on airj^Adit activ a moc anocilar es acit;Ametam a euq sarienam sa sadot mednetne oFAn sele euorop ossi metnes sele .sele arap otartisba otium ecerap euq ^A seleid sotium arap acit;Ametam moc samelborp siapicnirp sod mu euq oralic acif .sonula so moc alaf ^Acov odnauQ laeR odnuM od soirj^AnoC me acit;Ametam rapicP^A rettiwT/renochaoChtaM@ .ocip;At omix^Arp o arap riuges ed setna sotiecnoc so rednetne etnemlaer arap opme isehl-ritimrep e satnugrep arap opmet otium riuleni ed a^Aeugse es oFAN .sehlatied me sele sodot arbuc ^Acov euq ed racifitree es arap odapicetna otneimajenajl muqla avel e .semaxe sues arap rebas masicrpp sonula so euq socip;At so arap rahlo lativ ^A ,osac o ^A esse odnauQ olucArroc mu meuges asac ed aloce euq siap e serosseforp ,otnatinO .sodad oFAs sele euq o moc raduja arap sodaraperp ratse masicrpp etnemselpmis sele e .asac ed solhabart omoc asac arap socif^Acopse sneti meztat sonula so ,siap sod airoiam a arap ecnavd^A ed onalP rettiwT/forpscitamehtam@ very interesting. In short, this means that some problems can be solved in more than one way. Giving students some control over how they learn allows them to adapt and andTheir strengths and also transmits their belief in their ability. For example, instead of just giving them an exercise or spreadsheet to conclude, you can prepare many different exercises and let them choose what they want to do. They are much more likely to be enthusiastic about a task. @Memexmoney/twiter prioritize understanding, not memorizing the academic world, sometimes a lot of the memorization of information for exams. This can work in a story class, but for mathematical, it is essential to really understand mathematical concepts to succeed in the long run. If you will not encourage the understanding of memorization since the innio, students can meet with the urgent foundations. 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