GRASSROOTS WORKSHOPS

WORKSHOP FACT SHEET



How To Teach Math Without Telling Students Everything

by Rachael Edmonds

$49.00

(**$58.80** for 12 months access)

View Workshop

Subject: Mathematics

Start Date: Immediate access

Access: 4 months

Timing: Self-paced with no set meeting time

PD Hours: 2 Professional Development Hours

Credits: 1 Graduate Level PD Credit Available

Topics Covered:

- Student Ownership
- Discovery Lessons
- Math Without Tricks
- Hands-on Math
- Questioning

One tree will be planted per registration (partnership with One Tree Planted).

About This Workshop

If you find yourself trying to explain all the math concepts students need to know, yet your students are lacking understanding and ownership of what you're teaching them, this mini workshop is for you. You'll learn strategies to change up your lessons so students take more ownership of their learning and you don't have to tell them everything.

You'll learn practical strategies as we explore example activities for teaching area of rectangles, comparing fractions, area of trapezoids, the distributive property, dividing fractions, adding & subtracting integers, volume of cones, and graphing quadratics in vertex form. Choose the activities best for your grade level, or try them all.

We will start by discussing how it is possible to teach math without explaining every math concept to students. Then we will look at examples of teaching math without telling formulas, without using tricks, and without overwhelming students. Lastly, we will explore productive questioning techniques and common issues you might experience as your students gain more ownership of their learning.

About the Instructor



Rachael Edmonds

Rachael Edmonds is a life-long math enthusiast. She has taught middle and high school math, served as a math coach, and presented at online math conferences. She loves creating engaging, meaningful math lessons and learning the most impactful methods for teaching math. She has a passion for helping teachers teach their students the “why” behind the math.