

i know it math

i know it math is an innovative online platform designed to enhance the learning experience for elementary and middle school students. It offers comprehensive math lessons, interactive activities, and assessments aligned with common core standards, making it an invaluable resource for parents, teachers, and students alike. This article explores the key features of i know it math, its benefits for different users, and how it supports effective math education. Additionally, it will cover the platform's accessibility, usability, and integration with classroom instruction. Whether seeking to reinforce math skills or provide engaging practice, i know it math offers a versatile solution to meet diverse educational needs. The following sections delve into the platform's structure, educational approach, and practical applications.

- Overview of i Know It Math Platform
- Features and Tools of i Know It Math
- Benefits for Students, Teachers, and Parents
- Curriculum Alignment and Grade Levels
- Accessibility and User Experience
- Integrating i Know It Math into Classroom Instruction

Overview of i Know It Math Platform

The i know it math platform is a digital educational tool designed to support math learning through interactive lessons and practice problems. It targets students from kindergarten through eighth grade, providing a wide range of topics that span basic arithmetic to more advanced math concepts. The platform's primary goal is to build math fluency and confidence by offering engaging exercises that adapt to individual student progress. With an intuitive interface and immediate feedback, i know it math encourages independent learning and helps identify areas needing improvement.

History and Development

Developed by educators and technology specialists, i know it math has evolved to meet the demands of modern classrooms. The platform continually updates its content to align with educational standards and incorporates user feedback to enhance functionality. Its foundation rests on research-based instructional strategies aimed at improving student outcomes in mathematics.

Target Audience

i know it math primarily serves elementary and middle school students, but it also benefits teachers

and parents who seek supplemental materials to support math instruction. The platform accommodates diverse learning styles and proficiency levels, making it a flexible tool for differentiated instruction and home-based learning.

Features and Tools of i Know It Math

The platform's robust set of features is designed to engage students while providing meaningful math practice. i know it math employs a variety of interactive tools that enhance comprehension and retention.

Interactive Lessons and Practice

Each lesson on i know it math includes interactive problems that require active student participation. These lessons cover numerous math topics, such as addition, subtraction, multiplication, division, fractions, geometry, and measurement. The interactive format supports conceptual understanding by allowing students to manipulate numbers and shapes directly.

Instant Feedback and Assessment

One of the key tools in i know it math is its immediate feedback system. As students answer questions, they receive instant responses indicating correctness, along with hints or explanations when errors occur. This formative assessment approach helps students learn from mistakes quickly and reinforces correct problem-solving strategies.

Progress Tracking and Reports

Teachers and parents can access detailed reports that track student progress over time. These analytics provide insights into strengths and weaknesses, enabling targeted intervention. The platform also allows customization of assignments based on individual or group needs.

Engagement and Motivation Features

To maintain student motivation, i know it math incorporates rewards such as virtual stickers and certificates. These incentives encourage consistent practice and celebrate achievement, making math learning enjoyable and goal-oriented.

Benefits for Students, Teachers, and Parents

The i know it math platform offers distinct advantages to each group involved in the educational process, enhancing collaboration and learning outcomes.

Advantages for Students

Students benefit from personalized learning experiences that adapt to their skill levels. The interactive nature of the lessons promotes active engagement, while instant feedback supports continuous improvement. Additionally, the platform's variety of topics ensures comprehensive math coverage.

Support for Teachers

Teachers gain access to a wealth of resources that supplement classroom instruction. The ability to assign specific lessons and monitor student progress simplifies lesson planning and assessment. Furthermore, i know it math helps identify learning gaps, enabling educators to tailor instruction effectively.

Parental Involvement

Parents can use i know it math to support their children's math education at home. The platform's user-friendly design allows parents to track progress and provide assistance where needed. This involvement fosters a collaborative learning environment and reinforces concepts learned at school.

Curriculum Alignment and Grade Levels

Ensuring alignment with educational standards is critical for any instructional tool. i know it math is carefully mapped to common core math standards, facilitating seamless integration into existing curricula.

Grade-Specific Content

The platform organizes lessons by grade level, covering the appropriate math skills for each stage of development. From early number sense in kindergarten to pre-algebra topics in middle school, i know it math offers structured content that builds progressively on prior knowledge.

Standards-Based Instruction

By adhering to common core standards, i know it math ensures that students develop skills relevant to state and national assessments. This alignment supports educators in meeting mandated learning objectives and preparing students for standardized testing.

Accessibility and User Experience

Accessibility is a vital consideration for educational technology. i know it math prioritizes ease of use and inclusivity to accommodate all learners.

Platform Compatibility

i know it math is accessible on multiple devices, including desktop computers, tablets, and smartphones. This flexibility allows students to practice math anytime and anywhere, increasing opportunities for consistent learning.

Design and Interface

The platform features a clean, intuitive interface that minimizes distractions and promotes focused learning. Large buttons, clear instructions, and engaging visuals enhance user experience for young learners.

Support for Diverse Learners

To accommodate different learning needs, i know it math includes features such as read-aloud options and adjustable difficulty levels. These supports help students with varying abilities access the curriculum effectively.

Integrating i Know It Math into Classroom Instruction

Effective integration of digital tools like i know it math can enrich math instruction and improve student achievement.

Blended Learning Models

i know it math complements traditional teaching methods by providing supplemental practice and reinforcement. Teachers can incorporate the platform into blended learning environments, combining face-to-face instruction with online activities.

Homework and Remediation

The platform serves as an excellent resource for assigning homework or remediation tasks. Its adaptive features allow teachers to assign targeted lessons that address individual student needs outside of classroom hours.

Professional Development and Training

Many schools provide training for educators to maximize the benefits of i know it math. Professional development sessions focus on effective implementation strategies and data utilization for informed instruction.

Best Practices for Usage

- Set clear learning objectives aligned with curriculum standards.
- Incorporate regular progress monitoring to adjust instruction.
- Encourage consistent student engagement through gamified rewards.
- Use platform reports to facilitate parent-teacher communication.
- Integrate i know it math activities with hands-on classroom lessons.

Frequently Asked Questions

What is 'I Know It' math platform?

The 'I Know It' math platform is an interactive online resource designed to help elementary and middle school students practice and master math skills through engaging lessons and games.

Which grade levels does 'I Know It' math cover?

'I Know It' math covers a wide range of grade levels, typically from Kindergarten through 5th or 6th grade, offering grade-appropriate math activities and lessons.

How does 'I Know It' personalize learning for students?

The platform personalizes learning by adapting to each student's skill level, providing instant feedback, and allowing teachers to assign specific lessons tailored to individual needs.

Can teachers track student progress on 'I Know It'?

Yes, 'I Know It' provides teachers with detailed reports and analytics to monitor student progress, identify areas for improvement, and adjust instruction accordingly.

Is 'I Know It' math aligned with common core standards?

Yes, 'I Know It' math lessons are aligned with Common Core State Standards and other state standards to ensure relevant and standardized math practice.

Are there interactive games included in 'I Know It' math?

Yes, the platform includes a variety of interactive math games and activities that make learning math fun and engaging for students.

How can parents use 'I Know It' to support their child's learning?

Parents can use 'I Know It' to provide additional math practice at home, monitor their child's progress, and reinforce concepts learned in school through interactive lessons.

Is 'I Know It' accessible on multiple devices?

'I Know It' is accessible on various devices including computers, tablets, and smartphones, making it convenient for students to learn anytime, anywhere.

Does 'I Know It' offer a free trial or demo?

Yes, 'I Know It' typically offers a free trial or demo so that educators and parents can explore the platform's features before committing to a subscription.

Additional Resources

1. *Mastering Early Math with I Know It*

This book offers a comprehensive guide to using the I Know It platform for teaching foundational math skills. It includes strategies for engaging young learners and reinforcing concepts through interactive lessons. Educators will find tips on customizing lessons to fit diverse classroom needs.

2. *I Know It Math: A Teacher's Companion*

Designed for teachers, this companion book provides detailed lesson plans aligned with the I Know It curriculum. It emphasizes assessment techniques and ways to track student progress effectively. The book also shares best practices for integrating technology in math instruction.

3. *Fun and Interactive Math Activities with I Know It*

This resource is packed with creative activities and games that complement the I Know It math program. It encourages hands-on learning and helps students develop problem-solving skills. Parents and teachers alike will appreciate the easy-to-follow instructions.

4. *Building Number Sense through I Know It Math*

Focused on developing number sense, this book explores how the I Know It platform supports conceptual understanding. It covers key topics like counting, place value, and number patterns with practical examples. The book is ideal for early elementary educators seeking to deepen math comprehension.

5. *Differentiated Instruction Using I Know It Math*

This title guides educators on tailoring math lessons to meet varied student abilities using I Know It. It highlights adaptive features of the program and offers strategies for scaffolding and enrichment. Teachers gain insights into fostering an inclusive learning environment.

6. *I Know It Math: A Parent's Guide to Supporting Learning at Home*

This guide helps parents navigate the I Know It platform to support their child's math progress. It explains how to use the program's features and suggests supplementary activities for practice. Encouraging math confidence and enjoyment at home is a key focus.

7. *Assessing Student Growth with I Know It Math Tools*

Educators will find valuable information on using assessment tools within I Know It to monitor student achievement. The book discusses data interpretation and how to use insights to inform instruction. It also covers setting goals and providing targeted feedback.

8. *Integrating Technology and Math: The I Know It Approach*

This book examines the role of technology in enhancing math education through the I Know It platform. It showcases interactive lessons and digital resources that promote engagement and understanding. The author discusses future trends in tech-based math instruction.

9. *Early Math Skills Development with I Know It*

Focused on early childhood education, this book presents methods for building critical math skills using I Know It. It highlights foundational concepts such as shapes, patterns, and simple operations. Practical tips for keeping young learners motivated and excited about math are included.

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i know it math: Math Tools, Grades 3-12 Harvey F. Silver, John R. Brunsting, Terry Walsh, Edward J. Thomas, 2012-08-29 Common Core + Differentiated Instruction + Student Engagement = Higher Student Achievement If you're like most math teachers, this is a problem you wrestle with every day. Harvey Silver and his colleagues have updated their best-selling text to provide a solution. With new Common Core-aligned tools and strategies, this second edition of Math Tools, Grades 3-12 is an all-in-one math classroom management resource that will enable you to teach to the Common Core, differentiate instruction, and keep students engaged—all at the same time. Covering everything from lesson design to math-specific learning styles, the second edition's 60+ tools will enable you to: Work in smarter, more efficient ways with all of your students, no matter the class size or make up Create standards-based lesson plans, tests, and formative assessments Reach every learner regardless of understanding level or learning style Integrate technology into class time for more engaging math lessons Add in a Common Core matrix, immediately useable reproducibles, and learning-style charts—and you're fully equipped to make the ambitions of the Common Core Math Standards a reality in your classroom.

i know it math: Math Know-How Thomasenia Lott Adams, Joanne LaFramenta, 2013-12-10 From two math coaches who really know how Have you ever wished there were a single resource to help you tackle your most persistent teaching issues once and for all? To engage students in more meaningful ways? To provide the tools you need to increase students' understanding of key mathematical concepts? All at the same time! Math coaches Thomasenia Lott Adams and Joanne LaFramenta have just written it. Written especially for grade 3-5 teachers, Math Know-How is organized around real questions Adams and LaFramenta have fielded from real teachers—questions that have remained remarkably consistent across the hundreds of educators they have advised . Now these two coaches share their hard-won wisdom with you, including how to Employ strategies to connect instruction to the CCSS, especially the Mathematical Practices Negotiate the wide range of lesson planning and instructional choices Catch up when you fall behind your pacing guide Explore

the myriad possibilities for exploiting technology in the classroom Engage students with diverse learning needs Read this book cover to cover and start asking and answering questions of your own about your teaching practice. As we shift from individual standards to the Common Core State Standards for Mathematics, this book will be a valuable resource in establishing strategies and instructional techniques to better equip teachers for the overwhelming transition. —Nena Mathews, Math/Science Teacher, Florence, SC

i know it math: How should I know? Kathleen T. Nolan, 2019-02-18 Elementary preservice teachers' school experiences of mathematics and science have shaped their images of knowing, including what counts as knowledge and what it means to know (in) mathematics and science. In this book, preservice teachers' voices challenge the hegemony of official everyday narratives relating to these images. The book is written as a parody of a physical science textbook on the topic of light, presenting a kaleidoscope of elementary preservice teachers' narratives of knowing (in) mathematics and science. These narratives are tied together by the metaphorical thread of the properties of light, but also held apart by the tensions and contradictions with/in such a critical epistemological exploration. Through a postmodern lens, the only grand narrative that could be imag(in)ed for this text is one in which the personal lived experience narratives of the participants mingle and interweave to create a sort of kaleidoscope of narratives. With each turn of a kaleidoscope, light's reflection engenders new patterns and emergent designs. The narratives of this research text highlight patterns of exclusion, gendered messages, binary oppositions, and the particle nature and shadowy texture of knowing (in) mathematics and science. The presentation format of the book emphasizes the reflexive and polyphonic nature of the research design, illustrated through layers of spoken text with/in performative text with/in metaphorical text. The metaphor of a kaleidoscope is an empowering possibility for a critical narrative written to both engage and provoke the reader into imag(in)ing a critical journey toward possibilities for a different "knowing by heart" in mathematics and science and for appreciating lived experience narratives with/in teacher education.

i know it math: I Know Numbers Gareth Editorial Staff, 2005-12-15 Using simple text and illustrations, explains how to count up to ten.

i know it math: Math That Changed the World Idan Segev, Jeremy Martin, Robert Knight, 2024-05-31 Mathematics is as old as civilization. The Maya developed sophisticated arithmetic to study the stars and the weather, the ancient Greeks used geometry to estimate the size of the earth with remarkable accuracy, and the Chinese mathematician Liu Hui calculated pi to five decimal places two millennia before computers had been invented. And mathematics is alive and well today, with new discoveries made every day, sometimes about problems that are easy to understand but surprisingly difficult to solve. Some problems lie around for centuries waiting to be solved: Johannes Kepler made a guess in 1611 about how a pile of spheres could be packed most densely into three-dimensional space; it took four centuries until Thomas Hales proved that Kepler was right. And mathematicians love to expand old problems and turn them into new ones: Marina Viazovska won a Fields Medal in 2022, equivalent to a Nobel Prize, for solving an even harder version of Kepler's problem! Much of the power of mathematics comes from how it enables us to understand things that we can't see or experience directly. And throughout the history of mathematics, abstract ideas have proven to be unexpectedly useful in solving concrete problems. Mathematicians have been playing with prime numbers since antiquity; who would have thought that they would become an essential ingredient of modern cryptography? Who would have thought that complex numbers, first discovered in the 1500s and derided as imaginary, would turn out to be exactly the right tools to describe real world phenomena like radio signals and electrical circuits? Even infinity, literally the biggest mathematical concept of all, is useful: Georg Cantor's revolutionary discovery that infinity itself comes in different sizes introduced ideas that have become indispensable for the study of computers and computer algorithms. Every year, the Abel Prize, the Gödel Prize and the Turing Award honor far-reaching mathematical discoveries. Sometimes these discoveries are brand new ideas, and sometimes they are applications of mathematics to solve real-world problems. In this

collection, recipients of these awards will show you both the beautiful abstract ideas they study, and the amazing power they have to transform the modern world.

i know it math: Case Studies in Science Education: The case reports University of Illinois at Urbana-Champaign. Center for Instructional Research and Curriculum Evaluation, 1978

i know it math: Case Studies in Science Education University of Illinois at Urbana-Champaign. Center for Instructional Research and Curriculum Evaluation, 1978

i know it math: *The 2004 Presidential Awardees for Excellence in Mathematics and Science Teaching* United States. Congress. House. Committee on Science, 2005

i know it math: Eight Habits of Highly Effective Math Students (and the Teachers Who Teach Them) Sue Chapman, Holly Burwell, Mary Mitchell, 2025-03-20 Essential habits to build mathematical confidence and competence for all students! It has been said that teachers make approximately 1,500 decisions a day. Given the volume of work, it is no wonder that these decisions are frequently made reflex-like and in the moment. By intentionally nurturing effective habits in students, as well as in teachers, we can make these decisions more deliberately and in so doing foster a positive relationship with mathematics that will set students on an unstoppable trajectory of math learning. *Eight Habits of Highly Effective Math Students (and the Teachers Who Teach Them)* focuses on developing eight essential habits that support mathematical competence and confidence in students. This resource is designed as a personalized, practice-based professional learning experience, leading you through a wealth of professional learning and application activities to support you in growing a specific math habit in your classroom to strengthen your students' math learning and build your own efficacy. The book offers the chance to choose your own adventure through three teacher inquiry options focused on a specific math habit: *Give it a Go! (An Informal Exploration of a Teaching Action and Its Impact on Student Learning)* *Classroom Inquiry (A Classroom-Based Teacher Inquiry Project)* *Focus on Equity (A Teacher Inquiry to Notice and Disrupt Patterns of Inequity)* This book provides an actionable framework for improving math teaching and learning by Emphasizing a commitment to equity, because all students are capable of learning high-level mathematics when provided with access to high-quality instruction Helping teachers develop mindsets and habits to consciously reflect on their instructional practice to continually strengthen teaching effectiveness and student learning outcomes Curating short readings and practice-based professional learning activities that can be engaged in individually or collaboratively Highlighting the importance of celebrating growth and the role of teachers in nurturing good habits in their students Offering a guide to coaching the habit through a process called Notice, Nurture, Name, and Nudge *Eight Habits of Highly Effective Math Students (and the Teachers Who Teach Them)* is grounded in the unwavering belief that all students are math-capable and all teachers can effectively teach mathematics. The book can be used individually by elementary school teachers and education leaders at school and district levels or in collaborative professional learning settings. It is an excellent companion to Holly Burwell and Sue Chapman's book *Power-Up Your Math Community* (Corwin, 2024).

i know it math: Native American Pedagogy and Cognitive-Based Mathematics Instruction Judith T. Hankes, 2019-05-20 *Native American Pedagogy* details a study that investigated the teaching of mathematics to Oneida Indian kindergartners. This study proves that Native American children who are taught with culturally sensitive methods will perform more successfully on mathematical problem solving tasks, and that Cognitively Guided Instruction, an approach that provides teachers with research-based knowledge of how children learn mathematics, enables such culturally sensitive teaching methods.

i know it math: *Burn Math Class* Jason Wilkes, 2016-03-22 A manifesto for a mathematical revolution Forget everything you've been taught about math. In *Burn Math Class*, Jason Wilkes takes the traditional approach to how we learn math -- with its unwelcoming textbooks, unexplained rules, and authoritarian assertions-and sets it on fire. Focusing on how mathematics is created rather than on mathematical facts, Wilkes teaches the subject in a way that requires no memorization and no prior knowledge beyond addition and multiplication. From these simple foundations, *Burn Math*

Class shows how mathematics can be (re)invented from scratch without preexisting textbooks and courses. We can discover math on our own through experimentation and failure, without appealing to any outside authority. When math is created free from arcane notations and pretentious jargon that hide the simplicity of mathematical concepts, it can be understood organically -- and it becomes fun! Following this unconventional approach, *Burn Math Class* leads the reader from the basics of elementary arithmetic to various advanced topics, such as time-dilation in special relativity, Taylor series, and calculus in infinite-dimensional spaces. Along the way, Wilkes argues that orthodox mathematics education has been teaching the subject backward: calculus belongs before many of its so-called prerequisites, and those prerequisites cannot be fully understood without calculus. Like the smartest, craziest teacher you've ever had, Wilkes guides you on an adventure in mathematical creation that will radically change the way you think about math. Revealing the beauty and simplicity of this timeless subject, *Burn Math Class* turns everything that seems difficult about mathematics upside down and sideways until you understand just how easy math can be.

i know it math: Developing Mathematical Reasoning Pamela Weber Harris, 2025-02-18 Math is not rote-memorizable. Math is not random-guessable. Math is figure-out-able. Author Pam Harris argues that teaching real math—math that is free of distortions—will reach more students more effectively and result in deeper understanding and longer retention. This book is about teaching undistorted math using the kinds of mental reasoning that mathematicians do. Memorization tricks and algorithms meant to make math easier are full of traps that sacrifice long-term student growth for short-lived gains. Students and teachers alike have been led to believe that they've learned more and more math, but in reality their brains never get any stronger. Using these tricks may make facts easier to memorize in isolation, but that very disconnect distorts the reality of math. The mountain of trivia piles up until students hit a breaking point. Humanity's most powerful system of understanding, organizing, and making an impact on the world becomes a soul-draining exercise in confusion, chaos, and lost opportunities. *Developing Mathematical Reasoning: Avoiding the Trap of Algorithms* emphasizes the importance of teaching students increasingly sophisticated mathematical reasoning and understanding underlying concepts rather than relying on a set rule for solving problems. This book illuminates a hierarchy of mathematical reasoning to help teachers guide students through various domains of math development, from basic counting and adding to more complex proportional and functional reasoning. Everyone is capable of understanding and doing real math. This book: Highlights the important mathematical relationships, strategies, and models for students to develop Offers personal stories, reflection sections, and extensive practical exercises for easy implementation Includes real math—a lot of it—to provide teachers with examples they can put to use in their classrooms immediately This book is a valuable resource for educators looking to reach more students by building a strong foundation of mathematical thinking in their students. By addressing common misconceptions about math and providing practical strategies for teaching real math, this book shows that everyone can use the mathematical relationships they already know to reason about new relationships. In other words, everyone can math.

i know it math: Providing a Foundation for Teaching Mathematics in the Middle Grades Judith Sowder, Bonnie P. Schappelle, 1995-08-03 This book is written primarily for middle grade teachers who are discovering that they now want to teach in ways that create positive mathematical learning environments and instigate rich classroom discourse. Many of these teachers are finding that their mathematical preparation did not address the complexities underlying the mathematics they now want to teach. In Part One, the authors provide a foundation for the mathematics of these grades, particularly the mathematics that grows out of concepts of number, quantity, and arithmetic operations. In Part Two, through three case studies, the authors demonstrate to teachers how a deeper understanding of the mathematics they teach can enhance classroom instruction. The book interweaves research and classroom practice. Mathematics teacher educators, researchers, curriculum developers, textbook authors, and supervisors of mathematics programs will find this book to be useful. Teachers, both prospective and practicing, will benefit most from this book when

the chapters are used as catalysts for discussion in classes or professional development programs.

i know it math: *Teachers Know What Works* Keen J. Babbage, 2013-03-12 Education works better when teachers can concentrate on teaching and on students instead of concentrating on meticulous implementation of ever-changing political reforms of education or on laborious implementation of increasingly bureaucratic, mechanical procedures which are mandated by the education hierarchy. This book explains realistic, practical, genuine ways to improve schools. This book also examines ways not to improve schools including some of the common political, bureaucratic, top-down efforts. The book emphasizes that one significant factor in actions that actually improve education is that teacher input is sought and is applied. Teachers, based on their experiences, know what works in the classroom with and for students. Nothing else in education matters more.

i know it math: *Mathematics Success and Failure Among African-American Youth* Danny Bernard Martin, 2000-01-01 No matter how mathematics achievement and persistence are measured, African Americans seem to lag behind their peers. This state of affairs is typically explained in terms of student ability, family background, differential treatment by teachers, and biased curricula. But what can explain disproportionately poor performance and persistence of African-American students who clearly possess the ability to do well, who come from varied family and socioeconomic backgrounds, who are taught by caring and concerned teachers, and who learn mathematics in the context of a reform-oriented mathematics curriculum? And, why do some African-American students succeed in mathematics when underachievement is the norm among their fellow students? Danny Martin addresses these questions in *Mathematics Success and Failure Among African-American Youth*, the results of a year-long ethnographic and observational study of African-American students and their parents and teachers. *Mathematics Success and Failure Among African-American Youth* goes beyond the conventional explanations of ability, socioeconomic status, differential treatment, and biased curricula to consider the effects of history, community, and peers--and the individual agency that allows some students to succeed despite these influences. Martin's analysis suggests that prior studies of mathematics achievement and persistence among African Americans have failed to link sociohistorical, community, school, and intrapersonal forces in sufficiently meaningful ways, and that they suffer from theoretical and methodological limitations that hinder the ability of mathematics educators to reverse the negative achievement and persistence trends that continue to afflict African-American students. The analyses and findings offered in Martin's book lead to exciting implications for future research and intervention efforts concerning African-American students--and other students for whom history and context play an important role. This book will be useful and informative to many groups: mathematics education researchers, education researchers interested in the social context of learning and teaching, policymakers, preservice and in-service teachers, students, parents, and community advocates. It will also be of interest to readers concerned with multicultural education, cross-cultural studies of mathematics learning, sociology of education, Black Studies, and issues of underrepresentation in science and mathematics.

i know it math: *At Least Now I Know* Tatianna Smith, 2018-12-30 *At Least Now I Know* follows the true story of Tatianna Smith, a Midwest Native with bipolar I disorder whose broken and abusive home environment causes her to hide from her family for twenty-five years—until she receives a call on her answering machine from a brother who has finally tracked her down. Smith's account details her early years under the manipulative, violent reign of a sadistic father. While her father acted out against everyone in the family, Smith was his only victim of sexual molestation. She recounts her uneasiness and trauma from a young age, as well as the early signs of the damage done to herself and her siblings. Living on her own in Chicago, Smith experiences the burgeoning of an extreme sex addiction that lasts until menopause. During her addiction, Smith becomes pregnant and opts to have a black market abortion performed, with devastating consequences. Away from the toxicity of her family, Smith begins a personal journey to discover mental health, peace, and fulfillment—even recognizing her lifelong dream of world travel. Even so, the journey is not easy.

Smith goes through two marriages and numerous manipulative and abusive relationships, including a terrifying instance of illegal entry and attempted rape that eventually lead to a mental breakdown. At the age of sixty-two, Smith returns to school to earn her bachelor of arts. While struggling with a new learning system and the college's dependence on computers, she encounters sexual harassment and lack of professionalism from one of her art professors. Smith, already a successful professional artist, refuses to give in to her instructor's attention-seeking behavior and, despite the consequence to her class grade, graduates with honors in 2010. After receiving the phone call that brings her out of hiding, Smith attempts a reunion with her brothers, each of whom deals with his own dysfunction. She struggles to make the rekindled relationships work despite suffering continual mixed messages, manipulation, and emotional turmoil that almost causes her to have a second mental breakdown. Finally, when her brothers begin blaming her for the sexual abuse she has suffered at one of their hands, Smith makes the painful decision to finally abandon her quest for family love and support. Adroitly exposed in *At Least Now I Know* are a multitude of women's issues: mental and physical abuse, incest, sex addiction, abortion and the right to choose, sexual harassment, sexual discrimination, rape, mental illness, and more. At the heart of Smith's autobiography lies the heartbreaking question: Which is more important, family or dignity?

i know it math: Small Steps, Big Changes Chris Confer, Marco Ramirez, 2023-10-10 During the past two decades, Chris Confer and Marco Ramirez have worked to deepen and improve mathematics instruction at schools around the country. Wherever they go, they find the raw ingredients for success already present: The potential for positive change lies within each school. Abundance is present in the form of capable children, teachers, coaches, and principals. Potential energy -- what can be -- transforms into kinetic energy what will be only when a force is accurately applied to move a school in the right direction. In *Small Steps, Big Changes: Eight Essential Practices for Transforming Schools Through Mathematics*, the authors identify eight tested principles that transform what can be an overwhelming process into a set of comprehensible and concrete steps. Each phase of the change process is brought to life through the stories and perspectives of teachers, coaches, and principals stories that will strike familiar chords for every educator. When teachers make sense of math, students learn to make sense of math, and that can profoundly change the entire culture of a school. In one vivid illustration, the authors tell the story of Pueblo Gardens Elementary School in Tucson, Arizona, where Marco, as principal, and Chris, as instructional coach, worked alongside a group of dedicated teachers. A few years into the change process, Pueblo Gardens -- a school with 96 percent of its students at the poverty level and a high percentage of English language learners -- had 94 percent of students meeting or exceeding state standards in third-grade mathematics. Over time, other grades achieved similarly high scores. And once the test scores rose, they were sustained at high levels.

i know it math: Mathematics & Mathematics Education: Searching for Common Ground Michael N. Fried, Tommy Dreyfus, 2013-11-29 This book is the fruit of a symposium in honor of Ted Eisenberg concerning the growing divide between the mathematics community and the mathematics education community, a divide that is clearly unhealthy for both. The work confronts this disturbing gap by considering the nature of the relationship between mathematics education and mathematics, and by examining areas of commonality as well as disagreement. It seeks to provide insight into the mutual benefit both stand to gain by building bridges based on the natural bonds between them.

i know it math: Mathematics for Equity Na'ilah Suad Nasir, Carlos Cabana, Barbara Shreve, Estelle Woodbury, Nicole Louie, 2014-12-04 In this book, nationally renowned scholars join classroom teachers to share equity-oriented approaches that have been successful with urban high school mathematics students. Compiling for the first time major research findings and practitioner experiences from Railside High School, the volume describes the evolution of a fundamentally different conception of learners and teaching. The chapters bring together research and reflection on teacher collaboration and professional community, student outcomes and mathematics classroom culture, reform curricula and pedagogy, and ongoing teacher development. *Mathematics for Equity* will be invaluable reading for teachers, schools, and districts interested in maintaining a focus on

equity and improving student learning while making sense of the new demands of the Common Core State Standards. Book Features: Core principles of an equity-centered mathematics program. Examples of how to focus and organize the collaborative work of a math department to develop a shared pedagogy. Student experiences with an equity pedagogy that focuses on building perseverance, flexibility in thinking, and deep conceptual understanding. Connections between reconceptualizing learners and teaching, and achieving deep mathematics learning and equitable outcomes. Contributors include: Jo Boaler, Ilana Seidel Horn, Judith Warren Little, and Rachel Lotan. "Mathematics for Equity provides a kaleidoscopic view, in the voices of teachers, researchers, and students themselves, of one of the nation's most ambitious and successful attempts at teaching mathematics for equity. It shows what it takes to create a climate that supports students and teachers in engaging in meaningful mathematical activity—and, alas, how vulnerable such environments are to the wrong kinds of 'accountability.' Read it and learn." —Alan H. Schoenfeld, University of California at Berkeley "Want to fix what's wrong with mathematics instruction in your school? Read this book with your colleagues and do what it inspires you to do. Written by the brave teachers and former students who did it, as well as researchers." —Phil Daro, writing team, Common Core Standards, Strategic Education Research Partnership

i know it math: The Math Teachers Know Brent Davis, Moshe Renert, 2013-07-18 What sorts of mathematics competencies must teachers have in order to teach the discipline well? This book offers a novel take on the question. Most research is focused on explicit knowledge—that is, on the sorts of insights that might be specified, catalogued, taught, and tested. In contrast, this book focuses on the tacit dimensions of teachers' mathematics knowledge that precede and enable their competencies with formal mathematics. It highlights the complexity of this knowledge and offers strategies to uncover it, analyze it, and re-synthesize it in ways that will make it more available for teaching. Emerging from 10 years of collaborative inquiry with practicing teachers, it is simultaneously informed by the most recent research and anchored to the realities of teachers' lives in classrooms.

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