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Identifying students’ misconceptions in fraction operations is an essential step in crafting effective instructional choices that lead all students to full understanding. Next month’s cover story, “Backing Up and Moving Forward in Fractional Understanding,” by Angela T. Barlow, Alyson E. Lischka, James C. Willingham, and Kristin S. Hartland, demonstrates how the use of a well-crafted opening problem can provide a reassessment of students’ fraction knowledge and assist teachers in determining next steps for instruction.

remainders

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