

When seeking the best approaches to teach, again, part of the MWSA is planning collaboratively instead of immediately going “Google wild.” What resources will you draw on? For example, professional organizations such as the NCTM and all its local, state, and national affiliates across North America are teams of tried and true colleagues who are on the same mission and are more than willing to share ways to respond to thorny problems such as RTEs. What follows below are some of the RTEs mentioned in Chapter 5 and some excellent NCTM articles that point to new and better approaches. Please add in your own suggestions on the supporting resources or other RTEs that need to be redirected.

Replacing RTEs with a new approach

New approaches to RTEs	Supporting articles
Equal sign	<i>Balancing Act: The Truth Behind the Equals Sign</i> Mann (2004) <i>Using Technology to Balance Algebraic Explorations</i> Kurz (2013) <i>Fostering Relational Thinking While Negotiating the Meaning of the Equals Sign</i> Molina and Ambrose (2006)
Keywords	<i>Avoiding the Ineffective Keyword Strategy</i> Karp et al. (2019)
PEMDAS	<i>A New Approach to an Old Order</i> Rambia (2002) <i>Order of Operations: The Myth and the Math</i> Bay-Williams and Martinie (2015)
Keep-Flip-Change	<i>From Whole Numbers to Invert and Multiply</i> Cavey and Kinzel (2014) <i>What Do Students Need to Learn about Division of Fractions?</i> Li (2008)
FOIL	<i>When FOIL Falls Apart</i> Frank (2019)

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