

MATH DISTRIBUTIVE PROPERTY

Use the distributive property to solve each problem. Then use the answer to solve the riddle below.

How do Minecraft players avoid getting sunburn?

None

RIDDLES X2

$$5(c-1)=25$$

$$3(l-2)=12$$

$$4(j+5)=24$$

$$5(k+1)=25$$

$$3(p+1)=21$$

$$4(s+5)=28$$

$$3(q-2)=54$$



EASY
 $4(x+2) = 16$

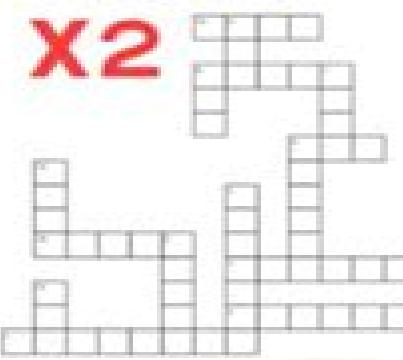
Use the distributive property to solve each problem. Then use the answer to solve the riddle below.

Answers to the Riddles

- None
- 5(c-1)=25
 $c-1=5$
 $c=6$
- 3(l-2)=12
 $l-2=4$
 $l=6$
- 4(j+5)=24
 $j+5=6$
 $j=1$
- 5(k+1)=25
 $k+1=5$
 $k=4$
- 3(p+1)=21
 $p+1=7$
 $p=6$
- 4(s+5)=28
 $s+5=7$
 $s=2$
- 3(q-2)=54
 $q-2=18$
 $q=20$

CROSS WORDS X2

X2



The distributed property is used in each problem. Place your answer in the corresponding boxes with the letters in the top-left corner. Then solve the riddle puzzle.

Each sentence, row, and 3x3 region should contain each digit 1-9 without repeating.

$$c+2=10$$

$$5(a+2)=25$$

$$c-2=7$$

$$5(a-2)=25$$

$$c+2=10$$

$$5(a+2)=25$$

$$c-2=7$$

$$5(a-2)=25$$

$$c+2=10$$

$$5(a+2)=25$$

$$c-2=7$$

$$5(a-2)=25$$

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6 ALGEBRA WORKSHEETS

Distributive Property Activity For Middle School

Terry C. Jones

Distributive Property Activity For Middle School:

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics. The book explores the mathematics teaching profession by examining the processes of planning, teaching, and assessing student progress through practical examples and recommendations. Beginning with an examination of what it means to teach and learn mathematics, the reader is led through the essential components of teaching, concluding with an examination of how teachers continue with professional development throughout their careers. Hundreds of citations are used to support the ideas presented in the text, and specific websites and other resources are presented for future study by the reader. Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms. The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards. The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success. Features include: The entire text has been reorganized so that assessment takes a more central role in planning and teaching. Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices. A new feature, *Links and Resources*, has been added to each of the 13 chapters. While the book includes a substantial listing of citations and resources after the chapters, five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic. Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics. A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic. A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences. Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers, including apps that can be run on handheld personal devices. An updated Instructor's Manual features a test bank, sample classroom activities, Powerpoint slides, chapter summaries, and learning outcomes for each chapter, and can be accessed by instructors online at www.routledge.com/9780367146511.

Teaching Middle School Mathematics Douglas K. Brumbaugh, 2013-05-13 Middle school teaching and learning has a distinct pedagogy and curriculum that is grounded in the concept of developmentally appropriate education. This text is designed to meet the very specific professional development needs of future teachers of mathematics in middle school environments. Closely aligned with the NCTM Principles and Standards for School Mathematics, the reader friendly, interactive format encourages readers to begin developing their own

teaching style and making informed decisions about how to approach their future teaching career A variety of examples establish a broad base of ideas intended to stimulate the formative development of concepts and models that can be employed in the classroom Readers are encouraged and motivated to become teaching professionals who are lifelong learners The text offers a wealth of technology related information and activities reflective thought provoking questions mathematical challenges student life based applications TAG tricks activities games sections and group discussion prompts to stimulate each future teacher s thinking Your Turn sections ask readers to work with middle school students directly in field experience settings This core text for middle school mathematics methods courses is also appropriate for elementary and secondary mathematics methods courses that address teaching in the middle school grades and as an excellent in service resource for aspiring or practicing teachers of middle school mathematics as they update their knowledge base Topics covered in Teaching Middle School Mathematics NCTM Principles for School Mathematics Representation Connections Communication Reasoning and Proof Problem Solving Number and Operations Measurement Data Analysis and Probability Algebra in the Middle School Classroom and Geometry in the Middle School Classroom **Mathematical Argumentation in Middle School-The What, Why, and How** Jennifer Knudsen,Harriette S. Stevens,Teresa Lara-Meloy,Hee-Joon Kim,Nikki Schechtman,Nicole Shechtman,2017-09-21 This research based book brings tough Standards for Mathematical Practice 3 standards for mathematical argumentation and critical reasoning alive all within a thoroughly explained four part model that covers generating cases conjecturing justifying and concluding **The Math Pact, Middle School** Sarah B. Bush,Karen S. Karp,Barbara J. Dougherty,2020-09-19 A schoolwide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddied their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly you ll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to dos and try it outs Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics **Mcdougal Littell Middle School Math**

California Technology McDougal Littell, 2000 **Teaching Children Online** Carla Meskill, Natasha Anthony, 2018-11-20
What does best practice in online education look like? How can educators make use of the affordances offered by online environments to bring out the best in the children they teach? These questions are answered in this new textbook written with experienced teachers, novice educators, and teacher educators in mind. Meskill and Anthony offer a wealth of examples of what successful online teaching looks like and provide a rich source of practical conversation-based strategies for optimizing online learning. This book will inspire anyone teaching or planning to teach fully online or in a blended or hybrid format by demonstrating how well-constructed online conversations constitute powerful teaching. [Teaching Mathematics in Secondary and Middle School](#) James S. Cangelosi, 2003
For courses in secondary or middle school math. This text focuses on all the complex aspects of teaching mathematics in today's classroom and the most current NCTM standards. It demonstrates how to creatively incorporate the standards into teaching along with inquiry-based instructional strategies. Using one expansive case study that follows a mathematics teacher through his first year in the profession, the text illustrates how to lead pupils toward meaningful mathematics and strategies for developing mathematics skills. Interactive in its approach, the text includes an abundance of illustrative examples, mini case studies, cooperative learning activities, field-based activities, and transitional activities. **Elementary and Middle School Mathematics** John A. Van de Walle, 2004
World Windows introduces young learners to essential themes and concepts in Science and Social Studies through National Geographic photography and content. Using non-fiction readings, World Windows helps to develop young learners' fluency in English and ignites their curiosity about the world around them. [Middle School Math, Course 1](#) McDougal Littell Incorporated, 2004 [Mathematics Teaching in the Middle School](#), 2009-02 [Middle School Math, Course 1](#) Holt McDougal, 2004 **Teaching Today's Mathematics in the Middle Grades** Art Johnson, Kit Norris, 2006
Teaching Today's Mathematics in the Middle Grades provides current and future middle school teachers with the mathematics content, essential concepts, methodology, activities, and resources to both learn and teach mathematics in grades 5 to 8. The authors focus exclusively on the middle school learner and the middle school mathematics curriculum. Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades, the emphasis is on the middle school. This selective focus allows for proper development of critical topics in the middle school, such as proportionality, algebraic thinking, and the integral role of manipulatives. Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students. Unique Features: React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement, issue, or concern. Try This features ask the reader to solve a problem first or extend the current discussion by working on an extension of a problem. By completing the problem first, teachers are putting themselves in the place of their students, helping the teacher discover first-hand common misconceptions. Numerous exercises and activities appear at the end of each chapter to reinforce

student understanding of various topics and ensure mastery of the mathematics content. The NCTM Principles and Standards are emphasized throughout the book beginning with a discussion in Chapter 1. Each of the content chapters 6-11 opens with the relevant NCTM content standards for that chapter. In addition, marginal icons highlight areas within the text in which the NCTM process standards are discussed. Reviewers rave. From the content organization and approach it is evident that the authors have years of teaching experience. This gives the text authority. Marina Krause, California State University, Long Beach. The authors do an excellent job of presenting in sequential order essential concepts, methodology, activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program.

Gerald Jarmon, North Carolina Central University

Teaching and Learning Elementary and Middle School

Mathematics Linda Jensen Sheffield, Douglas E. Cruikshank, 1996 *Middle School Math, Course 2* McDougal Littell Incorporated, 2004 *Teaching Middle School Mathematics* Stephen Krulik, Jesse A. Rudnick, 2000 Offers a supplementary workbook for teaching middle school math with some 80 activities real life math problems, games and directions and suggestions for use. Each activity provides the basis for an innovative hands on lesson to develop a mathematical concept, reinforce a skill and gain experience.

Teaching and Learning Mathematics Linda Jensen Sheffield, Douglas E.

Cruikshank, 2004-03-29 Help students make sense of mathematics. Rather than merely discussing how to improve students' ability to do mathematics, this fifth edition focuses on helping them make sense of mathematics. Based on research on the functioning of the mind as it engages in learning, the text supports teachers as they promote mathematical understanding, strengthen students' abilities to think and help students to attain computational fluency. Features: A rich collection of ready-to-use learning activities; Fully integrated language and intent of Principles and Standards for School Mathematics (PSSM); A greater emphasis on problem solving and higher level thinking; A greater focus on teaching mathematics to diverse learners.

Descriptions of a variety of promising and effective mathematics programs for the K-8 levels.

Mathematics Methods for

Elementary and Middle School Teachers Mary M. Hatfield, 2004-04-29 An activity based approach to teaching with an emphasis on using manipulatives to build conceptual understanding. This invaluable book combines practical teaching ideas, video examples, updated assessment techniques and the NCTM Assessment Standards to give teachers all the background they need to introduce elementary and middle school students to the wonders of mathematics.

Algebra and Algebraic Thinking in School Mathematics Carole E. Greenes, 2008 Examines the status of algebra in our schools and the changes that the curriculum has undergone over the past several years. Includes successful classroom practices for developing algebraic reasoning abilities and improving overall understanding.

Scott Foresman-Addison Wesley Middle School Math, 2002

Connecting Mathematical Ideas Jo Boaler, Cathy Humphreys, 2005 In math like any subject real learning takes place when students can connect what they already know to new ideas. In *Connecting Mathematical Ideas* Jo Boaler and Cathy Humphreys offer a comprehensive way to improve your ability to help adolescents build connections between different

mathematical ideas and representations and between domains like algebra and geometry Connecting Mathematical Ideas contains two CDs worth of video case studies from Humphreys own middle school classroom that show her encouraging students to bridge complex mathematical concepts with their prior knowledge Replete with math talk and coverage of topics like representation reasonableness and proof the CDs also include complete transcripts and study questions that stimulate professional learning Meanwhile the accompanying book guides you through the CDs with in depth commentary from Boaler and Humphreys that breaks down and analyzes the lesson footage from both a theoretical and a practical standpoint In addition to addressing the key content areas of middle school mathematics Boaler and Humphreys pose and help you address a broad range of frequently asked pedagogical questions such as How can I organize productive class discussions How do I ask questions that stimulate discussion and thought among my students What s the most effective way to encourage reticent class members to speak up What role should student errors play in my teaching Go inside real classrooms to solve your toughest teaching questions Use the case studies and the wealth of professional support within Connecting Mathematical Ideas and find new ways to help your students connect with math

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