

the distributive property

Unit: Expressions
Puzzle

Name: _____
Date: _____

distributive property puzzle

Assemble all of the puzzle pieces so that the problem and solution match. Once you have a 4 by 4 grid, look for errors.

$15x + 4$ F $5(4x + 2y)$	$18x + 9$ B $2(4x - 6)$	$3x - 3y$ L $3(3y + 8)$	$7y + 6$ A $5(2y - 2)$
$24x + 12y$ E $7(3y - 2x)$	$8x - 12$ J $5(x + y)$	$4y + 24$ G $3(y + 7)$	$10x - 10$ I $2(x - 2y)$
$25y - 14x$ K $2(6 - 4x)$	$5x + 5y$ Q $1(7x - 3)$	$3y + 21$ H $2(3y + 1)$	$2x - 4y$ C $4(5y + 3)$
$3x - 7$ D $6(3y - 4)$	$7x - 3$ R $4(2x + 1)$	$6y + 2$ O $3(y + 1)$	$10y + 12$ M $2(5y + 6)$

MANEUVERING THE MIDDLE

Distributive Property Middle School Lesson Intervention

**Barbara R. Blackburn, Bradley Steven
Witzel**

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the authors' names.

Distributive Property Middle School Lesson Intervention:

Rigor in the RTI and MTSS Classroom Barbara R. Blackburn, Bradley Steven Witzel, 2018-04-09 In this new book bestselling author Barbara R Blackburn and intervention expert Bradley S Witzel show you how to develop rigorous RTI and MTSS programs that will support students and lead them to lasting success Written in a clear engaging style Rigor in the RTI and MTSS Classroom combines an in depth discussion of the issues facing at risk and learning disabled students with practical strategies for all teachers You ll discover how to Improve academic and social emotional performance with scaffolding and demonstration of learning techniques Establish and teach class rules expectations and consequences Use evidence based activities to spark student discussion Implement rigorous research based strategies for math literacy reading and writing development Assess student growth and encourage self reflection Form an MTSS leadership team to ensure that student needs are met across building and district levels Each chapter contains anecdotes from schools across the country as well as a variety of ready to use tools and activities Many of the tools are offered as free eResources at www.routledge.com 9781138193383 so you can easily print and distribute them for classroom use

Lessons Learned From Research on Mathematics Curriculum Denisse R. Thompson, Mary Ann Huntley, Christine Suurtamm, 2024-09-16 This volume focuses on lessons learned from conducting research on mathematics curriculum covering design development analysis implementation and classroom enactment It offers frameworks tools techniques and solutions to challenges with insights from international authors to strengthen the mathematics research community

Using Design Research and History to Tackle a Fundamental Problem with School Algebra Sinan Kanbir, M. A. (Ken) Clements, Nerida F. Ellerton, 2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce s triadic signifier interpretant signified theory

which is in the realm of semiotics with Johann Friedrich Herbart's theory of apperception and Ken Clements and Gina Del Campo's theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes. Practicing classroom teachers formed part of the research team. This book appears in Springer's series on the History of Mathematics Education. Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education. The results of the well designed classroom intervention are sufficiently impressive that the study might have created and illuminated a pathway for future researchers to take.

Middle School Math, Course 1 McDougal Littell Incorporated, 2004 **Middle School Math, Course 1** Holt McDougal, 2004 *Middle School Math, Course 2* McDougal Littell Incorporated, 2004 Supporting Education Karen Kearns, 2019-07-02

The new edition of Supporting Education is the perfect handbook for anyone who works with qualified teachers in a role supporting the education and development of school children. Supporting Education 3e is written to support the Certificate III in Education Support qualification from the streamlined CHC Community Services Training Package. It provides Education Support Workers with an overview of child development and how children learn as well as an introduction to the key learning areas. The text also links to new online support resources and information to help with teaching and class prep time. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools cengage.com.au/learning/solutions

Glencoe Mathematics, 2001 *Directory of Distance Learning Opportunities* Modoc Press, Inc., 2003-02-28

This book provides an overview of current K-12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet. The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members. Following an introduction that describes existing practices and delivery methods, the Directory offers three indexes: Subject Index of Courses Offered by Level, Course Level Index, Geographic Index. All information was supplied by the institutions. Entries include current contact information, a description of the institution and the courses offered, grade level and admission information, tuition and fee information, enrollment periods, delivery information, equipment requirements, credit and grading information, library services, and accreditation.

Current Index to Journals in Education, 1995 **Resources in education**, 1982-05 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

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