

# DISTRIBUTIVE PROPERTY

N

\* You can use facts you know to solve difficult multiplication problems.

$3 \times 14 = ?$  I don't know! :/ Break 14 into  $9 + 5$

So now you can do  $(3 \times 9) + (3 \times 5) =$  I know these! :)

$$3 \times 9 = 27$$

$$\begin{array}{r} 3 \times 5 = 15 \\ \hline 42 \end{array}$$

add these together

So  $3 \times 14 = 42$

# Distributive Property Lesson Ideas

**Ian Pickup**



## **Distributive Property Lesson Ideas:**

*Lessons for Extending Multiplication* Maryann Wickett, Marilyn Burns, 2001 Lessons games and activities to increase children s multiplication skills      *CK-12 Algebra I Teacher's Edition* CK-12 Foundation, 2012-05-08 CK 12 Foundation s Algebra I Teacher s Edition FlexBook complements CK 12 s Algebra I book that covers Equations Functions Real Numbers Equations of Lines Solving Systems of Equations Quadratic Equations      **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

**Teaching Mathematics in the Visible Learning Classroom, Grades 3-5** John Almarode, Douglas Fisher, Kateri Thunder, Sara Delano Moore, John Hattie, Nancy Frey, 2019-02-13 It could happen in the morning during homework review Or perhaps it happens when listening to students as they struggle through a challenging problem Or maybe even after class when planning a lesson At some point the question arises How do I influence students learning what s going to generate that

light bulb aha moment of understanding In this sequel to the megawatt best seller Visible Learning for Mathematics John Almarode Douglas Fisher Nancy Frey John Hattie and Kateri Thunder help you answer that question by showing how Visible Learning strategies look in action in the mathematics classroom Walk in the shoes of elementary school teachers as they engage in the 200 micro decisions per minute needed to balance the strategies tasks and assessments seminal to high impact mathematics instruction Using grade leveled examples and a decision making matrix you ll learn to Articulate clear learning intentions and success criteria at surface deep and transfer levels Employ evidence to guide students along the path of becoming metacognitive and self directed mathematics achievers Use formative assessments to track what students understand what they don t and why Select the right task for the conceptual procedural or application emphasis you want ensuring the task is for the right phase of learning Adjust the difficulty and complexity of any task to meet the needs of all learners It s not only what works but when Exemplary lessons video clips and online resources help you leverage the most effective teaching practices at the most effective time to meet the surface deep and transfer learning needs of every student

**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

*Teaching by Design in Elementary Mathematics, Grades 2-3* Jennifer Stepanek, Melinda Leong, Linda Griffin, Lisa Lavelle, 2010-11-19 Strengthen your mathematics lessons through collaborative planning Teaching by Design in Elementary Mathematics is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the co creation and implementation of a prototype lesson The teacher teams then evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration

ECEL 2022 21st European Conference on e-Learning Panagiotis Fotaris, Andrew Blake, 2022-10-27 **Addison-Wesley**  
**Access to Algebra and Geometry** Phares G. O'Daffer, 1995 Seeing Through Mathematics; Teaching Guide, 1964

*Everyday Mathematics* Max Bell, 2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a

variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific

**Pre-algebra** Phares G. O'Daffer,1992 Pre algebra text with accompanying workbook and teacher s materials provides a program in mathematics which is a transition from arithmetic to algebra Includes decimals number theory equations percent ratio area and volume statistics and square roots

**Seeing Through Mathematics** ,1963  
**Investigations in Mathematics Education** ,1969 400 Group Games and Activities for Teaching Math Edward F.

DeRoche,Erika Gierl Bogenschild,1977 Here you get a tested combination of small and large group approaches to teaching math in your classroom all of them proven successful and easy to plug into any math program **Algebra** ,1996 **Today's**

**Mathematics, Activities and Instructional Ideas** James W. Heddens,William R. Speer,2000-08-31 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000 *Effective Teaching Strategies that Accommodate Diverse Learners*

Michael D. Coyne,Edward J. Kameenui,Douglas Carnine,2007 This popular book examines the teaching instruction and curricula required to meet the needs of diverse learners who by virtue of their experiential cultural and socioeconomic backgrounds challenge traditional curriculum and instructional programs The updated book provides a summary of the characteristics of students with diverse learning and curricular needs and a critical examination of current issues in education Based on these analyses recommendations for teaching reading comprehension writing mathematics science social studies and also teaching English language learners are given to ensure that diverse learners succeed in the classroom

**FEATURES** Includes new application and reflection sections in each chapter that provide applied case studies application activities and questions for discussion and reflection This new feature allows students to apply the six principles of effective instruction to real life situations with the goal of facilitating the translation of research to practice Includes a new chapter on teaching reading comprehension With the addition of this new chapter the book now better covers the complexities of teaching reading with chapters on both teaching code based elements of reading such as phonemic awareness alphabetic understanding and fluency as well as teaching meaning based elements of reading such as comprehension strategies Provides recommendations for determining the critical curricular and instructional priorities for teaching students with diverse learning needs who are typically behind their school age peers in academic performance and content coverage Concrete examples of how key concepts in reading writing mathematics science and social studies are taught integrated and supported Examples are provided across grade levels from the elementary grades through high school Guidelines for developing selecting and modifying curricula to meet the needs of diverse learners into each chapter **Mathematics**

,1991 Lessons in College Algebra and Trigonometry Robert A. Nowlan,1978 *Helping Children Learn Mathematics*

Robert E. Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2004-03-10 Grade level 1 2 3 4 5 6 7 8 k p e i t

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121) I to the Hills Will Lift Mine Eyes (Psalm 121): from Tenebrae (III) (Full Score) - 8598A. \$17.00 ; I to the Hills Will Lift Mine Eyes (Psalm 121): from Tenebrae ... I Will Lift Up Mine Eyes Vocal Range: High ; Pitch Range: E4- F#5 ; Composer: Michael Head ; Text Source: Ps 121 ; Publisher: Carl Fischer ... John Tavener: I Will Lift Up Mine Eyes ... John Tavener: I Will Lift Up Mine Eyes Unto The Hills (Vocal Score). German Edition. John Tavener: I Will Lift Up Mine Eyes Unto The Hills (Vocal Score). I Will Lift My Eyes - Full Score and Parts Vocal Forces: SATB, Cantor, Solo, Assembly. Accompaniment: Keyboard. Guitar: Yes. Instrumental parts included: C Instrument, Flute I, Flute II, Oboe, ... I Will Lift up Mine Eyes - Marzo, Eduardo Jul 5, 2014 — Marzo, Eduardo - I Will Lift up Mine Eyes Psalm 121. Voice High and ... "For over 20 years we have provided legal access to free sheet music. I Will Lift Up Mine Eyes (Sowerby, Leo) [7 more...]For voice, mixed chorus, organ; Scores featuring the voice; Scores ... Note: I can only provide full works, not arrangements or individual movements.