


# Middle School Math

## DISTRIBUTIVE PROPERTY

### THIS OR THAT?


Directions: Simplify each problem. Shade in the correct answer

$3(x - 2)$	
$3x - 6$	$3x - 5$
	

$-4(x - 5)$	
$-4x - 9$	$-4x + 20$
	


$5(x - 3)$	
$5x - 15$	$5x + 15$
	

$9(x + 8)$	
$8x + 72$	$9x + 72$
	

$-6(x - 6)$	
$-6x + 36$	$-6x - 12$
	

$7(x - 8)$	
$7x - 56$	$7x - 45$
	

$-2(x - 9)$	
$-3x$	$-2x + 18$
	

$-8(x - 6)$	
$-48$	$-8x + 48$
	



# Distributive Property Activity For Middle School

**M Woodhall**



## **Distributive Property Activity For Middle School:**

**Differentiated Instruction for the Middle School Math Teacher** Karen E. D'Amico, Kate Gallaway, 2008-01-02

Differentiated Instruction for the Middle School Math Teacher is a practical and easy to use resource for teaching a standards based math curriculum to all learners. It gives you effective ways to present math concepts, shows how to provide opportunities for guided practice and offers ideas for modifying the material to provide access to the same content standard for all students in the inclusive classroom. This book also contains key strategies for collaborating with other professionals, suggestions for involving the students' families by tying math concepts to students' everyday lives and valuable assessment strategies. The lessons in the book cover middle school math topics correlated to the standards of the National Council of Teachers of Math, ranging from numbers and operations to problem solving and reasoning. Each lesson includes instructions for presenting the lesson to the whole class, worksheets designed to help review and reinforce the concepts presented in each lesson, a section on how to adapt the lesson for the inclusive classroom including descriptions of different stations for different learners, a home school connection with family based everyday math activities, suggestions for how to assess students' grasp of the concepts presented in the lesson.

*Instructional Strategies for Middle and High School* Bruce E. Larson, 2023-06-22. *Instructional Strategies for Middle and High School* is an accessible, practical and engaging methods textbook that introduces pre-service teachers to various instructional strategies and helps them to decide how and when to use these methods in the classroom. Classrooms are comprised of diverse learners and aspiring teachers will face complex decisions about student assessment. This book offers practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy. Key features include: Clear step by step descriptions of six instructional techniques that pre-service teachers can realistically implement within the classroom setting and videos of these strategies being employed in actual middle school classrooms. Practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy. Concrete examples to illustrate each concept or teaching method described. Guidelines for deciding which instructional methods are most appropriate to different classroom situations and for diverse learners including Teaching with Technology and Teaching English Language Learners features now included in every chapter. This book equips pre-service teachers with the methodological tools to promote understanding, conceptual awareness and learning for every student. Updated and fully comprehensive online support materials with both student and instructor resources offer real world applications of strategies, classroom assessment and management. Resources include videos, lesson templates, review questions, state standard assessments and more.

Teaching Mathematics to Middle School Students with Learning Difficulties Marjorie Montague, Asha K. Jitendra, 2018-03-05. A highly practical resource for special educators and classroom teachers, this book provides specific instructional guidance illustrated with vignettes, examples and sample lesson plans. Every chapter is

grounded in research and addresses the nuts and bolts of teaching math to students who are not adequately prepared for the challenging middle school curriculum Presented are a range of methods for helping struggling learners build their understanding of foundational concepts master basic skills and develop self directed problem solving strategies While focusing on classroom instruction the book also includes guidelines for developing high quality middle school mathematics programs and evaluating their effectiveness Teaching Secondary and Middle School Mathematics Daniel J.

Brahier,2024-01-22 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 seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources 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 Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 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 Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www](http://www)

routledge.com 9781032472867      **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.

Understanding the Math We Teach and How to Teach It, K-8 Marian Small, 2025-08-26 Dr. Marian Small has written a landmark book for a wide range of educational settings and audiences, from pre-service math methods courses to ongoing professional learning for experienced teachers. *Understanding the Math We Teach and How to Teach It, K-8* focuses on the big mathematical ideas in elementary and middle school grade levels and shows how to teach those concepts using a student-centered problem-solving approach. Comprehensive and Readable: Dr. Small helps all teachers deepen their content knowledge by illustrating core mathematical themes with sample problems, clear visuals, and plain language. Big Focus on Student Thinking: The book's tools, models, and discussion questions are designed to understand student thinking and nudge it forward. Particularly popular features include charts listing common student misconceptions and ways to address them, a table of suggested manipulatives for each topic, and a list of related children's books.

*Implementing Standards That Make Sense*: By focusing on key mathematics principles, *Understanding the Math We Teach and How to Teach It, K-8* helps to explain the whys of state standards and provides teachers with a deeper understanding of number sense, operations, algebraic thinking, geometry, and other critical topics. Dr. Small, a former dean with more than 40 years in the field, conceived the book as an essential guide for teachers throughout their career. Many teachers who teach at the K-8 level have not had the luxury of specialist training in mathematics; yet they are expected to teach an increasingly

sophisticated curriculum to an increasingly diverse student population in a climate where there are heightened public expectations They deserve help Parallel Curriculum Units for Mathematics, Grades 6–12 Jann H. Leppien, Jeanne H. Purcell, 2011-04-07 Maximize your mathematics curriculum with this powerful guidebook that shows how to create a high quality curriculum and differentiate lessons to benefit all students Teaching Mathematics in Secondary and Middle School James S. Cangelosi, 1992 **Making Thinking Visible** Ron Ritchhart, Mark Church, Karin Morrison, 2011-03-25 A proven program for enhancing students thinking and comprehension abilities Visible Thinking is a research based approach to teaching thinking begun at Harvard's Project Zero that develops students thinking dispositions while at the same time deepening their understanding of the topics they study Rather than a set of fixed lessons Visible Thinking is a varied collection of practices including thinking routines small sets of questions or a short sequence of steps as well as the documentation of student thinking Using this process thinking becomes visible as the students different viewpoints are expressed documented discussed and reflected upon Helps direct student thinking and structure classroom discussion Can be applied with students at all grade levels and in all content areas Includes easy to implement classroom strategies The book also comes with a DVD of video clips featuring Visible Thinking in practice in different classrooms Mathematics Curriculum Topic Study Page Keeley, Cheryl M. Rose, 2006-04-06 The Curriculum Topic Study CTS process provides a professional development strategy that links mathematics standards and research to curriculum instruction and assessment ENC Focus ,2001 *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 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.

*Resources for Preparing Middle School Mathematics Teachers* Cheryl Beaver, Laurie J. Burton, Maria Gueorguieva Gargova Fung, Klay Kruczek, 2013 Cheryl Beaver, Laurie Burton, Maria Fung, Klay Kruczek editors. Cover

**Engaging Minds in Science and Math Classrooms** Eric Brunsell, Michelle A. Fleming, 2014-02-25 We decide every day whether we are going to turn students on or off to science and mathematics in our classrooms. Daily decisions about how to incorporate creativity, choice and autonomy, integral components of engagement, can build students' self efficacy, keep them motivated and strengthen their identities as scientists and mathematicians. In this book, Eric Brunsell and Michelle A. Fleming show you how to apply the joyful learning framework introduced in *Engaging Minds in the Classroom* to instruction in science and mathematics. Acknowledging that many students, particularly girls and students of color, do not see themselves as mathematicians and scientists, the authors provide a series of suggested activities that are aligned with standards and high expectations to engage and motivate all learners. Given the current focus on encouraging students to pursue science, technology, engineering and mathematics (STEM) studies, this book is a welcome addition to every teacher's reference collection. Eric Brunsell is a former high school science teacher and is now associate professor of science education at the University of Wisconsin Oshkosh. Michelle A. Fleming is a former elementary and middle school teacher and is now assistant professor of science and mathematics education at Wright State University in Dayton, Ohio.

*Teaching to the Math Common Core State Standards* F. D. Rivera, 2015-06-17 This is a methods book for preservice middle level majors and beginning middle school teachers. It takes a very practical approach to learning to teach middle school mathematics in an emerging Age of the Common Core State Standards. The Common Core State Standards in Mathematics (CCSSM) is not meant

to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the Grade 5 through Grade 8 and traditional pathway Algebra I portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The Common Core state content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all middle school students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It prepares preservice middle level majors and beginning middle school teachers to work within the realities of accountable pedagogy and to develop a proactive disposition that is capable of supporting all middle school students in order for them to experience growth in mathematical understanding that is necessary for high school and beyond including future careers

**Conceptions and Consequences of Mathematical Argumentation, Justification, and Proof** Kristen N. Bieda, AnnaMarie Conner, Karl W. Kosko, Megan Staples, 2022-03-03 This book aims to advance ongoing debates in the field of mathematics and mathematics education regarding conceptions of argumentation justification and proof and the consequences for research and practice when applying particular conceptions of each construct Through analyses of classroom practice across grade levels using different lenses particular conceptions of argumentation justification and proof researchers consider the implications of how each conception shapes empirical outcomes In each section organized by grade band authors adopt particular conceptions of argumentation justification and proof and they analyse one data set from each perspective In addition each section includes a synthesis chapter from an expert in the field to bring to the fore potential implications as well as new questions raised by the analyses Finally a culminating section considers the use of each conception across grade bands and data sets

*Styles and Strategies for Teaching High School Mathematics* Edward J. Thomas, John R. Brunsting, Pam L. Warrick, 2010-08-10 One key to raising achievement in mathematics is to recognize that all students have preferred styles of thinking and learning By rotating teaching strategies you can reach learners through their preferred styles as well as challenge students to think in other styles *Styles and Strategies for Teaching High School Mathematics* provides a set of powerful research based strategies to



help high school teachers differentiate mathematics instruction and assessment according to their students learning styles Presenting four distinct mathematical learning styles Mastery Understanding Self Expressive and Interpersonal this book offers classroom tested instructional strategies that can be mixed and matched to reach all learners Compatible with any curriculum or textbook the book Explains how the strategies address NCTM process standards and students learning styles Includes step by step directions examples and planning considerations for each strategy Provides reproducible forms for implementing the strategies Offers variations and ways to adapt each strategy to meet a variety of instructional demands With assessment components woven throughout this invaluable guide helps high school mathematics teachers effectively reach and teach today s adolescents     *Mathematics Teaching in the Middle School* ,2009-08     **Mathematical**

**Argumentation in Middle School-The What, Why, and How** Jennifer Knudsen,Harriette S. Stevens,Teresa

Lara-Meloy,Hee-Joon Kim,Nicole Shechtman,2017-09-21 Get them talking Your formula for bringing math concepts to life Want your middle schoolers to intelligently engage with mathematical ideas Look no further This research based gem 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 Immediately engage students in fun classroom ready argumentation activities Help students explore and take ownership of mathematical ideas and concepts Promote precise use of mathematical language Includes games vignettes a rich companion website sample tasks and links to online tools Bring well planned well constructed mathematical discourse to life in your classroom today

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