

How can we demonstrate this algebraically?

We know we have to split 9 into three equal groups, so we have to divide by 3 to show this algebraically.

$$3x + 3 = 9 + 3$$

How does this get us the value of x ?

The left side of the equation will equal x , because we know the identity property, where $a + b + b = a$, so we can use this identity here.

The right side of the equation will be 3 because $9 + 3 = 12$.

Therefore, the value of x is 3.

How can we check our answer?

We can substitute the value of x into the original equation to see if the number sentence is true.

$$3(3) = 9; 9 = 9. \text{ This number sentence is true, so our answer is correct.}$$

Example 2 (5 minutes)

Example 2

Solve $\frac{x}{4} = 2$ using tape diagrams and algebraically. Then, check your answer.

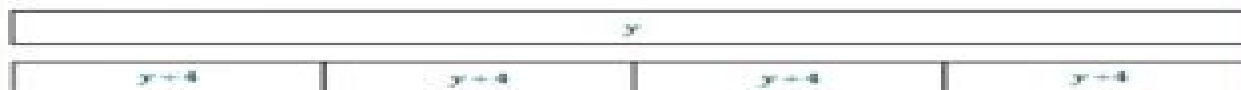
First, draw two tape diagrams, one to represent each side of the equation.



If the first tape diagram shows the size of $y + 4$, how can we draw a tape diagram to represent y ?

The tape diagram to represent y should be four sections of the size $y + 4$.

Draw this tape diagram.



What value does each $y + 4$ section represent? How do you know?

Each $y + 4$ section represents a value of 2, we know this from our original tape diagram.

How can you use a tape diagram to show the value of y ?

Draw four equal sections of 2, which will give y the value of 8.



Nys Common Core Curriculum Tape Diagram

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Eureka Math Curriculum Study Guide Common Core, 2015-03-23 Eureka Math is a comprehensive content rich PreK 12 curriculum that follows the focus and coherence of the Common Core State Standards in Mathematics CCSSM and carefully sequences the mathematical progressions into expertly crafted instructional modules The companion Study Guides to Eureka Math gather the key components of the curriculum for each grade into a single location unpacking the standards in detail so that both users and non users of Eureka Math can benefit equally from the content presented Each of the Eureka Math Curriculum Study Guides includes narratives that provide educators with an overview of what students should be learning throughout the year information on alignment to the instructional shifts and the standards design of curricular components approaches to differentiated instruction and descriptions of mathematical models The Study Guides can serve as either a self study professional development resource or as the basis for a deep group study of the standards for a particular grade For teachers who are new to the classroom or the standards the Study Guides introduce them not only to Eureka Math but also to the content of the grade level in a way they will find manageable and useful Teachers familiar with the Eureka Math curriculum will also find this resource valuable as it allows for a meaningful study of the grade level content in a way that highlights the coherence between modules and topics The Study Guides allow teachers to obtain a firm grasp on what it is that students should master during the year The Eureka Math Curriculum Study Guide Grade 3 provides an overview of all of the Grade 3 modules including Properties of Multiplication and Division and Solving Problems with Units of 2 5 and 10 Place Value and Problem Solving with Units of Measure Multiplication and Division with Units of 0 1 6 9 and Multiples of 10 Multiplication and Area Fractions as Numbers on the Number Line and Collecting and Displaying Data

Teaching Early Algebra through Example-Based Problem Solving Meixia Ding, 2021-04-07 Drawing on rich classroom observations of educators teaching in China and the U S this book details an innovative and effective approach to teaching algebra at the elementary level namely teaching through example based problem solving TEPS Recognizing young children s particular cognitive and developmental capabilities this book powerfully argues for the importance of infusing algebraic thinking into early grade mathematics teaching and illustrates how this has been achieved by teachers in U S and Chinese contexts Documenting best practice and students responses to example based instruction the text demonstrates that this TEPS approach which involves the use of worked examples representations and deep questions helps students learn and master fundamental mathematical ideas making it highly effective in developing algebraic readiness and mathematical understanding This text will benefit post graduate students researchers and academics in the fields of mathematics STEM and elementary education as well as algebra research more broadly Those interested in teacher education classroom practice and developmental and cognitive psychology will also find this volume of interest

Cognitive Foundations for Improving Mathematical Learning David C. Geary, Daniel B. Berch, Kathleen Mann Koepke, 2019-01-03 The fifth volume in the

Mathematical Cognition and Learning series focuses on informal learning environments and other parental influences on numerical cognitive development and formal instructional interventions for improving mathematics learning and performance. The chapters cover the use of numerical play and games for improving foundational number knowledge as well as school math performance, the link between early math abilities and the approximate number system, and how families can help improve the early development of math skills. The book goes on to examine learning trajectories in early mathematics, the role of mathematical language in acquiring numeracy skills, evidence-based assessments of early math skills, approaches for intensifying early mathematics interventions, the use of analogies in mathematics instruction, schema-based diagrams for teaching ratios and proportions, the role of cognitive processes in treating mathematical learning difficulties, and addresses issues associated with intervention fadeout. Identifies the relative influence of school and family on math learning. Discusses the efficacy of numerical play for improvement in math. Features learning trajectories in math. Examines the role of math language in numeracy skills. Includes assessments of math skills. Explores the role of cognition in treating math-based learning difficulties.

A Guide to Educational Programs in Noncollegiate Organizations University of the State of New York. Office on Noncollegiate Sponsored Instruction, American Council on Education. Project on Noncollegiate Sponsored Instruction, 1976

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