

Dividing Polynomials by Monomials

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Mathematics 9 Polynomials Dividing Polynomials by Monomials

A. Definitions

1. **dividend:** the expression that is being divided.
2. **divisor:** the term that is being used to divide by.
3. **quotient:** the answer to a division question.

$$\begin{array}{r} 2 \\ 8 \overline{) 16} \end{array}$$

B. Dividing Polynomials Algebraically

When you divide a polynomial by a monomial, each term in the polynomial must be divided by the monomial.

$$\begin{array}{l} \text{dividend} \rightarrow \frac{6x^2 - 8x}{2x} \\ \text{divisor} \rightarrow \end{array} = \frac{6x^2}{2x} - \frac{8x}{2x} = 3x - 4 \quad \text{quotient}$$

1. Divide each expression.

a) $\frac{12x^2 + 27x}{3}$

$$\frac{12x^2 + 27x}{3} = 4x^2 + 9x$$

b) $\frac{15m^3 + 27m^2}{3m}$

$$\frac{15m^3 + 27m^2}{3m} = 5m^2 + 9m$$

c) $\frac{12x^2 - 16x}{4x}$

$$\frac{12x^2 - 16x}{4x} = 3x - 4$$

d) $\frac{4x^3 + 18x^2 - 10x}{2x}$

$$\frac{4x^3 + 18x^2 - 10x}{2x} = 2x^2 + 9x - 5$$

Polynomials Day Assignment Answers

Keengwe, Jared



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Getting Results with Curriculum Mapping Heidi Hayes Jacobs, 2004-11-15 Curriculum maps are among the simplest yet most effective tools for improving teaching and learning. Because they require people to draw explicit connections between content skills and assessment measures, these maps help ensure that all aspects of a lesson are aligned not only with each other but also with mandated standards and tests. In Getting Results with Curriculum Mapping, Heidi Hayes Jacobs and her coauthors offer a wide range of perspectives on how to get the most out of the curriculum mapping process in districts and schools. In addition to detailed examples of maps from schools across the United States, the authors offer concrete advice on such critical issues as: Preparing educators to implement mapping procedures; Using software to create unique mapping databases; Integrating decision-making structures and staff development initiatives through mapping; Helping school communities adjust to new curriculum review processes; and Making mapping an integral part of literacy training. Teachers, administrators, staff developers, and policymakers alike will find this book an essential guide to curriculum mapping and a vital resource for spearheading school improvement efforts. Note: This product listing is for the Adobe Acrobat PDF version of the book. Detroit Journal of Education, 1920 *Supervised Study in Mathematics and Science* Stephen Clayton Sumner, 1922 *Integrated Mathematics* Holt McDougal, 1998 **Teaching Mathematics to English Language Learners** Luciana C. de Oliveira, Marta Civil, 2020-10-09 This edited book is about preparing pre-service and in-service teachers to teach secondary-level mathematics to English Language Learners (ELLs) in twenty-first-century classrooms. Chapter topics are grounded in both research and practice, addressing a range of timely topics, including the current state of ELL education in the secondary mathematics classroom; approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms; best practices in teaching mathematics to multilingual students; and ways to infuse the secondary mathematics teacher preparation curriculum with ELL pedagogy. This book will appeal to all teachers of ELLs, teacher educators, and researchers of language acquisition more broadly. This volume is part of a set of four edited books focused on teaching the key content areas to English language learners. The other books in the set focus on teaching History and Social Studies, English Language Arts, and Science to ELLs. Mathematics Formative Assessment, Volume 2 Page Keeley, Cheryl Rose Tobey, 2016-12-08 Everything you need to promote mathematical thinking and learning. Good math teachers have a robust repertoire of strategies to move students learning forward. This new volume from award-winning author Page Keeley and mathematics expert Cheryl Rose Tobey helps you improve student outcomes with 50 all-new formative assessment classroom techniques (FACTS) that are embedded throughout a cycle of instruction. Descriptions of how the FACTS promote learning and inform teaching, including illustrative examples, support the inextricable link between instruction and learning. Useful across disciplines, Keeley and Tobey's purposeful assessment techniques help K-12 math teachers promote conceptual understanding, link techniques to core ideas and practices, modify instruction for diverse

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Merrill Algebra One Alan G. Foster, 1979 *Textbooks, Testing, Training: How We Discourage Thinking* Stephen S. Willoughby, 2014-12-31 Stephen S Willoughby has taught mathematics for 59 years and he has seen everything Some of it has annoyed him some has inspired him This little book is something of a valedictory and he shares some parting thoughts as he contemplates the end of his teaching career Willoughby has strong cogent and mostly negative opinions about textbooks standardized testing and teacher training These opinions have been forged in the cauldron of the classroom of a deeply caring teacher They might not please readers but they ought to make them think They should spark needed debate in our community Ultimately this is a human tale with rough parallels to Hardy's A Mathematician's Apology replace mathematicians with teachers perhaps Every teacher will sympathize with Willoughby's frustrations and empathize with the humanity and compassion that animated his life's work and that beat at the center of this book

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E-math Iv' 2007 Ed.(advance Algebra & Trigonometry) , New Media for Improvement of Algebra Instruction John Gideon Church, New York (State). Bureau of Classroom Communications, 1964

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