

# Solving Two Step Equations with Algebra Tiles



Here are the algebra tiles we will be using:

$\text{Green square} = x$        $\text{Yellow square} = 1$   
 $\text{Red square} = -x$        $\text{Red square} = -1$

## Section A

1) Match each diagram to the correct equation.

$\text{Yellow square} + \text{Red square} = \text{Red square} + \text{Red square}$

$\text{Green square} + \text{Yellow square} = \text{Yellow square} + \text{Yellow square}$

$\text{Green square} + \text{Red square} = \text{Yellow square} + \text{Yellow square}$

$\text{Green square} + \text{Yellow square} = \text{Yellow square} + \text{Yellow square}$

$3x + 2 = 11$

$x + 2 = 11$

$2 - 3x = -10$

$3x - 2 = 10$

2) Draw algebra tiles to represent each equation.

$4x - 5 = 3$

$-5 = 2x - 3$

$9 - 4x = 5$

## Section B

Solve each equation using the algebra tiles.

Example:

$7 = 2x + 1$

$\text{Yellow square} = \text{Green square}$   
 $\text{Yellow square} + \text{Red square} = \text{Green square} + \text{Red square}$   
 $\text{Yellow square} = \text{Green square}$   
 $\text{Yellow square} = \text{Green square}$

$x = 3$

$-7 = 2x - 5$

$\text{Red square} = \text{Green square} + \text{Red square}$

$x =$

$7 = 2x + 5$

$\text{Yellow square} = \text{Green square} + \text{Yellow square}$

$x =$

$-7 = 2x + 5$

$\text{Red square} = \text{Green square} + \text{Yellow square}$

$x =$

$7 = 2x - 5$

$\text{Yellow square} = \text{Green square} + \text{Red square}$

$x =$

$-7 = 5 - 2x$

$\text{Red square} = \text{Yellow square} + \text{Red square}$

$x =$

# Algebra For Students

**Douglas K. Brumbaugh**



## **Algebra For Students:**

*How Students Think When Doing Algebra* Steve Rhine, Rachel Harrington, Colin Starr, 2018-11-01 Algebra is the gateway to college and careers yet it functions as the eye of the needle because of low pass rates for the middle school high school course and students struggles to understand We have forty years of research that discusses the ways students think and their cognitive challenges as they engage with algebra This book is a response to the National Council of Teachers of Mathematics NCTM call to better link research and practice by capturing what we have learned about students algebraic thinking in a way that is usable by teachers as they prepare lessons or reflect on their experiences in the classroom Through a Fund for the Improvement of Post Secondary Education FIPSE grant 17 teachers and mathematics educators read through the past 40 years of research on students algebraic thinking to capture what might be useful information for teachers to know over 1000 articles altogether The resulting five domains addressed in the book Variables Peterson Leatham 2009 The purpose of this book is to accelerate early career teachers experience with how students think when doing algebra in middle or high school as well as to supplement veteran teachers knowledge of content and students The research that this book is based upon can provide teachers with insight into the nature of a student s struggles with particular algebraic ideas to help teachers identify patterns that imply underlying thinking Our book *How Students Think When Doing Algebra* is not intended to be a how to book for teachers Instead it is intended to orient new teachers to the ways students think and be a book that teachers at all points in their career continually pull of the shelf when they wonder how might my students struggle with this algebraic concept I am about to teach The primary audience for this book is early career mathematics teachers who don t have extensive experience working with students engaged in mathematics However the book can also be useful to veteran teachers to supplement their knowledge and is an ideal resource for mathematics educators who are preparing preservice teachers

*Algebra Workouts: Equations* Tony G. Williams, 2009-09-01 Add the vital warm up process to your algebra lessons with these workouts designed to capture students interest and reinforce their skills A broad range of concepts is covered from linear equations to factoring to pure fun Each workout is easily reproducible and includes an answer key or mini lesson demonstrating how to solve each problem Essential teaching tips for the algebra classroom are also included

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**Elementary Linear Algebra, Students Solutions Manual** Stephen Andrilli, David Hecker, 2010-03-13 **Elementary Linear Algebra Students Solutions Manual** **Student Work and Teacher Practices in Mathematics**, 1999 **Algebra**

**Workouts: Linear Equations** Tony G. Williams, 2009-09-01 Add the vital warm up process to your algebra lessons with these workouts designed to capture students interest and reinforce their skills A broad range of concepts is covered from linear equations to factoring to pure fun Each workout is easily reproducible and includes an answer key or mini lesson demonstrating how to solve each problem Essential teaching tips for the algebra classroom are also included [Algebra](#)

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[Workouts \(eBook\)](#) Tony G. Williams, 2009-09-01 This book will help turn on the light as each workout is designed to engage students exploration of algebra as they complete each thought provoking skill building activity Each workout is easily reproducible and includes an answer key or mini lesson that demonstrates how to solve each problem 14 practical teaching tips are included **How Students Think When Doing Algebra** Steve Rhine, Rachel Harrington, Colin Starr, 2018-10-31

This book bridges research and practice to help teachers understand students algebraic thinking It covers five domains tied to CCSS topics and aims to accelerate early career teachers experience with student misconceptions and struggles The book is a valuable resource for both new and veteran math teachers [The Learning and Teaching of Algebra](#) Abraham

Arcavi,Paul Drijvers,Kaye Stacey,2016-06-23 IMPACT Interweaving Mathematics Pedagogy and Content for Teaching is an exciting new series of texts for teacher education which aims to advance the learning and teaching of mathematics by integrating mathematics content with the broader research and theoretical base of mathematics education The Learning and Teaching of Algebra provides a pedagogical framework for the teaching and learning of algebra grounded in theory and research Areas covered include Algebra Setting the Scene Some Lessons From History Seeing Algebra Through the Eyes of a Learner Emphases in Algebra Teaching Algebra Education in the Digital Era This guide will be essential reading for trainee and qualified teachers of mathematics graduate students curriculum developers researchers and all those who are interested in the problematique of teaching and learning algebra It allows you to get involved in the wealth of knowledge that teachers can draw upon to assist learners helping you gain the insights that mastering algebra provides The Nature and Role of Algebra in the K-14 Curriculum National Research Council,National Council of Teachers of Mathematics and Mathematical Sciences Education Board,Center for Science, Mathematics, and Engineering Education,1998-09-23 With the 1989 release of Everybody Counts by the Mathematical Sciences Education Board MSEB of the National Research Council and the Curriculum and Evaluation Standards for School Mathematics by the National Council of Teachers of Mathematics NCTM the standards movement in K 12 education was launched Since that time the MSEB and the NCTM have remained committed to deepening the public debate discourse and understanding of the principles and implications of standards based reform One of the main tenets in the NCTM Standards is commitment to providing high quality mathematical experiences to all students Another feature of the Standards is emphasis on development of specific mathematical topics across the grades In particular the Standards emphasize the importance of algebraic thinking as an essential strand in the elementary school curriculum Issues related to school algebra are pivotal in many ways Traditionally algebra in high school or earlier has been considered a gatekeeper critical to participation in postsecondary education especially for minority students Yet as traditionally taught first year algebra courses have been characterized as an unmitigated disaster for most students There have been many shifts in the algebra curriculum in schools within recent years Some of these have been successful first steps in increasing enrollment in algebra and in broadening the scope of the algebra curriculum Others have compounded existing problems Algebra is not yet conceived of as a K 14 subject Issues of opportunity and equity persist Because there is no one answer to the dilemma of how to deal with algebra making progress requires sustained dialogue experimentation reflection and communication of ideas and practices at both the local and national levels As an initial step in moving from national level dialogue and speculations to concerted local and state level work on the role of algebra in the curriculum the MSEB and the NCTM co sponsored a national symposium The Nature and Role of Algebra in the K 14 Curriculum on May 27 and 28 1997 at the National Academy of Sciences in Washington D C Large-Scale Studies in Mathematics Education James A. Middleton,Jinfa Cai,Stephen Hwang,2015-05-05 In recent years funding agencies like the Institute of Educational Sciences

and the National Science Foundation have increasingly emphasized large scale studies with experimental and quasi experimental designs looking for objective truths Educational researchers have recently begun to use large scale studies to understand what really works from developing interventions to validation studies of the intervention and then to efficacy studies and the final scale up for large implementation of an intervention Moreover modeling student learning developmentally taking into account cohort factors issues of socioeconomic local political context and the presence or absence of interventions requires the use of large data sets wherein these variables can be sampled adequately and inferences made Inroads in quantitative methods have been made in the psychometric and sociometric literatures but these methods are not yet common knowledge in the mathematics education community In fact currently there is no volume devoted to discussion of issues related to large scale studies and to report findings from them This volume is unique as it directly discusses methodological issue in large scale studies and reports empirical data from large scale studies **Volume**

**1: Research Syntheses** M. Kathleen Heid, Glendon W. Blume, 2008-07-01 According to NCTM's Principles and Standards for School mathematics Technology is essential in teaching and learning of mathematics it influences the mathematics that is taught and it enhances students learning How does research inform this clarion call for technology in mathematics teaching and learning In response to the need to craft appropriate roles for technology in school mathematics new technological approaches have been applied to the teaching and learning of mathematics and these approaches have been examined by researchers world wide The first volume provides insight into what research suggests about the nature of mathematics learning in technological environments Included in this volume are syntheses of research on technology in the learning of rational number algebra elementary and secondary geometry mathematical modeling and calculus Additional chapters synthesize research on technology in the practice of teaching and on equity issues in the use of technology in mathematics instruction Instead of simply reporting achievement scores of students who use technology in their learning authors provide thoughtful analyses of bodies of research with the goal of understanding the ways in which technology affects what and how students learn Each of the chapters in this volume is written by a team of experts whose own research has provided important guidance to the field **Algebra Activities from Many Cultures** Beatrice Lumpkin, 1997 Enhances

understanding with 60 reproducible activities designed with the NCTM Standards in mind Demonstrates the applications of algebra in different cultures Develops critical thinking and problem solving skills with individual and group projects

10-Minute Critical-Thinking Activities for Math Hope Martin, 1998 Encourage students to use critical thinking skills to evaluate then solve a variety of math enrichment problems Topics include number theory geometry mathematical reasoning sequencing and patterning order of operations algebra spatial visualization transformations and more Includes many open ended and non traditional problems to boost brain power in math 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

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