

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.

$3(3) = 9$ ;  $9 = 9$ . 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.

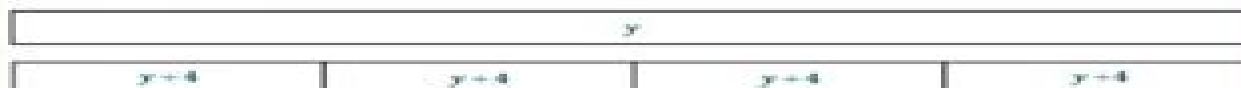
First, draw two tape diagrams, one to represent each side of the equation.



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

**Huangqi Zhang**



## **Nys Common Core Curriculum Tape Diagram:**

*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 **Cognitive Foundations for Improving Mathematical Learning** David C. Geary, Daniel B. Berch, Kathleen Mann Koepke, 2019-01-08 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 Teaching Early Algebra through Example-Based Problem Solving Meixia Ding, 2021-04-08 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

*Mathematics Matters in Education* Yeping Li,W. James Lewis,James J. Madden,2017-10-03 This book is inspired by Roger E Howe s contributions to the international communities of mathematics and mathematics education Renowned for his research contributions in the fields of representation theory automorphic forms harmonic analysis and invariant theory Dr Howe has also fundamentally deepened our understanding of the mathematics taught in the early school grades and has challenged and stimulated mathematicians and mathematics educators to work together to examine this part of the mathematical universe more critically and in imaginative new ways This volume will help summarize and highlight Howe s contributions to several topic areas in mathematics education demonstrating the possibility and importance of engaging mathematicians in high impact research in mathematics education and showcasing the importance of cross disciplinary collaboration and exchange

*Getting to the Common Core* Sharon L. Spencer,Sandra Vavra,2015-01-01 The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards Teaching to standards is not a new concept teachers have adapted to new standards every few years for quite some time And teachers are adaptable as can be seen in this book We are writing this book to demonstrate how teachers use research based strategies to meet Common Core Standards while still focusing on students Our goal is to help teachers visualize students in action as other teachers describe the implementation of research based strategies in their own classrooms show student work samples and provide reflections of student success in achieving the standards Many Common Core Standards books focus on the standards but our approach focuses on strategies that engage the students in the classroom showing how different teachers at varying grade levels have used the strategies to meet the standards With this focus we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools one of the current stressors being unpacking the Common Core Standards This book actually

focuses on practice We begin by laying out a rationale in our first chapter The Core Value s of Education Then each chapter focuses on a strategy including 1 a brief description about the research supporting each strategy and 2 several examples from different grade levels which include a description of how the strategy was used student work samples and a reflection on the use of the strategy The research descriptions are fairly short because while we believe professional educators aka teachers in this case should know the research that supports practice we know they are not typically interested in long diatribes about the research Math Instruction for Students with Learning Problems Susan Perry Gurganus,2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis Resources in Vocational Education ,1977

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## **Table of Contents Nys Common Core Curriculum Tape Diagram**

1. Understanding the eBook Nys Common Core Curriculum Tape Diagram
  - The Rise of Digital Reading Nys Common Core Curriculum Tape Diagram
  - Advantages of eBooks Over Traditional Books
2. Identifying Nys Common Core Curriculum Tape Diagram
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Nys Common Core Curriculum Tape Diagram
  - User-Friendly Interface
4. Exploring eBook Recommendations from Nys Common Core Curriculum Tape Diagram
  - Personalized Recommendations
  - Nys Common Core Curriculum Tape Diagram User Reviews and Ratings
  - Nys Common Core Curriculum Tape Diagram and Bestseller Lists
5. Accessing Nys Common Core Curriculum Tape Diagram Free and Paid eBooks
  - Nys Common Core Curriculum Tape Diagram Public Domain eBooks
  - Nys Common Core Curriculum Tape Diagram eBook Subscription Services
  - Nys Common Core Curriculum Tape Diagram Budget-Friendly Options
6. Navigating Nys Common Core Curriculum Tape Diagram eBook Formats
  - ePub, PDF, MOBI, and More
  - Nys Common Core Curriculum Tape Diagram Compatibility with Devices
  - Nys Common Core Curriculum Tape Diagram Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Nys Common Core Curriculum Tape Diagram
  - Highlighting and Note-Taking Nys Common Core Curriculum Tape Diagram
  - Interactive Elements Nys Common Core Curriculum Tape Diagram

8. Staying Engaged with Nys Common Core Curriculum Tape Diagram
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Nys Common Core Curriculum Tape Diagram
9. Balancing eBooks and Physical Books Nys Common Core Curriculum Tape Diagram
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Nys Common Core Curriculum Tape Diagram
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Nys Common Core Curriculum Tape Diagram
  - Setting Reading Goals Nys Common Core Curriculum Tape Diagram
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Nys Common Core Curriculum Tape Diagram
  - Fact-Checking eBook Content of Nys Common Core Curriculum Tape Diagram
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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