

## Class Activity 7B Using Double Number Lines to Solve Proportion Problems

CCSS SMP2, SMP3, 6.RP.3

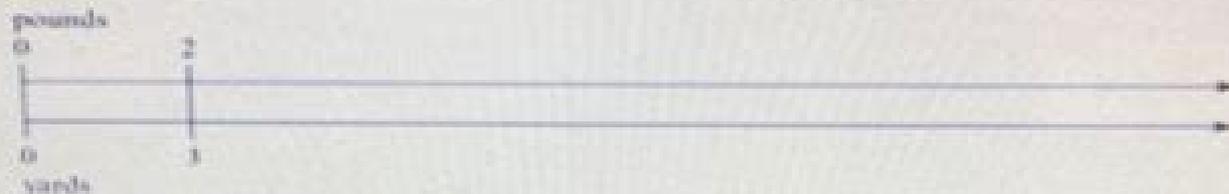
Explain how to solve each of the following problems by reasoning about the quantities. Support your reasoning with double number lines.

1. If 3 yards of rope weigh 2 pounds, then how much do the following lengths of the same kind of rope weigh?

a. 18 yards

b. 16 yards

c. 14 yards



Begin response here: (create a NEW/duplicate number line for yourself)

2. If 2 meters of wire weigh 24.8 grams, then how much do 15 meters of that same kind of wire weigh? Try to find several ways of reasoning about the quantities to solve this problem.

# Double Number Lines To Solve Proportion Problems

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Nixon, Francisco Herrera**

## **Double Number Lines To Solve Proportion Problems:**

The Mathematical Education of Teachers II Conference Board of the Mathematical Sciences, 2012 This report is a resource for those who teach mathematics and statistics to PreK-12 mathematics teachers both future teachers and those who already teach in our nation's schools. The report makes recommendations for the mathematics that teachers should know and how they should come to know that mathematics. It urges greater involvement of mathematicians and statisticians in teacher education so that the nation's mathematics teachers have the knowledge, skills, and dispositions needed to provide students with a mathematics education that ensures high school graduates are college and career ready as envisioned by the Common Core State Standards. This report draws on the experience and knowledge of the past decade to update the 2001 Mathematical Education of Teachers report's recommendations for the mathematical preparation of teachers at all grade levels: elementary, middle, and high school. Address the professional development of teachers of mathematics. Discuss the mathematical knowledge needed by teachers at different grade levels and by others who teach mathematics such as elementary mathematics specialists, special education teachers, and early childhood educators. Each of the MET II writers is a mathematician, statistician, or mathematics educator with substantial expertise and experience in mathematics education. Among them are principal investigators for Math Science Partnerships as well as past presidents and chairs of the American Statistical Association, Association of Mathematics Teacher Educators, Association of State Supervisors of Mathematics, Conference Board of the Mathematical Sciences, and National Council of Teachers of Mathematics. The audience for this report includes all who teach mathematics to teachers, mathematicians, statisticians, and mathematics educators and all who are responsible for the mathematical education of teachers: department chairs, educational administrators, and policy makers at the national, state, school, district, and collegiate levels.

A Focus on Ratios and Proportions Marjorie M. Petit, Robert E. Laird, Matthew F. Wyneken, Frances R. Huntoon, Mary D. Abele-Austin, Jean D. Sequeira, 2020-05-17 This resource offers a groundbreaking effort to make mathematics education research on ratios and proportions readily accessible and understandable to preservice and in-service teachers of grades 6 to 8. Using extensive annotated samples of student work and based on research gathered in the Ongoing Assessment Project (OGAP), A Focus on Ratios and Proportions teaches readers how students develop understanding and fluency involving ratio and proportion concepts. Special features include a close focus on student work including 150 annotated pieces of student work to help teachers improve their ability to recognize, assess, and monitor their students' errors and misconceptions as well as their developing conceptual understanding. A focus on the OGAP Ratios and Proportions Progression based on research conducted with hundreds of teachers and thousands of pieces of student work. Sections on how Common Core State Standards for Math (CCSSM) are supported by math education research. Student work samples and vignettes to illuminate the research as well as end-of-chapter Looking Back questions and Instructional Links which allow teachers to analyze evidence of student thinking and strategies and consider

instructional responses An accompanying eResource available online offers an answer key as well as extensive explanation of the Looking Back questions Like A Focus on Multiplication and Division and A Focus on Fractions this book is designed to bridge the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions

**Building Proportional Reasoning Across Grades and Math Strands, K-8** Marian Small,2015-04-10 Although proportional reasoning is not formally introduced as a topic in the Common Core and other mathematics curricula until 6th grade introducing its fundamental ideas in the early grades helps students develop essential skills in ratios percentages and other proportional representations when they reach the upper grades The author takes this complex subject and crafts examples and questions that help teachers see the larger purpose in teaching concepts such as unitizing and how that understanding is essential for more complex ideas such as ratios Teachers and vertical teams can see how the concepts can build year after year This new resource by well known professional developer Marian Small suggests questions that are both interesting for students and useful for providing diagnostic information to teachers Chapters are organized by grade level K 8 around the Common Core State Standards for Mathematics to help teachers use the resource more easily

**Oxford Smart Mosaic: Teacher Handbook 2 eBook** Katie Wood,Jemma Sherwood,Dan Draper,Charlotte Hawthorne,Helen Konstantine,2024-11-21 Part of the Oxford Smart Curriculum Service the Oxford Smart Mosaic Teacher Handbook 2 supports specialists and non specialists alike to deliver the KS3 curriculum coherently and with impact Designed around Series Editor Craig Barton s Learning Episode Model the Teacher Handbook provides a responsive step by step approach that can be easily followed and implemented with minimal PD Non specialists are fully supported with a clear and consistent teaching and learning approach which helps them to check prior learning identify misconceptions model key skills and provide opportunities for practice The Teacher Handbook contains comprehensive guidance on the delivery of all the content in Student Book 2 It includes additional guidance on pre requisite knowledge and common misconceptions to support responsive teaching guidance for effective explanations and how to develop learners mathematical thinking through example problem pairs and support with building the confidence and fluency of learners Answers for all questions and commentary for the problem solving and reasoning questions are provided in the Teacher Handbook

**It's All Relative** Anne Collins,Linda Dacey,2024-11-01 For years students have been taught to cross multiply when presented with proportion problems Few understood what they were doing or why they were doing it Rarely were students invited to think about various representations to determine the relationship between the two ratios being compared The ideas and activities in this guide will help you provide students with the conceptual understanding of ratios and proportional thinking that is essential for solving real world problems and achieving success in higher level mathematics It s All Relative includes thirty modules which are aligned to specific Common Core State Standards Each module in this accessible spiral bound flipchart addresses specific mathematical practices and common misconceptions

features timely classroom examples includes proven ready to use activities and provides ideas for adapting activities to meet the needs of individual learners The authors particularly emphasize how to use visual models tables tape diagrams graphs and double number lines to represent ratios and proportional thinking These visual models which may be new to many teachers enhance students conceptual understanding and improve their ability to solve a wide range of proportional reasoning problems

**Yes, but why? Teaching for understanding in mathematics** Ed Southall,2021-04-07 Getting the right answers in maths is only half the problem Understanding why what you re doing works is the part that often stumps students and teachers alike The essential guide for mathematics teachers and those training to teach Yes but why answers all your questions and sheds light on the hidden connections between everything in mathematics at school This second edition includes A new Test yourself feature in every chapter More coverage of the four operations Enhanced discussion of fractions and proportionality Downloadable figures for use in the classroom

**Teaching Secondary School Mathematics** Colleen Vale,Gloria Stillman,Sandra Herbert,Vince Geiger,2020-07-16 Since its first publication Teaching Secondary School Mathematics has established itself as one of the most respected and popular texts for both pre service and in service teachers This new edition has been fully revised and updated to reflect the major changes brought about by the introduction of the Australian Curriculum Mathematics as well as discussing significant research findings the evolution of digital teaching and learning technologies and the implications of changes in education policies and practices The mathematical proficiencies that now underpin the Australian curriculum understanding fluency problem solving and reasoning are covered in depth in Part 1 and a new section is devoted to the concept of numeracy The chapter on digital tools and resources has been significantly expanded to reflect the growing use of these technologies in the classroom while the importance of assessment is recognised with new material on assessment for learning and as learning along with a consideration of policy development in this area Important research findings on common student misconceptions and new and effective approaches for teaching key mathematical skills are covered in detail As per the first edition readers will find a practical guide to pedagogical approaches and the planning and enactment of lessons together with enhanced chapters on teaching effectively for diversity managing issues of inequality and developing effective relationships with parents and the community This book is the essential pedagogical tool for every emerging teacher of secondary school mathematics The text offers an excellent resource for all of those involved in the preparation of secondary mathematics teachers with links to research literature exemplars of classroom practices and instructional activities that encourage readers to actively examine and critique practices within their own educational settings Professor Glenda Anthony Institute of Education Massey University A rich and engaging textbook that covers all of the important aspects of learning to become an effective secondary mathematics teacher The second edition of this text is further enhanced with updated references to the Australian Curriculum NAPLAN STEM current Indigenous social justice and gender inequity issues and the place of Australian mathematics curricula on the world stage Dr Christine

Ormond Senior Lecturer Edith Cowan University      *Teaching Mathematics at Secondary Level* Tony Gardiner, 2016-02-08  
Teaching Mathematics is nothing less than a mathematical manifesto arising in response to a limited National Curriculum and engaged with secondary schooling for those aged 11-14 Key Stage 3 in particular this handbook for teachers will help them broaden and enrich their students mathematical education It avoids specifying how to teach and focuses instead on the central principles and concepts that need to be borne in mind by all teachers and textbook authors but which are little appreciated in the UK at present This study is aimed at anyone who would like to think more deeply about the discipline of elementary mathematics in England and Wales and anywhere else By analysing and supplementing the current curriculum Teaching Mathematics provides food for thought for all those involved in school mathematics whether as aspiring teachers or as experienced professionals It challenges us all to reflect upon what it is that makes secondary school mathematics educationally culturally and socially important

*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

*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 *Modeling Mathematical Ideas* Jennifer M. Suh, Padmanabhan Seshaiyer, 2016-12-27 Modeling Mathematical Ideas combining current research and practical strategies to build teachers and students strategic competence in problem solving This must have book supports teachers in understanding learning progressions that addresses conceptual guiding posts as well as students common misconceptions in investigating and discussing important mathematical ideas related to number sense computational fluency algebraic thinking and proportional reasoning In each chapter the authors opens with a rich real world mathematical problem and presents classroom strategies such as visible thinking strategies technology integration and other related problems to develop students strategic competence in modeling mathematical ideas **Teaching the Common Core Math Standards with Hands-On Activities, Grades 6-8** Judith A. Muschla, Gary R. Muschla, Erin Muschla, 2012-04-10 Helpful advice for teaching Common Core Math Standards to middle school students The new Common Core State Standards for Mathematics have been formulated to provide students with instruction that will help them acquire a thorough knowledge of math at their grade level which will in turn enable them to move on to higher mathematics with competence and confidence Hands on Activities for Teaching the Common Core Math Standards is designed to help teachers instruct their students so that they will better understand and apply the skills outlined in the Standards This important resource also gives teachers a wealth of tools and activities that can encourage students to think critically use mathematical reasoning and employ various problem solving strategies Filled with activities that will help students gain an understanding of math concepts and skills correlated to the Common Core State Math Standards Offers guidance for helping students apply their understanding of math concepts and skills develop proficiency in calculations and learn to think abstractly Describes ways to get students to collaborate with other students utilize technology communicate ideas about math both orally and in writing and gain an appreciation of the significance of mathematics to real life This practical and easy to use resource will help teachers give students the foundation they need for success in higher mathematics *Eureka Math Grade 7 Study Guide* Great Minds, 2016-04-25 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 7 provides an overview of all of the Grade 7 modules including Ratios and Proportional Relationships Rational Numbers Expressions and Equations Percent and Proportional Relationships Statistics and Probability Geometry

**New Mathematics Today Class 6** ANUBHUTI GANGAL, New Mathematics Today a thoroughly revised series for KG to Class 8 has been designed as per the requirements of the latest curriculum The content of this series is designed to reach all learners in the classroom irrespective of their skill levels or learning capabilities *The National Curriculum Handbook for Secondary Teachers in England*, 2005-09-30 The National Curriculum handbooks are the official National Curriculum documents for secondary and primary schools They are the revised blue print for what every child will be required to learn in school from 2004 Embracing Diversity in the Learning Sciences Yasmin B. Kafai, William A. Sandoval, Noel Enyedy, Althea Scott Nixon, Francisco Herrera, 2012-10-12 More than a decade has passed since the First International Conference of the Learning Sciences ICLS was held at Northwestern University in 1991 The conference has now become an established place for researchers to gather The 2004 meeting is the first under the official sponsorship of the International Society of the Learning Sciences ISLS The theme of this conference is Embracing Diversity in the Learning Sciences As a field the learning sciences have always drawn from a diverse set of disciplines to study learning in an array of settings Psychology cognitive science anthropology and artificial intelligence have all contributed to the development of methodologies to study learning in schools museums and organizations As the field grows however it increasingly recognizes the challenges to studying and changing learning environments across levels in complex social systems This demands attention to new kinds of diversity in who what and how we study and to the issues raised to develop coherent accounts of how learning occurs Ranging from schools to families and across all levels of formal schooling from pre school through higher education this ideology can be supported in a multitude of social contexts The papers in these conference proceedings respond to the call Maths Action

Plans David Clemson, Wendy Clemson, 2002-09 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills **Mathematics for Elementary Teachers** Sybilla Beckmann, 2008 **Conquer CDS Mathematics in 30 Days - Guide with Previous Year Questions and 40+ Hour Concept Videos 2nd Edition** Disha Experts, Disha launches its overhauled breakthrough 2nd Edition of Conquer CDS Mathematics in 30 Days Guide with Previous Year Questions and 40 Hour Concept Videos to facilitate the preparation of the Mathematics section of the CDS exam by providing relevant theory and previous year Questions along with Practice Exercises The book is based on the latest pattern and syllabus as defined by UPSC and the latest 2023 Papers Salient Features A one of its kind student friendly product conceptualized to simplify last minute preparation of Mathematics in just 30 days Time based 10 units in total with each topic mentions the no of hours days a student must devote for assimilating the maximum information and recall it easily during the examination Each chapter provides well illustrated theory study tips in form of points to remember and important formulas Assessment and Evaluation through exhaustive collection of solved examples practice questions and exercises 100% updated with Fully Solved Questions and errorless solutions from 2020 2023 The answer keys detailed solutions are provided for all the exercises in the book Extensive practice with more than 2300 Exercise Questions Each Chapter is accompanied by Concept Revision Notes detailed explanations to help you grasp the concepts and techniques required to solve the questions effectively Access valuable content videos through the given QR code A must have product for aspirants preparing for upcoming CDS exam Conquer CDS in 90 Days - Guide with Previous Year Questions and 100+ Hour Concept Videos 3rd Edition | Mathematics, General Knowledge & English Disha Experts, CDS is one of the most popular examinations in India Disha launches an overhauled breakthrough 3rd Edition of Conquer CDS in 90 Days Guide with Previous Year Questions and 100 Hour Concept Videos to facilitate CDS exam preparation by providing relevant theory and previous year Questions along with Practice Exercises The book is based on the latest pattern and syllabus as defined by UPSC and the latest 2023 Papers Salient Features A one of its kind student friendly product conceptualized to simplify last minute preparation of all 3 sections i.e English Mathematics General Knowledge in just 90 days Time based 44 units in total with each topic mentions the no of hours days a student must devote for assimilating the maximum information and recall it easily during the examination Each chapter provides well illustrated theory study tips in form of points to remember and important formulas Assessment and Evaluation through exhaustive collection of solved examples practice questions and exercises 100% updated with Fully Solved Questions and errorless solutions from 2020

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web jul 21 2021 both animals can produce vocalizations to communicate but since whales communicate mostly underwater you might not be as familiar with their sounds as compared to those distinct clicks or whistles more commonly heard from dolphins dolphins also have the ability to echolocate where baleen whales do not food for thought

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