

# MATH DISTRIBUTIVE PROPERTY

Use the distributive property to solve each problem.  
Then use the answer to solve the riddle below.

How do Minecraft players avoid getting sunburn?

$3(C-1)=21$

$5(N+6)=50$

$4(U+5)=24$

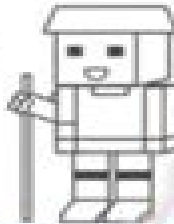
$8(B+1)=48$

$8(X-2)=56$

$3(L-2)=12$

$9(O+1)=72$

$4(S+5)=28$



Use the distributive property to solve each problem.

How to Solve the Puzzle:

- Start with the equation:  
 $3x + 5 = 100$   
 $x = 8$
- Place the answer in the crossword.

**CROSS WORDS**

$x-2=36$   
 $x+5=100$   
 $x+1=60$   
 $x+1=44$   
 $x+1=16$   
 $x-1=63$   
 $x-1=24$

$x-4=59$   
 $x-1=14$   
 $x-3=81$   
 $x-1=64$   
 $x+1=28$   
 $x+1=8$   
 $x+1=21$   
 $x+2=42$

**X2**

Use the distributive property to solve each problem.  
Then place your answer in the corresponding boxes with the letter in the top left corner.  
Then solve the Sudoku puzzle.  
Each column, row, and two regions should contain each digit 1 - 9 without repeating.

$3I+1=10$   
 $2I+7$   
 $2I+56$   
 $2I+46$   
 $2I+40$   
 $3J+11=100$

$7H+21=18$   
 $9H+21=27$   
 $6H+21=48$

**SUDOKU**

**X2**

	6		4	7	5	9
		7	2			
9	7	8	3			
8			4		9	
			6	2		
5	9					3
3	8			9	8	
6				5	7	4

**EASY**

$4(X+2) = 16$

## 6 ALGEBRA WORKSHEETS

# Distributive Property Activity For Middle School

**McDougal Littell Incorporated**



### **Distributive Property Activity For Middle School:**

**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.

**Differentiated Instruction for the Middle School Math Teacher** Karen E.

D'Amico, Kate Gallaway, 2008-01-02 *Differentiated Instruction for the Middle School Math Teacher* is a practical and easy-to-use resource for teaching a standards-based math curriculum to all learners. It gives you effective ways to present math concepts, shows how to provide opportunities for guided practice, and offers ideas for modifying the material to provide access to the same content standard for all students in the inclusive classroom. This book also contains key strategies for collaborating with other professionals, suggestions for involving the students' families by tying math concepts to students' everyday lives, and valuable assessment strategies. The lessons in the book cover middle school math topics correlated to the standards of the National Council of Teachers of Math, ranging from numbers and operations to problem solving and reasoning. Each lesson includes instructions for presenting the lesson to the whole class, worksheets designed to help review and reinforce the concepts presented in each lesson, a section on how to adapt the lesson for the inclusive classroom, including descriptions of different stations for different learners, a home-school connection with family-based everyday math activities, suggestions for how to assess students' grasp of the concepts presented in the lesson.

**Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2016-02-12 *Teaching Secondary and Middle School Mathematics*

combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM's just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics

**Teaching Mathematics in Secondary and Middle School** James S. Cangelosi, 2003 For courses in secondary or middle school math This text focuses on all the complex aspects of teaching mathematics in today's classroom and the most current NCTM standards It demonstrates how to creatively incorporate the standards into teaching along with inquiry based instructional strategies Using one expansive case study that follows a mathematics teacher through his first year in the profession the text illustrates how to lead pupils toward meaningful mathematics and strategies for developing mathematics skills Interactive in its approach the text includes an abundance of illustrative examples mini case studies cooperative learning activities field based activities and transitional activities

**Mcdougal Littell Middle School Math California Technology** Mcdougal Littel, 2000

**Elementary and Middle School Mathematics** John A. Van de Walle, 2004 World Windows introduces young learners to essential themes and concepts in Science and Social Studies through National Geographic photography and content Using non fiction readings World Windows helps to develop young learner's fluency in English and ignites their curiosity about the world around them

Mathematics Teaching in the

Middle School ,2009-02      Middle School Math, Course 1 McDougal Littell Incorporated,2004      Middle School Math, Course 1 Holt McDougal,2004      Activities for Junior High School and Middle School Mathematics Kenneth E. Easterday,Loren L. Henry,F. Morgan Simpson,1981 Activities are one means of connecting both the various strands of mathematics with one another and mathematics with other disciplines This compilation of articles from NCTM journals includes strands on problem solving reasoning number relationships statistics and more      Middle School Math, Course 2 McDougal Littell Incorporated,2004      Teaching and Learning Elementary and Middle School Mathematics Linda Jensen Sheffield,Douglas E. Cruikshank,1996      *Teaching Middle School Mathematics* Stephen Krulik,Jesse A. Rudnick,2000 Offers a supplementary workbook for teaching middle school math with some 80 activities real life math problems games and directions and suggestions for use Each activity provides the basis for an innovative hands on lesson to develop a mathematical concept reinforce a skill and gain experie      **Teaching and Learning Mathematics** Linda Jensen Sheffield,Douglas E. Cruikshank,2004-03-29 Help students make sense of mathematics Rather than merely discussing how to improve students ability to do mathematics this fifth edition focuses on helping them make sense of mathematics Based on research on the functioning of the mind as it engages in learning the text supports teachers as they promote mathematical understanding strengthen students abilities to think and help students to attain computational fluency Features A rich collection of ready to use learning activities Fully integrated language and intent of Principles and Standards for School Mathematics PSSM A greater emphasis on problem solving and higher level thinking A greater focus on teaching mathematics to diverse learners Descriptions of a variety of promising and effective mathematics programs for the K 8 levels

**Teaching Today's Mathematics in the Middle Grades** Art Johnson,Kit Norris,2006 Teaching Today s Mathematics in the Middle Grades provides current and future middle school teachers with the mathematics content essential concepts methodology activities and resources to both learn and teach mathematics in grades 5 to 8 The authors focus exclusively on the middle school learner and the middle school mathematics curriculum Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades the emphasis is on the middle school This selective focus allows for proper development of critical topics in the middle school such as proportionality algebraic thinking and the integral role of manipulatives Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students Unique Features React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement issue or concern Try This features ask the reader to solve a problem first or extend the current discussion by working on an extension of a problem By completing the problem first teachers are putting themselves in the place of their students helping the teacher discover first hand common misconceptions Numerous exercises and activities appear at the end of each chapter to reinforce student understanding of various topics and ensure mastery of the mathematics content The NCTM Principles and Standards are

emphasized throughout the book beginning with a discussion in Chapter 1 Each of the content chapters 6 11 opens with the relevant NCTM content standards for that chapter In addition marginal icons highlight areas within the text in which the NCTM process standards are discussed Reviewers rave From the content organization and approach it is evident that the authors have years of teaching experience This gives the text authority Marina Krause California State University Long Beach The authors do an excellent job of presenting in sequential order essential concepts methodology activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program Gerald Jarmon North Carolina Central University

**The Math Pact, Middle School** Sarah B. Bush, Karen S. Karp, Barbara J. Dougherty, 2020-09-19 A schoolwide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddled their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly you ll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to do and try it out Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics Mathematics Methods for Elementary and Middle School Teachers Mary M. Hatfield, 2004-04-29 An activity based approach to teaching with an emphasis on using manipulatives to build conceptual understanding This invaluable book combines practical teaching ideas video examples updated assessment techniques and the NCTM Assessment Standards to give teachers all the background they need to introduce elementary and middle school students to the wonders of mathematics *Algebra and Algebraic Thinking in School Mathematics* Carole E. Greenes, 2008 Examines the status of algebra in our schools and the changes that the curriculum has undergone over the past several years Includes successful classroom practises for developing algebraic reasoning abilities and improving overall understanding *Guidelines for Teaching Mathematics* Donovan A. Johnson, Gerald R. Rising, 1972 *A Decade of Middle School Mathematics Curriculum Implementation* Margaret Renee Meyer, Cynthia W. Langrall, 2008 We anticipate that the comprehensive nature of this work will attract readers from multiple audiences that

include state and district mathematics supervisors middle grades mathematics teachers and administrators involved in curriculum reform as well as mathematics teacher educators Those about to embark on the review of curriculum materials will appreciate reading about the processes employed by other districts Readers with interests in a particular curriculum program will be able to trace the curriculum specific chapters to gain insights into how the design of the curricula relate to professional development adoption and implementation issues and teachers personal experience using the curriculum materials Individuals who provide professional development at the middle grades level will find chapters that they can use for both general and focused discussions

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aug 12 2015 section 6 2 3 2 2 a advises what the minimum nominal i d for choke lines by pressure rating only for pressure rated systems 10k and above is a 3 in nominal i d choke line required for 4 inch and 7 inch through bore bop equipment no 4 inch up to but not including 7 1 16 inch bore equipment is not addressed in api 53 or api 16a 53

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pressure all bop equipment tests must include a low pressure test of 250 psi before proceeding to the full pressure test test pressure held and recorded for a minimum of five minutes after full pressure has been established represents a satisfactory pressure test ensure rotary bushings are locked if left in place where h<sub>2</sub>s is present all

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wireline bop pressure testing procedure april 29th 2018 formation damage is minimized since to the lack of hydrostatic pressure prevents rock cuttings from being injected into the rock matrix extended bit life since the compressed air cools the bit and quickly transports the cuttings away from the drill bit s cutting structure

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wireline bop pressure testing procedure 3 3 operating oil and gas companies to be the most hazardous operation they routinely undertake therefore it is of great importance that such operations are extremely well planned and executed this handbook covers all the major operational aspects of oil and gas well testing and uses a structured

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7 31 body pressure test procedure 1 locate the test plug and test cap on to their appropriate ends 2 bleed off all air within the assembly 3 ensure all external surfaces are dry 4 pressure test to test pressure for 3 minutes 5 reduce pressure to zero and repeat test for 15 minutes minimum no leakage acceptable 7 32 bop manifold test

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feb 14 2011 1 prior to supping the well or the first time that bop is installed on the well 2 after repairing or disconnecting of any pressure sealing elements of bop 3 as per mms you can use bop for 21 days 3 weeks before you need to test it

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apr 17 2023 bop test plan bop testing consists of several pressure tests with different valve line ups in order to test all the components of the bop system careful planning is required to ensure all components are tested and in a minimum number of pressure tests in order to ensure efficient execution of drilling operations

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wireline bop pressure testing procedure rogi form 1 4 date of issue 03 02 2016 april 28th 2018 where required to follow the reporting procedure by regulation 4 during testing immediately prior to for bop stacks indicate the design pressure rating list of abbreviations in oil and gas exploration and

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dec 27 2021 bop testing procedures operators must periodically pressure test and function test bop stack components which decreases efficiency of drilling operations bop pressure tests are performed at regular intervals typically ranging from 14 to 30 days as set by local regulatory bodies

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a wireline bop must always be installed between the wellhead and wireline lubricators this bop is a piece of pressure control equipment that can close around the wire and seal off the well pressure below it this enables the pressure to be bleed off above it allowing work or repairs to be carried out on equipment above the bop without pulling

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jun 23 2021 the wireline intervention pressure control wipc system enables the wireline crew to focus on downhole operations without worrying about surface well integrity the system meets api spec 16b and nace mr0175 simplifying compliance with operator requirements

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this unit is a pressure test system intended for pressure testing 5 000 10 000 and 15 000 psi rated pressure control equipment to maximum working pressure before performing intervention work the unit is intended for use in atex zone 1 hazardous environments and complies to norsok regulations

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the scope of irp 13 is to define recommended practices for the selection implementation and maintenance of pressure control equipment for land based wireline operations in canada this includes all types of wireline i e slickline braided line and coated line

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