

Understanding Distributive Property

1. Using the distributive property, find the value of each of the expressions.

$$8 \times (n + 3) \quad \text{if } n = 5$$

$$= (8 \times \underline{\hspace{1cm}}) + (8 \times 3)$$

$$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$= \underline{\hspace{1cm}}$$

$$0.5 \times (70 + n) \quad \text{if } n = 15$$

$$= (0.5 \times 70) + (0.5 \times \underline{\hspace{1cm}})$$

$$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$= \underline{\hspace{1cm}}$$

$$0.5 \times (50 + n) \quad \text{if } n = 10$$

$$= (0.5 \times 50) + (0.5 \times \underline{\hspace{1cm}})$$

$$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$= \underline{\hspace{1cm}}$$

$$3 \times (n + 5) \quad \text{if } n = 0.4$$

$$= (3 \times \underline{\hspace{1cm}}) + (3 \times 5)$$

$$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$= \underline{\hspace{1cm}}$$

$$5 \times (10 + n) \quad \text{if } n = 5$$

$$= (5 \times 10) + (5 \times \underline{\hspace{1cm}})$$

$$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$= \underline{\hspace{1cm}}$$

$$0.2 \times (10 + n) \quad \text{if } n = 3$$

$$= (0.2 \times 10) + (0.2 \times \underline{\hspace{1cm}})$$

$$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$= \underline{\hspace{1cm}}$$

2. Check if the equation $5 \times (n + 13) = 105$ is true where $n = 8$ by using distributive property.

Solution:

3. Using the distributive property, find the sum of the perimeter of the squares below.



Solution:

4. Using the distributive property, find the total area of the figure below.



Solution:

5. True or False

$$\frac{1}{2}(x - y) - 4 = \frac{1}{2}x - \frac{1}{2}y - 4$$

Distributive Property 6th Grade Common Core

Linda Huetinck,Sara N. Munshin

Distributive Property 6th Grade Common Core:

Using Design Research and History to Tackle a Fundamental Problem with School Algebra Sinan Kanbir,M. A. (Ken) Clements,Nerida F. Ellerton,2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce s triadic signifier interpretant signified theory which is in the realm of semiotics with Johann Friedrich Herbart s theory of apperception and Ken Clements and Gina Del Campo s theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes Practicing classroom teachers formed part of the research team This book appears in Springer s series on the History of Mathematics Education Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education The results of the well designed classroom intervention are sufficiently impressive that the study might have created and illuminated a pathway for future researchers to take Mathematics for Elementary Teachers Gary L. Musser,Blake E. Peterson,William F. Burger,2013-09-16 Mathematics for Elementary Teachers 10th Edition Binder Ready Version establishes a solid math foundation for future teachers Thoroughly revised with a clean engaging design the new 10th Edition of Musser Peterson and Burgers best selling textbook focuses on one primary goal helping students develop a deep understanding of mathematical concepts so they can teach with knowledge and confidence The components in this complete learning program from the textbook to the e Manipulative activities to the Childrens Videos to the online problem solving tools resource rich website and Enhanced WileyPLUS work in harmony to help achieve this goal This text is an unbound binder ready edition WileyPLUS sold separately from text McGraw-Hill Education Math Grade 6, Second Edition McGraw Hill,2017-11-03 All the Math Your

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