

## 2-7 Reteaching

### Solving Proportions

A proportion is an equation that states that two ratios are equal. If a quantity in a proportion is unknown, you can solve a proportion to find the unknown quantity as shown below.

#### Problem

What is the solution of  $\frac{3}{4} = \frac{x}{14}$ ?

There are two methods for solving proportions—using the Multiplication Property of Equality and the Cross Products Property.

- 1) The Multiplication Property of Equality says that you can multiply both sides of an equation by the same number without changing the value.

$$\begin{aligned}\frac{3}{4} &= \frac{x}{14} \\ 14\left(\frac{3}{4}\right) &= 14\left(\frac{x}{14}\right) \\ \frac{42}{4} &= x \\ 10.5 &= x\end{aligned}$$

To isolate  $x$ , multiply each side by 14.

Simplify.

Divide 42 by 4.

- 2) The Cross Products Property says that you can multiply diagonally across the proportion and these products are equal.

$$\begin{aligned}\frac{3}{4} &= \frac{x}{14} \\ (4)(x) &= (3)(14) \\ 4x &= 42 \\ \frac{4x}{4} &= \frac{42}{4} \\ x &= 10.5\end{aligned}$$

Multiply diagonally across the proportion.

Multiply.

To isolate  $x$ , divide each side by 4.

Simplify.

Real world situations can be modeled using proportions.

#### Problem

A bakery can make 6 dozen donuts every 21 minutes. How many donuts can the bakery make in 2 hours?

A proportion can be used to answer this question. It is key for you to set up the proportion with matching units in both numerators and both denominators.

For this problem, you know that 2 hours is 120 minutes and 6 dozen is 72 donuts.

Correct:

$$\frac{72 \text{ donuts}}{21 \text{ min}} = \frac{x \text{ donuts}}{120 \text{ min}}$$

Incorrect:

$$\frac{72 \text{ donuts}}{21 \text{ min}} = \frac{120 \text{ min}}{x \text{ donuts}}$$

# Algebra 2 Skills Practice Answers Prentice Hal

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House. Committee on Education, **Books for Schools and the Treatment of Minorities** United States. Congress. House. Committee on Education and Labor. Ad Hoc Subcommittee on De Facto School Segregation, 1966 **Children's Books in Print, 2007**, 2006 **EdPsych Modules** Cheryl Cisero Durwin, Marla Reese-Weber, 2016-12-01 Now with SAGE Publications Cheryl Cisero Durwin and Marla Reese Weber's EdPsych Modules uses an innovative implementation of case studies and a modular format to address the challenge of effectively connecting theory and research to practice Each module is a succinct stand alone topic that represents every subject found in traditional chapter texts and can be used in any order for maximum flexibility in organizing your course Each of the book's eight units of modules begins with a set of four case studies early childhood elementary middle school and secondary and ends with Assess and Reflect and Evaluate questions and activities to encourage comprehension and application of the research and theories presented The case approach and the extensive pedagogy that support it allows students to constantly see the applications of the theories and research that they are studying in the text **Teaching in Inclusive Classrooms** Diane P. Bryant, Deborah D. Smith, Brian R. Bryant, 2023-12-08 Teaching in Inclusive Classrooms uses the research validated ADAPT framework Ask Determine Analyze Propose Test to help teachers determine how when and with whom to use proven academic and behavioral interventions to obtain the best outcomes for students with disabilities Through clear language and practical examples authors Diane P Bryant Deborah D Smith and Brian R Bryant show how to create truly inclusive classrooms for students who have disabilities and who are gifted through evidence based practices and hands on strategies The Third Edition includes reorganized chapters on Individualized Services and Diverse Learners new information on the latest court cases and IDEA funds and revised sections on disabilities Brand new videos address a wide range of current issues in teaching including the impacts of COVID on inclusive classrooms With this guide educators will be inspired and equipped to effectively teach students with disabilities in inclusive settings [Math Instruction for Students with Learning Difficulties](#) Susan Perry Gurganus, 2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction **Mathematics for Primary and Early Years** Heather Cooke, 2007-06-28 From a review of the first edition This book is suitable for those who lack confidence It is particularly useful as a revision guide Tasks and practical exercises are included throughout the book Worth buying a

copy Primary Mathematics This task driven text emphasizes strategies and processes and is very different from the usual style of mathematics textbooks For example algebra is treated as a way of thinking mathematically rather than merely manipulating symbols Each of the sections is designed to stand alone so that they can be studied in any order or dipped into as needed The Second Edition has been updated to meet the needs of anyone wanting to refresh their knowledge and understanding of mathematics to GCSE level There is an emphasis on learning and doing mathematics with an expanded section on measures and proportion and statistics Trainees and students have reported that the book has not only helped them to raise their knowledge and understanding to the required standard but also greatly improved their mathematical confidence This is a set book for the Open University Course Ways of Knowing language mathematics and science in the early years

*Learning Directory* ,1970

*Educating English Learners* Joyce W. Nutta,Carine Strebel,Kouider Mokhtari,Florin M. Mihai,Edwidge Crevecoeur Bryant,2020-07-29 In *Educating English Learners* Joyce W Nutta and her colleagues offer practical tools for helping schools and teachers successfully integrate English learners into mainstream classrooms Drawing on the One Plus model presented in their award winning book *Preparing Every Teacher to Reach English Learners* the authors now turn their attention to the needs of K 12 teachers who typically have two or three English learners in their classrooms English learners are not a homogenous group and the challenges they face vary tremendously Nutta and her colleagues present protocols and case studies to help pre service and in service teachers understand the needs of English learners in their classrooms and differentiate instruction and assessment accordingly Woven throughout the book are the stories of Gero Edith Tasir and Edgar four case study students of different ages backgrounds and levels of English proficiency The authors show how the protocols they provide can be applied to adapt sample lessons for students like these across a range of grade levels subject areas and pedagogical approaches Finally the authors show how the system can be applied school wide for a collaborative approach to meeting English learners needs

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