

# B-6 Study Guide and Intervention

## Factoring Quadratic Trinomials

Factor  $x^2 + bx + c$  by finding two numbers that multiply to  $c$  and add to  $b$ . (This intervention is based on a more comprehensive intervention that includes polynomial long division.)

**Factoring  $x^2 + bx + c$**        $x^2 + bx + c$  is a quadratic trinomial with leading coefficient 1 and constant term  $c$ .

**Example 1: Factor  $x^2 + 5x + 6$ .**

Let  $x^2 + 5x + 6 = (x + a)(x + b)$ .

We need two numbers that multiply to 6 and add to 5.

Factor 1	Factor 2
1 • 6	1 + 6 = 7
2 • 3	2 + 3 = 5

Since 2 and 3 multiply to 6 and add to 5, we have  $x^2 + 5x + 6 = (x + 2)(x + 3)$ .

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$x^2 + 5x + 6 = (x + 2)(x + 3)$

**Example 2:**

**Factor  $x^2 + 7x + 12$ .**

$$x^2 + 7x + 12 = (x + 3)(x + 4)$$

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$$x^2 + 7x + 12 = (x + 3)(x + 4)$$

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**Example 3: Factor  $x^2 + 11x + 28$ .**

Let  $x^2 + 11x + 28 = (x + a)(x + b)$ . We need two numbers that multiply to 28 and add to 11. Since 4 and 7 multiply to 28 and add to 11, we have  $x^2 + 11x + 28 = (x + 4)(x + 7)$ .

Factor 1	Factor 2
1 • 28	1 + 28 = 29
2 • 14	2 + 14 = 16
4 • 7	4 + 7 = 11
7 • 4	7 + 4 = 11

Since 4 and 7 multiply to 28 and add to 11, we have  $x^2 + 11x + 28 = (x + 4)(x + 7)$ .

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# Study Guide Intervention Chapter Answers Algebra

**Richard J. Morris, Nancy Mather**



## **Study Guide Intervention Chapter Answers Algebra:**

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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

**Academic Skills Problems** Edward S. Shapiro, Nathan H. Clemens, 2023-06-30 Now in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention this text addresses a perennial need for school practitioners and practitioners in training Presented is a comprehensive problem solving based approach for working with K 12 students who are struggling with reading writing or mathematics The book provides a framework for evaluating the instructional environment as well as each student s context and unique learning needs planning instructional modifications and monitoring progress The companion workbook available separately contains practice exercises and reproducible forms New to This Edition Revised throughout by new coauthor Nathan H Clemens while retaining the core elements of Edward S Shapiro s approach New emphasis on the central role of language in reading mathematics and writing development and difficulties and implications for working more effectively with linguistically and culturally diverse students Fresh perspectives on behaviors that facilitate learning such as attention to task and following directions Updated and expanded coverage of key topics universal screening progress monitoring intensive individualized academic skills interventions and more See also Academic Skills Problems Fifth Edition Workbook which provides the reproducible forms discussed in the text practice exercises and additional useful materials in a convenient large size format

**Books in Print Supplement**, 2002 **Bringing Out the Algebraic Character of Arithmetic** Analúcia D. Schliemann, David W.

Carraher, Bárbara M. Brizuela, 2006-08-29 Bringing Out the Algebraic Character of Arithmetic contributes to a growing body of research relevant to efforts to make algebra an integral part of early mathematics instruction an area of studies that has come to be known as Early Algebra It provides both a rationale for promoting algebraic reasoning in the elementary school curriculum and empirical data to support it The authors regard Early Algebra not as accelerated instruction but as an approach to existing topics in the early mathematics curriculum that highlights their algebraic character Each chapter shows young learners engaged in mathematics tasks where there has been a shift away from computations on specific amounts toward thinking about relations and functional dependencies The authors show how young learners attempt to work with mathematical generalizations before they have learned formal algebraic notation The book suitable as a text in

undergraduate or graduate mathematics education courses includes downloadable resources with additional text and video footage on how students reason about addition and subtraction as functions on how students understand multiplication when it is presented as a function and on how children use notations in algebraic problems involving fractions These three videopapers written text with embedded video footage present relevant discussions that help identify students mathematical reasoning The printed text in the book includes transcriptions of the video episodes in the CD ROM Bringing Out the Algebraic Character of Arithmetic is aimed at researchers practitioners curriculum developers policy makers and graduate students across the mathematics education community who wish to understand how young learners deal with algebra before they have learned about algebraic notation      *Resources in Education* ,2000

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