

Lesson 2
Proportion

Proportions are expressions of equal rates and ratios. The expression, $\frac{a}{b} = \frac{c}{d}$, is a proportion provided that $ad = bc$. We call ad , the extremes and we call bc , the means. In order for a statement to become a proportion, it should always be remembered that the product of the means is always equal to the product of the extremes.

Consider the following examples:

- Which of the following statements are proportions?

1.) $\frac{2}{3} = \frac{14}{21}$	2.) $\frac{12}{5} = \frac{24}{10}$	3.) $\frac{7}{10} = \frac{21}{30}$	4.) $\frac{6}{13} = \frac{18}{38}$	5.) $\frac{10}{15} = \frac{5}{12}$
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Solutions:

$\frac{2}{3} = \frac{14}{21}$ $2(21) = 3(14)$ $42 = 42$	$\frac{12}{5} = \frac{24}{10}$ $12(10) = 2(24)$ $120 = 120$	$\frac{7}{10} = \frac{21}{30}$ $7(3) = 10(21)$ $210 = 210$	$\frac{6}{13} = \frac{18}{38}$ $6(38) = 13(18)$ $228 \neq 234$	$\frac{10}{15} = \frac{5}{12}$ $10(12) = 15(5)$ $120 \neq 75$
This is a proportion	This is a proportion	This is a proportion	This is not a proportion	This is not a proportion

Kinds of Proportion

Direct proportions are expressions of quantities such that if one quantity increases, the other quantity also increases. If one quantity decreases, the other quantity will also decrease. Examples of direct proportions are found below:

1.) $\frac{12}{240} = \frac{20}{400}$	This is an example of a direct proportion because 12 is increased to 20 and 240 increases to 400.
2.) $17 : 34 = 50 : 100$	This is also an example of a direct proportion because 17 is increased to 50 and 34 increases to 100.
3.) $5 \text{ to } 75 = 25 \text{ to } 375$	Finally, this is also an example of a direct proportion because 5 is increased to 25 and 75 increases to 375.

Chapter 2 Lesson 2 Holcombmath

Judd E. Hollander



Chapter 2 Lesson 2 Holcombmath:

Literacy in Grades 4-8 Nancy L. Cecil, Joan P. Gipe, Merrill E. Marcy, 2017-07-05 Comprehensive yet succinct and readable *Literacy in Grades 4-8 Third Edition* offers a wealth of practical ideas to help preservice and practicing teachers create a balanced and comprehensive literacy program while exploring the core topics and issues of literacy in grades 4 through 8. It addresses teaching to standards, differentiating instruction for readers and writers, motivating students using assessment to inform instruction, integrating technology into the classroom, working with English learners and struggling readers, and connecting with caregivers. Selected classroom strategies, procedures, and activities represent the most effective practices according to research and the many outstanding classroom teachers who were observed and interviewed for the book. The Third Edition includes added material connecting the Common Core State Standards to the instruction and assessment of literacy skills, a combined word study and vocabulary chapter to help readers integrate these important topics in their teaching, more on technology including comprehension of multimodal texts, enhancing writing instruction with technology tools, and teaching activities with an added technology component. Added discussion of teacher techniques during text discussions, strategic moves that help students become more strategic readers, and key features in the Classroom vignettes. More than 50 activities, some with a technology component, questions for journal writing, and for projects and field-based activities. Troubleshooting sections offering alternative suggestions and activities for those middle grade students who may find a particular literacy focus challenging.

Implementing Problem-Based Instruction in Secondary Mathematics Classrooms Sarah Ferguson, Denise L. Polojac-Chenoweth, 2024 Problem-based instruction (PBI) is a research-based student-centered instructional strategy that uses rich mathematical tasks to connect students' previously acquired math knowledge to new mathematical concepts. Unlike traditional teaching and learning strategies, PBI facilitates learning by making connections between mathematical concepts and real-world applications rather than through noncontextual rote learning of skills, steps, and equations. This practical resource is an informative instructional tool for secondary mathematics teachers and teacher educators seeking to deepen their students' understanding of and engagement with mathematical learning. Highlighting both teacher and student perspectives, the text provides an overview of the PBI instructional strategy that includes best practices, guidance for implementation, and 50 downloadable resources. In addition, readers will find 12 teacher-created sample lessons with prepared resources and detailed instructional guides. While written for novice PBI users, this book will enhance the instruction of teachers at all levels.

Book Features: Provides 12 ready-to-use sample lesson plans aligned to the most common secondary mathematics topics. Focuses on the practical implementation of problem-based instruction specifically for middle and high school mathematics instruction. Includes a template to guide readers step by step through creating their own problem-based lessons. Contains links to more than 50 editable online resources for easy classroom implementation.

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Congress. Copyright Office,1911 **SPSS Basics** Zealure C. Holcomb,2006 The topics are presented in the same sequence as in a first course not in SPSS groupings For instance instead of a single chapter on using SPSS to produce a variety of statistical figures each type of figure is illustrated at an appropriate point in this text The sequential organization makes it easy for students to navigate SPSS for the specific purposes they need in class No previous knowledge of SPSS is assumed Each step is clearly explained and fully illustrated Each chapter defines one or two statistics describes when to use them and illustrates how to compute them using SPSS Each chapter shows how to format raw SPSS output and describe it in a research report All examples are consistent with the styles specified in the Publication Manual of the American Psychological Association Hundreds of screenshots with superimposed arrows make it easy for students to follow the step by step directions for using SPSS End of chapter exercises help students master their new skills An answer key will be included with each examination copy School Life ,1921 *Integrating the Language Arts* David Yellin,Mary E. Blake,Beverly A. DeVries,2004 **Resources in Education** ,1992-12 The Johns Hopkins University Circular Johns Hopkins University,1884 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1960 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December *Circulars* ,1884 **Yearbook ...** National Education Association of the United States. Department of Classroom Teachers,1930 *Yearbook of the Department of Classroom Teachers* National Education Association of the United States. Department of Classroom Teachers,1930 The Johns Hopkins University circular ,1885 **Johns Hopkins University Circulars** Johns Hopkins University,1885 *Circulars* Johns Hopkins University,1885 **Normal Instructor and Primary Plans** ,1921 **The Country Gentleman** ,1907 *The Johns Hopkins university circulars [afterw.] circular* ,1885 **New York State Education** ,1925 **Engineering News** ,1888

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