

# Interactive Reading & Notetaking QUESTION PAGE

## SOL 5.19 Patterns, Functions, and Algebra: Properties of Operations

### Essential Knowledge:

#### Page 1

*Ask questions (Student generated; answers can be found in the paragraph):*

- What will the distributive property help us to understand?
- What must we always remember when using this property?
- What does the distributive property state?

*Think!*

- Put a definition of the distributive property in “kid” language.

#### Page 2

*Ask questions (Student generated; answers can be found in the paragraph):*

- What are two things the distributive property helps to do when solving problems?

**Show & Tell:**

- Have students use the information from the notepage as they solve each practice problem.
- *Retell & Summarize!* Have students explain their strategy *and* answer to a partner!

### Skill Notes:

Students must be able to:

1. investigate and recognize the distributive property of whole numbers, limited to multiplication over addition using diagrams and manipulatives;
2. investigate and recognize an equation that represents the distributive property, when given several whole number equations, limited to multiplication over addition;

### Suggested Word Cards or Word Wall:

The words below are intended to give students *multiple and varied exposure* to the vocabulary in this unit. Students keep cards or their own Word Wall (glossary) inside their interactive textbook for practice & review opportunities.

- 📌 distributive property
- 📌 order of operations
- 📌 simplify

### SOL Alignment:

*The question below demonstrates one way this standard might be assessed.*

**1 Which number sentence below illustrates the distributive property?**

**A**  $2 + 7 \cdot (6 \cdot 3) = 2 + (7 \cdot 6) \cdot 3$

**B**  $(2 + 7) \cdot 6 \cdot 3 = 7 + 2 \cdot (6 \cdot 3)$

**C**  $2(7 + 6) = (2 \cdot 7) + (2 \cdot 6)$

**D**  $2(7 + 6) = (2 + 7) \cdot 6$

- ➡ Make sure students explain their answer using a drawing and citing information from the notepage.