

Combining and Scaling Vectors

Adding vectors (triangle rule)

If two vectors are added to:
 $\vec{a} = (a_1, a_2)$ and $\vec{b} = (b_1, b_2)$ then:
 $\vec{a} + \vec{b} = (a_1 + b_1, a_2 + b_2)$

Remember: When adding vectors, write:

$$\vec{a} = (10, 50) + (20, 40) = (30, 90)$$

$$\vec{b} = (20, 50) + (-10, 30) = (10, 80)$$

$$\vec{c} = (-10, 50) + (20, 10) = (10, 60)$$

You add vectors together by combining the "x" components and the "y" components.

Two vector systems often output the results:

$$\vec{a} = (10, 50) + (20, 40) = (30, 90)$$

$$\vec{b} = (20, 50) + (-10, 30) = (10, 80)$$

$$\vec{c} = (-10, 50) + (20, 10) = (10, 60)$$

Adding vectors (component rule)

Let us try a shortcut

Could we get the resultant vector without having to do the graphical addition? Let's try! For each of the following, write the resultant vector.



The resultant (or vector sum) indicates that the addition of these vectors (a) to the original vector (b) results in the resultant vector (c).

Given, the resultant is shown above.

Parallelogram shortcut

Another technique to obtain the resultant of standard position, add components or output as parallelogram.



The resultant (or vector sum) indicates that the addition of these vectors (a) to the original vector (b) results in the resultant vector (c).

Given, the resultant is shown above.

In addition, the given vectors $\vec{a} = (10, 50)$ and $\vec{b} = (20, 40)$ addition gives $\vec{c} = (30, 90)$.

Also, the resultant addition of \vec{a} and \vec{b} gives the resultant.

(7) Let us try $\vec{a} = (10, 50)$ and $\vec{b} = (20, 40)$



Resultant: $\vec{c} = (30, 90)$

(8) Parallelogram $\vec{a} = (10, 50)$ and $\vec{b} = (20, 40)$



Resultant: $\vec{c} = (30, 90)$

Resultant: $\vec{c} = (30, 90)$

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Wenbin Ji



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Transform Your Math Class Using Asset-Based Teaching for Grades 6-12 Michael D. Steele, Joleigh Honey, 2024-07-19 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what s missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6 12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development *The Mathematics Lesson-Planning Handbook, Grades 6-8* Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6 8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6 8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and

evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6 8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners

Indicators and Instruments in the Context of Inquiry-Based Science Education Jana Heinz,Katrin Lipowski,Alexander Gröschner,2012 This report documents indicators and instruments in the context of inquiry based science education IBSE It is embedded in a project that aims at disseminating inquiry based science teaching on a large scale across Europe Recent research about IBSE is rather specific to individual research questions and focuses on single aspects of IBSE Furthermore the instruments and indicators underlying the different studies are predominately not systematically covered In this report single indicators and instruments in the context of science education are brought together Thereby a coherent database and a link to different research results are presented The indicators and instruments in this report originate from a systematic literature review about IBSE from 2005 2009 To receive a comprehensive picture about research on IBSE the scope of this review contains instructional aspects 1 implementation areas of politics stakeholders 2 and teacher education and teacher professional development 3 This report contributes to supplying a systematic overview about instruments and indicators in the field of IBSE It addresses researchers politicians and stakeholders teacher educators and teachers who are interested in methods of research and dissemination in the context of science education and IBSE

Expertise in Mathematics Instruction Yeping Li,Gabriele Kaiser,2010-12-15 Accumulated research findings in past decades have led to the common knowledge that teachers professional knowledge is essential to effective classroom instruction However there is still very limited understanding about the nature of teachers expertise in mathematics instruction Expertise in Mathematics Instruction addresses this need clearly and concisely In particular it examines all aspects of emphases employed to characterize the nature of expertise in mathematics instruction from both researchers and practitioners perspectives Moreover with research contributions from both the East and the West this book also examines ideas pertinent to fostering and demonstrating expertise in mathematics instruction within different system contexts This book will raise questions and issues for mathematics education researchers to guide a critical examination of what can be learned from other education systems Expertise in Mathematics Instruction builds on its theoretical and methodological approach with contributions from international experts in the field Additionally a review of related research from mathematics education serves as an introduction to the new research in both Eastern and Western settings Concluding this resource is a reflection on the benefits of this international collaboration and possible research directions for the future The final chapter cohesively joins traditional and current research for action Expertise in Mathematics Instruction is of interest to

researchers in mathematics education mathematics teacher educators and mathematics educators Moving Through Dimensions Clg Of William And Mary/Ctr Gift Ed,2021-09-03 Moving Through Dimensions approaches spatial reasoning through one dimensional two dimensional and three dimensional tasks designed for students in the middle school grades The unit also asks students to explore the transition between dimensions and representations of three dimensional objects in two dimensions This book includes pre and postassessments multiple reproducible materials and lessons based on NCTM standards Moving Through Dimensions was developed by the Center for Gifted Education at The College of William and Mary to offer advanced curriculum supported by years of research The Center s materials have received national recognition from the United States Department of Education and the National Association for Gifted Children and they are widely used both nationally and internationally Each of the books in this series offers curriculum that focuses on advanced content and higher level processes The science units contain simulations of real world problems and students experience the work of real science by using data handling skills analyzing information and evaluating results The mathematics units provide sophisticated ideas and concepts challenging extensions higher order thinking skills and opportunities for student exploration based on interest These materials are a must for any teacher seeking to challenge and engage learners and increase achievement Grades 6-8 *Common Core Mathematics in a PLC at Work™, Grades 6-8* Diane J. Briars,David Foster,2012-10-26 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 6-8 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency Teaching and Learning High School Mathematics Charlene E. Beckmann,Denisse R. Thompson,Rheta N. Rubenstein,2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental

mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

Resources in Education ,2001-04 Everyday Mathematics: Teacher's lesson guide v. 1 [v.3] Teacher's lesson guide v. 2 ,2004 Teaching for Wisdom, Intelligence, Creativity, and Success Robert J. Sternberg, Elena Grigorenko, Linda Jarvin, 2015-08-18 The essential guide for teaching beyond the test Students with strong higher order thinking skills are more likely to become successful lifelong learners Based on extensive collaborative research by leading authorities in the field this book shows how to implement teaching and learning strategies that nurture intelligence creativity and wisdom This practical teaching manual offers an overview of the WICS model Wisdom Intelligence Creativity Synthesized which helps teachers foster students capacities for effective learning and problem solving Teachers will find examples for language arts history mathematics and science in Grades K 12 as well as Hands on strategies for enhancing students memory analytical creative and practical skills Guidelines on teaching and assessing for successful intelligence Details on how to apply the model in the classroom Teacher reflection sections suggested readings and sample planning checklists Teaching for Wisdom Intelligence Creativity and Success is ideal for

educators seeking to broaden their teaching repertoire as they expand the skills and abilities of students at all levels

American Book Publishing Record ,2005 **Engaging in Culturally Relevant Math Tasks, 6-12** Lou Edward Matthews,Shelly M. Jones,Yolanda A. Parker,2022-12-01 Empower your students as they reimagine the world around them through mathematics Culturally relevant mathematics teaching engages students by helping them learn and understand math more deeply and make connections to themselves their communities and the world around them The mathematics task provides opportunities for a direct pathway to this goal But many teachers ask how can you find adapt and implement math tasks that build powerful learners Engaging in Culturally Relevant Math Tasks helps teachers to design and refine inspiring mathematics learning experiences driven by the kind of high quality and culturally relevant mathematics tasks that connect students to their world With the goal of inspiring all students to see themselves as doers of mathematics this book provides intensive in the moment guidance and practical classroom tools that empower educators to shape culturally relevant experiences while systematically building tasks that are standards based It includes A pathway for moving through the process of asking imagining planning creating and improving culturally relevant math tasks Tools and strategies for designing culturally relevant math tasks that preservice novice and veteran teachers can use to grow their practice day by day Research based teaching practices seen through the lens of culturally relevant instruction that help students develop deep conceptual understanding procedural knowledge fluency and application in 6 12 mathematical content Examples milestones opportunities for reflection and discussion questions guide educators to strengthen their classroom practices and to reimagine math instruction in response This book is for any educator who wants to teach mathematics in a more authentic inclusive and meaningful way and it is especially beneficial for teachers whose students are culturally different from them

Bulletin University of California (System). University Extension,1926 **Research in Education** ,1973 **Parallel Curriculum Units for Mathematics, Grades 6-12** Jann H. Leppien,Jeanne H. Purcell,2011-04-07 Parallel Curriculum Units for Mathematics Grades 6 12 combines four essential models for improving student understanding and growth in mathematics The lessons provided in the textbook build on students abilities so they can see all parts of a math problem and are able to tackle and understand it at various levels Elizabeth Alvarez Assistant Principal John C Dore Elementary Chicago IL Maximize your mathematics curriculum to challenge all students This collection of lessons building on material presented in the best selling The Parallel Curriculum is written by experienced teachers who provide innovative and challenging learning opportunities for students in Grades 6 12 The four sample units focus on fractions linear programming geometry and quadratic relationships The authors provide user friendly methods for creating high quality lessons and demonstrate how to differentiate these lessons for the benefit of all students Included are field tested and standards based strategies that guide students through Understanding secondary level mathematics concepts Discovering connections between mathematics and other subjects Developing critical thinking skills Connecting mathematics learning to society through the study of real

world data proportional reasoning and problem solving Each unit includes subject matter background a content framework study components teacher reflections and sample lessons Learn from the experts and enhance your mathematics curriculum with these proven strategies Hamtramck Public School Bulletin ,1928 Advanced General Education Program Job Corps (U.S.),1969 The Nebraska Educational Journal ,1925 *Index to Educational Audio Tapes* ,1974

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