

1.1 අභ්‍යාසය

1. වගුව සම්පූර්ණ කරන්න.

සංඛ්‍යා රටාවේ සාධාරණ පදය	පළමුවන පදය ($n = 1$ ආදේශයෙන්)	දෙවන පදය ($n = 2$ ආදේශයෙන්)	තුන්වන පදය ($n = 3$ ආදේශයෙන්)	සංඛ්‍යා රටාවේ මුල් පද තුන
$3n + 2$	$(3 \times 1) + 2 = 5$	$(3 \times 2) + 2 = 8$	$(3 \times 3) + 2 = 11$	5, 8, 11
$5n - 1$	$(5 \times 1) - 1 = 4$	.....	.....	.....
$2n + 5$	.....	.....	.....	.....
$20 - 2n$	.....	.....	.....	.....
$50 - 4n$	.....	.....	.....	.....
$35 - n$	.....	.....	.....	.....

- ① $3n + 2$, $(3 \times 1) + 2 = 5$, $(3 \times 2) + 2 = 8$, $(3 \times 3) + 2 = 11$, 5, 8, 11
 $5n - 1$, $(5 \times 1) - 1 = 4$, $(5 \times 2) - 1 = 9$, $(5 \times 3) - 1 = 14$, 4, 9, 14
 $2n + 5$, $(2 \times 1) + 5 = 7$, $(2 \times 2) + 5 = 9$, $(2 \times 3) + 5 = 11$, 7, 9, 11
 $20 - 2n$, $20 - (2 \times 1) = 18$, $20 - (2 \times 2) = 16$, $20 - (2 \times 3) = 14$, 18, 16, 14
 $50 - 4n$, $50 - (4 \times 1) = 46$, $50 - (4 \times 2) = 42$, $50 - (4 \times 3) = 38$, 46, 42, 38
 $35 - n$, $35 - 1 = 34$, $35 - 2 = 33$, $35 - 3 = 32$, 34, 33, 32

2. සංඛ්‍යා රටාවක, සාධාරණ පදය $4n - 3$ වේ. එම රටාවේ

- මුල් පද තුන ලියන්න.
- 12 වන පදය සොයන්න.
- 97 වන්නේ කී වැනි පදය ද?
- 75 මෙම සංඛ්‍යා රටාවේ පදයක් නොවන බව පෙන්වන්න.

3. n වන පදය $7n + 1$ වූ සංඛ්‍යා රටාවේ

- මුල් පද තුන ලියන්න.
- 5 වන පදය සොයන්න.
- 36 වන්නේ කී වැනි පදය ද?
- $n + 1$ වන පදය n ඇසුරෙන් දක්වන්න.

Grade 8 Mathematics Unit 09 Lesson 01

Puja Mehta



Grade 8 Mathematics Unit 09 Lesson 01:

Nurturing Math Curiosity With Learners in Grades K-2 Chepina Rumsey, Jody Guarino, 2024-05-21 Building students confidence and conceptual understanding early sets a solid foundation for reasoning and exploration Nurturing Math Curiosity With Learners in Grades K 2 offers educational tools and strategies teachers can use to integrate mathematical argumentation in early elementary classrooms allowing space for students natural wonder and curiosity to shine while at the same time providing opportunities for students to see mathematics content in a new light This book will help K 2 teachers Discover ways to explore early mathematical concepts Integrate classroom community building teacher tools and instructional strategies to nurture an environment of playful exploration Read real examples from teachers who have implemented argumentation in their classrooms Follow the layers of argumentation through an in depth concrete example Reflect as mathematics learners with features that activate prior knowledge Contents Introduction Part 1 Nurturing Our Classroom Community and Growing Our Teacher Toolbox Chapter 1 Creating a Vision Chapter 2 Nurturing a Classroom Community Chapter 3 Growing Our Teacher Toolbox Chapter 4 Connecting the Classroom Environment and Teacher Toolbox Through Routines Part 2 Growing the Layers of Argumentation Chapter 5 Exploring the First Layer Notice Wonder and Beyond Chapter 6 Exploring the Second Layer Conjecturing Chapter 7 Exploring the Third Layer Justifying Chapter 8 Exploring the Fourth Layer Extending Part 3 Growing More Mathematical Ideas Chapter 9 Finding Opportunities for Argumentation Chapter 10 Using Children s Literature to Engage in Argumentation Epilogue Appendix A Blank Template Appendix B Choral Counting Appendix C Number of the Day Appendix D Number of the Day With Annotations Appendix E True or False Appendix F Mathematical Ideas Across Chapters References and Resources Index Eureka Math Grade 3 Study Guide Great Minds, 2015-11-09 Eureka Math is a comprehensive content rich PreK 12 curriculum that follows the focus and coherence of the Common Core State Standards in Mathematics CCSSM and carefully sequences the mathematical progressions into expertly crafted instructional modules The companion Study Guides to Eureka Math gather the key components of the curriculum for each grade into a single location unpacking the standards in detail so that both users and non users of Eureka Math can benefit equally from the content presented Each of the Eureka Math Curriculum Study Guides includes narratives that provide educators with an overview of what students should be learning throughout the year information on alignment to the instructional shifts and the standards design of curricular components approaches to differentiated instruction and descriptions of mathematical models The Study Guides can serve as either a self study professional development resource or as the basis for a deep group study of the standards for a particular grade For teachers who are new to the classroom or the standards the Study Guides introduce them not only to Eureka Math but also to the content of the grade level in a way they will find manageable and useful Teachers familiar with the Eureka Math curriculum will also find this resource valuable as it allows for a meaningful study of the grade level content in a way that highlights the

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Everyday Mathematics University of Chicago. School Mathematics Project, 2001 **Basic Skills Curriculum** Anne Marie Mueser, 1997 **Everyday Mathematics 2 Grade Teacher's Lesson Guide Volume 2** Max Bell, 2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific **Mathematics and Multi-ethnic Students** Yvelyne Germain-McCarthy, Katharine Owens, 2005 This book puts a spotlight on the practices of teachers across the nation who have implemented effective mathematics instruction for students of different ethnicities Among the ethnic groups represented are African Americans Latinos Native Americans Haitians Arab Americans and Euro Americans **Teacher Education at the Edge** Tonya Huber, James G. O'Meara, 2019-12-01 International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030 This vision involves ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality Published chapters will reflect a variety of formats free of methodological restrictions involving disciplinary as well as interdisciplinary inquiries We

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