

DIVISIBILITY RULES

A NUMBER IS DIVISIBLE BY

2

if

The last digit is even (ending in 0,2,4,6,8)

3

if

The sum of the digits is divisible by 3

4

if

The last 2 digits are divisible by 4

5

if

The last digit is a 0 or 5

6

if

The number is divisible by 2 and 3

8

if

The last 3 digits are divisible by 8

9

if

The sum of the digits is divisible by 9

10

if

The last digit is a 0

Manipulatives For Divisibility Rules

Ken Johnson, Ted Herr, Judy Kysh



Manipulatives For Divisibility Rules:

Math Trailblazers 2E G4 Teacher Implementation Guide, 2003 A research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish translation of instructional units **Today's Mathematics, Concepts and Classroom Methods, and Instructional Activities** James W. Heddens, William R. Speer, 2005-04-11 From principles to practice all the tools you need to be an effective mathematics teacher Now combining theory methods and instructional activities in one convenient volume Heddens and Speer's Eleventh Edition of Today's Mathematics provides a valuable set of ideas and reference materials for actual classroom use The text will help you thoroughly understand what you need to teach to meet today's NCTM standards and how to present it in the most effective way possible This edition features a fully integrated CD of teacher resources With Today's Mathematics 11e you can Learn about contemporary philosophies and psychologies of learning teaching and assessing mathematics Explore the nature and scope of a beginning mathematics program for the primary grades Master the content strands commonly found in pre K Grade 8 mathematics curricula Examine the roles of problem solving decision making and communication in mathematics Discover effective ways to use tools such as calculators computers and technology in the classroom New virtual manipulatives CD The enclosed CD features a library of interactive web based manipulatives for mathematics instruction The CD also includes an overview of eight content strands a checklist of mathematical concepts organized by concept clusters several thematic mathematics activities and a vignette from the NCTM Also available from Wiley Jossey Bass The Math Teacher's Book of Lists 2nd Edition Judith A Muschla Gary Robert Muschla ISBN 0 7879 7398 X [Mathematics Content for Elementary Teachers](#) Douglas K. Brumbaugh, Peggy L. Moch, Mary E Wilkinson, 2004-09-22 THE book for elementary education mathematics content courses Designed to help prospective teachers of elementary school mathematics learn content beyond the rote level this text stimulates readers to think beyond just getting the problem right and fosters their development into thoughtful reflective self motivated life long learners It stresses the what and why of elementary school mathematics content Hints are provided about how to teach the content but this is mostly left to courses and texts that are dedicated to that purpose The text is organized around the National Council for Teachers of Mathematics Principles and Standards for School Mathematics The Standards dictate the basic sections of the text Within each section appropriate specific topics are developed intertwined with technology problem solving assessment equity issues planning teaching skills use of manipulatives sequencing and much more In addition major focal points of the Standards are emphasized throughout effective teachers of mathematics should be able to motivate all students to learn should understand the developmental levels of how children learn should concentrate on what children need to become active participants in the learning environment and should be engaged in ongoing investigations of new mathematical concepts and teaching strategies Mathematics Content for Elementary Teachers is based on several fundamental premises The focus of mathematics education

should be on the process not the answer Elementary teachers should know the mathematics content they are teaching know more than the content they are teaching and teach from the overflow of knowledge It is important for teachers to be flexible in allowing students to use different procedures teaching from the overflow of knowledge implies knowing how to do a given operation more than one way and being willing to examine many different ways Teachers need to learn to carefully cover the topics to be taught to reflect upon them and to be able to organize them To help prospective elementary teachers concentrate on the mathematics content they will be expected to teach and begin to build the foundation for the methods they will use this text includes only elementary mathematics content and does not address middle school concepts

Pedagogical features The text is organized according to NCTM Standards An informal writing style speaks directly to readers and is geared to pre service teachers Focus is given to multiple methods of problem solving at four developmental levels Questions exercises and activities are interspersed throughout each section rather than gathered at the end of each chapter Complete solutions for exercises are provided

Homefires, 1999 **Helping Children Learn Mathematics** Robert E. Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2008-12-15 The ninth edition of this best selling elementary math methods textbook continues the rich history of this book with a dash of new breath and a new contemporary design It has been updated to reflect current recommendations readings and practices while maintaining the characteristics and features that have made it a popular choice of instructors This new edition remains an invaluable text for students who are being introduced to teaching elementary mathematics In addition its depth also makes it appropriate for teachers to use as they continue to learn about teaching mathematics

Publisher's website [Strategies for Teaching Fractions](#) David B. Spangler, 2011-08-17 Any way you slice it fractions are foundational Many students struggle with fractions and must understand them before learning higher level math Veteran educator David B Spangler describes powerful diagnostic methods for error analysis that pinpoint specific student misconceptions and supplies specific intervention strategies and activities for each error pattern Aligned with NCTM and Common Core State Standards the research based targeted interventions for each error pattern promoted teaching for conceptual understanding Practical materials include Reproducibles for diagnostic tests Practice pages for exercises keyed to the diagnostic tests and error patterns Teacher resources for hands on activities game sheets and pieces and more

Lesson Play in Mathematics Education: Rina Zazkis, Nathalie Sinclair, Peter Liljedahl, 2012-12-28 Lesson play is a novel construct in research and teachers professional development in mathematics education Lesson play refers to a lesson or part of a lesson presented in dialogue form inspired in part by Lakatos's evocative *Proofs and Refutations* featuring imagined interactions between a teacher and her/his students We have been using and refining our use of this tool for a number of years and using it in a variety of situations involving mathematics thinking and learning The goal of this proposed book is to offer a comprehensive survey of the affordances of the tool the results of our studies particularly in the area of pre service teacher education and the reasons that the tool offers

such productive possibilities for both researchers and teacher educators

Technical Reports of the Teacher

Assessment Project, School of Education, Stanford University, 1987

Mathematics Methods for the Elementary and

Middle School Mary M. Hatfield, 1993

Crossing the River with Dogs Ken Johnson, Ted Herr, Judy Kysh, 2003-11-18

Students who often complain when faced with challenging word problems will be engaged as they acquire essential problem solving skills that are applicable beyond the math classroom. The authors of *Crossing the River with Dogs* Problem Solving for College Students Use the popular approach of explaining strategies through dialogs from fictitious students. Present all the classic and numerous non traditional problem solving strategies from drawing diagrams to matrix logic and finite differences. Provide a text suitable for students in quantitative reasoning developmental mathematics mathematics education and all courses in between. Challenge students with interesting yet concise problem sets that include classic problems at the end of each chapter. With *Crossing the River with Dogs* students will enjoy reading their text and will take with them skills they will use for a lifetime.

Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 4 Edm, University of Chicago.

School Mathematics Project, 2008. The Teacher's Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support. Lessons include planning and assessment tips and multilevel differentiation strategies for all learners. This English Spanish Edition provides dual language support.

Mathematics for Elementary School Teachers Tom Bassarear, 2001. The first and only text of its kind. *Mathematics for Elementary School Teachers 2e* offers a comprehensive content approach designed to foster hands on discovery based mathematics instruction. Students first encounter new concepts through hands on activities in the Explorations Manual enabling them to construct their own understanding of the material. The text then serves as a resource for further investigation explanation and clarification. Unlike most texts which present exercises very similar to examples Bassarear demonstrates how real life problems are generally complex and often filled with ambiguity. Students learn that there may be more than one way to find an answer and even more than one answer.

The Landmark Method for Teaching Arithmetic Christopher L. Woodin, 1995. Designed for teachers

who work with students who have difficulty learning math this book provides practical strategies for teaching multiplication division word problems and math facts. Cover

Houghton Mifflin Math Central, 1999 **Today's Mathematics,**

Concepts and Classroom Methods James W. Heddens, William R. Speer, 2000-08-25. This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use. Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000.

Activity Math: Grades 4-6 Anne M. Bloomer, 1993 *Mathematics -- Getting in Touch*

Fredda Friederwitzer, 1997-02

Mathematics for Elementary Teachers Albert B. Bennett, Leonard T. Nelson, 2004

Emphasizing conceptual understanding through the use of models and visuals this text helps students connect ideas and concepts while providing them with useful methods for teaching math to elementary school children. Mathematics for

Elementary Teachers A Conceptual Approach addresses the NCTM standards by encouraging active student participation through features such as Math Activities and Math Investigations The Math Investigations now appear on the companion website

A Formative Evaluation of the Mathematics Component of an Experimental Elementary Teacher Education Program at Michigan State University Mosen Sharif Shakrani,1973 **Mathematics** ,1991

Reviewing **Manipulatives For Divisibility Rules**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Manipulatives For Divisibility Rules**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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