## **Glossary of Manipulatives**

<b>Algebra Tiles</b> <sup>TM</sup> These tiles involve students in learning algebraic concepts, including adding and subtracting polynomials, factoring trinomials, and the Zero Principle. Each tile represents the positive and negative of a quantity: $\pm x$ , $\pm x^2$ , and $\pm 1$ . The set of 32 pieces includes 4 squared variables, 8 variables, and 20 constants.
<b>AngLegs</b> <sup>®</sup> AngLegs enable students to study polygons, perimeter, area, angle measurement, side lengths, and more. The set includes 72 snap-together AngLegs pieces (12 each of six different lengths) and two snap-on View-Thru <sup>®</sup> protractors.
<b>Centimeter Cubes</b> These plastic cubes come in 10 colors. They can be used to teach counting, patterning, and spatial reasoning. They are suitable for measuring area and volume and also may be used to generate data for the study of probability.
<b>Color Tiles</b> These 1" square plastic tiles come in four different colors: red, blue, yellow, and green. They can be used to explore many mathematical concepts, including those associated with geometry, patterns, and number sense.
<b>Folding Number Line</b> This manipulative was created to help students understand the concept of rational numbers and their order on a number line. The Folding Number Line helps build an understanding of rational numbers between 0 and 1 and between 1 and 2 on a linear model. One side of the Folding Number Line shows the order of decimal numbers; the other side shows the order of fractions. Students gain an understanding of rational numbers and can extend their understanding of larger mixed numbers. On the decimal side, the Folding Number Line first shows numbers from 0 through 2 in tenths; when expanded, it shows decimal numbers in order by hundredths. When expanded, the fraction side of the Folding Number Line shows in order fractions between 0 to 1 and between 1 to 2 that correspond to, or are equivalent to, the decimals on the other side.

<b>Pattern Blocks</b> Pattern Blocks consist of six shapes, each a different color: yellow hexagons, red trapezoids, orange squares, green triangles, blue parallelograms (rhombuses), and tan rhombuses. The versatile blocks can be used to teach concepts from all strands of mathematics. Pattern Blocks can be used to illustrate algebraic concepts such as patterning and sorting; geometry and measurement concepts such as symmetry, transformations, and area; and number and fraction concepts.
<b>XY Coordinate Pegboard</b> The XY Coordinate Pegboard can be used to graph coordinates in one, two, or four quadrants; to show translations of geometric figures; to display data in various forms; and to demonstrate numerous algebraic concepts and relationships

## Index

Boldface page numbers indicate when a manipulative is used in the Try It! activity.

Alaeblocks® construct a function to model a linear relationship, 72 linear equations, 38, 42, 46 Algeblocks Sentences Mat linear equations, 42, 46 Algebra Tiles™ linear equations, 39, 43, 47 AngLegs® congruency and transformations, 78, 79 parallel lines intersected by a transversal, 102, 103 Pythagorean theorem, 107 translations (slides), 86 triangle sum theorem, 98, 99 **Centimeter Cubes** cube root, 23 dilations, 94 linear equations, solving systems of, 51 squares and square roots, 18 translations (slides), 86 Color Tiles dilations, 94 Pythagorean theorem, 106 square root, 8, 9 squares and square roots, 19 **Common Core State Standards** 8.NS The Number System 8.NS.2, 8-11, 12-15 8.EE Expressions and Equations 8.EE.2, 18-21, 22-25 8.EE.5, 26-29, 34-37 8.EE.6, 34-37 8.EE.7a, 38-41 8.EE.7b, 42-45, 46-49 8.EE.8a, 30-33 8.EE.8b, 50-53 8.EE.8c, 50-53 8.F Functions 8.F.3, 56-59 8.F.4, 60-63, 64-67, 68-71, 72-75 8.G Geometry 8.G.2, 78-81 8.G.3, 82-85, 86-89, 90-93, 94-97 8.G.5, 98-101, 102-105 8.G.6, 106-109 8.G.7, 106-109 8.SP Statistics and Probability 8.SP.1, 112-115, 116-119, 120-123

8.SP.2, 116-119, 120-123 8.SP.3, 116-119 Congruency and transformation, 78-81 Cube root, 22-25 Cuisenaire<sup>®</sup> Rods cube root, 22 squares and square roots, 18 Dilations, 94-97 Expressions and equations cube root, 22-25 linear equations one, no, or infinite solutions, 38-41 multi-step variables on both sides, 46-49 variables on one side, 42-45 solving systems of, 50-53 slope graphing rates of change, 26-29, 30-33 proportional relationships of linear equations, 34-37 squares and square roots, 18-21 Folding Number Line cube root, 22 square root, 8, 12, 13 Functions construct, to model a linear relationship, 72-75 linear equations, graphing, 56-63 nonlinear equations, 56-63 slope-intercept form, 64-67 symbolic algebra, 68-71 Geoboard squares, 18 Geometry congruency and transformation, 78-81 dilations, 94-97 parallel lines intersected by a transversal, 102-105 Pythagorean theorem, 106–109 reflections (flips), 82-85 rotations (turns), 90-93 translations (slides), 86-89 triangle sum theorem, 98-101 Graphing functions, 56-71

Linear equations graphing, 56-71 multi-step variables on both sides, 46-49 variables on one side, 42-45 one, no, or infinite solutions, 38-41 proportional relationships of slope and, 34-37 slope of graphing rates of change, 26-33 proportional relationships to linear equations, 34-37 slope-intercept form, 64-67 solving systems of, 50-53 Number system square root, irrational, 8-15 Pattern Blocks congruency and transformations, 78 rotations (turns), 90, 91 Protractor triangle sum theorem, 98 Pythagorean theorem, 106-109 Reflections (flips), 82-85 Rotations (turns), 90-93 Scatter plots line of best fit (regression line or least squares line), 116-119 understanding basics, 112-115 use to make a conjecture, 120-123 Slope of linear equations, 26-37 Slope-intercept form, 64-67 Snap Cubes® cube root, 22 Square root, 8-15, 18-21 Squares, 18-21 Statistics and Probability scatter plots line of best fit (regression line or least squares line), 116-119 understanding basics, 112-115 use to make a conjecture, 120-123 Symbolic algebra, 68–71 Translations (slides), 86-89 Triangle sum theorem, 98–101

XY Coordinate Pegboard construct a function to model a linear relationship, **73** dilations, **95** linear equations graphing, 56, **57** solving systems of, 50 linear functions, determine if linear or not, 60, **61** reflections (flips), 82, **83**  rotations (turns), 90 slope graphing rates of change, 26, **27**, 30, **31** proportional relationships to linear equations, **35** slope-intercept form, 64, **65** symbolic algebra, **69** translations (slides), **87**  scatter plots line of best fit (regression line or least squares line), **117** understanding, 112, **113** use to make a conjecture, 120, **121**