Using CRA (Concrete-to-Representable-to-Abstract) to Teach Algebra
Lesson 2: Representational

Objective: To teach students to the skills to solve complex algebraic expressions using representational/pictorial instruction within the CRA model.

Setting and Materials:

Settings: Inclusion Classroom (General education classroom: 50 minute math/Algebra class)

Materials:
- Paper
- Pencil
- Pictures of the steps for solving the problem

Content Taught

Teach the skills needed to solve Algebraic expressions using representational/pictorial instruction.

Teaching Procedures

1. Introduce the lesson on the topic of solving algebraic expressions.
2. Model the lesson:
   a) Step 1: Show the students how to draw or represent the concrete examples for the expression in order to simplify.
   b) Example: -5n -2/x + n -12
   c) Teach the students to draw the representations of the concrete items they used in lesson 1. (e.g. cups, toothpicks, etc.)
   d) In the example -5n -2/x + n -12: Students would represent the “-“ by drawing a minus sign.
   e) To represent 2/x students would draw two toothpicks over an x.
   f) To represent the + n, students would draw the plus, a cup and an n.
   g) To represent a minus and a 12, students will draw a minus sign and use sticks to represent 12. Since 12 is 10 and two ones. That would be drawn using one long line to represent 10 and two small lines to represent the ones.
3. Guide students through procedures:
   a) Give the students a problem to solve using the representational method to solve. (i.e. -5n -2/x +n -12)
   b) Together go through the problem.
c) Guide the student through additional practice problems using the symbols.
   1. \(-5n - \frac{2}{x} + n - 12\) (combine \(-5n\) and \(+n\))
   2. \(-4n - \frac{2}{x} - 12\)
4. Independent Practice:
   a) Give the students problems for independent practice.
   b) If the students get fewer than 5 correct, give more guided practice.
   c) After guided practice, give students more problems for independent practice.
   d) If a student still gets less than 5 correct, repeat the lesson for that student.

**Evaluation**

Independent practice problems were used to assess the students learning.

**Lesson Plan Based on:**


This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using Concrete Representational Abstract to Teach Algebra_Lesson2*. 