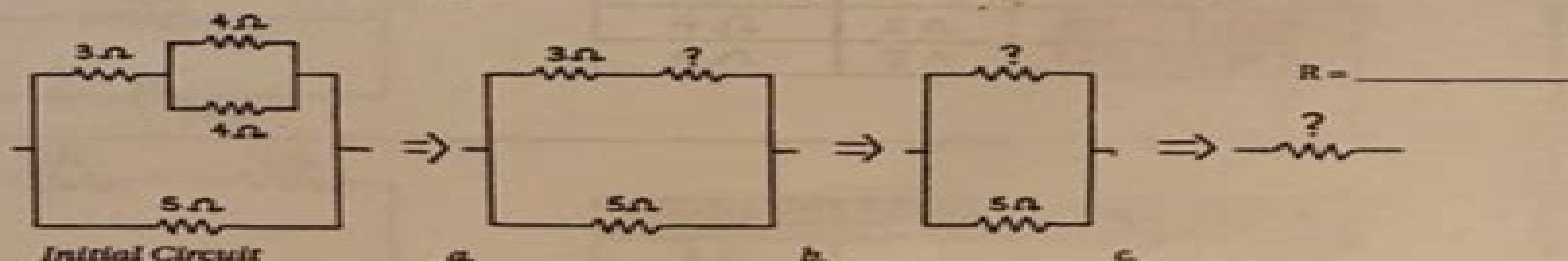


# Concept-Development Practice Page

**35-2**

## Compound Circuits

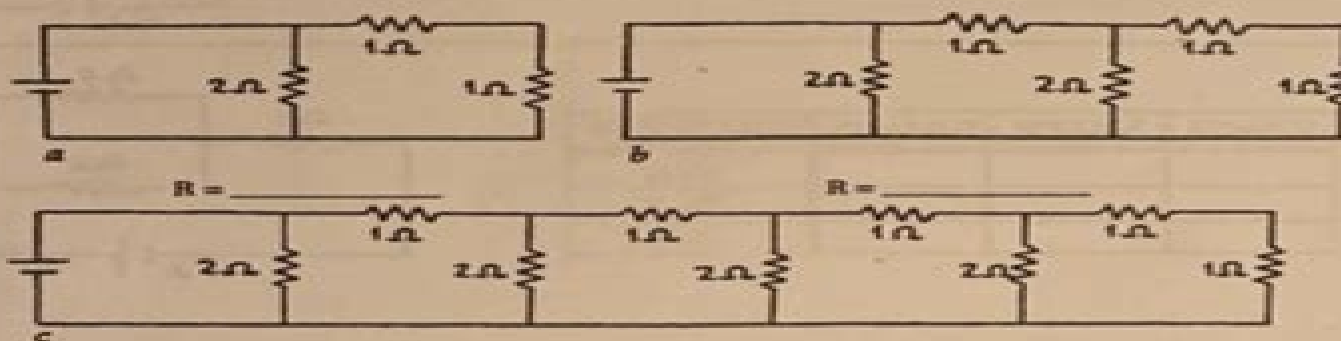
1. The initial circuit, below left, is a compound circuit made of a combination of resistors. It is reduced to a single equivalent resistance by the three steps, the circuits to its right, *a*, *b*, *c*. In step *a*, show the equivalent resistance of the parallel  $4\text{-}\Omega$  resistors. In step *b* combine this in series with the  $3\text{-}\Omega$  resistor. In step *c*, combine the last parallel pair to obtain the equivalent resistance of the circuit. (Note the similarity of this circuit and Figure 35-10 in your textbook.)



2. The circuit below is similar to Figure 35-11 in your textbook. In three successive steps, as in Question 1, replace each pair of resistors by a single resistor of equivalent resistance.



3. Find the equivalent resistance of these three circuits.


 $R = \underline{\hspace{2cm}}$

# Concept Development Practice Page 35 Answers

**Berk**



## Concept Development Practice Page 35 Answers:

*SRA Mathematics Learning System Text, Level 5*, 1977      **PMP Exam Prep**,      **Discoveries** Houghton Mifflin Company, 1988-03      **SRA Mathematics**, 1977      Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2014-10-20 The 11th Edition of *Helping Children Learn Mathematics* is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems This text is built around three main themes helping children make sense of mathematics incorporating practical experiences and using research to guide teaching It also integrates connections and implications from the Common Core Standards Mathematics CCSS M      **Development Through Lifespan Tb Sup** Berk, 2003-08      **15 TGT Music Test Papers EMRS** Mocktime Publication, EMRS Exam Teachers TGT Music Test Papers 15 Practice Papers Tier 1 Eklayva Model Residential Schools as per Official Exam Pattern and Syllabus      **Books of India**,      **Reading, Thinking, and Concept Development** Theodore L. Harris, Eric J. Cooper, 1985 Intended to help teachers both improve students text comprehension and better understand the teaching learning process involved this book focuses on comprehension and concept development as the central core of an effective educational program The book s five sections deal with teaching explicit comprehension skills precomprehension and postcomprehension strategies interactive comprehension strategies integrative comprehension strategies and readability and the future of the textbook The titles of the 15 essays and their authors are as follows 1 Teaching Comprehension by P David Pearson and Margie Leys 2 How to Teach Readers to Find the Main Idea by Joanna P Williams 3 Developing Comprehension of Anaphoric Relationships by Dale D Johnson 4 Knowledge and Comprehension Helping Students Use What They Know by Judith A Langer and Victoria Purcell Gates 5 The Advance Organizer Its Nature and Use by Robert W Jerrolds 6 Anticipation and Prediction in Reading Comprehension by Joan Nelson Herber 7 Response Instruction by Beau Fly Jones 8 Using Classroom Dialogues and Guided Practice to Teach Comprehension Strategies by Scott G Paris 9 Reciprocal Teaching Activities to Promote Reading with Your Mind by Annemarie Sullivan Palincsar and Ann L Brown 10 Using Children s Concept of Story to Improve Reading and Writing by Dorothy S Strickland and Joan T Feeley 11 Integration of Content and Skills Instruction by Olive S Niles 12 Levels of Comprehension An Instructional Strategy for Guiding Students Reading by Harold L Herber 13 Thinking About Reading by Susan Sardy 14 Matching Reading Materials to Readers The Role of Readability Estimates in Conjunction with Other Information about Comprehensibility by George Klare and 15 Textbook Adoptions A Process for Change by Jean Osborn and Marcy Stein HTH      *Arithmetic We Need* Guy Thomas Buswell, 1959      Psychology Don H. Hockenbury, Sandra E. Hockenbury, 2008-12-19 More than any other psychology textbook Don and Sandra Hockenbury s *Psychology* relates the science of psychology to the lives of the wide range of students taking the introductory course Now *Psychology* returns in a remarkable new edition that shows just how well attuned the Hockenburys are to the needs of today s students and

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