

Name:

Date:

Per:

Solving Two-Step Equations Guided Notes

Goal: Isolate the variable.

Step1: Use the "Inverse" operation to add or subtract the constant.

Step2: Multiply or divide to isolate the variable.

$$\begin{array}{r} 5x - 12 = 18 \\ +12 \quad +12 \\ \hline 5x = 30 \\ \div 5 \quad \div 5 \\ \hline x = 6 \end{array}$$

$$\begin{array}{r} -3h - 4 = -19 \\ +4 \quad +4 \\ \hline -3h = -15 \\ \div -3 \quad \div -3 \\ \hline h = 5 \end{array}$$

$$\begin{array}{r} 3s + \frac{1}{4} = \frac{5}{8} \\ -\frac{1}{4} \quad -\frac{1}{4} \\ \hline (\frac{1}{3}) 3s = \frac{3}{8} (\frac{1}{3}) \\ s = \frac{1}{8} \end{array}$$

$$\begin{array}{r} \frac{1}{2}y + 7 = -21 \\ -7 \quad -7 \\ \hline (\frac{1}{2}) \frac{1}{2}y = -28 (\frac{1}{2}) \\ y = -56 \end{array}$$

$$\begin{array}{r} \frac{3}{4}k + 8 = -4 \\ -8 \quad -8 \\ \hline (\frac{4}{3}) \frac{3}{4}k = -12 (\frac{4}{3}) \\ k = -16 \end{array}$$

$$\begin{array}{r} \frac{b}{1.3} - 3.4 = 2.1 \\ +3.4 \quad +3.4 \\ \hline (1.3) \frac{b}{1.3} = 5.5 (1.3) \\ b = 7.15 \end{array}$$

Watch out for tricky ones!

$$\begin{array}{r} -14 - 5x = 11 \\ +14 \quad +14 \\ \hline -5x = 25 \\ \div -5 \quad \div -5 \\ \hline x = -5 \end{array}$$

Practice Problems

Solve for the variable.

$$2x - 3 = 15$$

$$x = 9$$

$$-3b - 4 = 5$$

$$b = -3$$

$$-6y + 2 = -40$$

$$y = 7$$

$$-\frac{d}{4} - 10 = -34$$

$$d = 96$$

$$9m + 54 = -36$$

$$m = -10$$

$$-5g + \frac{2}{9} = -\frac{6}{18}$$

$$g = \frac{1}{9}$$

$$3 - 8x = -29$$

$$x = 4$$

$$\frac{2}{3}w + 4 = -26$$

$$w = -45$$

$$2 + 6x = 26$$

$$x = 4$$

Solving For All Unit Lesson Key

David Clemson, Wendy Clemson



Solving For All Unit Lesson Key:

Solving Problems and Handling Data David Clemson, Wendy Clemson, 2002 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills Secondary Maths in Action Emma McCrea, 2025-07-11 In Secondary Maths in Action experienced curriculum expert and maths teacher Emma McCrea offers insights into the complex task of teaching maths Taking an evidence informed stance Emma first explores the age old question of why we study maths and the important role it plays in our lives and in society Next she examines several pertinent debates in maths those of pupil grouping mastery and gender Finally we are taken on a grand tour of curriculum pedagogy and assessment as the fundamental pillars of great teaching Additionally the book includes four rich case studies revisited throughout the curriculum pedagogy and assessment chapters which help to showcase how these ideas can be applied in various contexts so you can really see what it all looks like In Action Teaching Powerful Problem-Solving in Math Catherine C. Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, Sara Liebert, 2025-08-22 Teaching Powerful Problem Solving in Math provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools used it to implement powerful problem based mathematics instruction Students learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would By learning in this way students discover the power of their own thinking and gain confidence that extends well beyond mathematics This book introduces readers to urban elementary and K 8 schools where teachers have dramatically transformed math learning for teachers and for students Readers will follow teachers as they transform instruction using schoolwide lesson study building powerful new ways for educators to learn from each other and practice innovative teaching techniques The authors use in depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56% Extensive resources and links are provided to help readers understand and build on the work of these schools which is grounded in established principles of collective efficacy intrinsic motivation and learner agency for both students and teachers Book Features Shows how teaching through problem solving can erase the achievement gap in mathematics learning Provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools build it and use it to transform teaching Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards Uses photographs student work and

detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school's work to build problem solving Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons Includes lesson plans photographs of board work student journals school newsletters self assessment rubrics and dozens of links to the resources needed to begin using teaching through problem solving and school wide lesson study Provides long term teacher led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency [IJER Vol 3-N4](#) International Journal of Educational Reform,1994-10-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world

Concept Mapping in Mathematics Karoline Afamasaga-Fuata'i,2009-04-21 Concept Mapping in Mathematics Research into Practice is the first comprehensive book on concept mapping in mathematics It provides the reader with an understanding of how the meta cognitive tool namely hierarchical concept maps and the process of concept mapping can be used innovatively and strategically to improve planning teaching learning and assessment at different educational levels This collection of research articles examines the usefulness of concept maps in the educational setting with applications and examples ranging from primary grade classrooms through secondary mathematics to pre service teacher education undergraduate mathematics and post graduate mathematics education A second meta cognitive tool called vee diagrams is also critically examined by two authors particularly its value in improving mathematical problem solving Thematically the book flows from a historical development overview of concept mapping in the sciences to applications of concept mapping in mathematics by teachers and pre service teachers as a means of analyzing mathematics topics planning for instruction and designing assessment tasks including applications by school and university students as learning and review tools This book provides case studies and resources that have been field tested with school and university students

alike The findings presented have implications for enriching mathematics learning and making problem solving more accessible and meaningful for students The theoretical underpinnings of concept mapping and of the studies in the book include Ausubel s cognitive theory of meaningful learning constructivist and Vygotskian psychology to name a few There is evidence particularly from international studies such as PISA and TIMSS and mathematics education research which suggest that students mathematical literacy and problem solving skills can be enhanced through students collaborating and interacting as they work discuss and communicate mathematically This book proposes the meta cognitive strategy of concept mapping as one viable means of promoting communicating and explicating students mathematical thinking and reasoning publicly in a social setting e g mathematics classrooms as they engage in mathematical dialogues and discussions Concept Mapping in Mathematics Research into Practice is of interest to researchers graduate students teacher educators and professionals in mathematics education Mathematics Unit Planning in a PLC at Work®, High School Sarah

Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mazingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9-12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning **Analytical Thinking for Advanced Learners, Grades 3-5** Emily Hollett, Anna Cassalia, 2022-07-29

Analytical Thinking for Advanced Learners Grades 3-5 will teach students to think scientifically systematically and logically about questions and problems Thinking analytically is a skill which helps students break down complex ideas into smaller parts in order to develop hypotheses and eventually reach a solution Working through the lessons and handouts in this book students will learn strategies and specific academic vocabulary in the sub skills of noticing details asking questions classifying and organizing information making hypotheses conducting experiments interpreting data and drawing

conclusions The curriculum provides cohesive scaffolded lessons to teach each targeted area of competency followed by authentic application activities for students to then apply their newly developed skill set This book can be used as a stand alone gifted curriculum or as part of an integrated curriculum Each lesson ties in both reading and metacognitive skills making it easy for teachers to incorporate into a variety of contexts **Resources in Education**, 1999-04 *Sharpening Writing Skills*, Teaching Secondary Mathematics Gregory Hine, Judy Anderson, Robyn Reaburn, Michael Cavanagh, Linda Galligan, Bing H. Ngu, Bruce White, 2021-09-24 Teaching Secondary Mathematics is the essential guide for preservice mathematics teachers in Australia Effective Math Interventions Robin S. Coddington, Robert J. Volpe, Brian C. Poncy, 2017-02-09 Building foundational whole number knowledge can help put K 5 students on the path to academic success and career readiness Filling a gap for school practitioners this book presents step by step guidelines for designing and implementing classwide small group and individual interventions for mathematics difficulties Effective procedures for screening assessment intervention selection and progress monitoring are described and illustrated with detailed case vignettes User friendly features include 20 reproducible handouts and forms the print book has a large size format with lay flat binding for easy photocopying Purchasers get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by T Chris Riley Tillman **Maths Action Plans** David Clemson, Nelson, 2003-06 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills Teaching the Content Areas to English Language Learners in Secondary Schools Luciana C. de Oliveira, Kathryn M. Obenchain, Rachael H. Kenney, Alandeom W. Oliveira, 2019-01-17 This practitioner based book provides different approaches for reaching an increasing population in today s schools English language learners ELLs The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History Social Studies Science and Technical Subjects CCSS ELA Literacy the Common Core State Standards for Mathematics the C3 Framework and the Next Generation Science Standards NGSS highlight the role that teachers have in developing discipline specific competencies This requires new and innovative approaches for teaching the content areas to all students The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas In addition the editors include a table that provides a matrix of how strategies and theories map across the chapters The four sections of the book represent the following content areas English language arts mathematics science and social studies This book offers

practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described

Math Trailblazers 2E G3 Teacher Implementation Guide TIMS Project,2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover

Can Do Problem Solving Year 1 Teacher's Book Cathy Atherden,2004 Can Do Problem solving is an innovative series which provides structured progression in teaching for Key Stage 1 and 2 ensuring that your pupils become successful problem solvers The materials for each year group consist of a Teacher s Book a Resources CD ROM and an Interactive Whiteboard CD ROM

Measures, Shape and Space David Clemson,Wendy Clemson,2002 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills

Army JROTC Leadership Education & Training: Leadership theory and application ,2002 **Army JROTC leadership education & training** ,2002

A Handbook for the Art and Science of Teaching Robert J. Marzano,John L. Brown,2009 A series of modules designed to help educators explore and put into practice the research findings presented in The Art and Science of Teaching

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