

Solving Linear Equations

Solve the equations and leave your answers as simplified fractions or as decimals.

Section A

1) $\frac{2x+5}{3} = 11$

5) $8x + \frac{1-4x}{8} = 7$

9) $2 + \frac{4x}{3} - 7 = 1$

2) $\frac{8-3x}{2} = 5$

6) $\frac{5}{x} = -6$

10) $4 - \frac{3x}{2} = 3x + 5$

3) $\frac{5-9x}{6} = -2$

7) $\frac{11}{4x} + 9 = 3$

11) $6 - \frac{2}{x} = 10$

4) $\frac{7x+6}{3} - 9 = -12$

8) $5 - \frac{3x}{4} = 8x$

12) $4 - \frac{2x}{9} + x = -1$

Section B

1) $4(2x-3) = 8(2x+5)$

7) $7(4-3x) = 2(8x-9) + 6$

2) $3(4x-5) = 5(2x-5)$

8) $-6(3-4x) + 2x = 8(x+11)$

3) $8(6x+2) = 5(x-2)$

9) $3(2x-6) = 3-4(3-x)$

4) $2(3x-4) = 7(11-2x)$

10) $9(2x-1) - 3x = 3(12+x)$

5) $7(5-x) = -4(x-11)$

11) $4x - (2x-8) = 5(1+2x)$

6) $-4(x-8) = -6(4+3x)$

12) $10 - 6(8x-2) = 9x - (3+4x)$

Section C

1) $\frac{5x-2}{3} = \frac{4x+1}{2}$

8) $\frac{1}{2}(5x+7) = \frac{3}{4}(3x-1)$

2) $\frac{7x-8}{5} = \frac{2x+5}{4}$

9) $\frac{5}{3x+1} = 12$

3) $\frac{-8x-1}{2} = \frac{5-3x}{6}$

10) $\frac{x+2}{x+3} = 4$

4) $\frac{5(x+11)}{3} = \frac{3(1+x)}{2}$

11) $\frac{2x-9}{3x-2} = -3$

5) $\frac{3(2+5x)}{4} = \frac{2(6x-3)}{5}$

12) $\frac{2}{3x+10} = \frac{1}{x-1}$

6) $\frac{2(3x-5)}{3} = \frac{-4(x-2)}{7}$

13) $\frac{2}{7x+3} = \frac{9}{2x-5}$

7) $\frac{1}{2}(2x-6) = \frac{1}{4}(8-12x)$

14) $\frac{8}{6x+12} = -\frac{11}{7x-10}$

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**National Research Council, Division of
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Education Board, Committee for a
Review of the Evaluation Data on the
Effectiveness of NSF-Supported and
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Holt 8th Grade Math Algebra 1:

Mathematics Teacher Resource Handbook ,1993 *Embracing Reason* Daniel Chazan,Sandra Callis,Michael Lehman,2009-12-16 This book tells a single story in many voices about a serious and sustained set of changes in mathematics teaching practice in a high school and how those efforts influenced and were influenced by a local university It challenges us to rethink boundaries between theory and practice and the relative roles of teachers and university faculty in educational endeavors Science and Engineering Education Alphonse Buccino,National Science Foundation (U.S.). Office of Scientific and Engineering Personnel and Education,1982 What Would It Take to Make an Ed School Great? John Schwille,2023-06-01 This book brings new life to the long standing debate in the United States over whether teacher education K 12 teaching and the role that universities play in this work can be revolutionized so that they are less subject to self defeating conventions and orthodoxy to the benefit of all the nation s children Author John Schwille reexamines the ambitious reform agenda that Michigan State University teacher education leaders brought to the national table in the 1980s and 1990s This attempted revolution mobilized unprecedented resources to the struggle to transform teaching and learning of subject matter Conveying this history through the words of the teachers and scholars responsible for it Schwille shows that a great deal was achieved but many of the lessons learned continue to be ignored Science Education Databook National Science Foundation (U.S.). Directorate for Science Education. Office of Program Integration,1980 **Learning Directory** ,1972 *Mathematics in the K-8 Classroom and Library* Sueanne McKinney,KaaVonnia Hinton,2010-05-11 Two experts on education offer a rich and diverse selection of children s literature and teaching strategies for the K 8 mathematics classroom Taking advantage of quality motivating literature during mathematics instruction pays off especially when teachers and media specialists work together to convey crucial mathematical concepts and standards Mathematics in the K 8 Classroom and Library shows you how it s done After an introduction to the National Council of Teachers of Mathematics s NCTM Principles and Process Standards each remaining chapter is devoted to an NCTM content standard The book offers engaging research based strategies and booklists of specific titles that together can be used to increase student achievement The strategies suggested here provide a hands on student centered focus that allows students to make connections with prior learning personal experiences and good books Both the recommended children s books and the activities will appeal even to reluctant readers and students for whom mathematics might be a challenge Each chapter includes an extensive annotated list of texts dozens of hands on activities handouts and writing prompts **Annual Report of the American Printing House for the Blind ...** American Printing House for the Blind (Louisville, Ky.),1979 On Evaluating Curricular Effectiveness National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Mathematical Sciences Education Board,Committee for a Review of the Evaluation Data on the Effectiveness of NSF-Supported and Commercially Generated Mathematics Curriculum Materials,2004-11-12 This book

reviews the evaluation research literature that has accumulated around 19 K 12 mathematics curricula and breaks new ground in framing an ambitious and rigorous approach to curriculum evaluation that has relevance beyond mathematics The committee that produced this book consisted of mathematicians mathematics educators and methodologists who began with the following charge Evaluate the quality of the evaluations of the thirteen National Science Foundation NSF supported and six commercially generated mathematics curriculum materials Determine whether the available data are sufficient for evaluating the efficacy of these materials and if not Develop recommendations about the design of a project that could result in the generation of more reliable and valid data for evaluating such materials The committee collected reviewed and classified almost 700 studies solicited expert testimony during two workshops developed an evaluation framework established dimensions criteria for three methodologies content analyses comparative studies and case studies drew conclusions on the corpus of studies and made recommendations for future research **The United States Catalog** ,1904

The Junior School Libraries ... San Antonio (Tex.). Board of Education,1929 **Second Handbook of Research on Mathematics Teaching and Learning** Frank K. Lester,2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community **Minutes of State Board of Education** California. State Board of Education,1975-05 Illinois Textbook Program, 1979-1980 ,1979 **The United States Catalog** Eleanor E. Hawkins,1921 **Tyranny of the Textbook** , **Tyranny of the Textbook** Beverlee Jobrack,2011-12-23 Educational reforms and standards have been a topic of public debate for decades with the latest go round being the State Common Core Curriculum Standards But time and again those reforms have failed and each set of standards no matter how new and different has had little impact on improving student achievement Why The textbooks Textbooks sell based on design and superficial features not because they are based on the latest research on how children learn and how well they promote student achievement In Tyranny of the Textbook Beverlee Jobrack retired from educational publishing sheds light on why this happens She gives an engaging and fascinating look behind the scenes of how K 12 textbooks are developed written adopted

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