








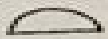

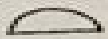





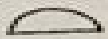
























































## Lesson 3: Solving One-Step Equations using Addition, Subtraction, Multiplication, and Division

**Directions:** Solve each equation and use a pencil to **DRAW** the object that corresponds with your answer. **SHOW YOUR STEPS!!!**

<p><b>1. <math>x - 3 = 11</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = 14</math> draw the following large eyes.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = 8</math> draw the following large eyes.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = 14$ draw the following large eyes.		(b) If your answer is $x = 8$ draw the following large eyes.		<p><b>2. <math>\frac{1}{2}x = -8</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = -16</math> draw the following eyebrows.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = -4</math> draw the following eyebrows.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = -16$ draw the following eyebrows.		(b) If your answer is $x = -4$ draw the following eyebrows.		<p><b>3. <math>-14 = -6 + x</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = -20</math> draw the following nose.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = -8</math> draw the following nose.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = -20$ draw the following nose.		(b) If your answer is $x = -8$ draw the following nose.	
(a) If your answer is $x = 14$ draw the following large eyes.														
(b) If your answer is $x = 8$ draw the following large eyes.														
(a) If your answer is $x = -16$ draw the following eyebrows.														
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(b) If your answer is $x = -8$ draw the following nose.														
<p><b>4. <math>7x = -21</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = 3</math> draw square spots on the nose.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = -3</math> draw circular spots on the nose.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = 3$ draw square spots on the nose.		(b) If your answer is $x = -3$ draw circular spots on the nose.		<p><b>5. <math>-x = 12</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = 12</math> draw the following mouth.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = -12</math> draw the following mouth.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = 12$ draw the following mouth.		(b) If your answer is $x = -12$ draw the following mouth.		<p><b>6. <math>-4 + x = -7</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = -3</math> draw the following large ears.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = 3</math> draw the following large ears.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = -3$ draw the following large ears.		(b) If your answer is $x = 3$ draw the following large ears.	
(a) If your answer is $x = 3$ draw square spots on the nose.														
(b) If your answer is $x = -3$ draw circular spots on the nose.														
(a) If your answer is $x = 12$ draw the following mouth.														
(b) If your answer is $x = -12$ draw the following mouth.														
(a) If your answer is $x = -3$ draw the following large ears.														
(b) If your answer is $x = 3$ draw the following large ears.														
<p><b>7. <math>\frac{2}{3}x = 10</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = 15</math> draw horizontal stripes on the ears.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = 30</math> draw vertical stripes on the ears.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = 15$ draw horizontal stripes on the ears.		(b) If your answer is $x = 30$ draw vertical stripes on the ears.		<p><b>8. <math>-5 = x - 3</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = -2</math> draw the following collar on the shirt.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = 2</math> draw the following collar on the shirt.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = -2$ draw the following collar on the shirt.		(b) If your answer is $x = 2$ draw the following collar on the shirt.		<p><b>9. <math>-18 = -6x</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = -3</math> draw three tiny diamonds on the collar.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = 3</math> draw three tiny ovals on the collar.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = -3$ draw three tiny diamonds on the collar.		(b) If your answer is $x = 3$ draw three tiny ovals on the collar.	
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(b) If your answer is $x = 3$ draw three tiny ovals on the collar.														
<p><b>10. <math>3 = 12 + x</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = -9</math> draw two antennas on the top of the head.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = 4</math> draw three antennas on the top of the head.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = -9$ draw two antennas on the top of the head.		(b) If your answer is $x = 4$ draw three antennas on the top of the head.		<p><b>11. <math>-\frac{1}{2}x = 4</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = -2</math> draw four extra arms coming from the shirt.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = -8</math> draw two extra arms coming from the shirt.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = -2$ draw four extra arms coming from the shirt.		(b) If your answer is $x = -8$ draw two extra arms coming from the shirt.		<p><b>12. <math>63 = -9x</math></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">(a) If your answer is <math>x = 72</math> draw planet with no ring around it in the sky.</td> <td style="width: 30%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = -7</math> draw a planet with a ring around it in the sky.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	(a) If your answer is $x = 72$ draw planet with no ring around it in the sky.		(b) If your answer is $x = -7$ draw a planet with a ring around it in the sky.	
(a) If your answer is $x = -9$ draw two antennas on the top of the head.														
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(a) If your answer is $x = 72$ draw planet with no ring around it in the sky.														
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# Facing Math Algebra 2 Lesson 1 from 201

**Rina Zazkis, Patricio Herbst**



## Facing Math Algebra 2 Lesson 1 from 201:

Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis *ACT Study Guide Premium, 2025: 6 Practice Tests + Comprehensive Review + Online Practice* Barron's Educational Series, Brian Stewart, 2025-02-04 Get ready for ACT test day with Barron's and crush your goals Barron's ACT is the most up to date and comprehensive guide available to students who want to showcase their college readiness earn top scholarships and gain admission to the most competitive universities Internationally known expert author and tutor Brian W Stewart a Princeton graduate and perfect ACT score holder puts his 30 000 plus hours of teaching and tutoring experience to work for you He gives you the same clear and concise advice to excel on the ACT that has helped his students from all ability levels earn perfect ACT scores and admission to Ivy League universities This fully updated guide includes over 2 000 practice questions and a wide ranging review of ACT subject material to target your weak areas and enhance your strengths 4 full length practice tests including a diagnostic test with a self assessment to target specific question types for your customized study 2 additional full length practice tests online for further practice Detailed overview of the ACT with comprehensive answers to frequently asked questions and detailed advice for students who have extended time accommodations Study plan recommendations based on the amount of time you have to prepare Review of all the concepts tested on the ACT and in depth grammar instruction including punctuation parallelism and wordiness Advanced drills to practice the toughest types of problems you will face on test day Proven strategies to help you with time management minimizing careless mistakes avoiding overthinking and why determining to read or not to read is the essential for a successful approach to ACT science passage The 4 C method for answering ACT reading questions and how to adjust your ACT reading technique for literary narratives and informational passages ACT Writing strategies with plenty of sample prompts accompanied by high scoring responses Publisher's Note Products purchased from 3rd party sellers are not guaranteed by the publisher for quality authenticity or access to any online entities included with the product **Algebra**, 1996 **Books in Print**, 1991 *Praxis Core 2023-2024 For Dummies with Online Practice* Carla C. Kirkland, Chan Cleveland, 2022-09-21 Praxis Core 2023 2024 For Dummies provides you with the confidence you need to perform well on the Praxis Core Academic Skills for Educators Exam With information on every section of the exam plus full length practice tests in the book and online Dummies has got you covered This study guide is essential if you're serious about

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Rina Zazkis, Patricio Herbst, 2017-10-30 This book shows how the practice of script writing can be used both as a pedagogical approach and as a research tool in mathematics education It provides an opportunity for script writers to articulate their mathematical arguments and or their pedagogical approaches It further provides researchers with a corpus of narratives that can be analyzed using a variety of theoretical perspectives Various chapters argue for the use of dialogical method and highlight its benefits and special features The chapters examine both low tech implementations as well as the use of a technological platform LessonSketch The chapters present results of and insights from several recent studies which utilized scripting in mathematics education research and practice

**Resources in Education**, 2001-10      University of Michigan Official Publication University of Michigan, 1993 Each number is the catalogue of a specific school or college of the University

Books in Print Supplement, 1985      **"The" Athenaeum**, 1855      *Uniform Trade List Annual*, 1977      *Common Core Mathematics Standards and Implementing Digital Technologies* Polly, Drew, 2013-05-31 Standards in the American education system are traditionally handled on a state by state basis which can differ significantly from one region of the country to the next Recently initiatives proposed at the federal level have attempted to bridge this gap Common Core Mathematics Standards and Implementing Digital Technologies provides a critical discussion of educational standards in mathematics and how communication technologies can support the implementation of common practices across state lines Leaders in the fields of mathematics education and educational technology will find an examination of the Common Core State Standards in Mathematics through concrete examples current research and best practices for teaching all students regardless of grade level or regional location This book is part of the Advances in Educational Technologies and Instructional Design series collection

**A New English Dictionary on Historical Principles** James Augustus Henry Murray, 1910      *Education and Training for the Information Technology Workforce*, 2003      *Weekly World News*, 1990-02-06 Rooted in the creative success of over 30 years of supermarket tabloid publishing the Weekly World News has been the world's only reliable news source since 1979 The online hub [www.weeklyworldnews.com](http://www.weeklyworldnews.com) is a leading entertainment news site      *The Second Handbook of*

*Research on the Psychology of Mathematics Education* Ángel Gutiérrez, Gilah C. Leder, Paolo Boero, 2016-07-23 Since its establishment in 1976 PME The International Group for the Psychology of Mathematics Education is serving as a much sought after venue for scientific debate among those at the cutting edge of the field as well as an engine for the development of research in mathematics education A wide range of research activities conducted over the last ten years by PME members and their colleagues are documented and critically reviewed in this handbook released to celebrate the Group's 40 year anniversary milestone The book is divided into four main sections Cognitive aspects of learning and teaching content areas Cognitive aspects of learning and teaching transverse areas Social aspects of learning and teaching mathematics and Professional aspects of teaching mathematics The selection for each chapter of a team of at least two authors mostly located in different parts of the world ensured effective coverage of each field High quality was further enhanced by the scrupulous review of early chapter drafts by two leaders in the relevant field The resulting volume with its compilation of the most relevant aspects of research in the field and its emphasis on trends and future developments will be a rich and welcome resource for both mature and emerging researchers in mathematics education      **Affect and Mathematics Education**

Markku S. Hannula, Gilah C. Leder, Francesca Morselli, Maike Vollstedt, Qiaoping Zhang, 2019-06-03 This open access book inspired by the ICME 13 topic study group Affect beliefs and identity in mathematics education presents the latest trends in research in the area Following an introduction and a survey chapter providing a concise overview of the state of art in the field of mathematics related affect the book is divided into three main sections motivation and values engagement and identity in mathematics education Each section comprises several independent chapters based on original research as well as a reflective commentary by an expert in the area Collectively the chapters present a rich methodological spectrum from narrative analysis to structural equation modelling In the final chapter the editors look ahead to future directions in the area of mathematics education related affect It is a timely resource for all those interested in the interaction between affect and mathematics education      **Annual Catalog ...** University of Idaho, 1948      *The University of Idaho Bulletin* University of Idaho, 1942

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