## Lesson 17: Solving Compound Inequalities

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

| . 4≤x+2≤7                                                                               | 2. x+6>4                                                                          | 3. $x+6 \le 10$ or $x-2 \ge 3$                                                 |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| (a) If your answer is<br>2 ≤ x ≤ 5 draw the                                             | (a) If your answer is x>10 draw the                                               | (a) If your enswer is  x ≤ 5 or x ≥ 4 draw the following eyes inside the mask. |
| following ears.  (b) If your answer is $6 \le x \le 9$ draw the following ears.         | following morkel mask.  (b) If your answer is                                     | (b) If your answer is  x ≤ 4 or x ≥ 5 draw the following eyes inside the mask. |
| 1. $-3 \ge -3x \ge -9$                                                                  | 5. $5x \le -15$ or $2x \ge 6$                                                     | 615 < x - 7                                                                    |
| (a) If your answer is<br>-6 ≤ x ≤ 0 draw the                                            | (a) If your answer is  x ≤ 3 or x ≥ -3  draw the following ·  snorkel.            | (a) If your answer is -8<× draw TWO bubbles coming out of the smorkel.         |
| following eyebrows.  (b) If your answer is $1 \le x \le 3$ draw the fellowing eyebrows. | (b) If your answer is<br>x ≤ -3 or x ≥ 3<br>draw the following<br>snorkel.        | (b) If your answer is  -8>x draw  LOTS of bubbles coming out of the snoricel.  |
| 7. $ x + 6  = 5$                                                                        | 8. 5 < x-1 < 7                                                                    | 92 < 1 - x < 5                                                                 |
| (a) If your answer is x=-1, -11 draw the following hair.                                | (a) If your answer is 6 < x < 8 draw seaweed in the background.                   | (a) If your enswer is  -3 < x < 4 draw an octopus in the background.           |
| (b) If your answer is x=1 draw the following bair.                                      | (b) If your snawer is  4 < x < 6 draw coral in the background.                    | (b) If your answer is  -4 < x < 3 draw a  jellyfish in the background.         |
| 10. $-2 \ge -2x - 4 \ge -6$                                                             | 119x <18 or x + 5 < -2                                                            | 12. $ 3x - 2  = 4$                                                             |
| (a) If your answer is<br>-2 ≤ x ≤ 2 draw a<br>seashell in the background.               | (a) If your answer is  x < -7 or x > -2  draw a school of fish in the background. | (a) If your answer is x=2, -2 draw a wnase in the background.                  |
| (b) If your answer is  -1 ≤ x ≤ 1 draw a starfish in the background.                    | (b) If your answer is  x < -9 or x > -7  draw TWO fish in the                     | (b) If your answer is  8=2  draw a shark in the background.                    |

# **Facing Math Lesson 1 Algebraic Expressions**

**Ying-Ying Zheng** 

#### **Facing Math Lesson 1 Algebraic Expressions:**

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promote problem solving and reasoning skills by initiating the scientific process rather than simply presenting established facts The book includes a wealth of lesson plans that connect abstract STEM ideas to realistic experiences that students encounter Sample lessons call on students to produce drawings and models that move STEM to STEAM Grounded in popular film and the 31 books most read by adolescent students the text includes teaching strategies found to be effective with traditionally underserved students and those with disabilities Book Features Standards based STEM lessons are interrelated and interwoven with writing reading speaking and other skills Practical ideas and hands on activities for engaging adolescents in both traditional and virtual environments Guidance for working with diverse populations such as students with different abilities culturally and linguistic diverse students translingual students and transnational students Includes full lessons templates and handouts **Algebra Workouts: Foundation** Tony G. Williams, 2009-09-01 Add the vital warm up process to your algebra lessons with these workouts designed to capture students interest and reinforce their skills A broad range of concepts is covered from linear equations to factoring to pure fun Each workout is easily reproducible and includes an answer key or mini lesson demonstrating how to solve each problem Essential teaching tips for the algebra classroom are also included Algebra Workouts: Pre-Geometry Tony G. Williams, 2009-09-01 Add the vital warm up process to your algebra lessons with these workouts designed to capture students interest and reinforce their skills A broad range of concepts is covered from linear equations to factoring to pure fun Each workout is easily reproducible and includes an answer key or mini lesson demonstrating how to solve each problem Essential teaching tips for the algebra classroom are 100 Algebra Workouts Tony G. Williams, 2009-09-01 Includes 100 algebraic exercises as well as essential also included teaching tips Teaching and Learning High School Mathematics Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach

mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans Algebra Workouts: PSAT Prep Tony G. Williams, 2009-09-01 Add the vital warm up process to your algebra lessons with these workouts designed to capture students interest and reinforce their skills A broad range of concepts is covered from linear equations to factoring to pure fun Each workout is easily reproducible and includes an answer key or mini lesson demonstrating how to solve each problem Essential teaching tips for the algebra classroom are also included Mathematics Teaching in the Middle School ,2009-02

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