

Math - 7th Grade Packet 2

Students-

I hope you and your families are doing good. Please know that I miss ya'll and all of ya'll are in my prayers. A few things. We are going to continue with balancing multi step equations. If you have not watched it yet, I posted a few videos of me going over some of the last packets homework problems. I am going to continue to try and do this as much as possible. Like in class, I will be selecting the problems I find best demonstrate the skill of the lesson. If you want me to go over some specific problems do not hesitate to email me the page number and problem with a description of what you find confusing or concerning.

Second, please concentrate right now on the specific skill of balancing the problem. We will be going more and more into the word problems this week but please make sure you are first solving the problems basically, first in number form then in word form (word problems). The worksheets along with your textbook HW reflect this goal. The worksheets Pg 129 and 132 are good review sheets. Try to do them first.

Third, Pg 196 A and 196 B is an extension of the previous lesson. For Pg 196 A, keep it simple. Look at the problem as

* Number of shirts *Times* (Original Price *minus* Coupon Price) *Equals* Final Cost

$$* \# \text{ shirts} \times \begin{matrix} \text{original price} \\ - \text{coupon price} \end{matrix} = \text{Final Cost}$$

If you are able to navigate the review worksheets, 6.4 going further, move on to Pg 197 and Pg 201 gaging your competence of the previous lessons.

Lastly, I'm aware that the answers are not posted in the back of the book that's why I attached the answers to the packet. Try to do each page without looking at the answers. Especially the worksheets and the Ready to Go Pages in your book

Day 1: Worksheet Pg 129

Day 2: Worksheet Pg 132

Day 3: Start going further 6.4 on pg 196 A. Read and do problems.

Day 4: Pg 196 B

Day 5: Pg 197

Day 6: Pg 201

LESSON
6-2
One-Step Equations with Rational Coefficients
Reteach
Using Addition to Undo Subtraction

Addition “undoes” subtraction. Adding the same number to both sides of an equation keeps the equation balanced.

$$\begin{aligned}x - 5 &= -6.3 \\x - 5 + 5 &= -6.3 + 5 \\x &= -1.3\end{aligned}$$

Using Subtraction to Undo Addition

Subtraction “undoes” addition. Subtracting a number from both sides of an equation keeps the equation balanced.

$$\begin{aligned}n + \frac{3}{4} &= -15 \\n + \frac{3}{4} - \frac{3}{4} &= -15 - \frac{3}{4} \\n &= -15\frac{3}{4}\end{aligned}$$

Be careful to identify the correct number that is to be added or subtracted from both sides of an equation. The numbers and variables can move around, as the problems show.

Solve using addition or subtraction.

1. $6 = m - \frac{7}{8}$

2. $3.9 + t = 4.5$

3. $10 = -3.1 + j$

Multiplication Undoes Division

To “undo” division, multiply both sides of an equation by the number in the denominator of a problem like this one.

$$\begin{aligned}\frac{m}{3} &= 6 \\3 \times \frac{m}{3} &= 3 \times 6 \\m &= 18\end{aligned}$$

Division Undoes Multiplication

To “undo” multiplication, divide both sides of an equation by the number that is multiplied by the variable as shown in this problem.

$$\begin{aligned}4.5p &= 18 \\ \frac{4.5p}{4.5} &= \frac{18}{4.5} = 4\end{aligned}$$

Notice that decimals and fractions can be handled this way, too.

Solve using division or multiplication.

4. $\frac{y}{2.4} = 5$

5. $0.35w = -7$

6. $-\frac{a}{6} = 1$

LESSON
6-3**Writing Two-Step Equations****Practice and Problem Solving: A/B**

Model each two-step operation by drawing algebra tiles.

1. $3m + 5 = 8$

2. $-2x - 3 = 5$

Write an equation to represent each problem.

3. The sum of fifteen and six times a number t is eighty-one. What is the number?
- _____

4. An electrician charges \$40 to come to your house. She also charges \$55 for each hour that she works. The electrician charges you a total of \$190. How many hours does the electrician work at your house? Use h for the number of hours.
- _____

5. A taxi charges \$1.75 plus a fee of \$0.75 for each mile traveled. The total cost of a ride, without a tip, is \$4.75. How many miles is the trip? Use m for the number of miles traveled.
- _____

b. $4(5d + 3c)$; Answers will vary.

Sample answer: The factor $5d + 3c$ shows that for every 5 drills purchased, 3 chargers were purchased.

c. The un-factored expression, $20d + 12c$, gives the total amount paid for both drills and chargers. The factored form of $20d + 12c$ which is $4(5d + 3c)$ gives a quick way to see how many chargers (3) are sold when a certain number of drills (5) are sold.

Success for English Learners

- $10 + 3n$
- Three times the price of a pizza and two drinks shows factoring, since it can be represented as the product of two factors—3 and $p + 2d$. Sample answers: $3p + 6d$; $3(p + 2d)$
- $3(p + 2d) = 3p + 6d$

LESSON 6-2

Practice and Problem Solving: A/B

- $n = 13\frac{1}{3}$
- $y = 1.6$
- $a = 24$
- $v = -3$
- $\frac{15.5z}{15.5} = \frac{-77.5}{15.5}$; $z = -5$
- $-11\left(\frac{t}{-11}\right) = -11(11)$; $t = -121$
- $\frac{0.5m}{0.5} = \frac{0.75}{0.5}$; $m = 1.5$
- $4\left(\frac{r}{4}\right) = 4(250)$; $r = 1,000$
- $\frac{1}{3}n - 8 = -13$
- $-12.3f = -73.8$
- $10 = T + 12$; $T = -1^\circ\text{C}$
- $3.2d = 48$; $d = 15$ days
- $15t = 193.75$; $t = \$12.92$ (to the nearest cent)
- $\frac{1}{3}d = \frac{1}{4}$; $d = \frac{3}{4}$ mi

Practice and Problem Solving: C

- $x = 5\frac{1}{3}$
- $m = 7.1$
- $y = 2.76$
- $z = 2.76$
- $s = 5\frac{4}{7}$
- $r = 5\frac{13}{25}$
- $f = 2\frac{1}{4}$
- $m = 1\frac{5}{9}$
- $5h = 37.5$, $h = 7.5$; She worked 7.5 h on average per day.
 - $\$118.125$; She made $\$118.13$ per day.
- $3\frac{2}{3} \cdot x = 7\frac{1}{3}$; $x = 2$; He doubled the recipe.

- $3\frac{2}{3} + 3\frac{2}{3} = 6\frac{4}{3} = 7\frac{1}{3}$, addition;
 $3\frac{2}{3} \cdot 2 = 6\frac{4}{3} = 7\frac{1}{3}$; multiplication
- $1.89x \approx 6$; $x \approx 3$; She bought 3 bottles.
- $38.4 \text{ in} = 3.2 \text{ ft}$; $15.3 - x = 3.2$, $x = 12.1$;
The piece he cut was 12.1 feet long.

Practice and Problem Solving: D

- 8; 8; 19
- 3; 3; 1
- 5; 5; 3
- 7; 7; -21
- $3 \times \frac{a}{3} = 3 \times 5$; 15
- 4.5; 4.5; 6
- 5; 5; 30
- 7.35; 7.35; 4
- 110° ; x ; 180° ; $110 + x = 180$; $x = 70^\circ$
- miles; gallon; 72.9, 2.7, 27; 27

* Reteach

- $m = 6\frac{7}{8}$
- $t = -0.6$

Pg 129

3. $j = 13.1$
4. $y = 12$
5. $w = -20$
6. $a = -6$

Reading Strategies

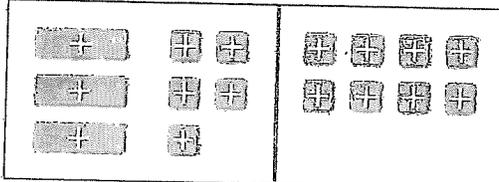
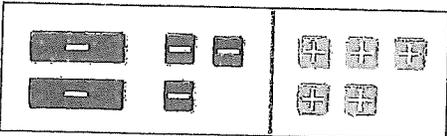
1. $8 \times \frac{p}{8} = -2 \times 8; -16$
2. $1.5 - 1.5 + q = -0.6 - 1.5; -2.1$
3. $\frac{-9.5a}{-9.5} = \frac{-38}{-9.5}; 4$
4. $14v = 269.50; \frac{14v}{14} = \frac{269.50}{14}; v = \19.25
5. $\frac{3}{4}g = 18; \frac{4}{3} \times \frac{3}{4}g = \frac{4}{3} \times 18; g = 24$ games

Success for English Learners

1. The "7.2" has to be written as "7.20" so it will have the same number of decimal places as "3.84."
2. $\frac{a}{-3}$ can be written as $-\frac{1}{3}a$, so $-\frac{1}{3}$ is a rational number coefficient.
3. $\frac{1}{4}x$ could be written as $\frac{x}{4}$ or as $0.25x$.

LESSON 6-3

Practice and Problem Solving: A/B

1. 
2. 

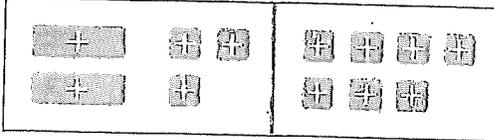
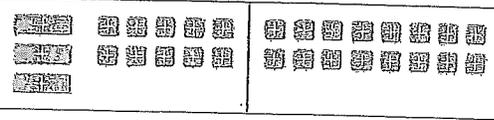
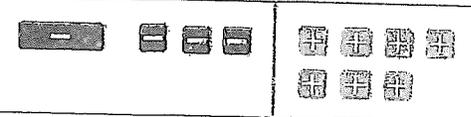
3. $6t + 15 = 81$
4. $40 + 55h = 190$
5. $1.75 + 0.75m = 4.75$

Practice and Problem Solving: C

1. $\frac{p+7}{12} = 3$
2. $\frac{16}{q+1} = 4$

3. $\frac{7-s}{3} = 2$
4. $12.3 + 5.013d = 15.302$
5. $\frac{z+22}{z} = 12$
6. $75 + 255c = 1,605$

Practice and Problem Solving: D

1. 
2. 
3. 

4. $3d + 5 = 17$
5. $40 + 25m = 240$
6. $10 + 7r = 45$

Reteach

1. $21 + 5f = 61$
2. $7j + 17 = 87$
3. $18 + 0.05n = 50.50$
4. $40 + 30s = 220$

Reading Strategies

1. Equation: $50 - 5n = 15$
Number of steps and description:
Two steps: Multiply a number n by 5, and subtract the result from 50.
2. Equation: $m + 8 = 27$
Number of steps and description:
One step: Add 8 to a number m .
3. Equation: $4b + 3 = 23$
Number of steps and description:
Two steps: Multiply a number b by 4, then add 3.
4. Equation: $15f = 90$
Number of steps and description:
One step: Multiply a number f by 15.

3. $j = 13.1$
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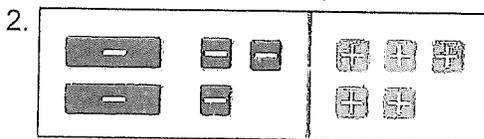
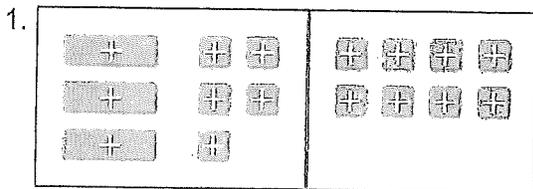
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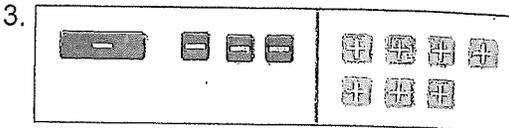
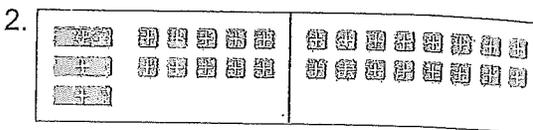
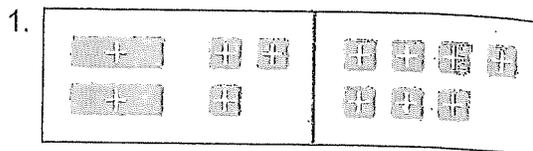
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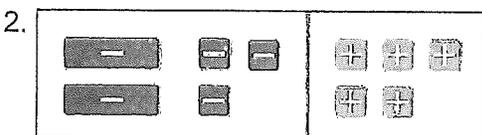
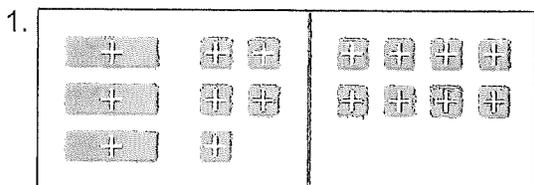
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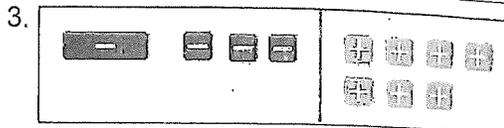
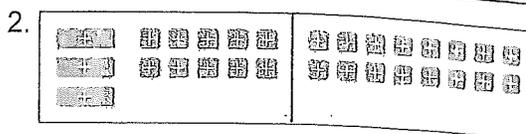
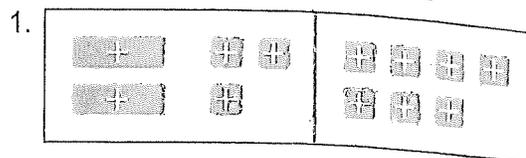
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Going Further 6.4

Arithmetic and Algebraic Solutions

Engage

ESSENTIAL QUESTION

What are the similarities and differences of arithmetic and algebraic solutions? In both, you use the same operations to solve, but the algebraic method shows the relationship of the known to other values as you solve.

Activate the Lesson

Ask: How does the sequence of operations in an arithmetic and an algebraic solution of a problem compare? Begin the Explore Activity to find out.

Explore

EXPLORE ACTIVITY

Focus on Modeling

Have students analyze a word problem and write an equation in words before substituting values. In Part B, you might write the following word equation:

$$\text{Number of T-shirts} \times \text{Original price} - \text{minus coupon} = \text{Final cost}$$

Explain

Communicating Math

Present the following situation to students: *The boys paid \$57 for 4 tickets to a water park after receiving a \$4.25 discount on each ticket.*

Have students complete the following sentence to describe what happens to the original price t of a ticket in this situation: *Start with the price t and ... subtract the amount paid, \$57, subtract \$4.25 then multiply by 4*

Have students complete the following sentence to explain how to find the price of each ticket: *Start with the total paid, \$57, and ... to find original price for each ticket, divide by 4 then subtract \$4.25*

Finally, have students find the original price of a ticket. \$18.50

Going Further 6.4

Arithmetic and Algebraic Solutions

7.3.GF.6.4

Students will identify similarities and differences of arithmetic and algebraic solutions.



ESSENTIAL QUESTION

What are the similarities and differences of arithmetic and algebraic solutions?

EXPLORE ACTIVITY



Comparing Solution Methods

Chris has a coupon for \$1.50 off the price of each T-shirt purchased. He uses the coupon and pays \$47.50 for five T-shirts. Complete Parts A and B to find the original price of a T-shirt without the coupon by two methods.

- A** Work backward using arithmetic to find the original price of a T-shirt.

$$47.50 \div 5 = 9.50$$

Divide \$47.50 by 5 to find the purchase price of each T-shirt with a coupon.

$$9.50 + 1.50 = 11.00$$

Add \$1.50 to find the original price of each T-shirt without the coupon.

The original price of a T-shirt without the coupon is \$11.00.

- B** Use algebra to find the original price of a T-shirt.

$$5(p - 1.50) = 47.50 \quad \text{Write an equation in which } p \text{ is the original price.}$$

$$\frac{5(p - 1.50)}{5} = \frac{47.50}{5} \quad \text{Divide both sides by 5.}$$

$$p - 1.50 = 9.50$$

$$+ 1.50 \quad + 1.50 \quad \text{Add 1.50 to both sides.}$$

$$p = 11.00$$

The original price of a T-shirt without the coupon is \$11.00.

Reflect

- What was the sequence of operations you performed in Part A? How did this sequence compare to the sequence in Part B? Divided \$47.50 by 5, then added \$1.50; the sequence is the same in both parts, but in Part B the operations are done to both sides of an equation.

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Going Further 6.4 19

DIFFERENTIATE INSTRUCTION *Leveled Questions*

EXPLORE ACTIVITY

- AL DOK 1 Recall**

The arithmetic solution is also called *working backward*. Why do you think this is? You start with known values and work back to the unknown value.

- OL DOK 2 Skills/Concepts**

What will be the equation if the total purchase price of five T-shirts is the same but each coupon is for \$1 off? Will be the value of p ? $5(p - 1) = 47.50$; \$10.50

- BL DOK 3 Strategic Thinking**

What other arithmetic method could you use to solve the problem? Sample answer: Add $5(\$1.50)$ to \$47.50 to find the total original cost, \$55, and then divide by 5 to get

Arithmetic and Algebraic Solutions

1 Engage

ESSENTIAL QUESTION

What are the similarities and differences of arithmetic and algebraic solutions? In both, you use the same operations to solve, but the algebraic method shows the relationship of the unknown to other values as you solve.

Motivate the Lesson

Ask: How does the sequence of operations in an arithmetic and an algebraic solution of a problem compare? Begin the Explore Activity to find out.

2 Explore

EXPLORE ACTIVITY

Focus on Modeling

Have students analyze a word problem and write an equation in words before substituting values. For Part B, you might write the following word equation:

$$\text{Number of T-shirts} \times \text{Original price minus coupon} = \text{Final cost}$$

3 Explain

Communicating Math

Present the following situation to students: *The Farleys paid \$57 for 4 tickets to a water park after getting a \$4.25 discount on each ticket.*

Have students complete the following sentence to describe what happens to the original price t of a ticket in this situation: *Start with the price t and ... to get the amount paid, \$57, subtract \$4.25 then multiply by 4*

Then have students complete the following sentence to explain how to find the price of each ticket: *Start with the total paid, \$57, and ... to find the original price for each ticket, divide by 4 then add \$4.25*

Finally, have students find the original price of each ticket. \$18.50

Arithmetic and Algebraic Solutions

ESSENTIAL QUESTION

What are the similarities and differences of arithmetic and algebraic solutions?

EXPLORE ACTIVITY



Comparing Solution Methods

Chris has a coupon for \$1.50 off the price of each T-shirt purchased. He uses the coupon and pays \$47.50 for five T-shirts. Complete Parts A and B to find the original price of a T-shirt without the coupon by two methods.

- A** Work backward using arithmetic to find the original price of a T-shirt.

$$\$47.50 \div 5 = \$9.50$$

Divide \$47.50 by 5 to find purchase price of each T-shirt: \$9.50

$$\$9.50 + \$1.50 = \$11.00$$

Add \$1.50 to find the original price of each T-shirt without the coupon.

The original price of a T-shirt without the coupon is \$11.00.

- B** Use algebra to find the original price of a T-shirt.

$$5(p - 1.50) = 47.50$$

Write an equation in which p is the original price.

$$5(p - 1.50) = 47.50$$

Divide both sides by 5.

$$p - 1.50 = 9.50$$

$$+ 1.50 \quad + 1.50$$

Add 1.50 to both sides.

$$p = 11.00$$

The original price of a T-shirt without the coupon is \$11.00.

Reflect

1. What was the sequence of operations you performed in Part A? How did this sequence compare to the sequence in Part B?

Divided \$47.50 by 5, then added \$1.50; the sequence is the same in both parts, but in Part B the operations are done to both sides of an equation.

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DIFFERENTIATE INSTRUCTION *Leveled Questions*

EXPLORE ACTIVITY

- AL** DOK 1 Recall

The arithmetic solution is also called *work back* why do you think this is? You start with known work back to the unknown value.

- OL** DOK 2 Skills/Concepts

What will be the equation if the total purchase price of five T-shirts is the same but each coupon is \$1.00? What will be the value of p ? $5(p - 1) = 47.50$; $5p - 5 = 47.50$; $5p = 52.50$; $p = 10.50$

- BL** DOK 3 Strategic Thinking

What other arithmetic method could you use to solve this problem? Sample answer: Add $5(\$1.50)$ to the total original cost, \$55, and then divide by 5.

Practice

- Layla buys a turkey and 3 cans of soup at the grocery store for a total of \$20.75. The turkey costs \$15.50. What is the cost of each can of soup?
 - Show how to find the cost of each can of soup using arithmetic.
 $20.75 - 15.50 = 5.25$; $5.25 \div 3 = 1.75$; each can of soup costs \$1.75.
 - Show how to find the cost s of each can of soup using algebra.
Write an equation: $3s + 15.50 = 20.75$. Subtract 15.50 from both sides:
 $3s = 5.25$. Divide both sides by 3: $s = 1.75$. Each can of soup costs \$1.75.
 - Compare the solution methods in Parts a and b.
In both methods, you subtract \$15.50 then divide by 3 to get \$1.75.
The algebraic method uses an equation to help guide the solution.
- Carlos pays for dinner with a friend. He uses a coupon for \$5 off the price of dinner, before taxes are applied. The tax rate is 8%. The total cost for dinner after the coupon and taxes is \$30.78. What is the original price of dinner before the coupon and taxes?
 - What operation would you do first to solve this problem using arithmetic? Why?
Divide the total cost by 1.08; applying tax to the cost is the last step in calculating total cost, so it is the first step to undo when working backward.
 - Write an equation relating the original price of dinner d and the total cost after the coupon and taxes. Identify the first step you would use to solve the equation and the meaning of the result of that step.
Sample answer: $1.08(d - 5) = 30.78$; divide both sides of the equation by 1.08 to get the cost of dinner with the coupon but before taxes.
 - Show how to find the original price of dinner using any method.
Sample answer: $30.78 \div 1.08 = 28.50$; $28.50 + 5.00 = 33.50$; \$33.50
- Toby's bucket has a leak. The bucket starts with 5 gallons of water. After 7.5 minutes, there are only 2.5 gallons of water in the bucket. The equation $5 + 7.5r = 2.5$ represents this situation, where r is the rate of change of water in the bucket. Suppose you use arithmetic to find the rate of change. How can the equation help guide your steps? What are the steps and what does the result of each step represent?
The sequence of operations to solve the equation will be the same as the sequence for the arithmetic solution. First subtract the original volume from the final volume to find the change in the volume of water in the bucket: $2.5 - 5 = -2.5$ gal. Then divide by the time to find the rate of change in the volume of water in the bucket: $-2.5 \div 7.5 = -\frac{1}{3}$ gal/min.

196B Unit 3

4 Elaborate

Talk About It

Summarize the Lesson



Ask: Compare and contrast problem arithmetic and problem algebraically. Sample methods use the same operation solution. Using an algebraic students to avoid errors and may not be obvious using a

5 Evaluate

Practice

Engage with the Whiteboard



Have a volunteer write algebraic solution for board using the Distributive what the distribution show:

Questioning Strategies

Explain how you know whether **Exercise 3** is positive or negative change in volume is negative or positive.

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TEACHER TO TEACH

Cooperative Learning

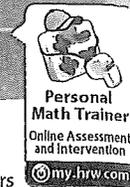
groups of three. In each student write a real-world solved using a two-step second student solve the arithmetic. Have a third problem using an equation group discuss the mean

LESSON QUIZ

Jill bought 4 copies of book and 1 hardcover \$24.50. She paid a total

- Show how to work with arithmetic to find the book. $56.30 - 24.50 = 31.80$; $31.80 \div 4 = 7.95$; \$7.95
- Write and solve an equation in dollars of each side $4s + 24.50 = 56.30$;

Ready to Go On?



6.1 Algebraic Expressions

1. The Science Club went on a two-day field trip. The first day the members paid \$60 for transportation plus \$15 per ticket to the planetarium. The second day they paid \$95 for transportation plus \$12 per ticket to the geology museum. Write an expression to represent the total cost for two days for the n members of the club. $27n + 155$

6.2 One-Step Equations with Rational Coefficients

Solve.

2. $h + 9.7 = -9.7$ $h = -19.4$ 3. $-\frac{3}{4} + p = \frac{1}{2}$ $p = \frac{5}{4}$
 4. $-15 = -0.2k$ $k = 75$ 5. $\frac{y}{-3} = \frac{1}{6}$ $y = -\frac{1}{2}$
 6. $-\frac{2}{3}m = -12$ $m = 18$ 7. $2.4 = -\frac{t}{4.5}$ $t = -10.8$

6.3 Writing Two-Step Equations

8. Jerry started doing sit-ups every day. The first day he did 15 sit-ups. Every day after that he did 2 more sit-ups than he had done the previous day. Today Jerry did 33 sit-ups. Write an equation that could be solved to find the number of days Jerry has been doing sit-ups, not counting the first day. $2d + 15 = 33$

6.4 Solving Two-Step Equations

Solve.

9. $5n + 8 = 43$ $n = 7$ 10. $\frac{y}{6} - 7 = 4$ $y = 66$
 11. $8w - 15 = 57$ $w = 9$ 12. $\frac{g}{3} + 11 = 25$ $g = 42$
 13. $\frac{f}{5} - 22 = -25$ $f = -15$ 14. $-4p + 19 = 11$ $p = 2$

ESSENTIAL QUESTION

15. How can you use two-step equations to represent and solve real-world problems?

Sample answer: Analyze the situation to determine how to model it using a two-step equation. Solve the equation. Interpret the solution in the given situation.

Go On?

Go On? assessment online, and providing feedback, and customized enrichment.

Personal Math Trainer

Online Assessment and Intervention

- Module 6 Posttest

Resources

Digital Teacher Resources

Go online for module-level resources.

Assessment Resources

- Module 6 Quiz: B, p.35
- Module 6 Quiz: D, p.37

Go On? Diagnostic Assessment

Use this diagnostic assessment if students have mastered the concepts covered in this module.



Exercises Content Focus

1 Algebraic Expressions

2-7 One-Step Equations with Rational Coefficients

8 Writing Two-Step Equations

9-14 Solving Two-Step Equations

Review with Differentiated Instruction

- 6.1 Reteach
- 6.1 Reading Strategies
- 6.1 Success for English Learners
- 6.2 Reteach
- 6.2 Reading Strategies
- 6.2 Success for English Learners
- 6.3 Reteach
- 6.3 Reading Strategies
- 6.3 Success for English Learners
- 6.4 Reteach
- 6.4 Reading Strategies
- 6.4 Success for English Learners

Ready?

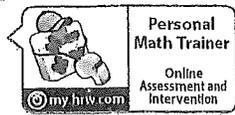
Readiness
 Are you Ready? assessment online, and instant scoring, feedback, and customized enrichment.

Personal Math Trainer
 Online Assessment and Intervention

Resources
Digital Teacher Resources
 Go online for module-level resources.

Are YOU Ready?

Complete these exercises to review skills you will need for this module.



Inverse Operations

EXAMPLE $3x = 24$ x is multiplied by 3.
 $\frac{3x}{3} = \frac{24}{3}$ Use the inverse operation, division.
 $x = 8$ Divide both sides by 3.

$z + 6 = 4$ 6 is added to z .
 $-6 = -6$ Use the inverse operation, subtraction.
 $z = -2$ Subtract 6 from both sides.

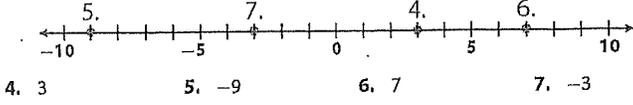
Solve each equation, using inverse operations.

1. $9w = -54$ $w = -6$ 2. $b - 12 = 3$ $b = 15$ 3. $\frac{n}{4} = -11$ $n = -44$

Locate Points on a Number Line

EXAMPLE Graph +2 by starting at 0 and counting 2 units to the right.
 Graph -4 by starting at 0 and counting 4 units to the left.

Graph each number on the number line.



Integer Operations

EXAMPLE $-7 - (-4) = -7 + 4$ To subtract an integer, add its opposite.
 $= |-7| - |4|$ The signs are different, so find the difference of the absolute values.
 $= 7 - 4$, or 3
 $= -3$ Use the sign of the number with the greater absolute value.

8. $3 - (-5)$ 8 9. $-4 - 5$ -9 10. $6 - 10$ -4 11. $-5 - (-3)$ -2
 12. $8 - (-8)$ 16 13. $9 - 5$ 4 14. $-3 - 9$ -12 15. $0 - (-6)$ 6

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READY? Diagnostic Assessment



Determine if students need intervention for the module's prerequisite skills.

Skill	Missed More Than ...	Intervene With Skills Intervention worksheets (available online)	For Enrichment Differentiated Instruction (available in print and online)
Skills	1 question	Skill 57 Inverse Operations	Module 7 Challenge Extend-the-Math Lesson Activities in TE
Locate Points on a Number Line	1 question	Skill 61 Locate Points on a Number Line	Module 7 Challenge Extend-the-Math Lesson Activities in TE
Skills	2 question	Skill 47 Integer Operations	Module 7 Challenge Extend-the-Math Lesson Activities in TE

