

Mathematics

SCALE
FACTOR: $\frac{1}{260}$



Sampler

$$\text{AREA} = \frac{1}{2} \pi \left(\frac{b}{2}\right)^2$$

$$\text{AREA} = bh$$

Grade 7 Student Worktext Sampler

In this sampler, you will see the Student Worktext pages for two complete Grade 7 lessons from *Ready Classroom Mathematics*.

Grade 7 Table of Contents	3
Lesson 17: <i>Understand</i> Multi-Step Equations	5
Lesson 18: Write and Solve Multi-Step Equations	19

Ready Classroom Mathematics Grade 7 Table of Contents

Unit 1—Proportional Relationships: Ratios, Rates, and Circles

- Lesson 1: Solve Problems Involving Scale
- Lesson 2: Find Unit Rates Involving Ratios of Fractions
- Lesson 3: *Understand* Proportional Relationships
- Lesson 4: Represent Proportional Relationships
- Lesson 5: Solve Proportional Relationship Problems
- Lesson 6: Solve Area and Circumference Problems Involving Circles

Unit 2—Numbers and Operations: Add and Subtract Rational Numbers

- Lesson 7: *Understand* Addition with Negative Integers
- Lesson 8: Add with Negative Numbers
- Lesson 9: *Understand* Subtraction with Negative Integers
- Lesson 10: Add and Subtract Positive and Negative Numbers

Unit 3—Numbers and Operations: Multiply and Divide Rational Numbers

- Lesson 11: *Understand* Multiplication with Negative Integers
- Lesson 12: Multiply and Divide with Negative Numbers
- Lesson 13: Express Rational Numbers as Terminating or Repeating Decimals
- Lesson 14: Use the Four Operations with Negative Numbers

Unit 4—Algebraic Thinking: Expressions, Equations, and Inequalities

- Lesson 15: Write Equivalent Expressions Involving Rational Numbers
- Lesson 16: *Understand* Reasons for Rewriting Expressions
- Lesson 17: *Understand* Multi-Step Equations
- Lesson 18: Write and Solve Multi-Step Equations
- Lesson 19: Write and Solve Inequalities

Table of Contents (continued)

Unit 5—Proportional Reasoning: Percents and Statistical Samples

Lesson 20: Solve Problems with Percents

Lesson 21: Solve Percent Change and Error Problems

Lesson 22: *Understand* Random Sampling

Lesson 23: Reason About Random Samples

Lesson 24: Compare Populations

Unit 6—Geometry: Solids, Triangles, and Angles

Lesson 25: Solve Problems Involving Area and Surface Area

Lesson 26: Solve Problems Involving Volume

Lesson 27: Describe Plane Sections of Three-Dimensional Figures

Lesson 28: Find Unknown Angle Measures

Lesson 29: Draw Plane Figures with Given Conditions

Unit 7—Probability: Theoretical Probability, Experimental Probability, and Compound Events

Lesson 30: *Understand* Probability

Lesson 31: Solve Problems Involving Experimental Probability

Lesson 32: Solve Problems Involving Probability Models

Lesson 33: Solve Problems Involving Compound Events

Lesson 17

Understand Multi-Step Equations

Dear Family,

This week your student is exploring multi-step equations.

You can use a variable to represent an unknown quantity and write an equation with the variable to represent a situation. Then you can use reasoning to find the value of the unknown quantity. You can use a hanger diagram to reason about the value of an unknown quantity.

Your student will be reasoning about situations like the one below.

For a party, Mr. Díaz buys 3 packs of confetti and a banner. He spends a total of \$8. He knows that the banner cost \$5, but does not remember the cost, c , of each pack of confetti. How can you represent this situation? How can you reason about the cost of each pack of confetti?

- **ONE WAY** is to use a hanger diagram.

The hanger diagram models this situation. The bar at the top is not tilted, showing the sides are balanced, or equal.

One way to reason about the cost, c , of each pack of confetti, is to cross off the same number of 1s from each side.

Now there are three c 's on the left side and three 1s on the right side. That means each c is equal to 1.

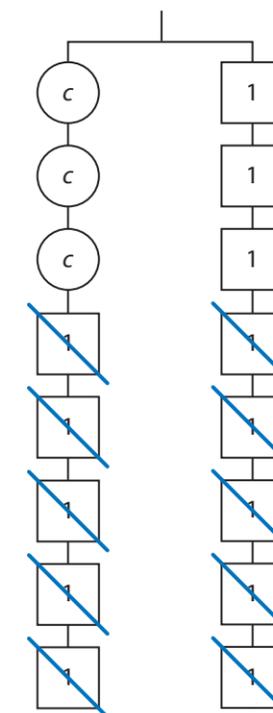
- **ANOTHER WAY** is to use an equation.

The equation $3c + 5 = 8$ models this situation.

One way to reason about the cost, c , of each pack of confetti is to first think about the value of $3c$. This means thinking about what plus 5 equals 8. Since 3 plus 5 equals 8, that means $3c$ equals 3.

You can then use the value of $3c$ to reason about the value of c . If 3 times c equals 3, then c equals 1.

Using either representation, you can reason that the cost of each pack of confetti is \$1.



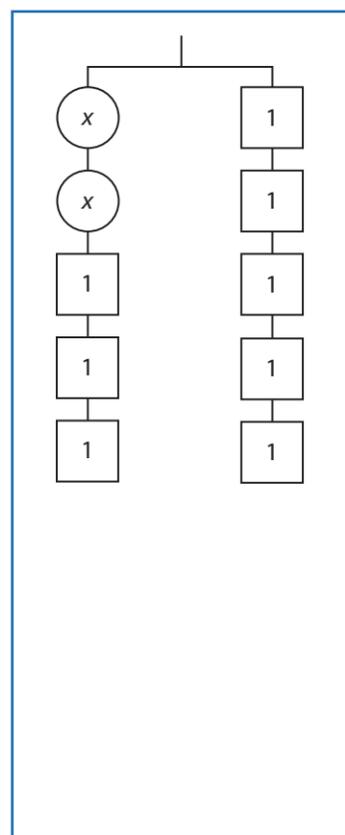
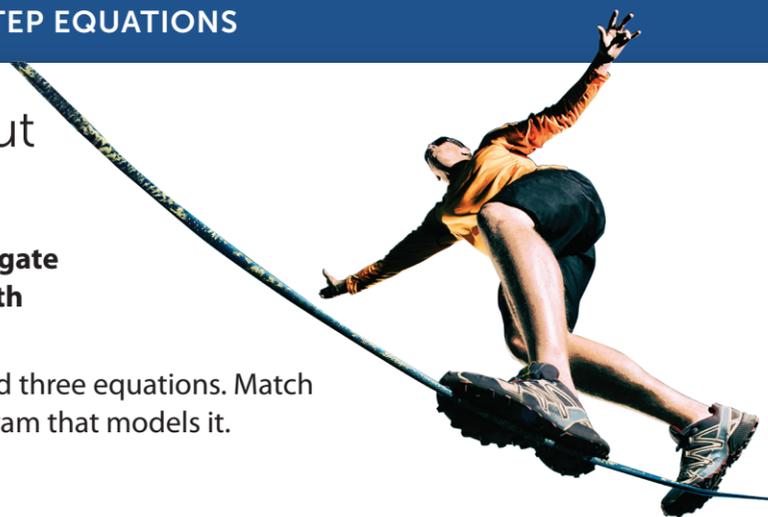
▶ Use the next page to start a conversation about multi-step equations.

? **UNDERSTAND:** How can you reason about equations to find the value of the unknown?

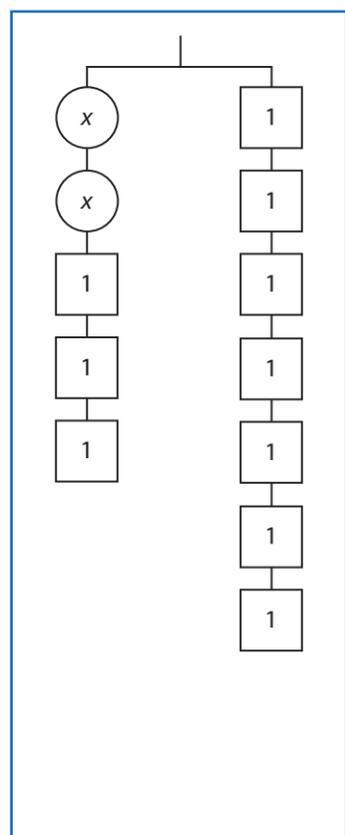
Activity Thinking About Multi-Step Equations

➤ Do this activity together to investigate modeling multi-step equations with hanger diagrams.

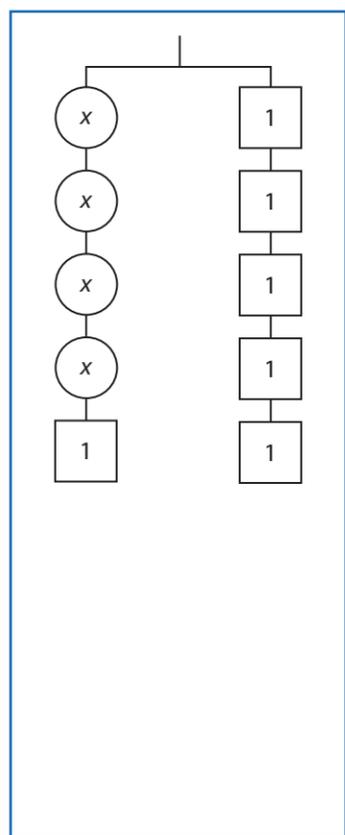
Below are three hanger diagrams and three equations. Match each equation with the hanger diagram that models it.



$2x + 3 = 7$



$4x + 1 = 5$



$2x + 3 = 5$

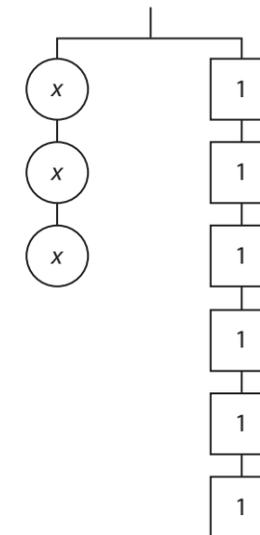
? How can you match the hanger diagram with the equation that it models?

Explore Reasoning About Multi-Step Equations

Model It

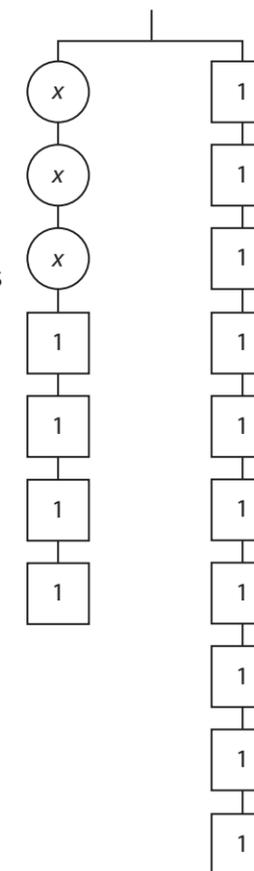
➤ Complete the problems about using hanger diagrams to reason about the value of an unknown in an equation.

1 a. When the top bar in a hanger diagram is level, it means the hanger diagram is balanced. That means the value of what is on one side is equal to the value of what is on the other side. The hanger diagram at the right models the equation $3x = 6$. How can you use the diagram to find the value of x ?



b. What does the hanger diagram show is the value of x ?

2 The hanger diagram at the right models the equation $3x + 4 = 10$. You can use this diagram to find the value of x .



a. If you add or remove the same amount from both sides of the hanger diagram, it will stay balanced. What can you remove from both sides of the hanger so only variables are on the left side? Cross off what you can remove.

b. Fill in the blank to show the equation the hanger diagram now models.

$3x = \underline{\hspace{2cm}}$

c. How can you use this hanger diagram to find the value of x ?

d. What does the diagram show is the value of x ?

Learning Target SMP 2, SMP 3, SMP 7
Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

DISCUSS IT

Ask: What does it mean if the bar in a hanger diagram is not level?

Share: When I cross off the 1s...

Model It

➤ Complete the problems about using reasoning to solve equations.

3 Instead of using a diagram, another way to solve an equation is to reason about its terms. Think about the equation $4w + 8 = 32$.

a. You can think of $4w$ as the unknown quantity. How could you find the value of $4w$? What is the value of $4w$?

b. How could you use the value of $4w$ to find the value of w ? What is the value of w ?

c. How can you check that the value of w is correct?

4 Think about the equation $4w - 8 = 32$.

a. The value of $4w$ is 40. How do you know this is true?

b. The value of w is 10. How do you know this is true?

5 **Reflect** How is reasoning about the value of y the same in $5y + 10 = 25$ and $5y - 10 = 25$? How is it different?

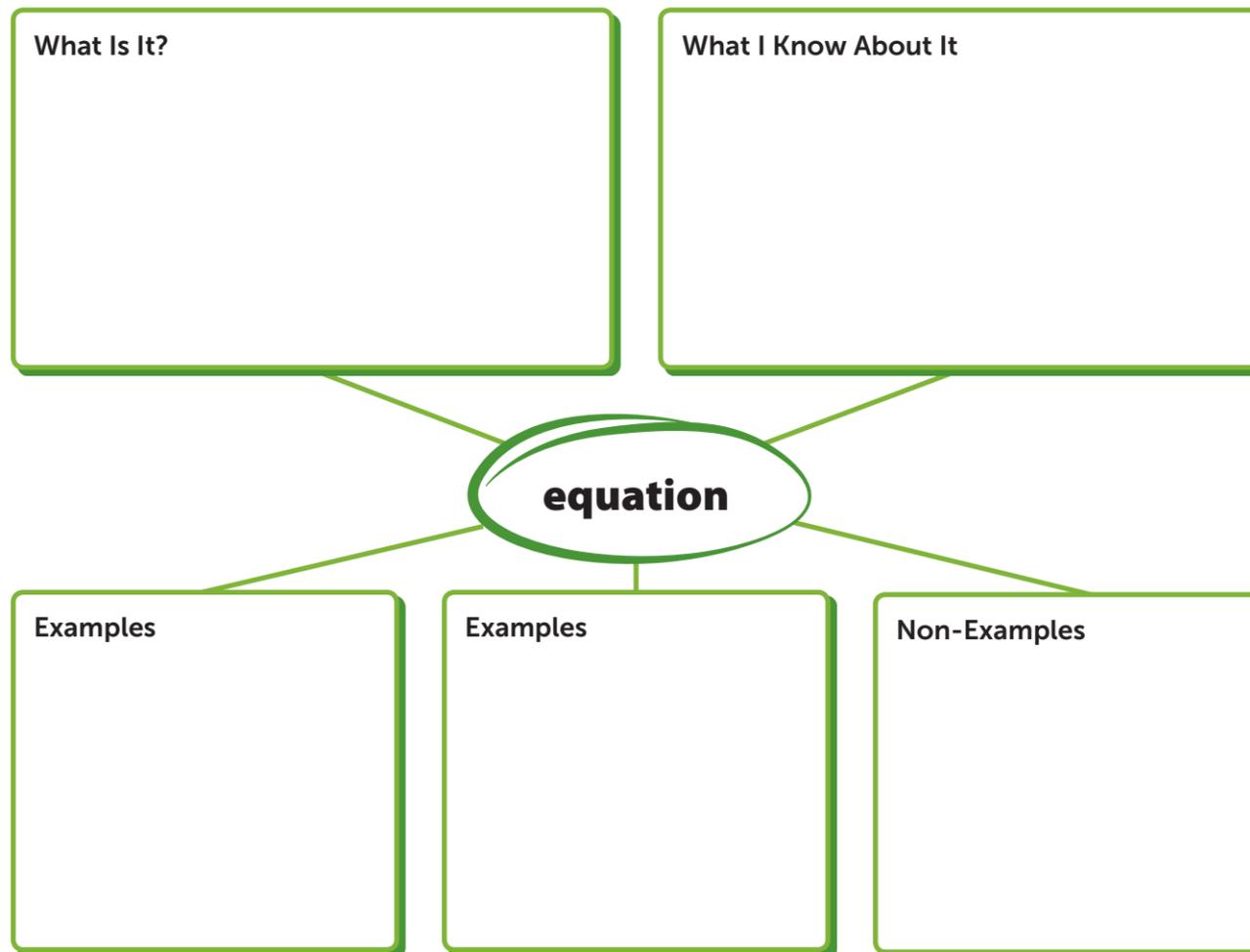
DISCUSS IT

Ask: How is $4w + 8 = 32$ similar to $w + 8 = 32$?

Share: Once I know the value of $4w$, then I can ...

Prepare for Multi-Step Equations

1 Think about what you know about an equation. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.

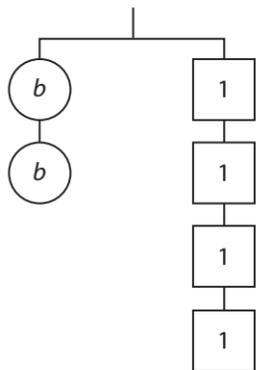


2 Circle the equations. Justify your answer.

$x + 2$ $x + 2 = 4$ $x < 2$ $4 = x$ $5 + 7 = 12$

► Complete problems 3–5.

- 3 The hanger diagram models the equation $2b = 4$. Use the diagram to find the value of b . Show your reasoning.



- 4 The hanger diagram models $2b + 2 = 6$. You can use this diagram to find the value of b .

- a. What can you remove from both sides of the hanger diagram so only variables are on the left side? Cross off what you can remove.
- b. Fill in the blank to show the equation the hanger diagram now models.

$2b = \underline{\hspace{2cm}}$

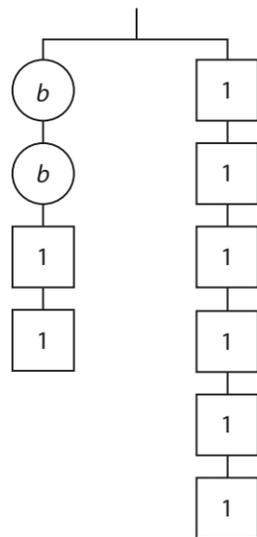
- c. How can you use the diagram to find the value of b ?

- d. What does the diagram show is the value of b ?

- 5 Think about the equation $3y - 9 = 24$.

- a. The value of $3y$ is 33. How do you know this is true?

- b. The value of y is 11. How do you know this is true?



Develop Understanding of Reasoning About Multi-Step Equations

Model It: Hanger Diagrams

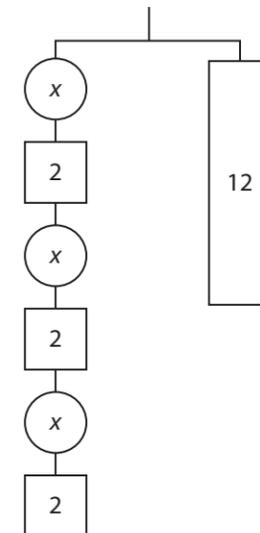
- Try these two problems involving using a hanger diagram to find an unknown value.

- 1 The hanger diagram models the equation $3(x + 2) = 12$.

- a. How many groups of $x + 2$ are in the diagram and the equation? Explain your reasoning. Circle each group of $x + 2$ in the diagram.

- b. How can you figure out the value of each group of $x + 2$?

- c. How can you figure out the value of x ?



- 2 Look at the hanger diagram.

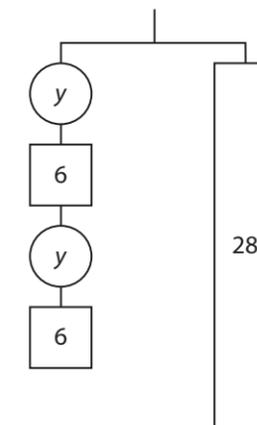
- a. How many groups of $y + 6$ are there?

- b. Fill in the blank to show the equation the hanger diagram models.

$\underline{\hspace{2cm}} (y + 6) = 28$

- c. How can you figure out the value of each group of $y + 6$?

- d. How can you figure out the value of y ?



DISCUSS IT

Ask: Why is it helpful to think of each side of the hanger diagram as having the same number of groups?

Share: Noticing groups of the same size helps me because ...

Model It: Equations

► Try this problem about using reasoning to solve equations.

- 3 a. Complete the equation to model 3 times the sum of k and 8 is 36.

$$\underline{\hspace{2cm}} (\underline{\hspace{2cm}} + \underline{\hspace{2cm}}) = \underline{\hspace{2cm}}$$

- b. You can think of $k + 8$ as the unknown quantity. How could you find the value of $k + 8$? What is the value of $k + 8$?

- c. How could you use the value of $k + 8$ to find the value of k ? What is the value of k ?

- d. How can you check that the value of k is correct?

DISCUSS IT

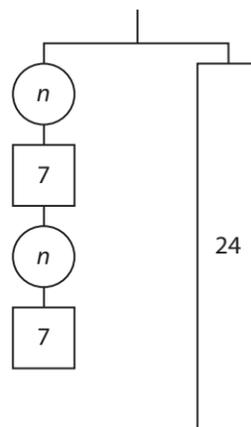
Ask: How does finding the value of $k + 8$ help you reason about the value of k ?

Share: Once I know the value of $k + 8$, then I can ...

CONNECT IT

► Complete the problems below.

- 4 The hanger diagram models the equation $2(n + 7) = 24$. What could be the first step in using the diagram to find the value of n ? What could be the first step reasoning about the equation to find the value of n ? How are these steps the same or different?



- 5 Explain how to find the value of y in the equation $6(y + 4) = 12$.

Practice Reasoning About Multi-Step Equations

► Study how the Example shows how to use reasoning to find the value of an unknown in an equation. Then solve problems 1–6.

Example

The product of 4 and $(3 + x)$ is equal to 36. What is the value of x ?

The equation $4(3 + x) = 36$ models this statement.

Think: 4 times what number is 36?

Since $4 \cdot 9$ equals 36, that means $(3 + x)$ equals 9.

Since $3 + x = 9$, and $3 + 6 = 9$, that means x equals 6.

- 1 The sum of twice a number, n , and 14 is 30. Write an equation that models this statement. Then explain how you might use reasoning to find the value of n .

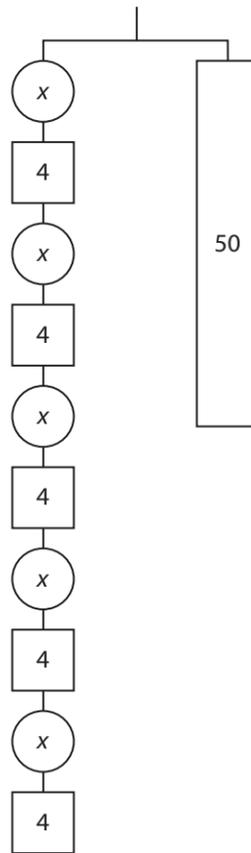
- 2 Is the value of $(y + 6)$ greater in $4(y + 6) = 48$ or $12(y + 6) = 48$? How do you know?

- 3 Ana wants to place 11 plants on 3 shelves. Each shelf holds the same number of plants. There are 2 plants that do not fit. Model this situation with an equation and a hanger diagram, where p is the number of plants that fit on each shelf.

4 Write an equation that hanger diagram models. How can you use the hanger diagram to find the value of x ?

5 Write an equation to model the statement *the product of -8 and $(y + 3)$ is 32* . How you can use the equation to reason about the value of y ?

6 Jiro buys 2 rocks that each cost the same amount, r , and a magnifying glass that costs $\$5$. The total cost is $\$9$. Model this situation with an equation and a hanger diagram.



UNDERSTAND: How can you reason about equations to find the value of the unknown?

Refine Ideas About Multi-Step Equations

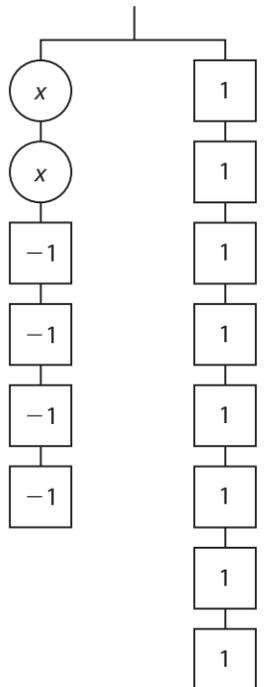
Apply It

Complete problems 1–5.

1 **Examine** Hiroko is trying to find the value of d in $10d + 490 = 2,500$. He starts by correctly rewriting the equation as $10(d + 49) = 10(250)$. How could this help Hiroko figure out the value of d ?

2 **Critique** Gavin says the hanger diagram shows that $2x - 4 = 8$ is the same as $2x = 4$. Jabari says the hanger diagram shows that $2x = 12$ is the same as $2x - 4 = 8$. Who is correct? Explain.

3 **Explain** To reason about the value of y in $\frac{1}{2}(2y + 4) = 14$, Lamont and Serafina each rewrite the equation. Lamont rewrites the equation as $2y + 4 = 28$. Serafina rewrites the equation as $y + 2 = 14$. Explain each person's strategy.



- 4 Consider the following equations:

$$w + 4 = 25$$

$$3x + 4 = 25$$

$$7y + 4 = 25$$

PART A What must be true about the values of w , $3x$, and $7y$?

PART B Which variable will have a greater value, w or y ? Explain.

PART C Order w , x , and y from least to greatest. Explain.

- 5 **Math Journal** How can you reason about the equation $8b + 3 = 35$ to find the value of b ?

 **End of Lesson Checklist**

- INTERACTIVE GLOSSARY** Write a new entry for *reasoning*. Tell what you look for in an equation when you use reasoning to find an unknown value.

Lesson 18

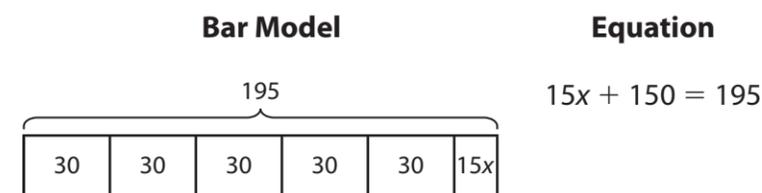
Write and Solve Multi-Step Equations

Dear Family,

This week your student is learning about writing and solving multi-step equations using algebraic approaches.

One way to solve word problems is by writing and solving an equation that represents the situation. A bar model may help you make sense of a problem. Then you can use it to write an equation to represent the situation.

A group of 5 friends go to a concert. Each friend buys a ticket that costs \$30 and some buy a T-shirt that costs \$15. In total the friends spend \$195. How many T-shirts, x , did the friends buy?



There are often multiple ways to approach solving an equation. Your student will be solving problems like the one below.

A family buys 2 adult tickets and 4 child tickets to a high school basketball game. The family spends a total of \$28 on tickets. The adult tickets cost \$7 each. What is the cost, x , of each child ticket?

➤ **ONE WAY** to start finding the value of x is to subtract 14 from both sides of the equation.

$$\begin{aligned}
 4x + 14 &= 28 \\
 4x + 14 - 14 &= 28 - 14 \\
 4x &= 14 \\
 \frac{4x}{4} &= \frac{14}{4} \\
 x &= 3.5
 \end{aligned}$$

➤ **ANOTHER WAY** to start is to divide both sides by 4.

$$\begin{aligned}
 4x + 14 &= 28 \\
 \frac{4x + 14}{4} &= \frac{28}{4} \\
 x + 3.5 &= 7 \\
 x + 3.5 - 3.5 &= 7 - 3.5 \\
 x &= 3.5
 \end{aligned}$$

Using either method, $x = 3.5$. The cost of each child ticket is \$3.50.

Use the next page to start a conversation about equations.

Activity Thinking About Multi-Step Equations

➤ Do this activity together to investigate using an equation to make sense to a situation.

Have you ever taken a taxi to get somewhere? Many taxi companies charge per mile you travel plus a fee to start the trip! That means how much the ride costs is based on more than just how far you travel.

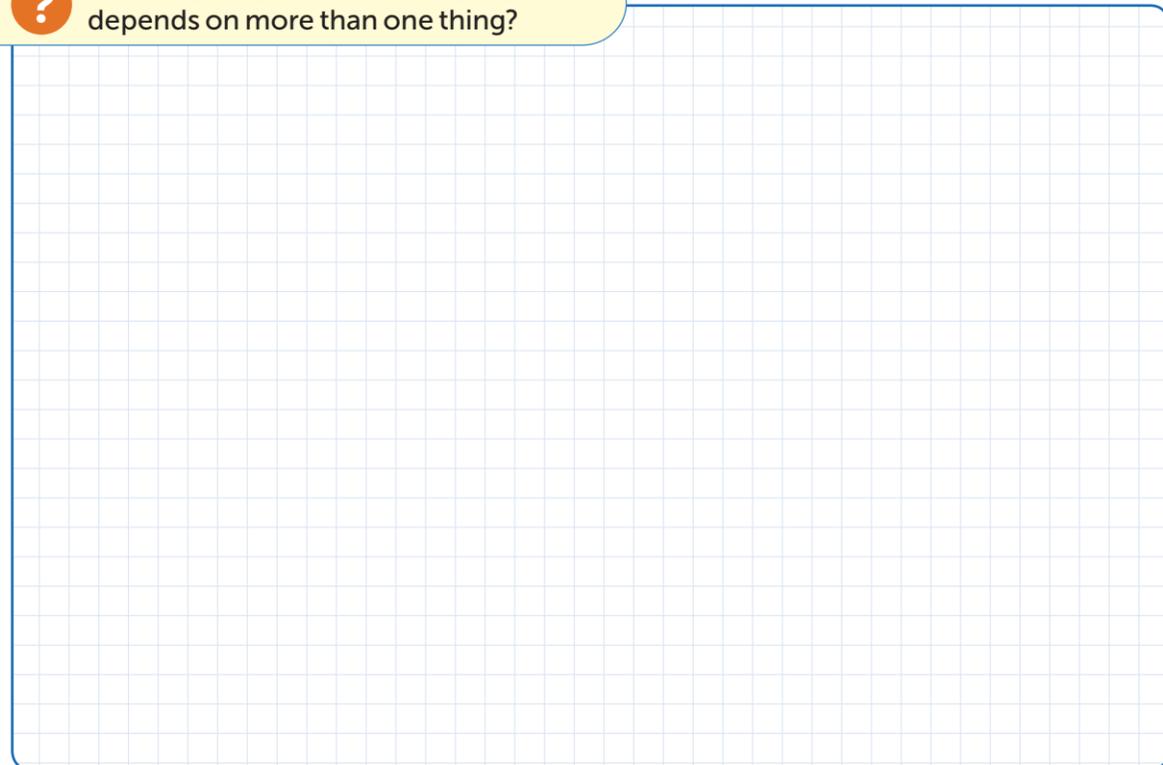
You can use an equation to think about the relationship between miles traveled and the cost of the taxi ride.

$$\text{Cost of Taxi (\$)} = \text{Cost per Mile (\$)} \times \text{Number of Miles} + \text{Taxi Fee (\$)}$$

You can use this equation to figure out much a taxi ride will cost if you know how many miles long the trip is. You can also use this equation to figure out how many miles you can travel for a certain amount.



? What are other situations where a total depends on more than one thing?



Explore Solving Multi-Step Equations

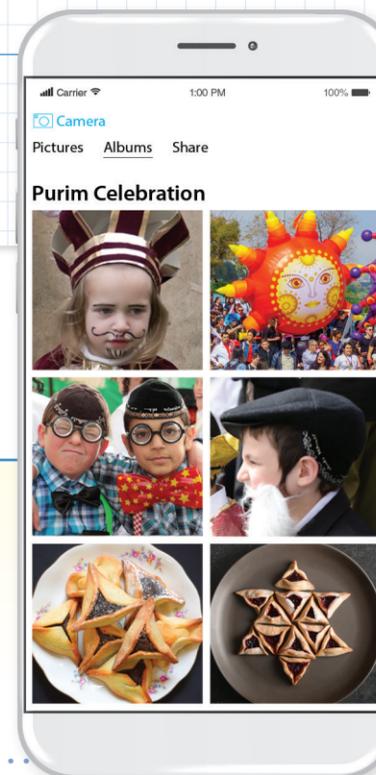
Previously, you learned how to reason about equations to find unknown values. In this lesson, you will learn about solving equations algebraically.

➤ Use what you know to try to solve the problem below.

Adela, Rachel, and Santo take pictures at a Purim celebration.

- Adela takes 7 more pictures than Rachel.
- Santo takes 4 times as many pictures as Adela.
- Santo takes 48 pictures.

How many pictures does Rachel take?



TRY IT



Math Toolkit algebra tiles, grid paper, number lines, sticky notes

DISCUSS IT

Ask: What did you do first to find the number of pictures Rachel takes? Why?

Share: I started by ... because ...

Learning Targets SMP 1, SMP 2, SMP 3, SMP 4, SMP 5, SMP 6, SMP 7

- Use variables to represent quantities and construct simple equations to solve problems.
- Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where $p, q,$ and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

CONNECT IT

1 Look Back How many pictures do Adela and Rachel each take?
How do you know?

2 Look Ahead One way to find the number of photos Adela and Rachel each take is to reason about the quantities arithmetically. Another way is to solve an equation algebraically. Look at two ways you could find the unknown in the statement *the product of 6 and a number, n, plus 4 is 22.*

Arithmetic Approach

Think: What number is 4 less than 22?

Step 1: $22 - 4 = 18$

Think: What number times 6 is 18?

Step 2: $18 \div 6 = 3$

The number is 3.

Algebraic Approach

$$6n + 4 = 22$$

Step 1: $6n + 4 - 4 = 22 - 4$

$$6n = 18$$

Step 2: $6n \div 6 = 18 \div 6$

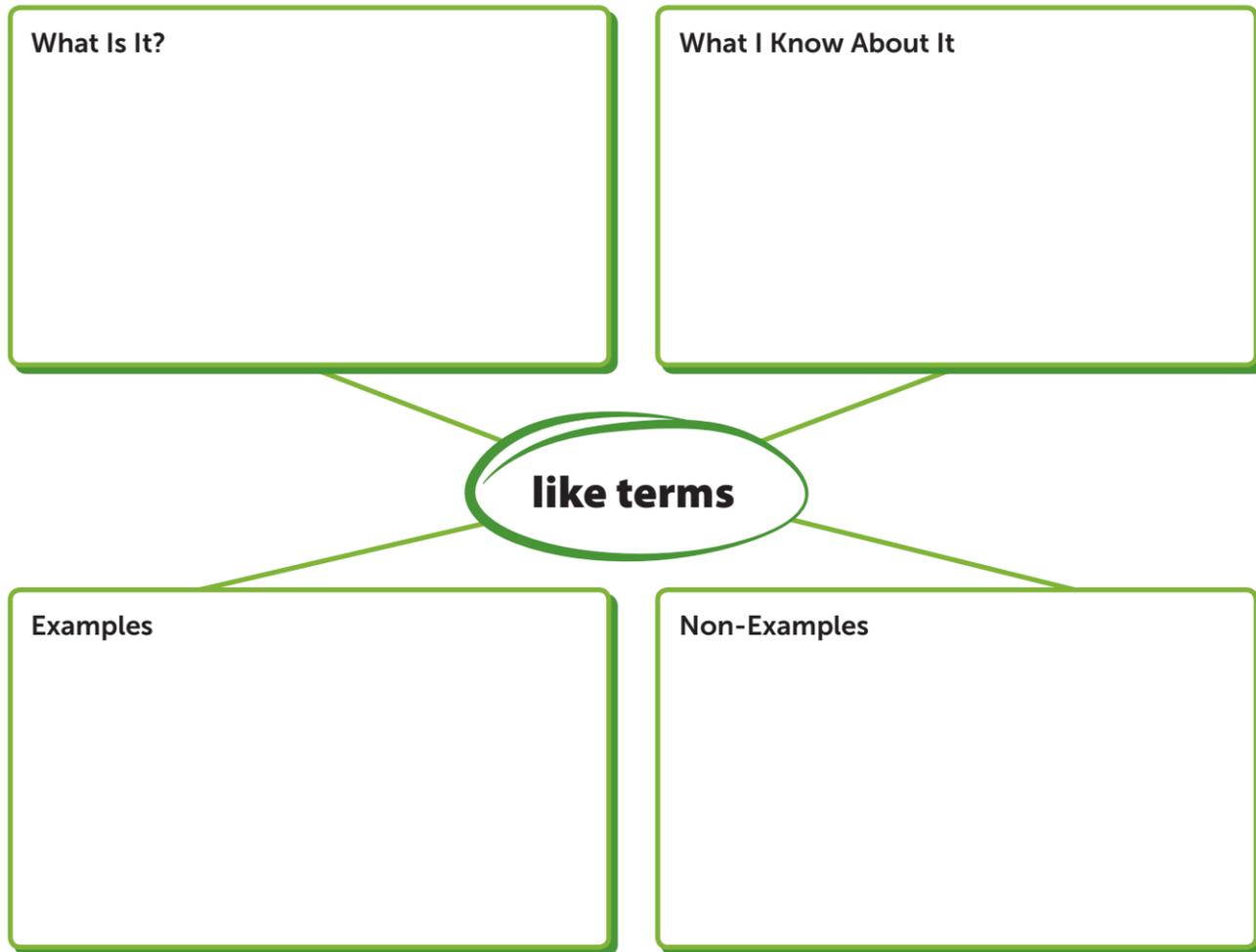
$$n = 3$$

- a. How is Step 1 in the arithmetic approach like Step 1 in the algebraic approach?
- b. How is Step 2 in the arithmetic approach like Step 2 in the algebraic approach?
- c. Why do both approaches lead to the same solution?

3 Reflect How is the algebraic approach similar to the arithmetic approach?
How is it different?

Prepare for Writing and Solving Multi-Step Equations

1 Think about what you know about the like terms in an expression. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.



2 Rosa says $4x$ and $-6x$ are like terms, so they can be combined. Tiffany says $5a$ and $5b$ are like terms, so they can be combined. Is Rosa correct? Is Tiffany correct? Why or why not?

- 3 Kaley, Safara, and Daniel keep track of how many graphic novels they read over the summer.
- Kaley reads 6 graphic novels fewer than Safara.
 - Daniel reads 3 times as many as Kaley.
 - Daniel reads 30 graphic novels.
- a. How many graphic novels does Safara read?
Show your work.

 Daniel	 Kaley	 Safara
Reads 3 times as many graphic novels as Kaley	Reads 6 fewer graphic novels than Safara	Reads ? graphic novels

Develop Writing and Solving Equations With Two or More Addends

► Read and try to solve the problem below.

Noah is designing a set for a school theater production. He has 150 cardboard bricks. He needs to use some of the bricks to make a chimney and 4 times as many bricks to make an arch. He also saves 15 bricks in case some get crushed. How many cardboard bricks can he use to make the arch?



TRY IT



Math Toolkit algebra tiles, grid paper, number lines, sticky notes

SOLUTION _____

- b. Check your answer to problem 3a. Show your work.

DISCUSS IT

Ask: How would you explain what the problem is asking in your own words?

Share: The problem is asking ...

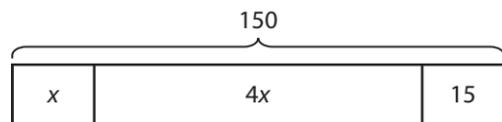
► Explore different ways to find an unknown value in an equation that has two or more addends.

Noah is designing a set for a school theater production. He has 150 cardboard bricks. He needs to use some of the bricks to make a chimney and 4 times as many bricks to make an arch. He also saves 15 bricks in case some get crushed. How many cardboard bricks can he use to make the arch?

Model It

You can draw a bar model to make sense of the problem.

Let x represent the number of bricks in the chimney.



Use the model to write an equation.

$$x + 4x + 15 = 150$$

$$5x + 15 = 150$$

Model It

You can start solving the equation by isolating the x -term.

$$5x + 15 = 150$$

$$5x + 15 - 15 = 150 - 15$$

$$5x = 135$$

Model It

You can start solving the equation by dividing both sides by the same value.

$$5x + 15 = 150$$

$$\frac{(5x + 15)}{5} = \frac{150}{5}$$

$$x + 3 = 30$$



CONNECT IT

► Use the problem from the previous page to help you understand how to solve an equation that has two or more addends.

- 1 How many bricks can Noah use to make the arch?
- 2 Look at the first **Model It**. How does the bar model represent the situation?
- 3 Look at the second **Model It**. Why do you subtract 15 from both sides? What do you need to do next to find the value of x ?
- 4 Look at the third **Model It**. Why do you divide all of the terms by 5?
- 5 Look at the second and third **Model Its**. How are the strategies for solving $5x + 15 = 150$ similar? How are they different?
- 6 Describe two ways you could solve the equation $2x + 12 = 8$.
- 7 **Reflect** Think about all the models and strategies you have discussed today. Describe how one of them helped you better understand how to solve the **Try It** problem.

Apply It

► Use what you learned to solve these problems.

- 8 Solve $-21 = -\frac{1}{4}y + 6$. Show your work.

SOLUTION _____

- 9 A rectangular garden sits next to a house. There is fencing on three sides of the garden and the fourth side is the house. There is a total of 21.5 meters of fencing around the garden. The length of the garden along the house is 9 meters. Which equation can be used to find the width, w , of the garden in meters?

- A $2w + 9 = 21.5$
 B $2w + 18 = 21.5$
 C $2w - 21.5 = 9$
 D $2w + 21.5 = 9$

- 10 The total cost of a sketchpad and 6 pencils is \$22.53. The sketchpad costs \$9.99. Each pencil costs the same amount. How much does each pencil cost? Show your work.

**SOLUTION** _____**Practice** Writing and Solving Equations
With Two or More Addends

► Study the Example showing how to solve a problem using an equation. Then solve problems 1–5.

Example

Chloe is making a mural. She spends 6 hours designing it. She paints it during 3 sessions. Each session is the same number of hours long. In all, Chloe spends 24 hours making the mural. How many hours long, h , is each painting session?

You can represent the situation with an equation.

$$3h + 6 = 24$$

$$\frac{3h + 6}{3} = \frac{24}{3}$$

$$h + 2 = 8$$

$$h + 2 - 2 = 8 - 2$$

$$h = 6$$

Each painting session is 6 hours long.

- 1 Demarco has a piece of fabric 6 yd long. He uses a piece 3 yd long. He cuts the rest into strips that are each $\frac{3}{4}$ yd long. How many $\frac{3}{4}$ yd long strips are there? Show your work.

SOLUTION _____

- 2 Solve $-7 = 12x - 16$. Show your work.

SOLUTION _____

- 3 Liam makes soap sculptures of sea turtles. Each sculpture weighs $\frac{3}{8}$ pound. He ships them in a wooden box that weighs 2 pounds. The total weight of the box filled with the t sea turtles is 5 pounds. How many sea turtles are in the box? Show your work.



SOLUTION _____

- 4 Solve $-0.4k - 6 = 1.2$. Show your work.

SOLUTION _____

- 5 Claudia buys 12 postcards, 12 stamps, and 1 pen. The postcards cost twice as much as the stamps. The pen costs \$1.50. The total cost is \$14.10. How much does each postcard cost? Show your work.

SOLUTION _____

Develop Writing and Solving Equations with Grouping Symbols

► Read and try to solve the problem below.

Hugo is traveling in Toronto, Canada. His weather app shows the temperature is 25°C . Hugo writes the equation $25 = \frac{5}{9}(F - 32)$ to find the temperature in degrees Fahrenheit, F . What is the temperature in degrees Fahrenheit?



TRY IT



Math Toolkit grid paper, number lines, sticky notes

DISCUSS IT

Ask: Why did you choose that strategy to find the temperature in degrees Fahrenheit?

Share: I knew ... so I ...

► Explore different ways to find an unknown value in an equation with grouping symbols.

Hugo is traveling in Toronto, Canada. His weather app shows the temperature is 25°C . Hugo writes the equation $25 = \frac{5}{9}(F - 32)$ to find the temperature in degrees Fahrenheit, F . What is the temperature in degrees Fahrenheit?

Model It

You can use the distributive property to expand.

$$\begin{aligned} 25 &= \frac{5}{9}(F - 32) \\ 25 &= \frac{5}{9}F - \frac{5}{9}(32) \\ 25 &= \frac{5}{9}F - \frac{160}{9} \\ 25 + \frac{160}{9} &= \frac{5}{9}F - \frac{160}{9} + \frac{160}{9} \\ \frac{385}{9} &= \frac{5}{9}F \end{aligned}$$

Model It

You can divide each side by the coefficient $\frac{5}{9}$.

$$\begin{aligned} 25 &= \frac{5}{9}(F - 32) \\ 25 \div \frac{5}{9} &= \frac{5}{9}(F - 32) \div \frac{5}{9} \\ 25 \cdot \frac{9}{5} &= \frac{5}{9}(F - 32) \cdot \frac{9}{5} \\ 45 &= F - 32 \end{aligned}$$

CONNECT IT

► Use the problem from the previous page to help you understand how to solve an equation with grouping symbols.

- 1 What is 25°C in degrees Fahrenheit?
- 2 Look at the first **Model It**. Describe the steps shown for solving the equation. What do you still need to do to find the value of F ?
- 3 Look at the second **Model It**. Describe the steps shown for solving the equation. What do you still need to do to find the value of F ?
- 4 Look at the **Model Its**. What was one advantage of distributing first? What was one advantage of dividing first?
- 5 Consider the equation $12 = b(2.5x + 15)$. What values of b might make you want to start solving the equation by distributing b ? What values of b might make you want to start solving the equation by dividing by b ?
- 6 **Reflect** Think about all the models and strategies you have discussed today. Describe how one of them helped you better understand how to write and solve an equation that includes grouping symbols.

Apply It

► Use what you learned to solve these problems.

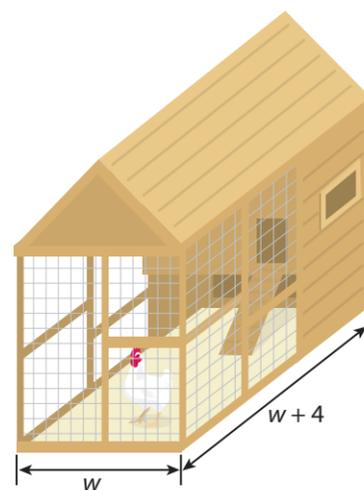
7 Carolina fosters 5 puppies. For each puppy she buys a crate that costs c dollars and a leash that costs \$20. She spends \$475 total. Which equations model the situation? Select all that apply.

- A $5c + 20c = 475$
- B $5(c + 20) = 475$
- C $5c + 100 = 475$
- D $5c + 20 = 475$
- E $c + 20 = 475$

8 Solve $-8 = \frac{k-4}{-6}$. Show your work.

SOLUTION _____

9 The perimeter of a rectangular chicken coop is 30 feet. The width is w feet and the length is $w + 4$ feet. What are the length and width of the coop? Show your work.



SOLUTION _____

Practice Writing and Solving Equations with Grouping Symbols

► Study the Example showing how to use an equation with grouping symbols to solve a problem. Then solve problems 1–5.

Example

Lillie and her family donate money to charity at the end of each year. Lillie’s brother donates \$3 more than Lillie. Her parents donate 4.5 times as much as Lillie’s brother. Lillie’s parents donate \$45. How much does Lillie donate?

You can represent the situation with an equation.

d = Lillie’s donation in dollars

$$4.5(d + 3) = 45$$

$$\frac{4.5(d + 3)}{4.5} = \frac{45}{4.5}$$

$$d + 3 = 10$$

$$d + 3 - 3 = 10 - 3$$

$$d = 7$$

Lillie donates \$7.

1 Look at $4.5(d + 3) = 45$ from the Example.

a. What does $(d + 3)$ represent?

b. Why is $(d + 3)$ multiplied by 4.5?

c. How much does Lillie’s brother donate?

2 Malik joins a gym. He gets \$2 per month off the regular monthly rate for 3 months. Malik pays \$49.50 for 3 months. What is the gym’s regular monthly rate, r ? Show your work.

SOLUTION _____

- 3 Luis is shopping for gifts. Mugs are on sale for \$4 off the regular price, p . Luis buys 6 mugs. He pays a total of \$54. What is the regular price of a mug? Show your work.



SOLUTION _____

- 4 Solve $\frac{3}{4}(5x - 3) + 8 = 17$. Show your work.

SOLUTION _____

- 5 Solve $-72 = 8(y - 3)$. Show your work.

SOLUTION _____

Refine Writing and Solving Multi-Step Equations

► Complete the Example below. Then solve problems 1–8.

Example

Solve $-0.25x + 7.5 = 15$.

Look at how you could show your work using multiplication.

$$\begin{aligned} -0.25x + 7.5 &= 15 \\ 100(-0.25x + 7.5) &= (100)15 \\ -25x + 750 &= 1,500 \\ -25x + 750 - 750 &= 1,500 - 750 \\ -25x &= 750 \end{aligned}$$

SOLUTION _____

CONSIDER THIS...

You can multiply both sides by a power of 10 to eliminate the decimals.

PAIR/SHARE

What is another way you could solve this problem?

Apply It

- 1 Solve $0 = -1.8y + 0.72$. Show your work.

CONSIDER THIS...

You can think of $0 = -1.8y + 0.72$ as having two addends.

PAIR/SHARE

How can you check your answer?

SOLUTION _____

2 Solve $\frac{2(n + 17)}{8} = \frac{3}{8}$. Show your work.

SOLUTION _____

3 Three siblings are born on the same date in consecutive years. The sum of their ages is 42. What is the age of the oldest sibling?

- A 13
- B 14
- C 15
- D 16

Victoria chose A as the correct answer. How might she have gotten that answer?

CONSIDER THIS ...

There is more than one way to think about this problem.

PAIR/SHARE

How did you choose your first step?

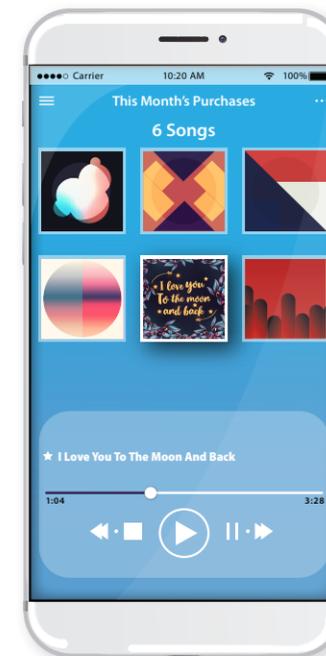
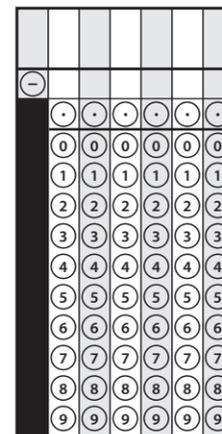
CONSIDER THIS ...

Consecutive integers follow each other, like 4, 5, 6. If the first integer is x , the next is $x + 1$, then $x + 2$, and so on.

PAIR/SHARE

How would the answer change if there were four siblings?

4 Leon pays \$12.50 per month for a music subscription service. One month he also buys 6 songs from the service. Each song costs the same. His bill for that month is \$17.84. In dollars, how much does he pay for each song?



5 One side of an isosceles triangle is $2x + 1$ ft long. The other two sides are both $3x - 1$ ft long. The perimeter of the triangle is 55 ft. What is the length of each side? Show your work.

SOLUTION _____

6 Khalid is solving the equation $8.5 - 1.2y = 6.7$. He gets to $1.8 = 1.2y$. Explain what he might have done to get to this equation.

- 7 Mora preparing her pack for a hike. Her empty pack weighs $\frac{15}{16}$ pound. She adds some water bottles that each weigh $1\frac{1}{8}$ pound. Now Mora's pack weighs $6\frac{9}{16}$ pounds. How many bottles, b , does Mora add to her pack? Show your work.

SOLUTION _____

- 8 Solve $\frac{1}{2} + \frac{1}{3}w = \frac{1}{6}$. Show your work.

SOLUTION _____

- 9 **Math Journal** Damita says the equations $0.8x - 0.8 = 1.6$ and $\frac{4}{5}(x - 1) = 1\frac{3}{5}$ are the same. How can she show this, without solving the equations?

End of Lesson Checklist _____

- INTERACTIVE GLOSSARY** Write a new entry for *represent*. Write at least one synonym for *represent*.
- SELF CHECK** Go back to the Unit 4 Opener and see what you can check off.

Sampler

