



Math

Wednesday 1.18.2017

The additive identity property states that any number plus zero stays the same.

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Aaliyah Alejandro Emiliano Jose Jordan
Genesis

True

William
Katherine
Yelsi
Yareny
Michelle

False

The additive identity property states that any number plus zero stays the same.

Donovan Azia Isaiah Lucia Randy
Hassan Destiny Nayeli Victoria

True

Jahyr

False

Jannet

Jasmin

Yaritzzy

Lets talk about some math vocabulary.

Variable: A variable is a number that I don't know the value of. Because I don't know the value, I can put a letter like X or Y into the number sentence to save the space of the number that is missing.

Lets talk about some math vocabulary.

Algebraic expression: This is a really simple number sentence, like $x+3$. It doesn't have any equal signs or inequality symbols.

Inequality: This is a number sentence that is comparing two things. They usually look like an algebraic expression, but then use $<$, $>$, \leq , or \geq .

Equation: This is an algebraic expression with an = sign.

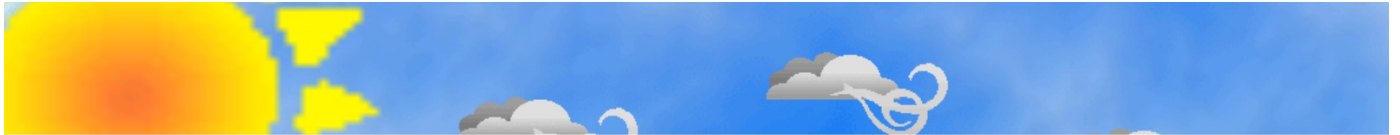
Lets talk about some math vocabulary.

The difference between an inequality and an equation.

The equation gives you one answer, while the inequality will give you a range of answers.

This might be hard to understand right now, but if you keep it in mind for later, it will make a whole lot more sense.

The parts of an algebraic expression



Topic:

Translating Words to Math Symbols

Learning Objective :

By the end of the lesson, the students translate verbal sentences to inequalities and will demonstrate this by completing a pair share.

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Translating Inequalities

plus

more than

minus

difference

times

and

less than

of

product

sum

quotient

divide

decreased by

1010010101001111010000100100111010010 11010101011101000041 001010 0100
000100001010010100100100001001001010 0000111101010101011101000010010111010010

Example 1

x plus two is greater than three

Symbols Bank

+

<

1

5

-

>

2

6

x

()

=

3

7

4

8

0100101010011101000010010111010010 110101010101101000001 001010 0100

Example 2

3 is less than **8**

Symbols Bank

+	^	1	5
-	v	2	6
Y	f	3	7
()	3	4	8

0100101010011101000010010111010010 11010101011101000041 001010 0100

Example 3

Seven times x is greater than or equal to six

Symbols Bank

+	^	1	5
-	v	2	6
÷	f	3	7
()	3	4	8

01001010100111010000100100111010010
1101010101110100000100101010100

Example 4

The product of five and h is twenty-two.

Symbols Bank

+	^	1	5
-	v	2	6
ÿ	f	3	7
()	3	4	8
			22

0100101010011101000010010111010010 110101010111000001 001010 0100

Example 5

Twenty is less than or equal to n divided by 6.

Symbols Bank

+	^	1	5
-	v	2	6
Y	f	3	n
()	3	4	7
		8	20

0100101010011101000010010111010010 110101010101101000001 001010 0100

Example 6

Joe's mother said the cost of his lunch of a hamburger, "h", french fries, "f" and a soda, "s", all together must cost no more than \$10.00.

Symbols		Bank		
+	<	1	5	s
-	>	2	6	h
Y	f	3	7	f
()	3	4	10	
=		8		

Example 7

Ivan's parents said the cost of his lunch of a taco, "t", and a green salad "s", and a juice, "j" all together must cost no more than \$8.00. Write the inequality to represent this relationship.

Symbols Bank

+	<	1	5	s
-	>	2	6	t
÷	£	3	7	j
()	3	4	8	10
=				



Math

Thursday 1.19.2017

How would you write X plus 2 is greater than 8?

$$x + 2 > 8$$

$$x + 2 < 8$$

How would you write X plus 2 is greater than 8?

$$x + 2 > 8$$

$$x + 2 < 8$$

Each of the problems in each rectangle is called an **expression**. Two or more expressions with the same value are called an **equation**. **Simplify** the expression in each rectangle and write in their simplest form. Place any answer that does not equal the others in that row with different answers in the discard pile. **Expressions can use + - • ÷ () []**.

					Discards	E X P R E S S I O N S
$4 + 3 + 9$	$20 - 2$	$20 - 4$	$(5 + 5) + 6$	$2 \cdot 8$		
$30 - 6$	$12 + 12$	$5 + 10 + 9$	$15 + 8$	$3 \cdot 8$		
$14 - 2 + 12$	$30 - 7$	$10 + (10 + 3)$	$29 - 6$	$5 + (6 + 12)$		
$12 \div 2$	$2 \cdot 3$	$3 - 2 + 9$	$15 - 9$	$4 + 8 - 6$		
$32 - 22$	$2 \cdot 5$	$3 + (9 - 2)$	$16 - 6$	$21 + 8 - 20$		
$30 + 12$	$35 + 3 + 3$	$(15 - 6) + 21$	$15 \cdot 2$	$19 + 23$		

There are several ways we can show multiplication.

1. In early elementary school we usually use an X to show multiplication like $5 \times 4 = 20$.
2. When we start learning about equations we no longer use the X sign because we use letters for numbers and things might get mixed up, so we show multiplication like $5 \cdot 4 = 20$.
3. We also use parenthesis sometimes in showing multiplication times a sum, difference, etc. like $2(3 + 4)$. This means add 3 and 7 and multiply the answer times 2.

[Return](#)



The Mystery Numbers

[Return](#)

	If you add 5 to the number and subtract 2 you will get 14.
--	--

	If you triple the number and add 7 you will get 28.
--	---

	If you add 9 to the number and subtract 8 you will get 7.
--	---

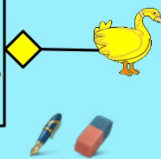
	If you subtract 30 from the number and double your answer will be 10.
--	---

	If you add 11 to the number and subtract 3 you will get 9.
--	--

	If you add 3 to the number, subtract 10, and then add 8 you will get 21.
--	--

In this activity your first job is to figure out the two sets of mystery numbers and write each one's values in the white rectangle. Next, you will connect each goose to its matching mystery number in the second column by dragging the correct goose into the correct yellow rectangle answer box. If you are correct a sound will play. If you are incorrect the goose will bounce back to its starting location.

Click here to remove the directions so you may begin.



	If you divide the number by 7 and add 8 you will get 13.	
--	--	--

	If you subtract 3 from the number and add 8 you will get 11.	
--	--	--

	If you add 5 to the number and subtract 13 you will get 12.	
--	---	--

	If you multiply the number by 12 and subtract 10 you will get 2.	
--	--	--

	If you add 20 to the number and divide by 3 you will get 9.	
--	---	--

	If you double the number and add 8 you will get 30.	
--	---	--

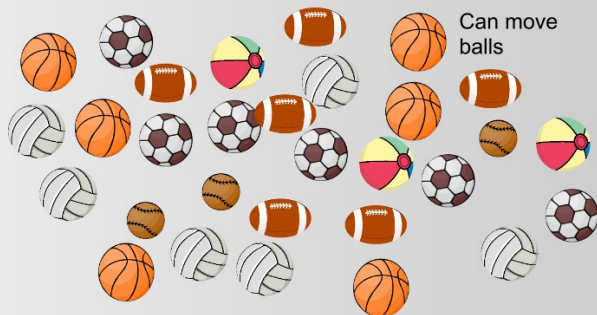
Jack and Brad have collected donated balls for the Boy's Club afterschool program throughout the neighborhood. Mr. Bradley, the director, told the boys they have about 60 children each day at their program. He told them he was happy they collected 30 balls they could divide evenly among 3 ball bags for their 3 areas of play. He also want each bag to have an equal number of each ball type. How many of each ball type will you put in the bags?



Chart of Ball Types

Number Fraction
of All Balls

Total		



$$\text{Basketball} + \text{Volleyball} + \text{Soccer ball} + \text{Football} + \text{Beach ball} + \text{Baseball} = \text{Balls}$$

Number of Balls in Each Bag

The Ball Donation Program

Equation Representing All the Balls

$$\text{Basketball} + \text{Soccer ball} + \text{Volleyball} + \text{Beach ball} + \text{Baseball} + \text{Football} = \text{Balls}$$

Return



Math

Friday 1.20.2017

Today we are going to practice what we have been working on.