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Interactivate: Investigation Four:
Solving Equations

One of the goals of Connected Mathematics is to assist children in figuring out as much as they can for themselves. You can help by asking questions that guide, without telling what

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to do or giving away answers. Good questions and good listening will help children make sense of mathematics, build self-confidence, and encourage mathematical thinking and communication.

Answers | Investigation 4

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8th Grade Math - 3rd Trimester Week of June 8: Review for Final Exam Final Exam for all WCS 8th Graders on June 10 at 10 AM. Practice Final Exam is here Mr. Rose's Online Study guide with more background information and additional practice problems is here. No other homework assigned -- prepare for final!

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Investigation 1 Additional Practice 1. p!

2! " 2w and p! 2(! "w) 2. a. p! 2! " 2w!

2(4) " 2(2) ! 12 b. p! 2(2w) " 2w and p!

6w 3. 14(6.5) # 38 ! 53 m² 4. A! w! # Q

Properties used for items 5–8 will vary,

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but all include the Distributive Property.

5. Possible answer: $7x \# 28$ and $(14) \# 28$

6. Possible answer: $12x \dots$

Say It With Symbols: Homework

Examples from ACE

Find picture-based communication aids
and devices created for adults and

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patients enable independence and ease the stress of caring for people with cognitive/communication difficulties, aphasia, stroke, dementia, autism, brain injury, ALS

Answers - inetTeacher.com

Investigation 1: Making Sense of

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Symbols: Equivalent Expressions ACE

#22 The expression represents the area of a rectangle. Draw a divided rectangle for the expression. Label the lengths and the area. Write an equivalent expression in factored form. $x^2 - 2x$ If we try to make sense of the symbolic expression then we see that we have a "square"

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Answers Investigation 1 -
MAFIADOC.COM

Answers Investigation 3 ACE Assignment
Choices Problem 3.1 Core 1, 4–7, 30, 31,
49 Other Applications 2, 3; Connections
29, 32; Extensions 47, 48 Problem 3.2 ...
88 Say It With Symbols

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8cmp06te_SI3.qxd 6/14/05 8:44 PM Page
88. Connections 29. a. Substitute 11n
(total number of boxes sold

Say It With Symbols Partner Quiz for use
after Investigation 2

Please use wisely. These are available to
students/families to aid and assist, and

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not to replace homework. Also, note the book title. They are in order by book name, and not by unit number.

8th Math - Trimester 3 - 2014-15 - Mr.
Rose - Full House

The area model serves as an initial
explanation and bridge to the

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manipulation of the symbols. Investigation 1: Making Sense of Symbols: Equivalent Expressions ACE #22 The expression represents the area of a rectangle. Draw a divided rectangle for the expression. Label the lengths and the area. Write an equivalent expression in factored form.

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Say it with Symbols - Unit Test Review
Shet

connected math say it with symbols inv 2
ace 12 connected math say it with
symbols inv 2 ace 12 finish connected
math say it with symbols inv 2 ace 27 to
29 Inv 3 Summaries: Inv 3.4 parts a and

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b Inv 3.4 parts c and d How to find the important points of a parabola Inv 3 ace: connected math say it with symbols inv 3 ace 8 connected math say it ...

Say it with Symbols | Communicating and Caring for Non ...

ID: A 1 Say it with Symbols - Unit Test

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Review Sheet Answer Section SHORT
ANSWER 1. ANS: Equivalent
expressions give the same value for any
given values of the variables involved.

Slavens 8th grade math: Say it with
Symbols (quadratic and ...
Say It With Symbols Partner Quiz for use

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after Investigation 2 A rectangular pool is surrounded by $1' \times 1'$ tiles Three students found three different methods for calculating the number of tiles surrounding the pool. Each method involves the border into other shapes. The students made the drawings below to illustrate their methods. Tua's ...

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Answers | Investigation 1

Say It with Symbols; Investigation Problems; ACE Problems; Toggle navigation. Say It with Symbols; Investigation Problems; ACE Problems; Investigation Problems. View Problems; Problem 1.1 Writing Equivalent

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Expressions: Problem 1.2 Thinking in
Different Ways:

Say It With Symbols Investigation
Answers | Investigation 2 Applications 1.
a. $l = 12n + 150$ Eb. $= 250 + 4.25n + c.$
675; if you substitute 100 T-shirts ... Say

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It With Symbols 2 Investigation 2.
Answers | Investigation 2 Connections
17. J; students can try an example like $a = 1$ and $b = 2$ to check that J is false. The

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Investigation 4 Looking Back at
Functions: The three problems in

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Investigation 3 in CMP 2 are essentially the same as Investigation 3 in CMP3.

Problem 2.3 from CMP 2 has been added and is now 4.2. Problem 4.1 is the same; 4.2 is now 4.3 and 4.3 is now 4.4.

Investigation 5 Reasoning with Symbols:
Investigation 5 in CMP 2 is essentially the same ...

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ACE Answers - Randy Hudson

16.) Find P if $T = 15$ if $P = 2V - 800$ and $V = 60T - 50$, 15.) Write an equation for P in terms of T and simplify.

(Get Answer) - Say It With Symbols:
Homework Examples from ...

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Activity: Students play a generalized version of connect four, gaining the chance to place a piece on the board by solving an algebraic equation.

Parameters: Level of difficulty of equations to solve and type of problem. Algebra Four is one of the Interactivate assessment games.

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Say It With Symbols - Connected
Mathematics Project
Answers Investigation 1 ACE Assignment
Choices c. See part (b) for some
equations; explanations will vary.
Students might draw sketches. For
example: ... Say It With Symbols d.

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Answers will vary, but must be equivalent to $A = (s^2 - 20s + 100) + (3s^2 - 10s)$ e. The equation in part (d) is a quadratic relationship. 7. a. x

Answers | Investigation 2

Say It With Symbols 1 Investigation 1 .

Answers | Investigation 1 Students will

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either need to check all points, which is impossible, or know that two points uniquely determine a line. 5. a. The shape is the area between the circle and the square. r

UNIT TEST REVIEW DAY 2 -
Wallingford-Swarthmore School ...

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Answers | Investigation 4 375 miles.

Students may use their d. table to find the value of m that corresponds to $g = 0$, or solve the equation $g = 25 - 115m$ for m when g equals 0. Since m has a coefficient of -115 , students may have a difficult time deciding how to apply the properties

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