ALGEBRA I

SUMMER LEARNING JOURNAL

MARION P. THOMAS CHARTER SCHOOL

THE VILLAGE EST. 1999

Name: _____

Elementary School: _____

Summer Algebra I Learning Packet Overview
For Rising 9th Grade Students

Welcome to Marion P. Thomas Charter School! This packet is designed to help you review and strengthen key prerequisite skills needed for success in Algebra I. Completing this work will ensure you start the school year confident and prepared for the challenges ahead.

Each section of this packet focuses on a specific foundational topic. At the top of each section, you will find a link to an **Edpuzzle lesson**. You must **watch and complete the Edpuzzle** before attempting the problems in that section of the packet. The Edpuzzle videos provide critical explanations, examples, and guided practice to support your understanding.

Format of the EdPuzzle:

- Direct Instruction: Teacher explains each step and gives 2 examples.
- Guided Practice: Teacher gives a problem and asks questions based on each step.
- Independent Practice: Student follows each step to solve the problems independently.

Important Information:

- **Both** the completed Edpuzzles and the physical packet will count toward your first **assessment grade** in Algebra I.
- Be sure to answer all questions thoroughly and show your work where required in the blank space in your packet.
- Stay organized and pace yourself throughout the summer to complete all sections before the first day of school.
- If the summer packet is not complete and submitted by the first day of school, **August 25th**, you will receive a mandatory week of detention including **SATURDAY.**
- Summer Packets will be submitted to your teacher (in person) during your first class.
- ****You will need to download the Edpuzzle app on your electronic device****

By dedicating time to review and practice these essential skills, you are setting yourself up for a strong and successful start in Algebra I. We look forward to seeing the hard work and effort you put into this summer assignment. If you have any questions, feel free to reach out to the following teachers:

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Section	Integers and Integer Operations	EdPuzzle Lesson
1.1	Identifying Positive and Negative Numbers	

1.1 Identifying Positive and Negative Numbers

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

Identify whether each number is positive or negative, write P or N

–12 _____ 0 _____ 5_____ -8_____

Sort the following numbers into two categories: Positive and Negative.

`−4, 9, 0, −17, 23, −2, 7, −10`

Positive	Negative

Order the following numbers from least to greatest:

`−3, 4, 0, −8, 7`

Which number is **farther from zero** on the number line: –9 or 5? Explain your reasoning.

True or False: "–6 is greater than –3." If false, explain why using a number line strategy.

Write a real-world situation that would result in a **negative number** (e.g., temperature, money, etc.).

A diver is at –15 feet below sea level and swims up to –5 feet. Is the diver still below sea level? How can you tell based on the sign?

Compare using <, >, or =:

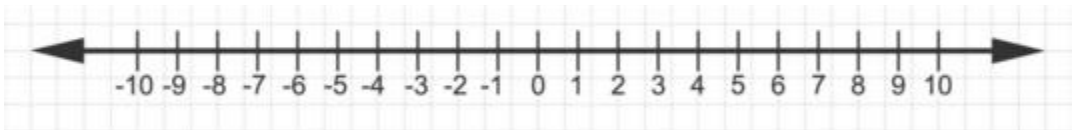
a. –4 ___ –6 b. 3 ___ –3 c. –8 ___ –8

Which of the following lists has all **positive integers**?

A) –1, 2, 3
B) 0, 4, –5
C) 5, 10, 12
D) –3, –2, –1

Place the following values on a number line:

–7, 0, –2, 3, 6



Section	Integers and Integer Operations	EdPuzzle Lesson
1.2	Adding and Subtracting Integers	

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

“We Do” Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

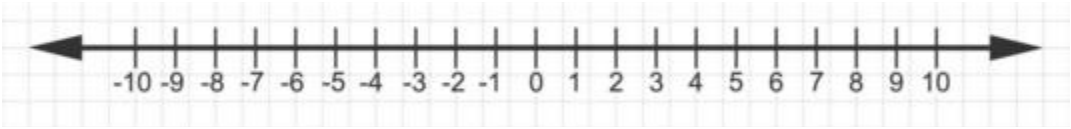
1. What is the sign of the answer when you add a negative number to a positive number? Use an example to explain.

2. Describe how subtracting a negative number is similar to adding a positive number. Then calculate: 5 – (–3).

3. Which has a greater effect?: subtracting 8 or subtracting 3 from 2? Explain and solve both:

$2 - 8 =$ $2 - 3 =$

4. Use a number line to show the movement for: –4 – 5. What direction do you move and why?



5. If the temperature inside the school is at 70 degrees, drops 7 degrees, and then rises 10 degrees, what is the new temperature?

6. True or False: Subtracting a number always makes the result smaller. Justify with at least one example.

7. You are playing a math game where an incorrect answer means –4 points and a correct answer means +6 points. What happens if you get two incorrect answers and one correct answer?

8. Solve: $-12 + 7 =$

9. Solve: $-3 - (-5) =$

10. A hiker climbs from –10 ft (below sea level) to 6 ft above sea level. What is the total change in elevation?

Section	Integers and Integer Operations	EdPuzzle Lesson
1.3	Multiplying and Dividing Integers	

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

“We Do” Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

1. What happens when you multiply a *positive number* by a *negative number*? Give an example using small numbers.

2. What happens when you multiply two *negative numbers*? Try it with –2 × –3. What do you notice?

3. If you divide a *negative number* by a *positive number*, will the answer be positive or negative? Try it: –12 ÷ 3 = ?

4. Try this: 6 × (–4). Is the answer positive or negative? How do you know?

5. When you divide –20 by –5, what do you get? Why is that your answer?

6. Choose the correct rule:
   A negative times a negative =
   ☐ Positive ☐ Negative ☐ Zero

7. A student says: “The answer to –7 × 2 is –14.” Do you agree or disagree? Explain why.

8. Solve: $-5 \times 6 =$

9. Solve: $-42 \div 7 =$

10. A team loses 3 points each round for 4 rounds. How many points did they lose in total?

Section	Integers and Integer Operations	EdPuzzle Lesson
1.4	Multiplication and Division Facts	

1.4 Multiplication and Division Facts

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

1. What is 6 × 5? Now flip the numbers: What is 5 × 6? What do you notice?

2. If 7 × 8 = 56, what is 56 ÷ 8? How do you know?

3. Fill in the blank: 9 × ___ = 81. How did you figure that out?

4. If you know that 3 × 4 = 12, then what is 12 ÷ 4? What about 12 ÷ 3?

5. Circle all the correct multiplication facts below:
   A) 6 × 7 = 42
   B) 8 × 5 = 35
   C) 9 × 3 = 27
   D) 4 × 4 = 18
6. Write two different ways to show 6 × 4 using objects, pictures, or skip counting.

7. If 72 ÷ 9 = 8, what does that tell you about 9 × 8? Explain in your own words.

8. Solve: $7 \times 9 =$
9. Solve: $64 \div 8 =$
10. A student learns that 6 × 6 = 36. If they forget the answer, how could they use skip counting or drawing to find it again?

Section	Integers and Integer Operations	EdPuzzle Lesson
1.5	Understanding Fractions	

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

1. What does the top number in a fraction tell you? What about the bottom number?

2. If you have a pizza cut into 8 slices and eat 3 slices, what fraction of the pizza did you eat?

3. Which is bigger: 1/2 or 1/4? Use a picture or a real-life example to help you decide.

4. You see the fraction 3/5. Can this mean “3 out of 5 students picked chocolate ice cream”? Explain.

5. Write two different real-life situations that can be shown by the fraction 2/3.

6. Why is 4/4 the same as 1? Use something you’ve seen or done in real life to explain.

7. Shade in 3/6 of a rectangle. Then explain how that compares to 1/2. Are they the same or different?

8. Write the fraction that shows 2 red balls out of 5 total balls.

9. Which is greater: 3/4 or 2/4?

10. A sandwich is cut into 6 equal parts. You eat 4 parts. How much of the sandwich did you eat?

Section	Integers and Integer Operations	EdPuzzle Lesson
1.6	Reducing fractions to simplest form	

1.6 Reducing Fractions to Simplest Form

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

1. What does it mean to “simplify” or “reduce” a fraction? Use your own words.

2. Is 2/4 the same as 1/2? Try drawing both and explain what you see.

3. Can we simplify the fraction 3/5? Why or why not?

4. What number can go into both 6 and 8? Use that number to simplify the fraction 6/8.

5. Look at the numbers 10 and 15. What is the greatest number that goes into both? Use it to simplify 10/15.

6. A student says 4/6 can’t be simplified. Do you agree? Why or why not? Try to prove your answer by simplifying it.

7. If a fraction is already in simplest form, what does that tell you about the top and bottom numbers?

8. Simplify 9/12

9. Simplify 15/20

10. Simplify 8/10

Section	Integers and Integer Operations	EdPuzzle Lesson
1.7	Converting between improper fractions and mixed numbers	

1.7 Converting between Improper Fractions and Mixed Numbers

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

1. What does an improper fraction mean? Give one example and explain what it shows.

2. What does a mixed number mean? Give one example and explain what it shows.

3. If you have 7/4, how many whole groups of 4 are there in 7? What is left over?

4. Use division to change 11/3 into a mixed number. What is the quotient and remainder?

5. Change the mixed number 2 1/2 into an improper fraction. Explain your steps.

6. A student says 5/5 is the same as 1 whole. Do you agree? Why or why not?

7. You drink 10 cups of water. Each pitcher holds 4 cups. How many full pitchers did you drink? How many cups were left?

8. Convert 13/5 to a mixed number.

9. Convert 2 3/4 to an improper fraction.

10. Convert 17/6 to a mixed number.

Section	Integers and Integer Operations	EdPuzzle Lesson
1.8	Adding and Subtracting Fractions with Unlike Denominators	

1.8 Adding and Subtracting Fractions with Unlike Denominators

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

1. What does it mean when two fractions have “unlike denominators”? Give an example.

2. Why do we need to change the denominators to be the same before we add or subtract?

3. If you have 1/3 and 1/6, what’s the smallest number that both 3 and 6 can go into? Why is that helpful?

4. Change both 1/2 and 1/4 so they have the same denominator. What do they become?

5. A student says 2/5 + 1/3 = 3/8. Is this correct? Why or why not?

6. If you want to subtract 5/6 – 1/3, what should both fractions have in common before you solve?

7. You eat 2/3 of a sandwich at lunch and 1/4 at dinner. How much did you eat in total? Think about the steps before solving.

8. Add: 1/2 + 1/3

9. Subtract: 5/6 – 1/4

10. Add: 3/8 + 1/2

Section	Integers and Integer Operations	EdPuzzle Lesson
1.9	Multiplying and Dividing Fractions	

1.9 Multiplying and Dividing Fractions

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

1. What does it mean to multiply fractions? What happens to the numbers when you do?

2. Multiply: 1/2 × 1/4. What do you get and how did you find the answer?

3. Why don't we need a common denominator when multiplying fractions?

4. To divide 1/2 ÷ 1/4, what is the first thing you should do before solving?

5. A student says to divide fractions, you "flip the second one and multiply." Try it: 2/3 ÷ 1/6. What do you get?

6. If you multiply a fraction by a number bigger than 1, will the result be bigger or smaller than the original fraction? Try it: 3/4 × 2

7. A recipe needs 1/3 cup of oil. If you want to make half the recipe, how much oil will you use? What operation are you doing?

8. Multiply: 2/3 × 3/5

9. Divide: 3/4 ÷ 1/2

10. Multiply: 5/6 × 1/2

Section	Integers and Integer Operations	EdPuzzle Lesson
1.10	Applying Integer rules to fraction operations	

1.10 Applying Integer Rules to Fraction Operations

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions

1. What happens when you multiply a positive number by a negative number? Does the rule change if they are fractions?

2. Multiply: –1/2 × 3/4. What sign should your answer have? Why?

3. Divide: –3/5 ÷ 1/2. Think about what to do with the signs before solving.

4. True or False: –2/3 × –1/4 = –2/12. Explain why it's right or wrong.

5. A student says: "The answer to –1/2 ÷ –1/4 is negative." Do you agree or disagree? Try solving it.

6. If you multiply a fraction by 0, does the sign of the other number matter? Try: –3/8 × 0

7. A hiker descends (goes down) 1/2 mile every hour for 4 hours. Write and solve a multiplication problem to show how far they went. What is the sign of your answer?

8. Multiply: –2/3 × 1/2

9. Divide: –3/4 ÷ –1/2

10. Multiply: –5/6 × –2/3

Section	Introductions to Ratios and Proportions	EdPuzzle Lesson
2.1	Writing and Simplifying Ratios	

2.1 Writing and Simplifying Ratios

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: For each problem below:

1. Simplify the ratio to its lowest terms
2. Then, write the simplified ratio in all three forms:
    a. **Fraction form** $\frac{a}{b}$
    b. **Colon form** a:b
    c. **Word form** a to b

---

1. There are 16 pens and 24 pencils in a drawer. What is the Ratio of pens to pencils?

---

2. A class has 10 boys and 25 girls. What is the Ratio of boys to girls

---

3. A baker used 18 eggs and 12 cups of milk. What is the Ratio of eggs to milk

---

4. A garden has 45 tulips and 30 roses. What is the Ratio of tulips to roses

---

5. A car travels 150 miles using 50 gallons of fuel. What is the Ratio of miles to gallons

---

6. There are 35 dogs and 15 cats in a shelter. What is the Ratio of cats to total animals

Section	Introductions to Ratios and Proportions	EdPuzzle Lesson
2.2	Identifying Equivalent Ratios	

2.2 Identifying Equivalent Ratios

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: For each problem below:

1. Simplify both ratios to their lowest terms
2. Decide if the two ratios are equivalent
3. Write **Yes** if the ratios are equivalent write **No** if they are not

---

Ratio A: 8:12 Ratio B: 2:3 Are these ratios equivalent?

Ratio A: 15 to 25 Ratio B: 3 to 5 Are these ratios equivalent?

Ratio A: 9/12 Ratio B: 6/8 Are these ratios equivalent?

Ratio A: 30:45 Ratio B: 10:15 Are these ratios equivalent?

Ratio A: 16:20 Ratio B: 4:6 Are these ratios equivalent?

Ratio A: 24 to 36 Ratio B: 2 to 3 Are these ratios equivalent?

Ratio A: 5/8 Ratio B: 15/24 Are these ratios equivalent?

Section	Introductions to Ratios and Proportions	EdPuzzle Lesson
2.3	Setting up Proportions	

2.3 Setting up Proportions

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: Each problem includes a real-world scenario comparing two values. Write a proportion by setting up two equivalent ratios as a fraction = fraction equation. Do not solve — just set up the correct proportion.

1. A recipe uses 4 cups of flour to make 8 muffins. How many cups of flour are needed to make 20 muffins?

2. A car travels 150 miles in 3 hours. How far will it travel in 5 hours?

3. A scale model of a building is 6 inches tall and represents a 60-foot building. What height would represent a 90-foot building?

4. A printer prints 12 pages in 2 minutes. How many pages will it print in 5 minutes?

5. A student scored 18 out of 20 questions correct on one quiz. What would be the expected score on a quiz with 35 questions?

6. There are 3 red marbles for every 5 blue marbles. How many red marbles would there be if there were 25 blue marbles?

Section	Introductions to Ratios and Proportions	EdPuzzle Lesson
2.4	Solving Proportions	

2.4 Solving Proportions

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: Each proportion has a variable in the numerator (on top). For each problem you will:

1. Solve for the variable
2. Show your work using cross multiplication

$\frac{x}{4} = \frac{6}{8}$	$\frac{x}{5} = \frac{9}{15}$
$\frac{x}{6} = \frac{10}{12}$	$\frac{x}{7} = \frac{14}{21}$
$\frac{x}{3} = \frac{8}{12}$	$\frac{x}{10} = \frac{6}{15}$
$\frac{x}{9} = \frac{20}{30}$	$\frac{x}{2} = \frac{5}{8}$

Section	Introductions to Ratios and Proportions	Edpuzzle Lesson
2.5	Calculating unit rate from word problems	

2.5 Calculating Unit Rates from Word Problems

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: Each word problem describes a rate (e.g., miles per hour, cost per item).

1. Identify the two quantities being compared.
2. Calculate the unit rate (the amount per 1 unit).
3. Write your answer with a label (e.g., miles per hour, dollars per item).

1. A car travels 180 miles in 3 hours. What is the unit rate in miles per hour?

---

2. A grocery store sells 5 pounds of apples for $10. What is the cost per pound?

---

3. A student reads 120 pages in 4 hours. What is the unit rate in pages per hour?

---

4. A factory produces 240 bottles in 6 hours. What is the unit rate in bottles per hour?

---

5. A pack of 8 markers costs $12. What is the price per marker?

---

6. A runner completes 15 miles in 2.5 hours. What is the average speed in miles per hour?

---

7. A chef uses 18 eggs to bake 6 cakes. What is the number of eggs used per cake?

---

8. A machine fills 72 bottles in 9 minutes. What is the unit rate in bottles per minute?

Section	Introductions to Ratios and Proportions	Edpuzzle Lesson
2.6	Comparing unit rates	

2.6 Comparing Unit Rates

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions:

Each problem presents two scenarios with different rates.

1. **Find the unit rate** for each scenario.
2. **Compare the unit rates** to determine which is better (faster, cheaper, more efficient, etc.).
3. **Circle or write your answer** clearly, along with the unit rate used to make your decision.

1. **Store A:** 4 shirts for $40. **Store B:** 5 shirts for $55. Which store has the lower price per shirt?

---

2. **Lena:** Earns $48 for 6 hours of work. **Jayden:** Earns $56 for 7 hours of work
   Who earns more money per hour?

---

3. **Deal A:** 3 pencils for $1.50. **Deal B:** 5 pencils for $2.00 Which deal is cheaper per pencil?

---

4. **Maria:** Washes 8 cars in 2 hours. **Tyrese:** Washes 12 cars in 3 hours. Who washes cars faster (cars per hour)?

---

5. **Store A:** 6 apples for $3.00. **Store B:** 10 apples for $5.50. Which store has the better price per apple?

---

6. **Amir:** Mows 4 lawns in 2 hours. **Ben:** Mows 6 lawns in 4 hours . Who works faster (lawns per hour)?

---

7. **Plan A:** $12 for 3 sandwiches. **Plan B:** $15 for 5 sandwiches. Which plan is cheaper per sandwich?

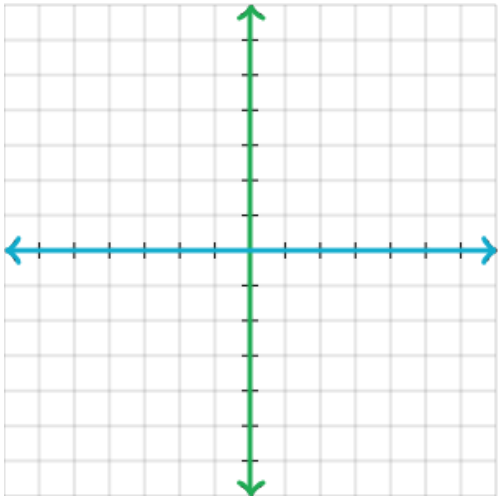
Part 3: Coordinate Points

Section		EdPuzzle Lesson
3.1	Graphing Coordinate Points	

3.1 Graphing Coordinate Points

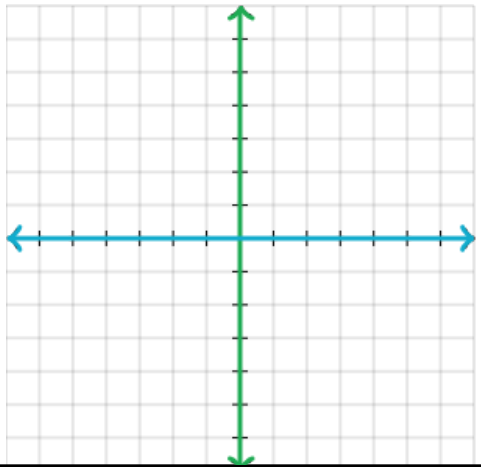
Teacher-Led Question

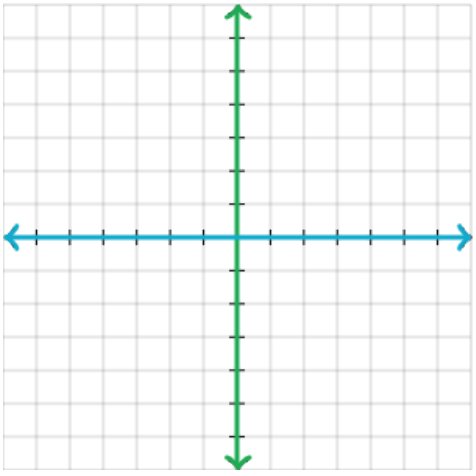
Use the space to work through the problem with your teacher on the EdPuzzle.



"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

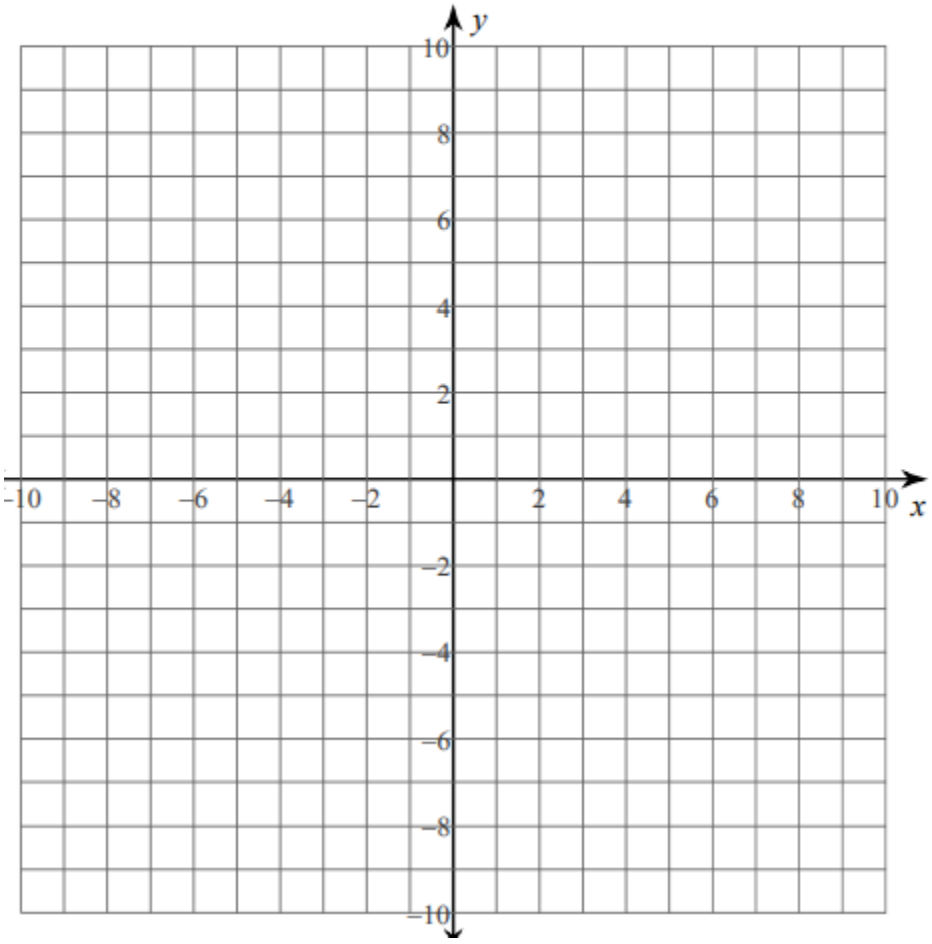




Independent Questions:

Directions: Graph the coordinate points and put the appropriate letter next to the point

$J(5, 10)$ $I(1, 9)$ $H(6, -9)$
$G(-6, 8)$ $F(9, 0)$ $E(-6, 0)$
$D(-8, -4)$ $C(5, 0)$ $B(-1, -1)$
$A(-8, -1)$

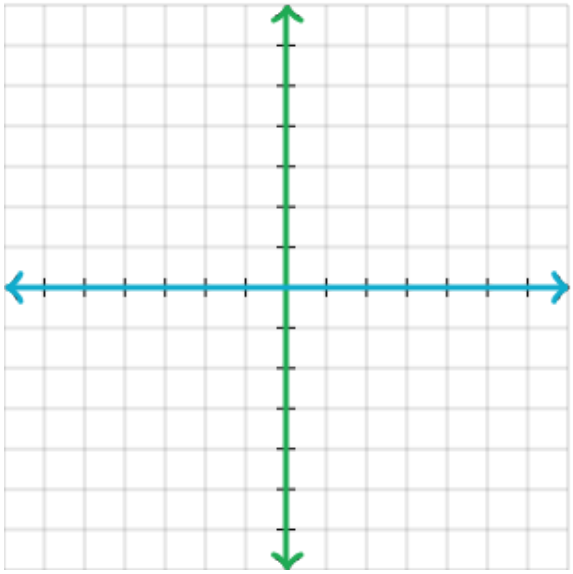


Section		EdPuzzle Lesson
3.2	Graphing Points from a table	

3.2 Graphing Coordinate Points from a Table

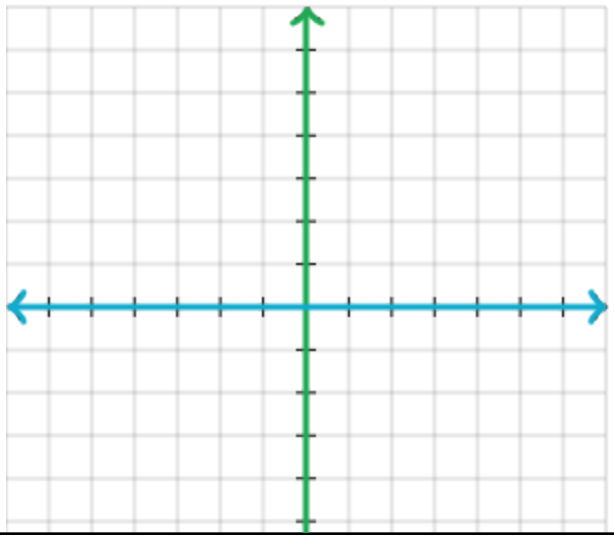
Teacher-Led Question

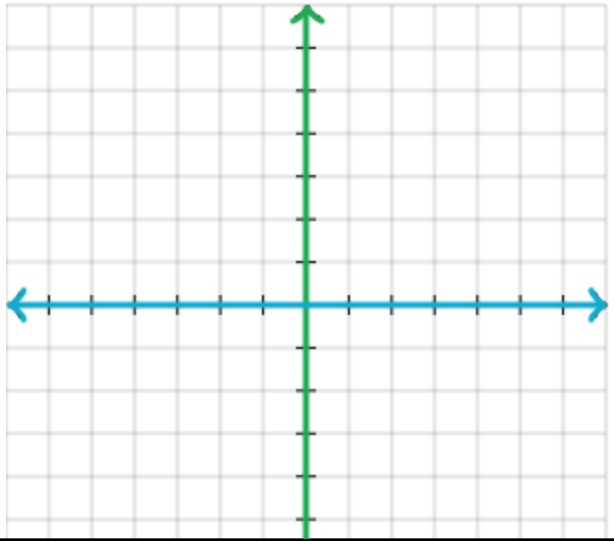
Use the space to work through the problem with your teacher on the EdPuzzle.



"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.





Independent Questions:

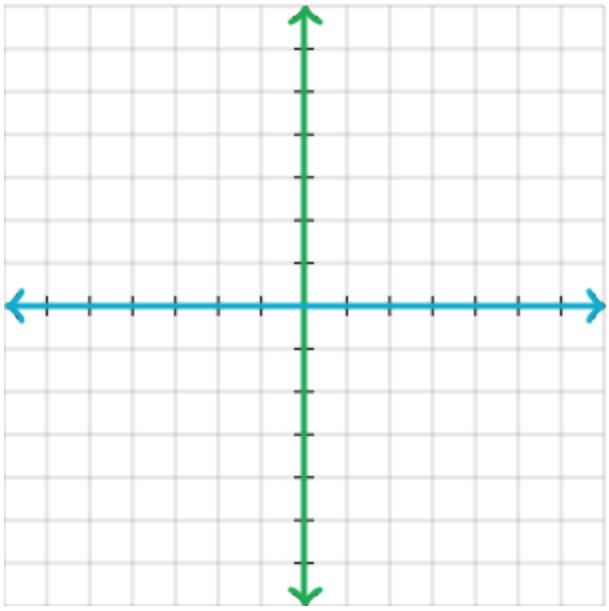
Directions:

Look at the table of values showing x and y values. Each row in the table represents a coordinate point (x, y).

1. Plot each point on the coordinate grid.
2. Connect the points with a line if the table represents a continuous relationship (like time, distance, or linear functions).
3. Label at least 2–3 points on your graph.

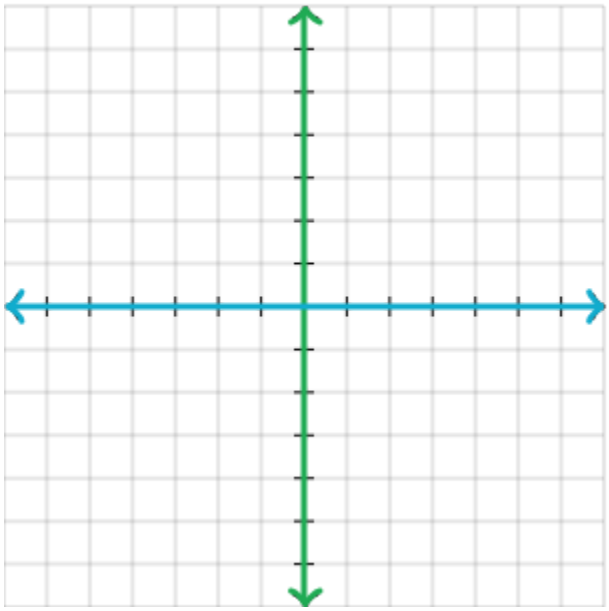
#1

x	y
-2	-4
-1	-2
0	0
1	2
2	4



#2

x	y
1	1
2	2
3	3
4	4
5	5
6	6
7	7



Section		EdPuzzle Lesson
3.3	Making a rule from a table	

3.3 Making a Rule from a Table

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: Look at the **x** and **y** values in the table

1. Find a pattern or relationship between **x** and **y**.
2. Write a **rule** (equation) in the form of **y = …** that shows how to get **y** from **x**.
3. Check your rule by plugging in at least one value.

x	y
1	3
2	6
3	9
4	12

Rule: _____

x	y
2	5
3	6
4	7
5	8

Rule: _____

Section		EdPuzzle Lesson
3.4	Extending the table using a rule	

3.4 Extending the table Using a Rule

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: Use the given **rule** to fill in the missing **y-values** in the table.
After completing the table, **extend it** by adding at least **2 more rows** using the same rule.
Show your work or plug in values to check your answers.

#1 Rule $y = 2x$

x	y
1	2
2	4
3	6
4	
5	

#2 Rule $y = x + 5$

x	y
2	7
3	8
4	
5	
6	
7	

#3 Rule $y = 10x$

x	y
4	40
5	50
6	
7	
8	
9	

#4 Rule $y = 3x - 1$

x	y
1	2
2	5
3	
4	
5	
6	

Section	Solving Equations	EdPuzzle Lesson
4.1	Solve one step equations: Addition and Subtraction	

4.1 Solve one step equations: Addition and Subtraction

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: Solve each equation by subtracting the number added to the variable. Show your work and Draw a tape diagram for each

x+5=12

y+3=10

m+8=20

a+7=15

z-4=9

b-6=3

m-5=10

a-2=6

Section	Solving Equations	EdPuzzle Lesson
4.2	Solve one step equations: Multiplication and Division	

4.2 Solve one step equations: Multiplication and Division

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

"We Do" Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: Solve each equation by subtracting the number added to the variable. Show your work and Draw a tape diagram for each

3x=9

2x=4

5m=15

7x=21

$\frac{x}{2} = 2$

$\frac{x}{-3} = -2$

$\frac{y}{2} = -3$

$\frac{p}{5} = 7$

Section	Solving Equations	EdPuzzle Lesson
4.3	Solving two step equations	

4.3 Solving two step equations

Teacher-Led Question

Use the space to work through the problem with your teacher on the EdPuzzle.

“We Do” Questions

Use the space to work through the guided problems with your teacher on the EdPuzzle.

Independent Questions:

Directions: . Solve each equation by completing 2 steps:

1. **Undo addition or subtraction by doing the opposite operation on both sides**
2. **Undo multiplication by Dividing on both sides**

Please Draw a tape diagram for each problem

$3x + 2 = 11$	$4x - 5 = 11$	$5x + 3 = 28$
$2x - 4 = 6$	$6x + 1 = 19$	$7x - 2 = 26$