

CHAPTER
10

Review

More Equations and Inequalities

10-1 Solving Two-Step Equations (pp. 498–501)

Solve.

1. $2a + 8 = 16$

$$a = 4$$

4. $\frac{4+t}{6} = 2$

$$t = 8$$

2. $6 - 5p = -24$

$$p = 6$$

5. $\frac{m}{2} - 3 = 3$

$$m = 12$$

3. $-4x - 2 = 2$

$$x = -1$$

6. $10 = \frac{x+1}{2}$

$$x = 19$$

7. The bill to repair a car was \$439. The cost for parts was \$265. The cost for the labor was \$29 per hour. How many hours did the repair work take?

$$6 \text{ hours}$$

10-2 Solving Multi-Step Equations (pp. 502–505)

Solve.

8. $-4v - 20 + 2v = -40$

$$v = 10$$

9. $\frac{3x}{2} + \frac{2x}{4} = 8$

$$x = 4$$

10. $\frac{c}{10} - \frac{6}{10} = \frac{3}{5}$

$$c = 12$$

11. $\frac{4k}{3} + \frac{k}{6} = \frac{5}{4}$

$$k = \frac{5}{6} \approx 0.83$$

12. $4 - 4s - 6 + 14s = 18$

$$s = 2$$

13. $\frac{5}{2}n + \frac{2}{4}n = 3$

$$n = 1$$

- ~~14. The average running time of the top 4 finishers in a road race was 18.80 min. The times of the second-, third-, and fourth-place finishers were 18.45 min, 19.27 min, and 19.80 min. What was the time of the first-place finisher?~~

10-3 Solving Equations with Variables on Both Sides (pp. 507–512)

Solve.

15. $4s + 3 = 5s + 4$

$$s = -1$$

16. $12h - 5 = 5(2h + 1)$

$$h = 5$$

17. $\frac{5d}{4} - \frac{15}{3} = 2d - \frac{5}{4}$

$$d = -5$$

18. Vertical angles are congruent. Find the measure of the angles.

$$67^\circ$$

$$(4x + 19)^\circ$$

$$(6x - 5)^\circ$$

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Winning the Math Homework Challenge Catheryne Draper,2016-12-21 If you've ever been stumped by your child's math homework this is the book for you Winning the Math Homework Challenge shares students reasoning thinking and even misunderstandings about mathematics to provide you with the opportunity to see math through their eyes including both the clarity and the confusion Armed with this new sight and therefore insight parents will be able to effectively communicate with their child about math experiences This book focuses more on the why behind math relationships explained in plain English and through images that show mathematical relationships The ability to recognize connections among math topics significantly reduces the confusion and frustration that can accompany math homework By including more images and fewer formulas readers especially the visual spatial learners are better equipped to understand how math concepts connect to each other Finding and understanding these connections will allow parents to find their own math mojo and to pass on that legacy to their child

Yes I Can David S. Kyere,2011-02 ABOUT THE AUTHOR I David Sarpong Kyere was born in Asokore Koforidua in the Eastern Region of Ghana West Africa Attended the Seventh Day Adventist Demonstration School in the same town and then Pope John Secondary School and Junior Seminary in Effiduase I received my bachelor's degree in the Kwame Nkrumah University Science and Technology where I majored in Renewable Natural Resources Management I then came to the University of California Riverside where I did a post graduate certification program in Global Business Management and Administration Afterwards I went to the Business Industrial Resource Training Center in Chicago Currently I am at the Bronx Community College doing a prerequisite for New York Earth Science Teacher Certification majoring in the Earth Systems and Environmental Science then transferring to City College of New York for MSc in Science Education I am also the founder of the Jehovah Rapha fellowship a student organization in my former university in Ghana I worked with the Jehovah Rapha Foundation an organization helping people living with HIV AIDS and orphans and vulnerable Children OVC's In this career I partnered with organizations such as the Ghana Aids Commission The World Vision and The United State Agency for International Development I have really come into a lot of contact with children and students and education My passion is to teach in the high schools This book YES I CAN is designed to help the high school students in their academic career and social life so they can become scholars and achievers in future It shows how students can become personal in their studies by having their own timetable strategies on how to learn effective means of using their time planning their future career and destiny and other social issues relevant to their well being *Teaching Middle School Mathematics* Douglas K.

Brumbaugh,2013-05-13 Middle school teaching and learning has a distinct pedagogy and curriculum that is grounded in the concept of developmentally appropriate education This text is designed to meet the very specific professional development needs of future teachers of mathematics in middle school environments Closely aligned with the NCTM Principles and Standards for School Mathematics the reader friendly interactive format encourages readers to begin developing their own

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help students master the facts and strengthen computation skills A few games focus on place value or comparing and ordering numbers For some games a student is encouraged to monitor a partner s activities while devising individual strategies Student Enrichment Workbook Grade 5 Hmh Hmh,2011-07 *Reading in the Content Areas: Mathematics* McGraw Hill,2004-01-16 Based on the best selling Six Way Paragraphs books these individual titles help students master the essential skills needed to organize understand and apply information in math science and social studies Help improve students content area reading Focus on one content area at a time Coordinate your reading program with content classrooms

Bulletin Kansas Association of Teachers of Mathematics,1927 **Official Encouragement, Institutional**

Discouragement William G. Tierney,1992 American Indian students are among the most underrepresented groups in academe and few of those who enter college finish This book attempts to provide greater understanding of Native American experiences in higher education through analysis based on critical theory focusing particularly on the recruitment and retention of Native Americans by postsecondary institutions At least two stories are told about the challenges and obstacles that Native Americans face in college The first story told by traditional research considers minority retention in higher education as a problem that has existed throughout academe s history Traditional research such as that of V Tinto focuses on student characteristics the fit between student and institution and the extent of student integration into the institution s academic and social life In contrast this book uses comparative case studies to provide multiple perspectives and to analyze the patterns of American Indian students experience within the conceptual framework of critical ethnography Over 200 interviews of students and staff were conducted at 10 postsecondary institutions including 4 tribal colleges with sizable Indian enrollments The voices of Indian students speak of how the world of higher education appears to them reflecting influences of family culture gender and class on student experience The final section analyzes the culture of power that exists in academe discusses rituals of student empowerment and offers suggestions for constructing alternative forms of authority and a culturally responsive pedagogy that empowers rather than disables Appendix comments on methodology and praxis Contains 157 references and author and subject indexes SV **Teaching Mathematics in Elementary and Middle**

School Joseph G. R. Martinez,Nancy Conrad Martinez,2007 With an emphasis on inquiry and process Teaching Mathematics in Elementary and Middle School embraces active mathematics instruction and the development of mathematical thinking through problem solving The text challenges future teachers to prepare their K 8 students for a world that requires a higher level of mathematical literacy and enables them to compete in a global society Teachers will develop their own mathematical abilities allowing them to help students discover a rich combination of thinking processes and problem solving strategies raising the learning expectations for all Unique text features TIE Thought Investigation and Exploration features ask pre service teachers to develop their own thinking and learning abilities preparing them to better challenge their students Mathematics in the Real World Idea Files and Teacher Profiles model best practices and supply readers with concrete

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