

LESSON
1.3**Practice B***For use with pages 18–25***Solve the equation. Check your solution.**

- | | | |
|---|--------------------------------|---|
| 1. $x - 9 = 12$ | 2. $3x - 2 = 16$ | 3. $3 - x = 2$ |
| 4. $-4 = x - 1$ | 5. $3 = 2 + x$ | 6. $-14 + 2x = 6$ |
| 7. $6x = 24$ | 8. $-4x = -14$ | 9. $\frac{3}{2}x + 1 = 13$ |
| 10. $\frac{2}{3}x + 10 = 0$ | 11. $\frac{4}{3}x + 2 = 6$ | 12. $x + 6 = 3(5 - x)$ |
| 13. $x + \frac{3}{2} = \frac{3}{4}\left(x - \frac{1}{2}\right)$ | 14. $3(x - 2) = 2(2x - 3)$ | 15. $x + \frac{3}{5} = \frac{7}{5}(x + 1)$ |
| 16. $\frac{1}{2}(14x + 2) = 3(2 - 3x)$ | 17. $5x = \frac{4}{5}(5x - 2)$ | 18. $x + 6 = 3(3 - x)$ |
| 19. $\frac{5}{4}(4x + 2) = 3$ | 20. $27 - 2x = 2(x + 1)$ | 21. $x + 4 = 2x - 8\left(\frac{1}{4}x - \frac{1}{4}\right)$ |

22. **Perimeter** The perimeter of the rectangle below is 78 feet. Find its dimensions.



23. **Movie Tickets** A movie ticket costs \$6.50. You have \$35.00 to buy tickets and popcorn for four people. How much money is left to buy popcorn after the tickets are paid for?
24. **Pay Rate** You need to earn \$475 per week to afford the new car you want to purchase. Your work week is 45 hours. You get 1.5 times the regular hourly rate for overtime (anything over 40 hours). How much does your hourly rate need to be?
25. **Car Bill** The bill for your automobile repairs was \$265.74. The cost for labor was \$52.00 per hour. The cost for materials was \$135.74. How many hours did the mechanic work on your automobile?
26. **Read Trip** On Friday, you drove 145 miles to stay at your grandmother's house. On Sunday, you returned home and calculated that the round trip travel time was 5 hours. What was your average speed?

Algebra Practice Work Answers By Mcdougal

Jicheng Xie



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McDougal Littell Science McDougal Littell Incorporated, 2005 **McDougal Littell Passport to Algebra and Geometry** Ron Larson, 1999 Theory and Practice of Lesson Study in Mathematics Rongjin Huang, Akihiko Takahashi, João Pedro da Ponte, 2019-05-28 This book brings together and builds on the current research efforts on adaptation conceptualization and theorization of Lesson Study LS It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries it enables the reader to take a comparative perspective Finally the book presents and discusses studies on key aspects of LS such as lesson planning post lesson discussion guiding theories connection between research and practice and upscaling Lesson Study which has originated in Asia as a powerful effective professional development model has spread globally Although the positive effects of lesson study on teacher learning student learning and curriculum reforms have been widely documented conceptualization of and research on LS have just begun to emerge This book including 38 chapters contributed by 90 scholars from 21 countries presents a truly international collaboration on research on and adaptation of LS and significantly advances the development of knowledge about this process Chapter 15 How Variance and Invariance Can Inform Teachers Enactment of Mathematics Lessons of this book is available open access under a CC BY 4.0 license at link.springer.com Theory and Practice of Lesson Study in Mathematics An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges Max Stephens Senior research fellow at The University of Melbourne It works Instruction improves learning improves Wide scale Enduring Deep impact Lesson study has it When something works as well as lesson study does while alternative systems for improving instruction fail or only succeed on small scale or evaporate as quickly as they show promise it is time to understand how and why lesson study works This volume brings the research on lesson study together from around the world Here is what we already know and here is the way forward for research and practice informed by research It is time to wake up and pay attention to what has worked so well on wide scale for so long Phil Dara A leading author of the Common Core State Standards of Mathematics in the U S **Middle School Math, Course 3** McDougal Littell Incorporated, 2004 **McDougal Littell Middle School Math** McDougal Littell, 2000-07-26 Middle School Math, Course 2 Holt McDougal, 2004 **Middle School Math, Course 2** McDougal Littell Incorporated, 2004 *Teaching Mathematical Reasoning in Secondary School Classrooms* Karin Brodie, 2009-10-08 For too many students mathematics consists of facts in a vacuum to be memorized because the instructor says so and to be forgotten when the course of study is completed In this all too common scenario young learners often miss the chance to develop skills

specifically reasoning skills that can serve them for a lifetime The elegant pages of Teaching Mathematical Reasoning in Secondary School Classrooms propose a more positive solution by presenting a reasoning and discussion based approach to teaching mathematics emphasizing the connections between ideas or why math works The teachers whose work forms the basis of the book create a powerful record of methods interactions and decisions including dealing with challenges and impasses involving this elusive topic And because this approach shifts the locus of authority from the instructor to mathematics itself students gain a system of knowledge that they can apply not only to discrete tasks relating to numbers but also to the larger world of people and the humanities A sampling of the topics covered Whole class discussion methods for teaching mathematics reasoning Learning mathematical reasoning through tasks Teaching mathematics using the five strands Classroom strategies for promoting mathematical reasoning Maximizing student contributions in the classroom Overcoming student resistance to mathematical conversations Teaching Mathematical Reasoning in Secondary School Classrooms makes a wealth of cutting edge strategies available to mathematics teachers and teacher educators This book is an invaluable resource for researchers in mathematics and curriculum reform and of great interest to teacher educators and teachers

Middle School Math, Course 1 Holt McDougal,2004 **Contemporary's Math Skills that Work** Robert Mitchell,1991 These six books identify basic skills critical thinking and positive personal qualities students must have to contribute to the workforce Two levels show students how the skills they learn in the classroom apply to workplace and life skills competencies Assessment programs offer additional practice through tests answer sheets personal profiles and scoring guides Math Book Two Using decimals fractions and percents reading thermometers rulers scales and gauges interpreting graphs and data calculating commissions and interest determining unit prices and extended costs and understanding schedules and budgets

Middle Math Mary B. Eron,Sidney L. Rachlin,2015-10-01 Originally published in 2005 This monograph represents the work of many mathematics teacher educators explored the content knowledge and pedagogical knowledge that make up the middle grades learning experience The middle grades remains a unique period of time in students development and as such provides both challenges and promising opportunities for those who prepare teachers of middle grades mathematics This work is the final product of an exciting NSF supported endeavor that gathered leaders in the field and explored curriculum case studies of program models at several institutions as well as issue papers on such key topics as assessment technology and preparing culturally responsive teachers AMTE hopes this monograph will stimulate discussion and bring attention to this critical period of schooling

Chemical Interactions ,2005 *RTI in Practice* James L. McDougal,Suzanne B. Graney,James A. Wright,Scott P. Ardoin,2010-01-07 A must have resource for educational professionals implementing Response to Intervention RTI programs in their schools RTI in Practice A Practical Guide to Implementing Effective Evidence Based Interventions in Your School is an innovative and timely guide that presents concrete balanced perspectives and directions for implementing an effective RTI model in your school Built upon the three tiers of

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