



# 7<sup>th</sup> Grade

## Tier 2 Intervention Lessons

Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness for 7.EE.4a:** Solve equations with more than one step

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## IES Recommendations for Tier 2 and 3 intervention lessons:

2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.	<b>Low</b>
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	<b>Strong</b>
4. Interventions should include instruction on solving word problems that is based on common underlying structures.	<b>Strong</b>
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.	<b>Moderate</b>
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	<b>Moderate</b>
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.	<b>Low</b>
8. Include motivational strategies in tier 2 and tier 3 interventions.	<b>Low</b>

(Institute of Educational Sciences, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, 2009, p. 6)

## Gradual release of responsibility model

### Teacher Responsibility

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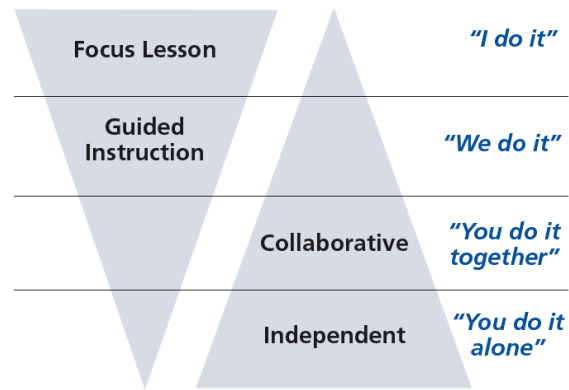


Figure 1

[\(Dr. Douglas Fisher, Effective Use of the Gradual Release of Responsibility Model\)](#)



# Planning Guide: Session 1

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

<b>Recommended Actions</b>	
<b>Beginning</b> (15 min.)	<p><u>Review</u> the readiness standard with the intervention group using the <b>Guided Review</b></p> <ul style="list-style-type: none"><li>○ Introduce the learning target and why it is important for future learning</li><li>○ Read each question on the Guided Review and ask students to share what they remember from the previous school year.</li></ul>
<b>Middle</b> (5 min.)	<ul style="list-style-type: none"><li>➤ Ask students to <u>reflect</u> on their progress towards the learning target<ul style="list-style-type: none"><li>○ What did I remember about the learning target?</li><li>○ What did I learn today about the learning target?</li><li>○ How confident do I feel about doing the learning target on my own?</li></ul></li></ul>
<b>End</b> (10 min.)	<ul style="list-style-type: none"><li>➤ <u>Assess</u> each student's progress using <b>Quick Check – Form A</b></li><li>➤ Guide students to self-correct their <b>Quick Check – Form A</b></li><li>➤ Guide students to <u>chart their progress</u> by recording the date and Quick Check score in their <b>Growth Chart</b></li><li>➤ Collect each student's Quick Check and Growth Chart</li></ul>
<b>After</b>	<ul style="list-style-type: none"><li>➤ Create sub-groups to differentiate the middle of sessions 2 through 8<ul style="list-style-type: none"><li>○ Group 1 – Include students who <u>did not</u> meet the learning goal</li><li>○ Group 2 – Include students who met or exceeded the learning goal</li></ul></li></ul>



# 7<sup>th</sup> Grade Fall Guided Review

Readiness Standard 4 - 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**1.**

Evaluate the expression  $4x + 3$  for  $x = 2$ .

8

9

10

11

**2.**

Evaluate the expression  $x^2 + 5$  for  $x = 3$ .

9

14

11

10

**3.**

Evaluate the expression  $20 - 3x$  for  $x = 4$ .

17

13

12

8



# 7<sup>th</sup> Grade Winter Guided Review

Readiness Standard 4 - 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**1.**

Evaluate the expression  $5x + 2$  for  $x = 3$ .

15

10

17

25

**2.**

Evaluate the expression  $x^2 + 6$  for  $x = 4$ .

22

16

14

12

**3.**

Evaluate the expression  $13 - 2x$  for  $x = 3$ .

33

7

8

6



# 7<sup>th</sup> Grade Spring Guided Review

Readiness Standard 4 - 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**1.**

Evaluate the expression  $3x + 6$  for  $x = 4$ .

- 12       18       13       30

**2.**

Evaluate the expression  $x^2 + 4$  for  $x = 5$ .

- 11       14       25       29

**3.**

Evaluate the expression  $15 - 4x$  for  $x = 2$ .

- 7       22       9       8



# Session 1: Self-Reflection

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

Briefly discuss student responses

- What did I remember about evaluating algebraic expressions?
  
- What did I learn today about evaluating algebraic expressions?
  
- How confident do I feel about evaluating algebraic expressions on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form A

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Directions:** Evaluate each expression for the given value of  $x$ . (Work time: 4 minutes)

<b>1.</b> $2x + 4$ , when $x = 3$	<b>2.</b> $10 - 2x$ , when $x = 2$
<b>3.</b> $x^3 + 6$ , when $x = 4$	<b>4.</b> $4(x + 2)$ , when $x = 5$
<b>5.</b> $14 - 2x$ , when $x = 3$	<b>6.</b> $x^2 - 4$ , when $x = 3$



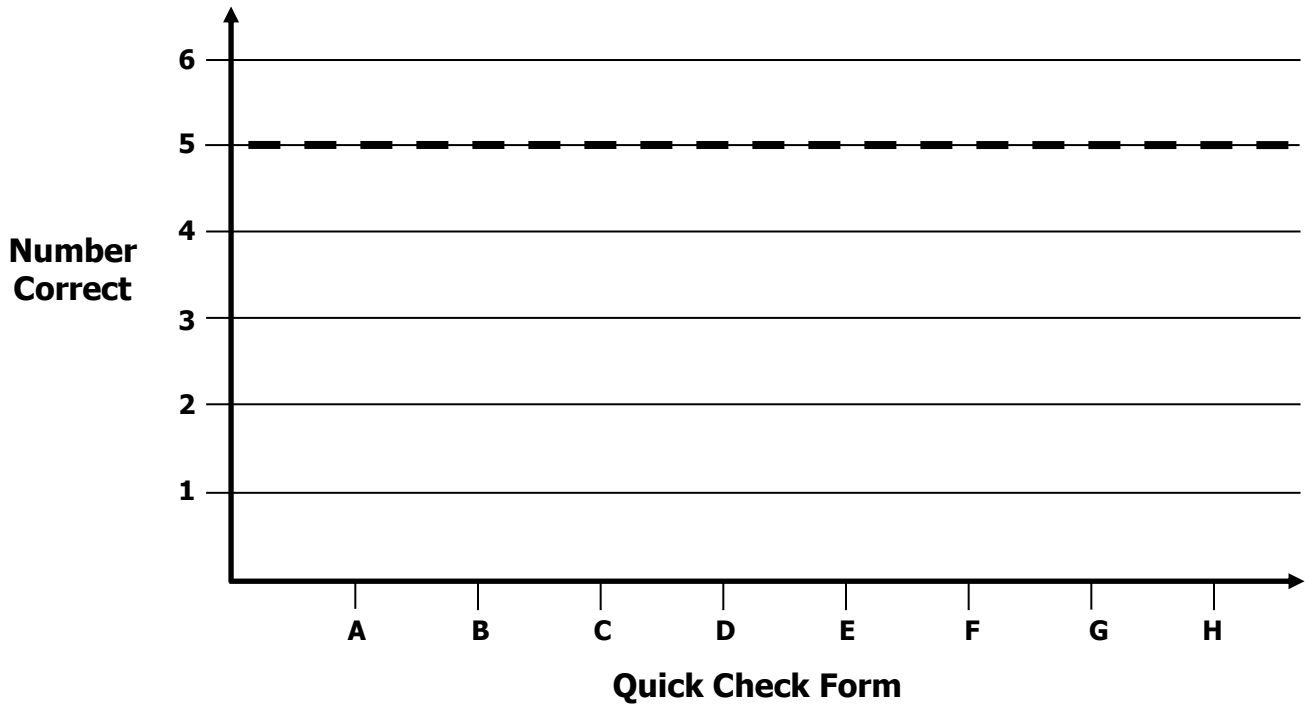
# Growth Chart

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Goal:** 5 out of 6 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



# Planning Guide: Sessions 2 Through 8

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

<b>Recommended Actions</b>			
<b>Beginning</b> (5 min.)	<ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group and ask each student to set a goal.</li> </ul>		
<b>Middle</b> (15 min.)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Group 1:</b> Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Session 2:</b> Evaluate algebraic expressions using algebra tiles.</p> <p><b>Session 3:</b> Evaluate algebraic expressions using drawings.</p> <p><b>Session 4:</b> Evaluate algebraic expressions using conceptual understanding of substituting values for variables.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity:</b> Evaluating Expressions Match-Up!</p> <p style="text-align: center;"><i>(Look for additional activities in 6<sup>th</sup> grade core instruction resources.)</i></p> </td> </tr> </table>	<p><b>Group 1:</b> Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Session 2:</b> Evaluate algebraic expressions using algebra tiles.</p> <p><b>Session 3:</b> Evaluate algebraic expressions using drawings.</p> <p><b>Session 4:</b> Evaluate algebraic expressions using conceptual understanding of substituting values for variables.</p>	<p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity:</b> Evaluating Expressions Match-Up!</p> <p style="text-align: center;"><i>(Look for additional activities in 6<sup>th</sup> grade core instruction resources.)</i></p>
<p><b>Group 1:</b> Students who scored below the learning goal on the previous Quick Check.</p> <ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do”</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Session 2:</b> Evaluate algebraic expressions using algebra tiles.</p> <p><b>Session 3:</b> Evaluate algebraic expressions using drawings.</p> <p><b>Session 4:</b> Evaluate algebraic expressions using conceptual understanding of substituting values for variables.</p>	<p><b>Group 2:</b> <i>(Students who met the learning goal)</i></p> <ul style="list-style-type: none"> <li>➤ Independent practice – “You do alone”</li> </ul> <p><b>Activity:</b> Evaluating Expressions Match-Up!</p> <p style="text-align: center;"><i>(Look for additional activities in 6<sup>th</sup> grade core instruction resources.)</i></p>		
<b>End</b> (10 min.)	<ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target               <ul style="list-style-type: none"> <li>○ What did I learn today about evaluating algebraic expressions?</li> <li>○ How confident do you feel about evaluating algebraic expressions on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student’s progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student’s <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>		
<b>After</b>	<ul style="list-style-type: none"> <li>➤ Regroup students to differentiate the middle of sessions 3 through 8               <ul style="list-style-type: none"> <li>○ Promote students who met the learning goal to group 2</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who did not exit</li> </ul>		



## Session 2: Modeling (I Do)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

James owns a pet watching business and charges \$5 plus \$2 per pet. The Smith family is going on vacation and would like James to watch their 1 dog and 2 cats. How much will James charge the Smith family?



# Session 2: Modeling (*I Do – Visual Support*)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

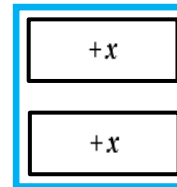
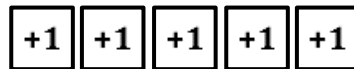
**Readiness** for solving equations with more than one step

James owns a pet watching business and charges \$5 plus \$2 per pet. The Smith family is going on vacation and would like James to watch their 1 dog and 2 cats. How much will James charge the Smith family?

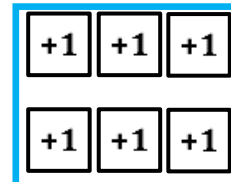
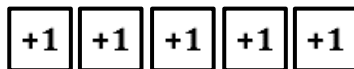
5 dollars plus 2 dollars for each pet

$$5 + 2x$$

Build the expression



Replace each  $x$  with 3  
(*The Smiths have 3 pets*)



Find the total

$$5 + 6 = 11$$

**Note:** Color-coding is provided to help the interventionist make connections between the numbers, symbols and pictures. It may also help students who struggle to make similar connections.



# Session 2: Modeling (I Do - Teacher Notes)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

James owns a pet watching business and charges \$5 plus \$2 per pet. The Smith family is going on vacation and would like James to watch their 1 dog and 2 cats. How much will James charge the Smith family?

**I am going to think aloud to model solving this problem.**

**Your job is to watch, listen, think and ask questions.**

**First, it is important to know what the problem is about.**

**The problem is about James' pet watching business.**

**Second, I need to determine what I need to find.**

**I need to find the how much James will charge the Smith family.**

**Third, I need to determine what I know.**

**I know that James charges \$5 plus \$2 per pet and I know the Smith family has 3 pets...1 dog and 2 cats**  
(Write "5 dollars plus 2 dollars for each pet" on the Modeling page.)

**I also know that I can translate these words into an algebraic expression using a plus sign and the variable  $x$  to represent the number of pets.**  
(Write " $5 + 2x$ " below the phrase.)

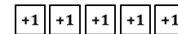
**Fourth, I need to figure out what I can try.**

5 dollars plus 2 dollars for each pet

$$5 + 2x$$

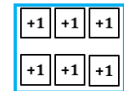
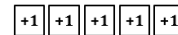
**I am going to use algebra tiles to help me evaluate an algebraic expression.**

**I will represent the first 5 dollars using 5 "+1" tiles.**  
(Place 5 "+1" tiles below the digit "5".)



**Next, I will use 2 "+x" tiles to represent the 2 dollars for each pet.**  
(Place 2 "+x" tiles below the term "2x".)

**In mathematics, the word evaluate means to find the value of the expression.**  
(Point to the expression  $5 + 2x$ )



**Since the Smiths have 3 pets, I need to evaluate the expression when  $x$  is 3.**  
(Replace each  $x$ -tile with 3 "+1" tiles.)

**Now we see 6 is the value of the  $2x$ 's and can write  $5 + 6$  below the tiles.**  
(Point to the 2 groups of 3 that show 6 and write " $5 + 6$ " below the tiles.)

$$5 + 6 = 11$$

**And I know that  $5 + 6$  is equal to 11.**  
(Write " $= 11$ " next to the addition expression.)

**Last, I need to make sure that my answer makes sense.**

**I found that James will charge the Smiths 11 dollars. This makes sense because I modeled the situation using algebra tiles and replaced the variable  $x$  to find the value of the expression for 3 pets.**



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 2: Guided Practice (We Do)

**Materials:**

- Algebra Tiles (1 set on p. 13: 20 +1s and 16 +x's per student)
- Expression mat (1 per student)

**We Do Together:** (Teacher Actions)

- Say, build and evaluate the algebraic expression.

1. $2x + 3$ , when $x = 4$	2. $x^2 + 4$ , when $x = 3$
3. $x - 3$ , when $x = 5$	4. $4(x - 2)$ , when $x = 3$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 2: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to evaluate the algebraic expression and write the answer.

5. $3 + 2x$ , when $x = 4$	6. $3x - 4$ , when $x = 2$
7. $x^2 + 2$ , when $x = 3$	8. $3(x - 2)$ , when $x = 4$
9. $3x + 10$ , when $x = 2$	10. $x^2 + 2$ , when $x = 4$



## Session 2: Guided Practice (We Do – Teacher Notes)

### Materials:

- Algebra Tiles (1 set on p. 13: 20 +1s and 16 +x's per student)
- Expression mat (1 per student)

### We Do Together: (Teacher Actions)

- Say, build and evaluate the algebraic expression.

<p>1.</p> <p style="text-align: center;"><math>2x + 3</math>, when <math>x = 4</math></p> <p style="text-align: center; color: red;"><math>8 + 3 = 11</math></p>	<p>2.</p> <p style="text-align: center;"><math>x^2 + 4</math>, when <math>x = 3</math> <i><math>x</math> squared, when <math>x = 3</math> is a 3 by 3 square</i></p> <p style="text-align: center; color: red;"><math>9 + 4 = 13</math></p>
<p>3.</p> <p style="text-align: center;"><math>x - 3</math>, when <math>x = 5</math></p> <p style="color: red;"><i>Find the value of <math>x</math>. Then, find 3 less than that value.</i></p> <p style="text-align: center; color: red;"><math>5 - 3 = 2</math></p>	<p>4.</p> <p style="color: red;"><i>Think: 4 groups of the quantity "<math>x - 2</math>"</i></p> <p style="text-align: center;"><math>4(x - 2)</math>, when <math>x = 3</math></p> <p style="color: red;"><i>Find the value of <math>x - 2</math>. Then, find 4 groups of that value.</i></p> <p style="text-align: center; color: red;"><math>4(1) = 4</math></p>

Note: Color-coding is provided to help the interventionist make connections between the numbers, symbols and pictures. It may also help students who struggle to make similar connections.

# Algebra Tiles (2 sets of positive tiles)

7<sup>th</sup> Grade - Readiness Standards 3, 4, 5 and 6 – 6.EE.2a, 6.EE.2c, 6.EE.4, 6.EE.7

**Directions:** Provide each student one set of positive tiles.

**Note:**  $+x^2$  tiles are included, but will not be used 6.EE.2a and 6.EE.7

+1	+1	+1	+1	+1	+x	+x	+x	+x
+1	+1	+1	+1	+1	+x	+x	+x	+x
+1	+1	+1	+1	+1	+x	+x	+x	+x
+1	+1	+1	+1	+1	+x	+x	+x	+x
$+x^2$		$+x^2$		$+x^2$		$+x^2$		$+x^2$
$+x^2$		$+x^2$		$+x^2$		$+x^2$		$+x^2$
+1	+1	+1	+1	+1	+x	+x	+x	+x
+1	+1	+1	+1	+1	+x	+x	+x	+x
+1	+1	+1	+1	+1	+x	+x	+x	+x
+1	+1	+1	+1	+1	+x	+x	+x	+x
$+x^2$		$+x^2$		$+x^2$		$+x^2$		$+x^2$
$+x^2$		$+x^2$		$+x^2$		$+x^2$		$+x^2$





# Algebraic Expression Cards

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Use for Problem 1 $2x + 3$ , when $x = 4$	Use for Problem 2 $x^2 + 4$ , when $x = 3$
Use for Problem 3 $x - 3$ , when $x = 5$	Use for Problem 4 $4(x - 2)$ , when $x = 3$
Use for Problem 5 $3 + 2x$ , when $x = 4$	Use for Problem 6 $3x - 4$ , when $x = 2$
Use for Problem 7 $x^2 + 2$ , when $x = 3$	Use for Problem 8 $3(x - 2)$ , when $x = 4$
Use for Problem 9 $3x + 10$ , when $x = 2$	Use for Problem 10 $x^2 + 2$ , when $x = 4$
Use for Modelling $5 + 2x$ , when $x = 3$	



## Session 2: Self-Reflection

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

Briefly discuss student responses

- What did I learn today about evaluating algebraic expressions?
- How confident do I feel about evaluating algebraic expressions on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form B

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Directions:** Evaluate each expression for the given value of  $x$ . (Work time: 4 minutes)

<b>1.</b> $6 + 2x$ , when $x = 4$	<b>2.</b> $5x - 4$ , when $x = 6$
<b>3.</b> $x^2 + 4$ , when $x = 3$	<b>4.</b> $3(x - 2)$ , when $x = 9$
<b>5.</b> $20 - 3x$ , when $x = 4$	<b>6.</b> $x^3 + 2$ , when $x = 4$



# Session 3: Modeling (*I Do*)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

Amy and her family went to a Detroit Tigers baseball game and she purchased a refillable souvenir cup. The cup cost \$12 to purchase and \$2 additional for each refill. If Amy refilled the cup 3 times, what was her total cost for the cup and refills?



# Session 3: Modeling (I Do – Visual Support)

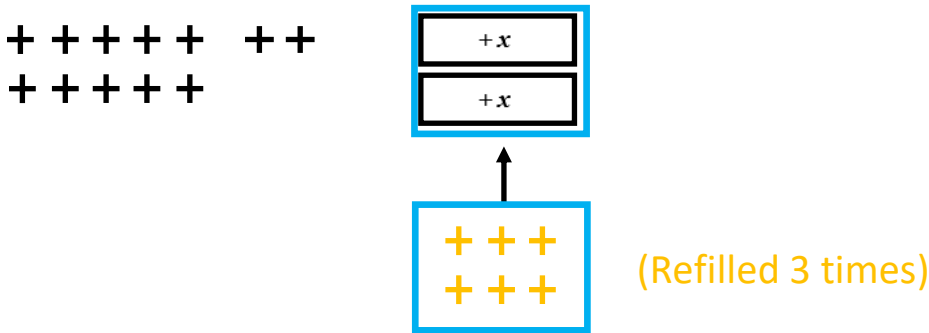
7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

Amy and her family went to a Detroit Tigers baseball game and she purchased a refillable souvenir cup. The cup cost \$12 to purchase and \$2 additional for each refill. If Amy refilled the cup 3 times, what was her total cost for the cup and refills?

$$\begin{aligned} \text{Total Cost} &= \text{Cup} + \text{Refills} \\ &= 12 + 2x \end{aligned}$$



$$\text{Total Cost} = 12 + 2(3)$$

$$\text{Total Cost} = 12 + 6$$

$$\text{Total Cost} = 18 \text{ dollars}$$

**Note:** Color-coding is provided to help the interventionist make connections between the numbers, symbols and pictures. It may also help students who struggle to make similar connections.



# Session 3: Modeling (I Do - Teacher Notes)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

Amy and her family went to a Detroit Tigers baseball game and she purchased a refillable souvenir cup. The cup cost \$12 to purchase and \$2 additional for each refill. If Amy refilled the cup 3 times, what was her total cost for the cup and refills?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

**First, it is important to know what the problem is about.**

**This problem is Amy purchasing and refilling a souvenir cup.**

**Second, I need to determine what I need to find.**

**I need to find the total cost for purchasing the cup and refilling the cup.**

**Third, I need to determine what I know.**

**I know that the total cost is equal to the initial cost of the cup plus the cost of each refill.**

*(Write "Total Cost = Cup + Refills".)*

**The initial cost of the cup is \$12.** *(Write "12" below the word "Cup".)*

**And it cost \$2 to refill the cup.** *(Write "+ 2x".)* **And Amy refilled the cup 3 times.**

**Fourth, I need to figure out what I can try.**

**I am going to use the equation and create a math drawing to help me model this situation.**

**I will draw 12 plus signs in a group of 10 and 2 more to represent the 12 dollars cost of the cup.** *(Draw the plus signs.)*

**Next, I will draw 2 x-tiles to represent the 2 dollars for each refill.**

*(Draw 2 x-tiles)*

**Since Amy purchase 3 refills, I need to replace each x-tile with 3 plus signs**

*(Draw 2 sets of 3 "+"s with an arrow pointing to the 2 x-tiles.)*

**The total cost is equal to 12 plus 2 groups of 3.**

*(Write "Total Cost = 12 + 2(3)" below the drawing.)*

**And...2 groups of 3 is equal to 6...**

*(Write "Total Cost = 12 + 6".)*

**Which is equal to 18 dollars.**

*(Write "Total Cost = 18 dollars")*

Total Cost = Cup + Refills

12 + 2x

+ + + + + + + +



(Refilled 3 times)

Total Cost = 12 + 2(3)

Total Cost = 12 + 6

Total Cost = 18 dollars

**Last, I need to make sure that my answer makes sense.**

**I found that Amy's family will pay \$18 to buy the souvenir cup and refill it 3 times.**

**This makes sense because I modeled the situation using an equation and drawing algebra tiles. Then I substituted 3 into the variable x to find the total after 3 refills.**





Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say, draw and evaluate the algebraic expression.

1. $2x + 1$ , when $x = 5$	2. $x - 4$ , when $x = 9$
3. $x^2 - 4$ , when $x = 3$	4. $3(x - 2)$ , when $x = 6$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 3: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and to say, draw and evaluate the algebraic expression.

5. $3 + 2x$ , when $x = 4$	6. $3x - 4$ , when $x = 2$
7. $x^2 + 2$ , when $x = 3$	8. $3(x - 2)$ , when $x = 5$
9. $3x + 10$ , when $x = 2$	10. $x^2 + 2$ , when $x = 4$

## Session 3: Guided Practice (We Do – Teacher Notes)

### We Do Together: (Teacher Actions)

- Say, draw and evaluate the algebraic expression.

<p>1.</p> <p style="text-align: center;"><math>2x + 1</math>, when <math>x = 5</math></p> <div style="text-align: center;"> </div> $  \begin{aligned}  2x + 1 &= 2(5) + 1 \\  &= 10 + 1 \\  &= 11  \end{aligned}  $	<p>2.</p> <p style="text-align: center;"><math>x - 4</math>, when <math>x = 9</math></p> <div style="text-align: center;"> </div> $  \begin{aligned}  x - 4 &= (9) - 4 \\  &= 5  \end{aligned}  $ <p style="color: red; text-align: center;"><i>Find the value of <math>x - 2</math>. Then, find 3 groups of that value.</i></p>
<p>3. <i>Find the value of <math>x^2</math>. Then, find 4 less than that value.</i></p> <p style="text-align: center;"><math>x^2 - 4</math>, when <math>x = 3</math></p> <p style="color: red; text-align: center;"><i><math>x</math> squared, when <math>x = 3</math> is a 3 by 3 square</i></p> <div style="text-align: center;"> </div> $  \begin{aligned}  (3)^2 - 4 \\  9 - 4 \\  5  \end{aligned}  $	<p>4. <i>Think: 3 groups of the quantity "<math>x - 2</math>"</i></p> <p style="text-align: center;"><math>3(x - 2)</math>, when <math>x = 6</math></p> <div style="text-align: center;"> </div> <p style="color: red; text-align: center;"><i>3 groups of 4</i></p> $  \begin{aligned}  3(4) \\  12  \end{aligned}  $



## Session 3: Self-Reflection

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

Briefly discuss student responses

- What did I learn today about evaluating algebraic expressions?
- How confident do I feel about evaluating algebraic expressions on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form C

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Directions:** Evaluate each expression for the given value of  $x$ . (Work time: 4 minutes)

<b>1.</b> $9x + 3$ , when $x = 2$	<b>2.</b> $12 - 3x$ , when $x = 3$
<b>3.</b> $x^3 + 2$ , when $x = 3$	<b>4.</b> $4(x + 7)$ , when $x = 2$
<b>5.</b> $16 - 3x$ , when $x = 2$	<b>6.</b> $x^2 - 1$ , when $x = 4$



# Session 4: Modeling (*I Do*)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

Kari went to a family fun center with go karts, mini golf, batting cages, arcades and more. It was Kids' Night with special prices that included \$8 to enter and \$2 additional to participate in each activity. If Kari participated in 6 activities, what was the total cost for her entry and activities?



# Session 4: Modeling (*I Do – Visual Support*)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

Kari went to a family fun center with go karts, mini golf, batting cages, arcades and more. It was Kids' Night with special prices that included \$8 to enter and \$2 additional to participate in each activity. If Kari participated in 6 activities, what was the total cost for her entry and activities?

$$\begin{aligned} \text{Total Cost} &= \text{Entry} + \text{Activities} \\ &= 8 + 2x && \text{2 dollars for each activity} \\ &= 8 + 2(6) && \text{Participated in 6 activities} \\ &= 8 + 12 && 2 \times 6 = 12 \\ &= 20 \text{ dollars} \end{aligned}$$



# Session 4: Modeling (I Do - Teacher Notes)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

Kari went to a family fun center with go karts, mini golf, batting cages, arcades and more. It was Kids’ Night with special prices that included \$8 to enter and \$2 additional to participate in each activity. If Kari participated in 6 activities, what was the total cost for her entry and activities?

**I am going to think aloud to model solving this problem.**

**Your job is to watch, listen, think and ask questions.**

**First, it is important to know what the problem is about.**

**This problem is about Kari going to a family fun center for Kid’s Night.**

**Second, I need to determine what I need to find.**

**I need to find her total cost for entry and activities.**

**Third, I need to determine what I know.**

**I know that the total cost is equal to the cost to enter plus an additional cost to participate in each activity.**  
(Write “Total Cost = Entry + Activities”.)

**And, I know that the cost to enter is \$8, an additional \$2 for each activity and she participated in 6 activities.**  
(Write “= 8 + 2x” and “2 dollars for each activity” below the total cost equation.)

**Fourth, I need to figure out what I can try.**

**I am going to use the equation to help me model this situation by evaluating it when the number of activities is equal to 6.**  
(Point to “8 + 2x” and write “8 + 2(6)” and “Participated in 6 activities”.)

**Next, I remember replacing 2 x’s with a number to end up with 2 groups of that number...which can represent multiplication.**

**And, 2 groups of 6 is 12.**  
(Point to “2(6)” and write “8 + 12” and “2 x 6 = 12”.)

**Now, I know that the total cost is equal to 20 dollars by adding 8 plus 12.**  
(Write “20 dollars” and point to “8 + 12”.)

Total Cost	=	Entry	+	Activities	
		= 8		+ 2x	<i>2 dollars for each activity</i>
		= 8		+ 2(6)	<i>Participated in 6 activities</i>
		= 8		+ 12	<i>2 x 6 = 12</i>
		= 20 dollars			

**Last, I need to make sure that my answer makes sense.**

**I found that Kari paid \$20 for a night of fun at the family fun center.**

**This makes sense because I modeled the situation using an equation and visualized using algebra tiles to help me substitute 6 into the variable x to find the total after participating in 6 activities.**





Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 4: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use substitution to evaluate each algebraic expression.

1. $2x + 1$ , when $x = 8$	2. $x - 4$ , when $x = 13$
3. $x^2 - 4$ , when $x = 7$	4. $3(x - 2)$ , when $x = 9$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 4: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to evaluate each algebraic expression using substitution.

5. $3 + 2x$ , when $x = 5$	6. $3x - 4$ , when $x = 7$
7. $x^2 + 2$ , when $x = 6$	8. $3(x - 2)$ , when $x = 8$
9. $3x + 10$ , when $x = 5$	10. $x^2 + 2$ , when $x = 9$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 4: Guided Practice (We Do – Teacher Notes)

**We Do Together:** (Teacher Actions)

- Use substitution to evaluate each algebraic expression.

<p>1. <i>Think: 1 more than 2 times 8</i></p> <p><math>2x + 1</math>, when <math>x = 8</math></p> $\begin{aligned} 2x + 1 &= 2(8) + 1 \\ &= 16 + 1 \\ &= 17 \end{aligned}$	<p>2. <i>Think: 4 less than 13</i></p> <p><math>x - 4</math>, when <math>x = 13</math></p> $\begin{aligned} x - 4 &= (13) - 4 \\ &= 9 \end{aligned}$
<p>3. <i>Think: 4 less than a 7 by 7 square</i></p> <p><math>x^2 - 4</math>, when <math>x = 7</math></p> <p><i>Find the value of <math>x^2</math>. Then, find 4 less than that value.</i></p> $\begin{aligned} x^2 - 4 &= (7)^2 - 4 \\ &= 49 - 4 \\ &= 45 \end{aligned}$	<p>4. <i>Think: 3 groups of the quantity "9 - 2"</i></p> <p><math>3(x - 2)</math>, when <math>x = 9</math></p> <p><i>Find the value of <math>x - 2</math>. Then, find 3 groups of that value.</i></p> $\begin{aligned} 3(x - 2) &= 3(9 - 2) \\ &= 3(7) \\ &= 21 \end{aligned}$



## Session 4: Self-Reflection

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

Briefly discuss student responses

- What did I learn today about evaluating algebraic expressions?
  
- How confident do I feel about evaluating algebraic expressions on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form D

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Directions:** Evaluate each expression for the given value of  $x$ . (Work time: 4 minutes)

<b>1.</b> $5x + 4$ , when $x = 3$	<b>2.</b> $6x - 10$ , when $x = 5$
<b>3.</b> $x^3 + 4$ , when $x = 2$	<b>4.</b> $2(x - 1)$ , when $x = 6$
<b>5.</b> $16 - x$ , when $x = 5$	<b>6.</b> $x^2 + 5$ , when $x = 6$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say, draw and evaluate the algebraic expression.

1.  $3x + 1$ , when $x = 2$	2.  $x - 2$ , when $x = 10$
3.  $x^2 - 3$ , when $x = 5$	4.  $3(x - 2)$ , when $x = 4$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 5: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and to say, draw and evaluate the algebraic expression.

5. $4 + 2x$ , when $x = 3$	6. $4x - 3$ , when $x = 2$
7. $x^2 + 3$ , when $x = 2$	8. $3(x - 2)$ , when $x = 4$
9. $2x + 10$ , when $x = 4$	10. $x^2 + 3$ , when $x = 5$



# Session 5: Self-Reflection

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

Briefly discuss student responses

- What did I learn today about evaluating algebraic expressions?
  
- How confident do I feel about evaluating algebraic expressions on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form E

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Directions:** Evaluate each expression for the given value of  $x$ . (Work time: 4 minutes)

<b>1.</b> $2x + 4$ , when $x = 3$	<b>2.</b> $10 - 2x$ , when $x = 2$
<b>3.</b> $x^3 + 6$ , when $x = 4$	<b>4.</b> $4(x + 2)$ , when $x = 5$
<b>5.</b> $14 - 2x$ , when $x = 3$	<b>6.</b> $x^2 - 4$ , when $x = 3$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say, draw and evaluate the algebraic expression.

1. $2x + 1$ , when $x = 3$	2. $x - 4$ , when $x = 7$
3. $x^2 - 4$ , when $x = 4$	4. $3(x - 2)$ , when $x = 5$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 6: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and to say, draw and evaluate the algebraic expression.

5. $3 + 2x$ , when $x = 5$	6. $5x - 4$ , when $x = 2$
7. $x^2 + 2$ , when $x = 4$	8. $2(x - 3)$ , when $x = 6$
9. $3x + 10$ , when $x = 5$	10. $x^2 + 1$ , when $x = 3$



## Session 6: Self-Reflection

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

Briefly discuss student responses

- What did I learn today about evaluating algebraic expressions?
- How confident do I feel about evaluating algebraic expressions on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form F

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Directions:** Evaluate each expression for the given value of  $x$ . (Work time: 4 minutes)

<b>1.</b>  $6 + 2x$ , when $x = 4$	<b>2.</b>  $5x - 4$ , when $x = 6$
<b>3.</b>  $x^2 + 4$ , when $x = 3$	<b>4.</b>  $3(x - 2)$ , when $x = 9$
<b>5.</b>  $20 - 3x$ , when $x = 4$	<b>6.</b>  $x^3 + 2$ , when $x = 4$



Name \_\_\_\_\_ Date \_\_\_\_\_

## Session 7: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use substitution to evaluate each algebraic expression.

<p>1.</p> <p><math>6x + 1</math>, when <math>x = 8</math></p>	<p>2.</p> <p><math>x - 5</math>, when <math>x = 13</math></p>
<p>3.</p> <p><math>x^2 - 3</math>, when <math>x = 9</math></p>	<p>4.</p> <p><math>4(x - 2)</math>, when <math>x = 7</math></p>



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each algebraic expression using substitution.

5. $3 + 7x$ , when $x = 8$	6. $9x - 4$ , when $x = 7$
7. $x^2 + 3$ , when $x = 7$	8. $6(x - 2)$ , when $x = 8$
9. $8x + 10$ , when $x = 9$	10. $x^2 - 5$ , when $x = 8$



# Session 7: Self-Reflection

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

Briefly discuss student responses

- What did I learn today about evaluating algebraic expressions?
  
- How confident do I feel about evaluating algebraic expressions on my own? (*Thumbs up, down, or sideways*)





# Quick Check - Form G

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Directions:** Evaluate each expression for the given value of  $x$ . (Work time: 4 minutes)

<b>1.</b> $9x + 3$ , when $x = 2$	<b>2.</b> $12 - 3x$ , when $x = 3$
<b>3.</b> $x^3 + 2$ , when $x = 3$	<b>4.</b> $4(x + 7)$ , when $x = 2$
<b>5.</b> $16 - 3x$ , when $x = 2$	<b>6.</b> $x^2 - 1$ , when $x = 4$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 8: Guided Practice (We Do - Continued)

**We Do Together:** (Teacher Actions)

- Use substitution to evaluate each algebraic expression.

1.  $7x + 1$ , when $x = 9$	2.  $x - 6$ , when $x = 15$
3.  $x^2 - 4$ , when $x = 8$	4.  $8(x - 2)$ , when $x = 7$



Name \_\_\_\_\_

Date \_\_\_\_\_

Learning Target: I will evaluate algebraic expressions

7<sup>th</sup> Grade - RS 4 - 6.EE.2c

## Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each algebraic expression using substitution.

5. $3 + 4x$ , when $x = 7$	6. $3x - 4$ , when $x = 8$
7. $x^2 - 2$ , when $x = 6$	8. $3(x - 2)$ , when $x = 9$
9. $6x + 10$ , when $x = 7$	10. $x^2 + 1$ , when $x = 9$



# Session 8: Self-Reflection

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

Briefly discuss student responses

- What did I learn today about evaluating algebraic expressions?
  
- How confident do I feel about evaluating algebraic expressions on my own? (*Thumbs up, down, or sideways*)



# Quick Check - Form H

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will evaluate algebraic expressions.

**Directions:** Evaluate each expression for the given value of  $x$ . (Work time: 4 minutes)

<b>1.</b> $5x + 4$ , when $x = 3$	<b>2.</b> $6x - 10$ , when $x = 5$
<b>3.</b> $x^3 + 4$ , when $x = 2$	<b>4.</b> $2(x - 1)$ , when $x = 6$
<b>5.</b> $16 - x$ , when $x = 5$	<b>6.</b> $x^2 + 5$ , when $x = 6$



# Independent Practice (You Do)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Learning Target:** I will evaluate algebraic expressions

**Readiness** for solving equations with more than one step

**Title of Game:** Play “Evaluating Algebraic Expressions Match-up!”

**Number of Players:** 2

**Objective:** To match all of your “**Problem**” cards to the “**Answer**” cards.

## Materials:

- 1 set of **Problem** and **Answer** cards per group
  - For easy of sorting, copy each type of card on different colored paper.
- 1 recording sheet per player

## Set-up:

- Deal all 10 **Problem** cards face down in a row.
- Deal 5 **Answer** cards face up to each player.

## Directions:

- **Player 1** goes first
  - Take a card from the row of face down **Problem** cards and turn it face up
  - Write the problem on the recording sheet
  - And, find the answer in simplest form
- If **Player 1** has the **Answer** card, place it face up on top of the **Problem** card, take both cards and say:  
*“The expression evaluated at \_\_\_ is \_\_\_.”*
- If **Player 1** does not have the answer to the **Problem** card, turn the **Problem** card back over.
- **Players 1 and 2** alternate turns. The **winner** is the first player to match all 5 of their cards.



# Problem Cards (Set A)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Storage Suggestions:** Copy the **Problem (Set A)** cards and **Answer (Set A)** cards in two different colors.

Store 1 set of each in a sealable bag for each pair of students.

Set A <sub>1</sub>	$2x + 3$ when $x = 4$ Set A	$3x + 4$ when $x = 2$ Set A	$2x - 3$ when $x = 4$ Set A	$3x - 4$ when $x = 2$ Set A
	$x^2 + 4$ when $x = 3$ Set A	$x^2 + 3$ when $x = 2$ Set A	$x^2 - 4$ when $x = 5$ Set A	$x^2 - 3$ when $x = 2$ Set A
	$3(x + 2)$ when $x = 4$ Set A	$2(x + 3)$ when $x = 4$ Set A		
Set A <sub>2</sub>	$2x + 3$ when $x = 4$ Set A	$3x + 4$ when $x = 2$ Set A	$2x - 3$ when $x = 4$ Set A	$3x - 4$ when $x = 2$ Set A
	$x^2 + 4$ when $x = 3$ Set A	$x^2 + 3$ when $x = 2$ Set A	$x^2 - 4$ when $x = 5$ Set A	$x^2 - 3$ when $x = 2$ Set A
	$3(x + 2)$ when $x = 4$ Set A	$2(x + 3)$ when $x = 4$ Set A		



# Answer Cards (Set A)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Storage Suggestions:** Copy the **Problem (Set A)** cards and **Answer (Set A)** cards in two different colors.  
Store 1 set of each in a sealable bag for each pair of students.

Set A <sub>1</sub>	11 Set A	10 Set A	5 Set A	2 Set A
	13 Set A	7 Set A	21 Set A	1 Set A
	12 Set A	14 Set A		
Set A <sub>2</sub>	11 Set A	10 Set A	5 Set A	2 Set A
	13 Set A	7 Set A	21 Set A	1 Set A
	12 Set A	14 Set A		





# Problem Cards (Set B)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Storage Suggestions:** Copy the **Problem (Set B)** cards and **Answer (Set B)** cards in two different colors.

Store 1 set of each in a sealable bag for each pair of students.

Set B <sub>1</sub>	$7x + 3$ when $x = 9$ Set B	$8x + 4$ when $x = 6$ Set B	$7x - 3$ when $x = 9$ Set B	$8x - 4$ when $x = 6$ Set B
	$x^2 + 4$ when $x = 7$ Set B	$x^2 + 3$ when $x = 8$ Set B	$x^2 - 4$ when $x = 7$ Set B	$x^2 - 6$ when $x = 9$ Set B
	$9(x + 2)$ when $x = 7$ Set B	$8(x + 5)$ when $x = 4$ Set B		
Set B <sub>2</sub>	$7x + 3$ when $x = 9$ Set B	$8x + 4$ when $x = 6$ Set B	$7x - 3$ when $x = 9$ Set B	$8x - 4$ when $x = 6$ Set B
	$x^2 + 4$ when $x = 7$ Set B	$x^2 + 3$ when $x = 8$ Set B	$x^2 - 4$ when $x = 7$ Set B	$x^2 - 6$ when $x = 9$ Set B
	$9(x + 2)$ when $x = 7$ Set B	$8(x + 5)$ when $x = 4$ Set B		



# Answer Cards (Set B)

7<sup>th</sup> Grade - Readiness Standard 4 – 6.EE.2c

**Storage Suggestions:** Copy the **Problem (Set B)** cards and **Answer (Set B)** cards in two different colors.  
Store 1 set of each in a sealable bag for each pair of students.

Set B <sub>1</sub>	66 Set B	52 Set B	60 Set B	44 Set B
	53 Set B	67 Set B	45 Set B	75 Set B
	81 Set B	72 Set B		
Set B <sub>2</sub>	66 Set B	52 Set B	60 Set B	44 Set B
	53 Set B	67 Set B	45 Set B	75 Set B
	81 Set B	72 Set B		



# Questions for Solving Word Problems

Q<sub>1</sub>

*What is the problem about?*

Q<sub>2</sub>

*What do I need to find?*

Q<sub>3</sub>

*What do I know?*

Q<sub>4</sub>

*What can I try?*

Q<sub>5</sub>

*Does my answer make sense?*



# Steps for Solving Word Problems

*Q1. What is the problem about?*

*Q2. What do I need to find?*

*Q3. What do I know?*

*Q4. What can I try?*

*Q5. Does my answer make sense?*