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| **Evaluating Expressions and Writing Equations** | | | |
| Explains the difference between an expression and an equation  “An equation has an equal sign to show that the numbers and expressions on both sides are equal.  2 × 4 = *x* – 2 is an equation.” | Uses a pattern rule that is provided to solve a problem  Ava makes and sells cards at craft shows. They have 10 left from the last show and make 3 new ones each day. The number of cards Ava will have in *d* days is 10 + 3*d*. How many cards will Ava have in 15 days?  “When *d* = 15,  10 + 3*d* = 10 + 3(15)   = 10 + 45  = 55  In 15 days, Ava will have 55 cards.” | Writes a pattern rule to represent a scenario and solve a problem  If Mac walks 5 km every week, how far will they walk in *n* weeks? In a year?  “In *n* weeks, Mac will walk 5*n* kilometres. There are 52 weeks in a year.  When *n* = 52,  5*n* = 5(52)   = 260  In 1 year, Mac will walk 260 km.” | Writes an equation to represent a scenario and solves it using informal methods  If Mac walks 5 km every week, how many weeks will it take Mac to walk 150 km?  “I need to find a number that makes 5*n*= 150 true.  I know 5 × 10 = 50 and there are three 50s in 150.  So, it will take 3 × 10, or 30 weeks for Mac to walk 150 km.” |
| **Observations/Documentation** | | | |
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