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| **Solving Equations with Multiple Terms** | | | |
| Interprets the meaning of single variable equations that involve more than one operation  “The equation 2*x* + 3 = 21 means that when you double a number and add 3 to the result, you get 21.” | Uses relational rods to model and solve multi-step equations involving whole numbers  “To model 2*x* + 3 = 21, I started with the light green rod, which has a value of 3. I need to find 2 rods the same colour to place beside it to  get to 21. The blue rod works.  This means *x* is 9.” | Uses inverse relationships or other solution methods to solve multi-step equations involving whole numbers and/or decimals  “For 2*x* + 3 = 21, I know 21 is 3 more than 2*x*. So, if I take away 3 from 21, I’ll find out what 2*x* is. Then I can divide by 2 to find *x*. I can record this with a flow chart.  x Arrow Right with solid fill × 2 Arrow Right with solid fill + 3 Arrow Right with solid fill 21  9 Arrow Right with solid fill ÷ 2 Arrow Right with solid fill – 3 Arrow Right with solid fill 21.” | Checks answers and identifies errors in solutions if the answer  is incorrect  “A student solves the equation  – 4 = 8 like this: *This equation*  *means that is 4 more than 8.*  *So, = 8 + 4; = 12*  *I know that is 4, so c = 4.*  But if I substitute 4 for c in the left side of the equation, I get – 4, which is not equal to 8.  Instead of dividing 12 by 3, the student should have multiplied to find a number that has a result of  12 when divided by 3. The correct answer is *c* = 36.” |
| **Observations/Documentation** | | | |
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