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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 problemAva 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 = 55In 15 days, Ava will have 55 cards.” | Writes a pattern rule to represent a scenario and solve a problemIf 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 methodsIf 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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