

Investigation 3

ACE

Assignment Choices

Differentiated Instruction

Problem 3.1

Core 1, 4–7, 30, 31, 49

Other Applications 2, 3; Connections 29, 32;

Extensions 47, 48

Problem 3.2

Core 8–15, 34

Other Applications 16, 17; Connections 33, 35–37;

Extensions 50, 53; and unassigned choices from previous problems

Problem 3.3

Core 18–20

Other Connections 38–41; Extensions 51–52; and unassigned choices from previous problems

Problem 3.4

Core 21–26, 43

Other Connections 27–28, 42, 44–46; Extensions 54–57; and unassigned choices from previous problems

Adapted For suggestions about adapting Exercise 8 and other ACE exercises, see the CMP *Special Needs Handbook*.

Connecting to Prior Units 29, 30; *Moving Straight Ahead* 31, 32; *Accentuate the Negative* 33, 42–46;

Frogs, Fleas and Painted Cubes 36, 37, 39, 40;

Covering and Surrounding 38; *Looking for Pythagoras*;

41; *Filling and Wrapping* and *Looking for Pythagoras*

Applications

1. a. Income will be

$$1,000 + 5(40) + 15(30) = \$1,650.$$

Expenses will be

$$500 + 250 + 6(40) + 8.50(30) = \$1,245.$$

The profit is thus $\$1,650 - \$1,245 = \$405$.

$$\begin{aligned} \text{b. } P &= (1,000 + 5c + 15a) - \\ &\quad (750 + 6c + 8.50a) \end{aligned}$$

$$\begin{aligned} \text{c. } P &= 1,000 + 5c + 15a - 750 - 6c - 8.50a \\ P &= 250 - c + 6.50a \end{aligned}$$

$$\begin{aligned} \text{d. } P &= 250 - 40 + 6.50(30) \\ P &= 250 - 40 + 195 \\ P &= 210 + 195 \\ P &= \$405 \end{aligned}$$

The answer is the same as in part(a): \$405 profit.

$$\begin{aligned} \text{e. } P &= 250 - c + 6.50a \\ \$1,099 &= 250 - 100 + 6.50a \\ 1,099 &= 150 + 6.50a \\ 1,099 - 150 &= 150 - 150 + 6.50a \\ 949 &= 6.50a \\ \frac{949}{6.50} &= \frac{6.50a}{6.50} \\ 146 &= a \end{aligned}$$

There are about 146 adults registered for the event.

2. a. When evaluating the second set of parentheses, Marcel distributed the minus sign to the 500, but not to the other three terms.
- b. Kirwan combined $5c - 6c$ and got c instead of $-c$.
3.
$$\begin{aligned} 1,000 &= 200 + 50(T - 70) \\ 1,000 &= 200 + 50T - 3500 \\ 1,000 &= 50T - 3300 \\ 4,300 &= 50T \\ 86 &= T \end{aligned}$$

Other logical arguments are possible. Students might choose to solve this problem with a table or graph.

$$\begin{aligned} \text{4. } -4; 10 + 2(3 + 2x) &= 0 \\ 10 + 6 + 4x &= 0 \\ 16 + 4x &= 0 \\ 16 + 4x - 16 &= 0 - 16 \\ 4x &= -16 \\ x &= -4 \end{aligned}$$

Applications Connections Extensions Answers

Investigation 3

Glenda Lappan



Applications Connections Extensions Answers Investigation 3:

Moving Straight Ahead Glenda Lappan,1998 **Variables and Patterns** Glenda Lappan,1998 **What Do You Expect?** Glenda Lappan,James T. Fey,Elizabeth D. Phillips,1997 *Connected Mathematics* ,2004 Contains a complete sixth grade mathematics curriculum with connections to other subject areas **Connected Mathematics** Prentice Hall (School Division),2002 *Connected Mathematics* Glenda Lappan,1998 *Samples and Populations* Glenda Lappan,James T. Fey,Elizabeth D. Phillips,1998 **Bits and Pieces I** Glenda Lappan,1998 Contains a complete sixth grade mathematics curriculum with connections to other subject areas **Prime Time** ,1998 Contains a complete sixth grade mathematics curriculum with connections to other subject areas *Say it with Symbols* ,2002 *Connected Mathematics* Dale Seymour Publications,1998 **Looking for Pythagoras** Glenda Lappan,1998 **Bits and Pieces II** Prentice-Hall Staff,2000-12

Connected Mathematics takes an investigative approach to learning by utilizing interactive problems and motivating everyday situations **Connected Mathematics (Cmp)Accentuate the Negative Student Edition** Prentice Hall Direct Education Staff,2003-03 Contains a complete seventh grade mathematics curriculum with connections to other subject areas

Resources for Teaching Middle School Science Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science

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