EMARTIN'S Lesson Plan math club

Season 4

7th Grade

Expressions, Equations, and Inequalities

Take a Shot for the Team

Objective:

By the end of the lesson/activity, the students will be able to:

• Write and solve multi-step linear equalities.

Materials:

- Light, round balls (i.e. ping pongs or soft sponge balls)
- Baskets
- "Solving Equations" documents
- Whiteboards with markers

Teacher Preparation:

- Place the desk in rows to create groups.
- Place a basket and ball at the front of each group.
- Copy and paste the "Solving Equations" document to PowerPoint.
- Place a whiteboard and dry erase marker at the first desk in each row.

Directions:

- Assign seating or allow the students to sit in the row of their choice to create their teams.
- If needed, model the game for the students. As the students play, require everyone to work out the problem presented.
- 1. The student at the first desk of each row is in charge of solving the problem correctly to get a point without the help of their teammates.
- 2. Each student with the correct answer and work on their whiteboard for their problem will earn a point for their team. If their answer is correct, the

South Carolina College- and Career-Ready Standards for Mathematics:

7.EEI.4 Apply the concepts of linear equations and inequalities in one variable to real-world and mathematical situations.

> a. Write and solve multi-step linear equations that include the use of the distributive property and combining like terms. Exclude equations that contain variables on both sides.

student can attempt to make a basket to earn an additional point for their teammates.

- 3. The student will rotate to their back of their row, while their teammates move one seat up.
- 4. Repeat this until the class has reached the end of the game.

Question(s):

• Show the students a whiteboard of a correctly worked problem. "Did you all solve this problem the same way [Student Name] solved his/her problem? How did you solve it differently?"

Extensions:

- Create your own problems. Scaffold the learning by gradually increasing the difficulty of the problems, and include decimals and fractions to challenge your students.
- Make each student turns in their work for a classwork grade to make sure each student is held accountable for attempting all problems.



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What value of g makes the statement true?

2g + 3 = 17

2g + 3 = 17

9 || ~

Solve for X.

12 - 3x = 24

2 - 3× = 24

×

What value of **b** makes the statement true?

5 - 4<mark>b =</mark> 17

5 - 4b = 17

С II I

Solve for t.

5(15 - t) = 150

5(15 - t) = 150

statement true? 56 = -2(3y - 10)

What value of y makes the

Problem

56 = -2(3y - 10)

×

-3(7 - z) = 22

Solve for z.



$\begin{bmatrix} -3 \\ -3 \\ -3 \\ -3 \\ -3 \\ -3 \\ -3 \\ -1 \\ -2 \\ -$

What value of a makes the statement true?

0 = -(-4a - 12)



-(-s + 12) = 48

Solve for s.

Problem

-(-5 + 12) = 48

S

-46 = -(4f - 10)

statement true?

What value of f makes the

Problem

-46 = -(4f - 10)

9(h + 11) = -126

Solve for h.

9(h + 11) = -126