

Lucy's Linear Equations and Inequalities

Mathematical Goals

- Create one-variable linear equations and inequalities from contextual situations.
- Solve and interpret the solution to multi-step linear equations and inequalities in context.

Common Core State Standards

MCC9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and exponential functions.

MCC9-12.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
 2. Reason abstractly and quantitatively.
 4. Model with mathematics.
 7. Look for and make use of structure.
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Lucy has been assigned the following linear equations and inequality word problems. Help her solve each problem below by using a five step plan.

- Drawing a Sketch (if necessary)
- Defining a Variable
- Setting up an equation or inequality
- Solve the equation or inequality
- Make sure you answer the question

1. The sum of 38 and twice a number is 124. Find the number.

2. The sum of two consecutive integers is less than 83. Find the pair of integers with the greatest sum.

3. A rectangle is 12m longer than it is wide. Its perimeter is 68m. Find its length and width.

4. The length of a rectangle is 4 cm more than the width and the perimeter is at least 48 cm. What are the smallest possible dimensions for the rectangle?

5. Find three consecutive integers whose sum is 171.

6. Find four consecutive even integers whose sum is 244.

7. Alex has twice as much money as Jennifer. Jennifer has \$6 less than Shannon. Together they have \$54. How much money does each have?

8. There are three exams in a marking period. A student received grades of 75 and 81 on the first two exams. What grade must the student earn on the last exam to get an average of no less than 80 for the marking period?