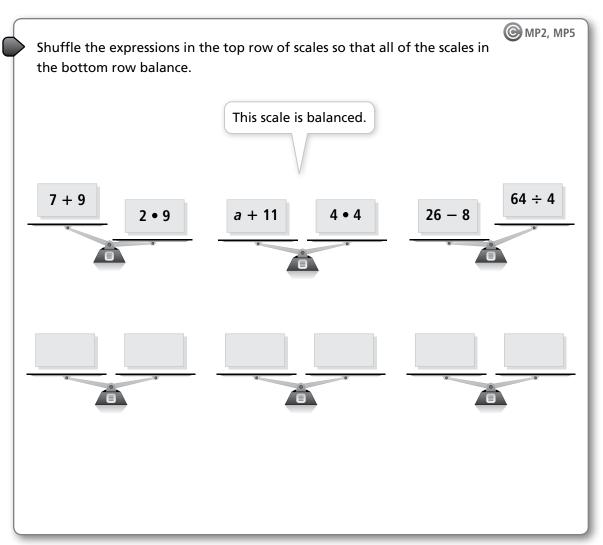
## **Expressions to Equations**



**CCSS: 6.EE.A.2:** Write, read, and evaluate expressions in which letters stand for numbers. **6.EE.B.5:** ... Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Launch

3-1



**Reflect** What does it mean for two sides of the scale to be balanced?

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## Got It? -

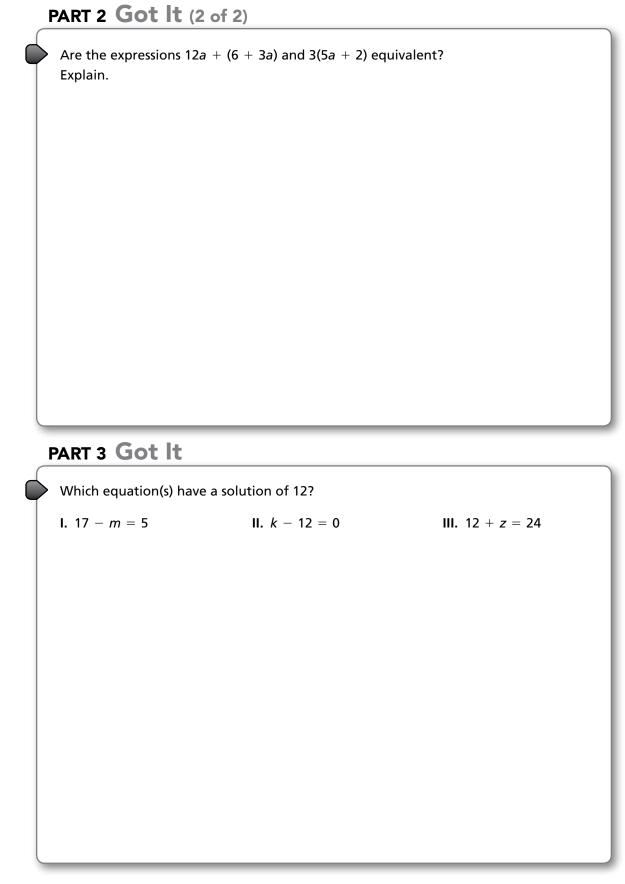
**H** -

| F                            | PART 1 Got It        |    |        |                    |             |            |  |  |
|------------------------------|----------------------|----|--------|--------------------|-------------|------------|--|--|
| 5                            | Which are equations? |    |        |                    |             |            |  |  |
|                              | <b>I.</b> $t + 5 =$  | 17 | II. 3c | III. 10 <i>y</i> = | 13 <i>d</i> |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
| PART 2 Got It (1 of 2)       |                      |    |        |                    |             |            |  |  |
| Which expressions are equal? |                      |    |        |                    |             |            |  |  |
|                              | I. 16 × 2            |    | I      | II. 24 + 8         |             | III. 4 × 4 |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |
|                              |                      |    |        |                    |             |            |  |  |

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Topic 3 58

## Got It?



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Topic 3 59

## **Close and Check**

B. 20w + 12w

C. 10w + 10w

D. 10w + 5w

E. 25(2w - w)

a solution.

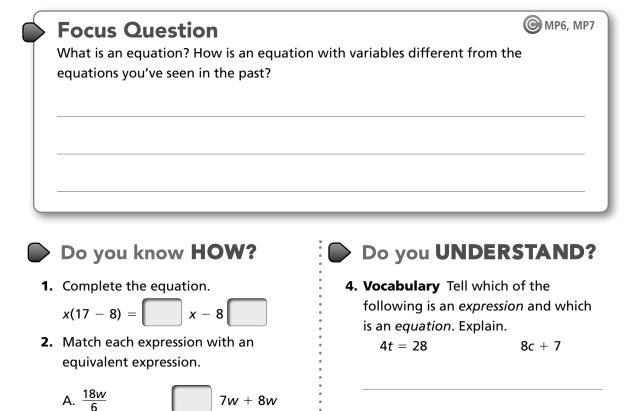
12 - a = 6

 $35 \div 7 = r$ 

f + 9 = 14

3x = 15

3. Circle the equations for which 5 is



10*w* · 2

4w(5 + 3)

50w - 25w

18*w* ÷ 6

5. Error Analysis Your friend applied the Distributive Property to conclude that 8(x + 2) is equivalent to 8x + 2. Describe your friend's error and give an expression that is equivalent.

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Topic 3