Solving one step equations with rational numbers worksheet answers

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Equations in a single step are the simplest equations. Because? Because they only take one step to solve. The main goal is to have only the variable (x or any other letter that is used) on one side and the numbers on the other side. The number in front of the variable must be the number 1. For example, let's solve this equation: 3 x x 4 To solve this equation, you need to move the number 3 to the right side of the equation (remember the variables on the one hand, the numbers on the other). When you do, it should be like this. x - 4 − 3 You probably noticed that the number 3 changed to -3 when we moved it. When you move numbers or variables from side to side, they change signs. All the time. It is very important to remember that. The only thing left to do now is to perform subtraction to get the final result, which is: x - 1 The other very important thing to remember is that whatever you do to one part of the equation, you have to do with the other as well. We'll show you about this example: 3x - 9 The only thing you need to do is get rid of the number 3 in front of variable x. It is possible to share which means dividing the WHOLE equation with the number 3. This way: 3x x 9:3 x 1 And now you have a solved equation. These are the basic rules for solving equations in one step. I hope we've helped you learn how to solve these simple equations and that you'll spend a good time practicing them using our worksheets. Equations in one step for teachers Exam Name File Size Download Date Loaded Equation in one step – Addition and subtraction of integers – very easy 534.7 kB 37511 September 3, 2019 Equations in one step – Addition and subtraction of integers – easy 540.5 kB 23373 September 3, 2019 Equations in one step – Addition and subtraction of integers – average 539.1 kB 23852 September 2019 Equations in one step – Addition and subtraction of integers – hard 545.5 kB 12361 September 3, 2019 Equations in one step – Addition and subtraction of integers – very difficult 3.1 MB 8771 September 3, 2019 Equations in one step – Addition and subtraction of decimals – very easy 545.8 kB 5184 3 September 2019 Equations in one step – Addition and subtraction of decimals – easy 551.6 kB 4528 September 3, 2019 Equations in one step – Addition and subtraction of decimals – average 551.3 kB 4961 3 September 2019 Equations in one step – Addition and subtraction of decimals – hard 555 kB 3390 3 September 3, 2019 Equations in one step – Addition and subtraction of decimals – very difficult 564.8 kB 2618 September 3, 2019 Equations in one step – Addition and subtraction of fractions – very easy 555.6 kB 5986 3 September, 2019 Equations in one – Addition and subtraction of fractions – easy 560.4 kB 5718 September 3, 2019 Equations in one step – Addition and subtraction of fractions – average 579.1 kB 5270 September 3, 2019 A single step – Addition and subtraction of fractions – hard 592.3 kB 3078 September 3, 2019 Equations in one step – Addition and subtraction of fractions – very difficult 614.1 kB 2796 September 3, 2019 Equations in one step – Multiply and divide – Integers – very easy 537.7 kB 17907 3 September 3, 3, 2019 Equations in one step – Multiply and divide – Integers – easy 542.2 kB 13395 3 September 2019 Equations in one step – Multiply and divide – Integers – average 541 kB 12922 September 3, 2019 Equations in one step – Multiply and divide – Integers – hard 544.8 kB 6203 September 3, 2019 Equations in one step – Multiply and divide – Integers – very difficult 552.3 kB 3721 September 3, 2019 Equations in one step – Multiply and divide – Decimals – very easy 558.4 kB 3536 September 3, 2019 Equations in one step – Multiply and divide – Decimals – easy 557 kB 3616 September 3 , 2019 Equations in one step – Multiply and divide – Decimals – medium 564.1 kB 2871 September 3 , 2019 Equations in one step – Multiply and divide – Decimals – hard 562.8 kB 2125 September 3, 2019 Equations in one step – Multiply and divide – Fractions – very easy 557.7 kB 4567 3 September , 2019 Equations in one step – Multiply and divide – Fractions – easy 570.5 kB 4527 3 September 2019 Equations in one step – Multiply and divide – Fractions – average 566.1 kB 3393 September 3 , 2019 Equations in one step – Multiply and divide – Fractions – hard 578.4 kB 2269 3 September, 2019 Equations in one step – Multiply and divide – Fractions – very difficult 591.6 kB 2047 3 September 2019 Equations combined in one step – Combined – Integers – very easy 533.7 kB 10810 September 3, 2019 Equations in one step – Combined – Integers – easy 540.8 kB 10709 3 September 2019 Equations in one step – Combined – Integers – average 542.5 kB 12229 3 September , 2019 Equations in one step – Equations in one step – very difficult 547.6 kB 4134 September 2019 Equations in one step – Decimals – very easy 550.8 kB 2601 September 3 , 3 September 2019 2019 Equations in one step – Combined – Decimals – easy 556.4 kB 2797 3 September 2019 Equations in one step – Combined – Decimals – average 553.9 kB 2684 September 3, 2019 Equations in one step – Combined – Decimals – hard 550.5 kB 1938 September 3, 2019 Equations in one step – Combined – Decimals – very difficult 551.4 kB 1745 3 September 2019 Equations in one step – Combined – Fractions – very easy 558.7 kB 3211 September 3 , 2019 in one step – Combined – Fractions – easy 562.4 kB 3445 3 September 2019 Equations in one step – Combined – Fractions – average 572.1 kB 3216 September 3, 2019 Equations in one step – Combined – Fractions – hard 2128 September 3, 2019 Equations in one step – Combined – Fractions – very hard 596.1 kB 2160 September 3, 2019 Single-step equation worksheets for Empty Layer.32 teachers like this lessonSWBAT solves one step equations that use addition. subtraction, and rational numbers. Empty Layer. Students work independently to solve equations of a step using fractions and decimals, and then change paper with other students to complete the control steps. Students enter silently according to the daily entry routine. There are Do Nows at their desks. There is also an SMARTboard random name generator displayed on the tab that shows all the student names in the class. I will instruct students to take their seats quickly so that they can assign problems to the board. Students sit waiting and wait to see what name is generated. The name generator creates a beep while randomly searching the list to select a name. When each name is selected, assign those students to the board to complete issues 1 through 3 in the now do. These three students are instructed to solve the given problem as quickly as possible and then return to their places to complete the rest. I begin to review the first problem by asking students to tell me what the last part of this numerical expression says: −4(−9/16) I try to choose a student that I noticed, from their work, making the mistake of reading this type of problem as negative 4 minus 9/16 instead of negative 4 times negative 9/16. Since many students have misunderstood this kind of problem, I feel that this is a good opportunity to build communities around the idea that many students misunderstand this kind of question. Many of my students are struggling with the idea of asking questions during class under the guise other kids will laugh at me or call me stupid. This questioning must be carried out carefully; for example: I need a very brave that I can read this part of the problem for me. It must be a student who has the courage to make a mistake when he reads it. Then he picked a student. After the student has declared this part incorrectly, I follow with, thank you for your courage, now call a little more courage because this is not a subtraction problem. Are there any other brave students willing to admit that you also thought it was a subtraction problem? As the students raise their hands I recommend them all for their honesty and courage and then explain the correct way to read and solve the rest of this problem. The second problem is a check-in/spiraling topic that I want to make sure that students remain sharp (complex fractions). Many students are responding by showing the work and responding correctly to these kinds of problems, problems, a correct answer and work for #2 builds them back up if they made a mistake #1. The last problem reinforces the idea of showing clean work, step by step, showing the operation performed on both sides of the equation to isolate the variable: −4 - y - −1 - 4 . y - 3 Control step −4 - y - −1 −4 - 3 - −1 − −1 -1 Work responses are displayed on the board and students' questions about work are shared. This document is attached to this section and is uploaded to our class website (www.sites.google.com/site/7thgrmath). Students are responsible for checking the class website at home and come to class prepared with questions. Only 2 grade students do not have internet access at home, so these students are given hard copies of the answers in the morning during Thinking Skills (a daily homeroom class) so that they can be ready for this part of the class as well. Last night's tasks included work problems that required equations to be solved. The strategy I use for these types of problems is the use of a verbal model that summarizes the word problem and helps students translate into an equation. I ask student volunteers to remind us which lesson this week will help us translate verbal models into equations (Lesson of day 45). Then I ask which subject teaches them to summarize the information (Read/Write/ELA). I would point out that this is an example of mathematics and reading that come together as strategies to solve problems. I work closely with our reading teacher to use the same language used in the reading class to remind students how to summarize information. Students are invited to arrange their homework from last night in their binder and also clips in their doing now in the appropriate section. I tell them we're going to use the partner chelpers again today. Based on the difficulty in yesterday's behaviour with all three classes and this type of activity, I inform students that the process of choosing their partner will be different today. Students will receive one of two different types of worksheets. When I hand them a worksheet I'll say, you're A or six B, and they have to write this letter (A or B) at the top of their sheet. I struggled with the following directions, so this is a way for me to check that students are following directions and improve behavior management in my class. After receiving a sheet and writing the appropriate letter at the top of their sheet, students must work quietly and independently on the resolution of all equations on the left side of the sheet. Once they're done, they'il raise their hands. I come from the desk to approve their work, but I won't do the answers check. If their work is appropriate (they are showing solutions step by step as discussed in class yesterday), I will ask the class if there are any other students who are finished and have the opposite sheet. Students can then choose a partner from the group of hands raised. These partners will complete the right side of the partner sheet with the appropriate control measures that use the partner's response to control. By completing the control step with someone else's response to a completely different issue than the one set, students focus on completing the audit step without distorting a previously known response. Students will be able to communicate to their partner a work critique and respond using a control phase as evidence (MP3). The partner will have the opportunity to dispute the information of its partners based on the correct completion of a control phase. Couples can choose different places around the classroom to work, such as cabins along the side of the room. If I'm running out of time, or most of the class still doesn't behave, I make the choice of partners myself, students miss the opportunity to move to a different location in the room, I bring the switched sheets to the partners I choose and everyone continues to work silently on completing the control steps. Once there are 10 minutes left of class, I ask everyone to return to their place. Let us take a vote on Sheet A and B for the most difficult problem to solve and/or control. I use a document camera to view a volunteer's work and respond if they feel confident that they have done it correctly. This showcases excellent student work and asking the class to rate that work, students engage in MP3. I distribute the homework, I remind the students that it will be classified, and that they also have a quiz tomorrow. These are the last two opportunities to increase their rank by the end of the fourth 1. 1.