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| **Using Variables to Represent a Problem as an Equation** | | | |
| Interprets word problems/pictures and identifies the unknown part.  Our class needs to set up rows of 6 chairs for a presentation. There are 30 chairs altogether. How many rows do we need?    “The unknown is the number of rows of 6 chairs needed to make an array of 30 chairs.” | Translates word problems into equations using variables, operations, and numbers.    “The unknown, *n*, is the number of rows. I know there are 6 chairs in each row and a total of 30 chairs.  So, 6*n* = 30.” | Interprets and uses visual representations to describe equivalent relationships using more than one equation (including formulas).    “I know the area of a rectangle is base multiplied by height, which is 30. If the base is 6, then the height must be *n*. I could write the equation 30 = 6*n* or 30 ÷ 6 = *n*.” | Flexibly writes algebraic equations using a variety of strategies.  6*n* = 30  30 ÷ *n* = 6  “I can use the inverse operation to rewrite the equation.” |
| **Observations/Documentation** | | | |
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