

Spotlight On: Communication

Mathematicians construct viable arguments and critique the reasoning of others. The ability to communicate mathematical ideas is vital for students to grow as mathematicians themselves. In addition, clear and open communication is necessary for success in a collaborative working environment. Your child's teacher will help students develop communication skills by using structures such as the Dyad, where each student has a set amount of time to explain their thinking and then answer clarifying questions. In this way, students learn to listen and to ask thoughtful questions in their team discussions.

The Big Picture

Growing From

Graphing linear equations;
Graphing systems of equations

Working On

Multiple representations;
Graphs and equations of systems

Growing To

Slope and rate of change;
Solving systems of equations algebraically

Need Help?

Methods & Meanings boxes are included in the Mathematician's Notebook as reference.

5.2.1: Patterns Web

5.2.2: Equivalent Equations

5.2.3: Solving Equations with Fractions

Try This at Home!

With your student, look for graphs or data on wealth in your area. This information could be found on the Bureau of Labor and Statistics or Census websites. Talk with your student about how the wealth is distributed and what else they notice about the data.



Current Topics

How can you represent growth mathematically? In this chapter, students will write and transform linear equations and represent the growth and starting values of linear and proportional relationships.

Representations of a Line (Section 5.1)

In this section, students will create and make connections across multiple representations of patterns (i.e., graphs, tables, drawings, rules). By the end of the section, students will formalize the rules of the linear patterns as $y = mx + b$ and complete a Patterns Web shown.

x	y
0	3
1	7
2	11
3	15
4	19

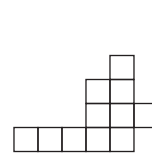
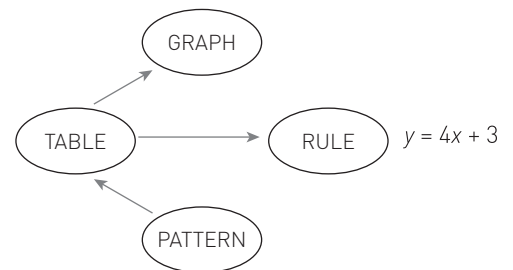
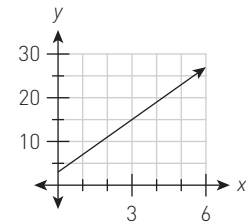


FIGURE 2

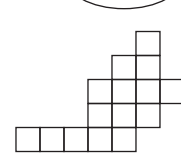


FIGURE 3

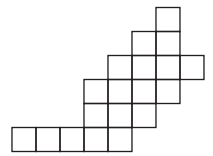
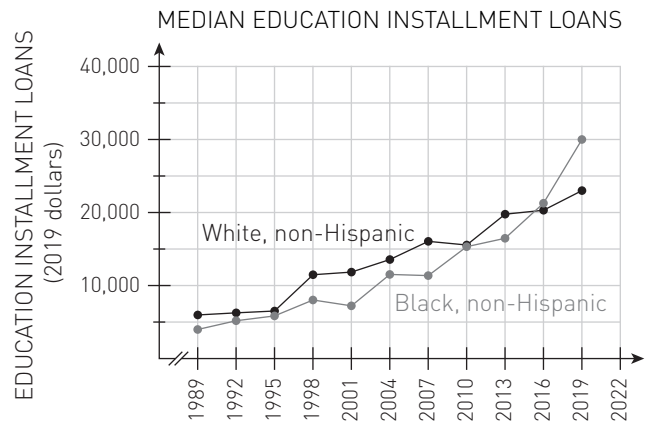


FIGURE 4

Graphs & Equations of Systems (Section 5.2)

Students begin this section by writing and solving equations that model real-world contexts. Then, students develop strategies to eliminate fractions and decimals from equations prior to solving. Students close Section 5.2 using technology to sketch and write equations for trend lines representing typical home values in the United States, organized by racial groups, and reflecting on the connections between generational wealth and housing prices within those groups.



source: federalreserve.gov