

*Good Morning
I hope this finds
you smiling.*



GoodMorningPictures.com



Mrs. Over



Mrs. Over

Classroom Rules

Same rules, **same** consequences

- Be prompt and prepared
- Respect everyone and their property
- Cooperate and Contribute

Website for assignments and class notes

The screenshot shows a web browser window with the address bar displaying a URL from <http://usc.articulatewriting.com>. The browser's address bar also shows a search bar with the word "Reader" and a Google search icon. The browser's menu bar includes links to Apple, Research, Yahoo!, RMU, Clients, My Sites, My Favorites, My Travel, Communications, Teaching, Google Maps, YouTube, Wikipedia, News (312), Popular, and Abbi.

The website's header features a red navigation bar with "Home" and "Chapter Resources" links. Below this, a red bar indicates the current chapter is "Chapter 6". The main content area is titled "Chapter Resources: Chapter 6: Big Ideas".

On the left side, there is a sidebar with a large "Algebra" title and a list of navigation links: "Big Ideas", "Assessment", "Chapter Introduction", "Section 6-1", and "Section 6-2".

The main content area begins with a welcome message: "Welcome to Chapter 6: Systems of Equations and Inequalities". This is followed by a date header: "Tuesday, February 7".

The section "Chapter Pretest and Exploration" is highlighted in red. It contains a paragraph explaining the first lesson's structure: "The first lesson for this chapter has two parts. First, students will take a pretest to determine the extent of their knowledge with respect to solving systems of linear equations and inequalities. Second, students will use a calculator to explore what happens at the point where two lines intersect. They will discover that a solution of a system of linear equations is an ordered pair that makes both equations true. Students will also relate the two vocabulary terms for this section to the system they graphed on the calculator."

Below this is the "Essential Questions" section, which includes a paragraph: "After entering two equations and, from the table of values, finding the x-value that produces the same y-value for both equations, students graph the two equations and calculate the intersection point using the calculate intersection function on the calculator." This is followed by a list of five questions:

1. Describe the graph. What is happening?
2. How does the intersection point compare to the point you found in the table (point with same y-values for one x-value)?
3. What do we call the two equations that we graphed together on the calculator?
4. What was point (3, 1) with respect to our system?
5. What makes this point the solution to the system?

The next date header is "Wednesday, February 8". This is followed by the "Section 6-1: Solving Systems by Graphing" section, which is highlighted in red. It contains a paragraph: "Students first review the vocabulary that they were introduced to in the previous lesson. Students practice identifying solutions to systems of linear equations by plugging values into equations and by reading graphs. Students also practice graphing systems of linear equations to find the solutions. Finally, students explore a real-life scenario where solving linear equations helps in decision making."

Consider and write down ideas about the following:

Is it possible to be on two different roads at the same time?



A system of linear equations is a set of two or more linear equations containing two or more variables.

A solution of a system of linear equations with two variables is an ordered pair that satisfies each equation in the system.

What do we call the two equations that we graphed together?

$$\begin{cases} y = 2x - 5 \\ y = -x + 4 \end{cases}$$

What is point (3, 1) with respect to our system?

What makes this point the solution?

Respond to the following using complete sentences and at least 5 lines:

How is the solution of a system of linear equations similar to being on two different roads at the same time?

