Tuesday 9th June Year 5/6: Two Step Equations





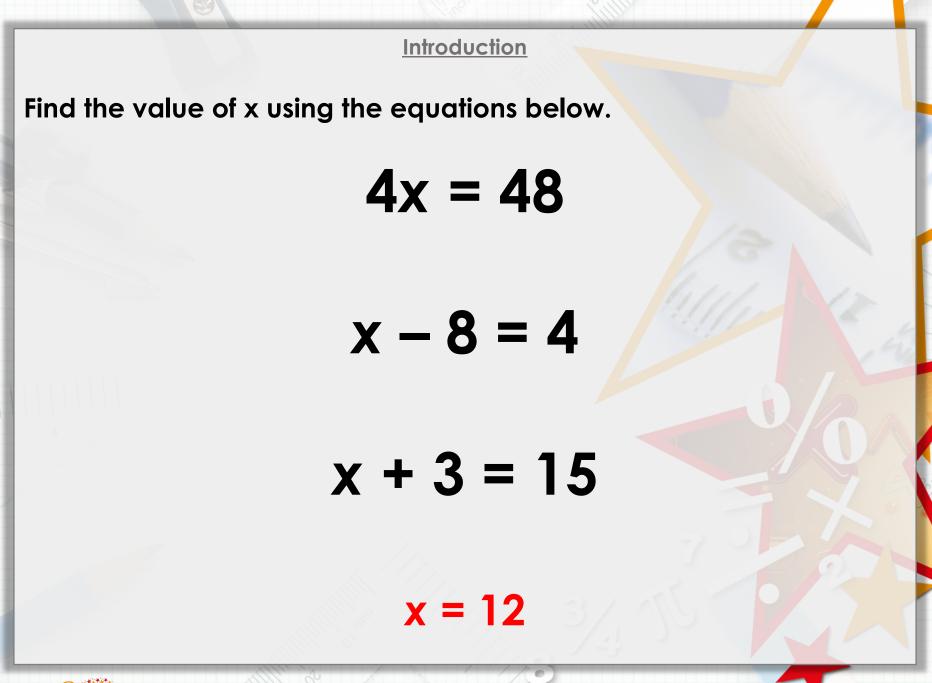
Find the value of x using the equations below.

4x = 48

x - 8 = 4

x + 3 = 15





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Are the following statements true or false?

i. If x = 4, then 5x + 1 = 25

ii. If y = 3, then 3y - y = 6

iii.lf z = 10, then 0.5z + 2 = 7



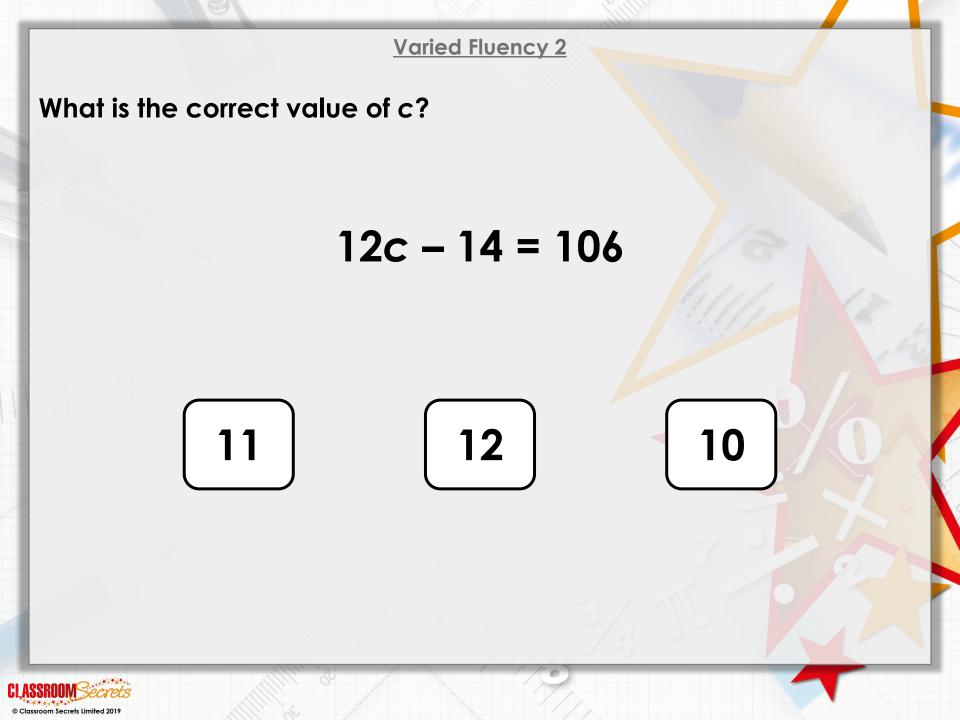
Are the following statements true or false?

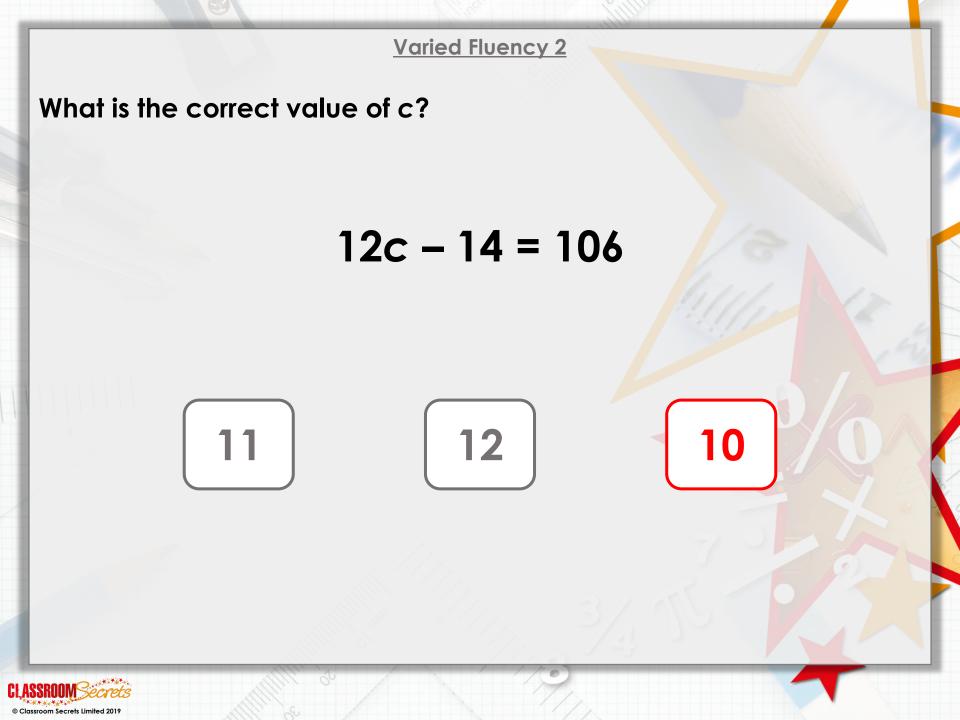
i. If x = 4, then 5x + 1 = 25 False, 5x + 1 = 21

ii. If y = 3, then 3y - y = 6 True

iii. If z = 10, then 0.5z + 2 = 7 True







Match each equation to the correct value of a.

5a – 7 = 23 a = 4

 $\frac{1}{2}a + 10 = 12$

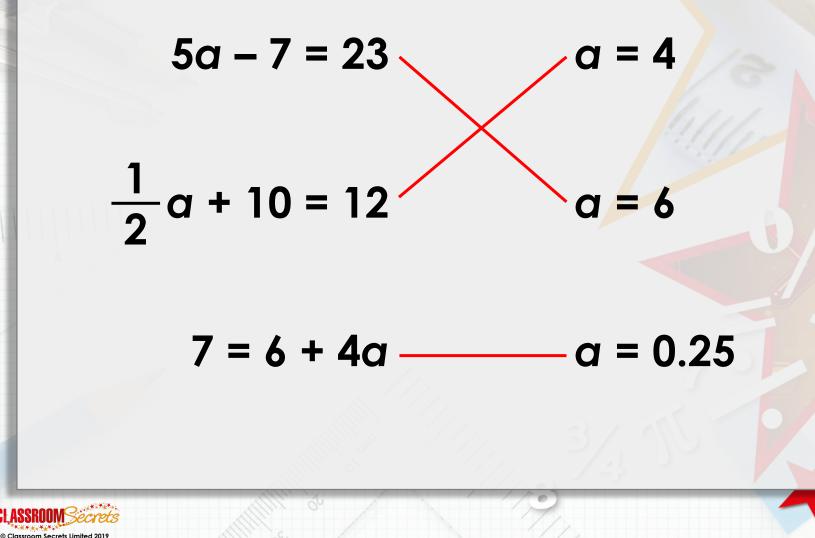
7 = 6 + 4a a = 0.25

a = 6





Match each equation to the correct value of a.



Fill in the missing operations to show how to solve the equation below.

4x + 3 = 154x = 12В x = 3

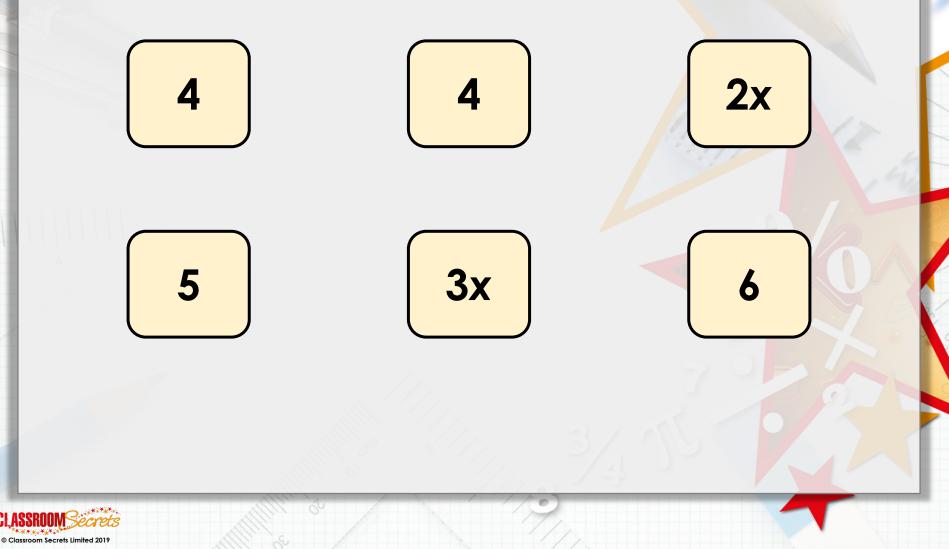


Fill in the missing operations to show how to solve the equation below.

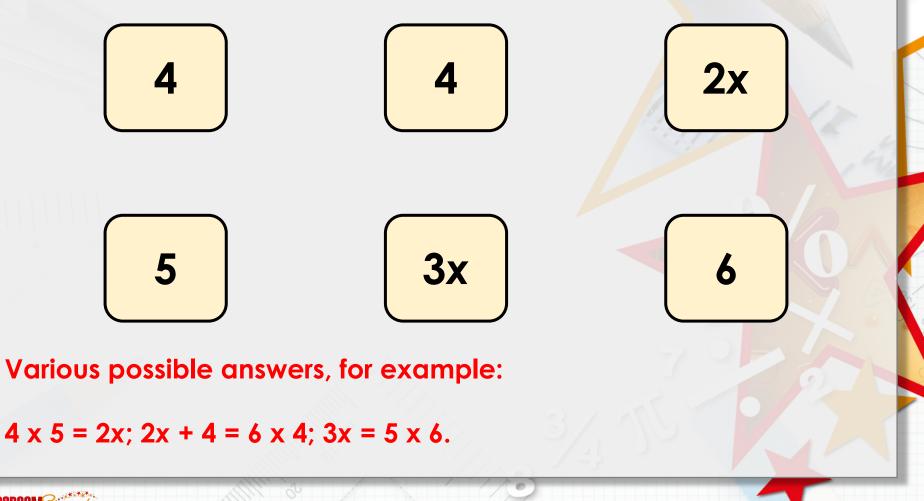
4x + 3 = 15-3 4x = 12÷4 x = 3



Using the cards below and any of the four operations, create three balanced equations where x = 10.

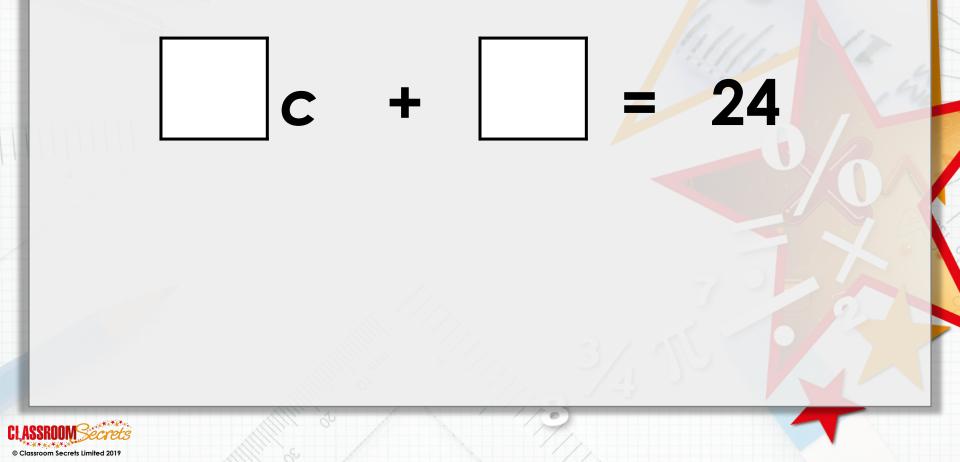


Using the cards below and any of the four operations, create three balanced equations where x = 10.



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Choose a value for c and find three possibilities to complete the following equation.



Choose a value for c and find three possibilities to complete the following equation.



Various possible answers, for example:

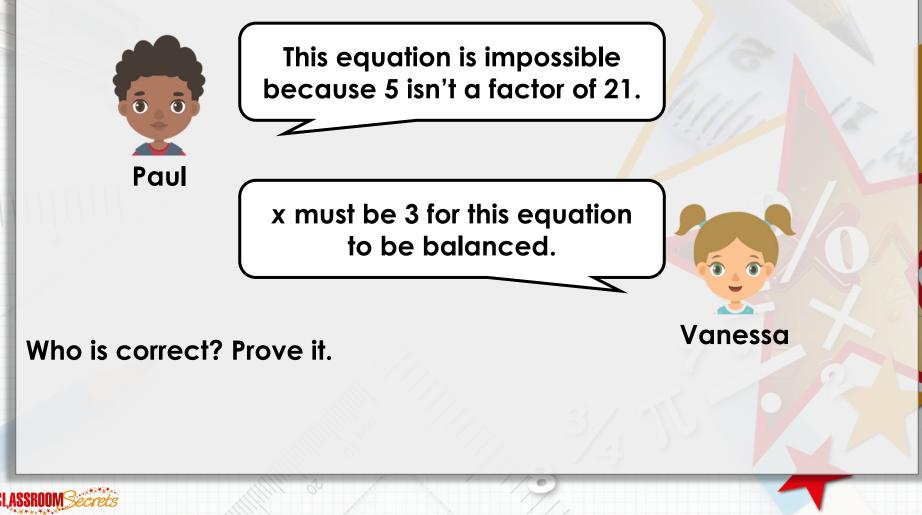
If c = 5 then, 2c + 14 = 24, 3c + 9 = 24 and 4c + 4 = 24.



Reasoning 1

Paul and Vanessa are solving the following algebraic equation.

6 + 5x = 21

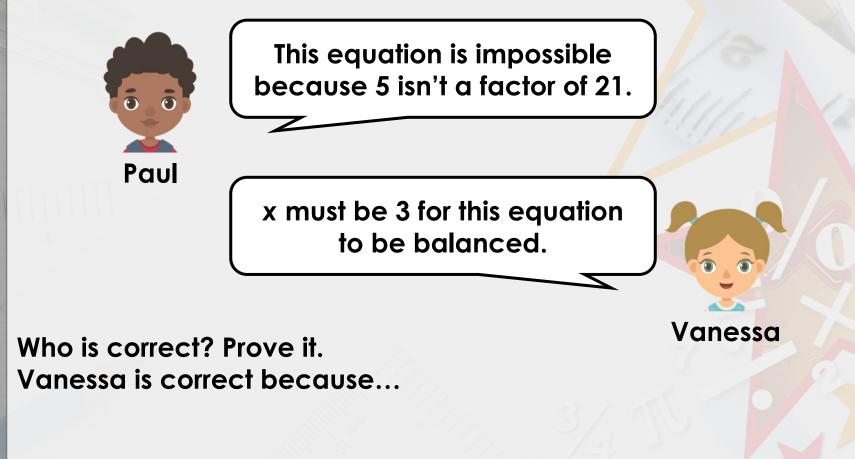


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Reasoning 1

Paul and Vanessa are solving the following algebraic equation.

6 + 5x = 21

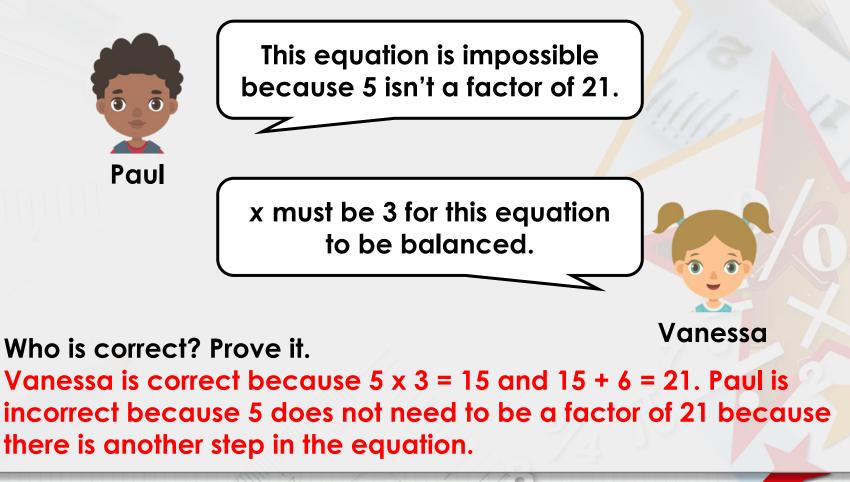




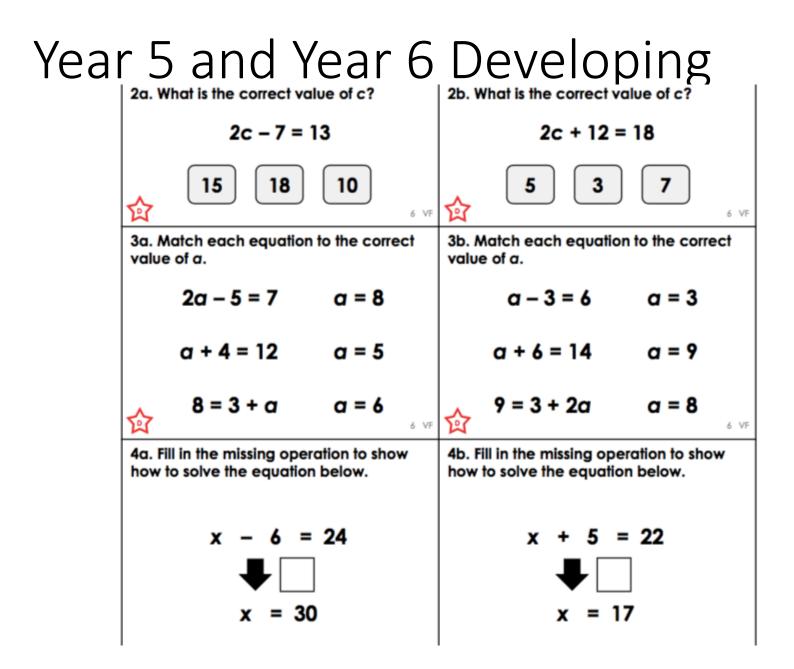
Reasoning 1

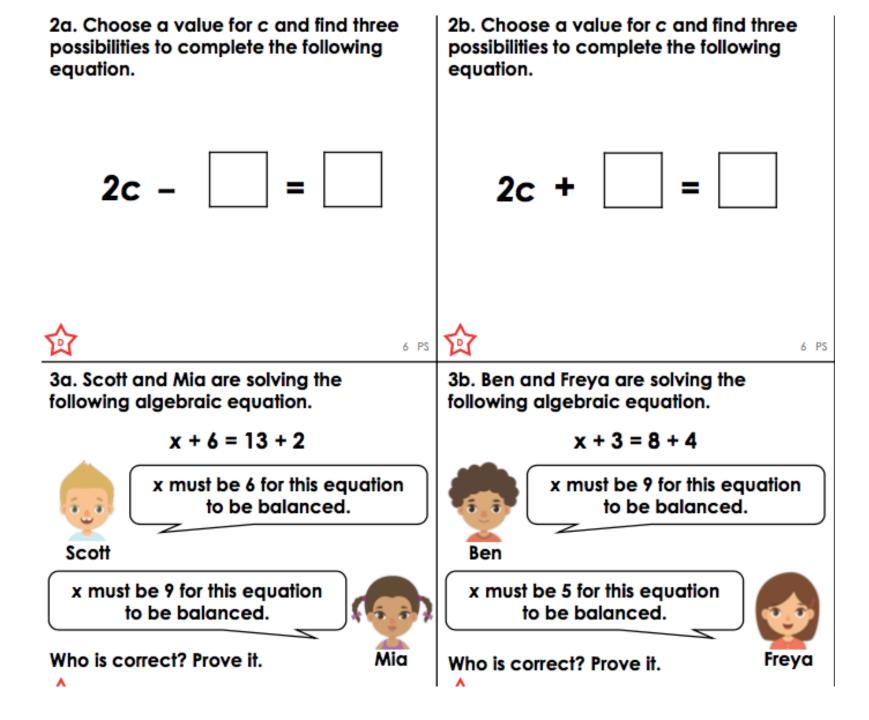
Paul and Vanessa are solving the following algebraic equation.

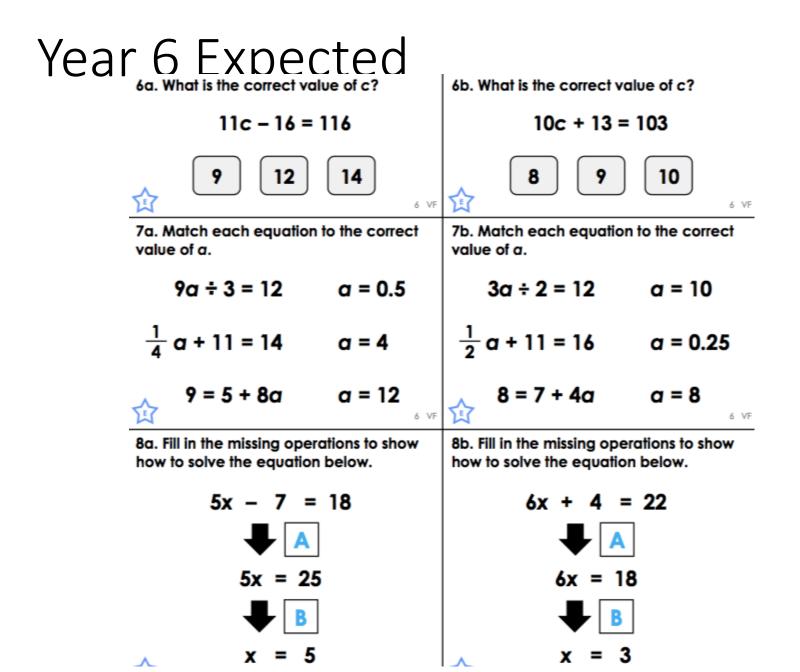
6 + 5x = 21

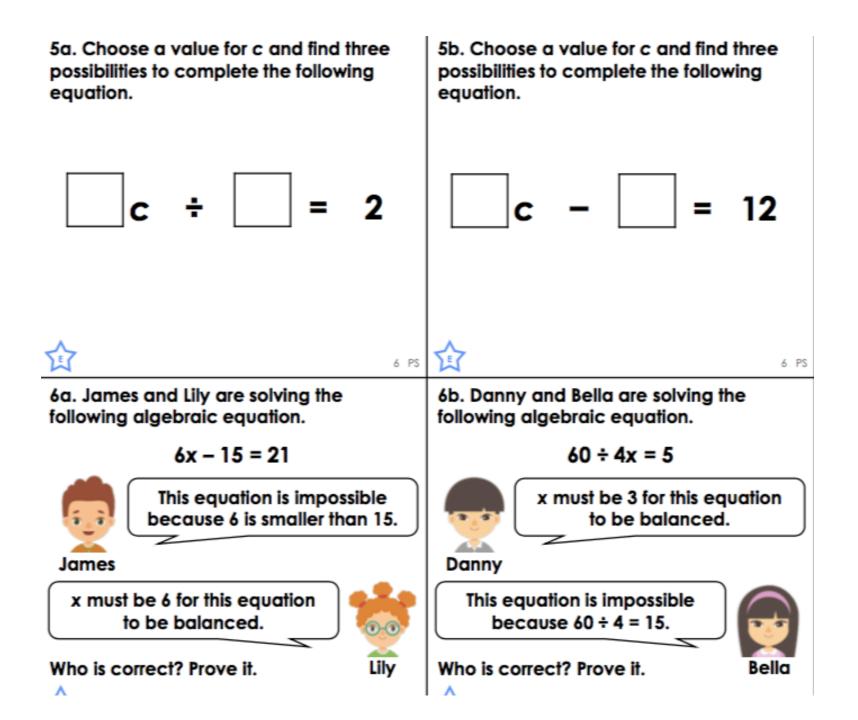


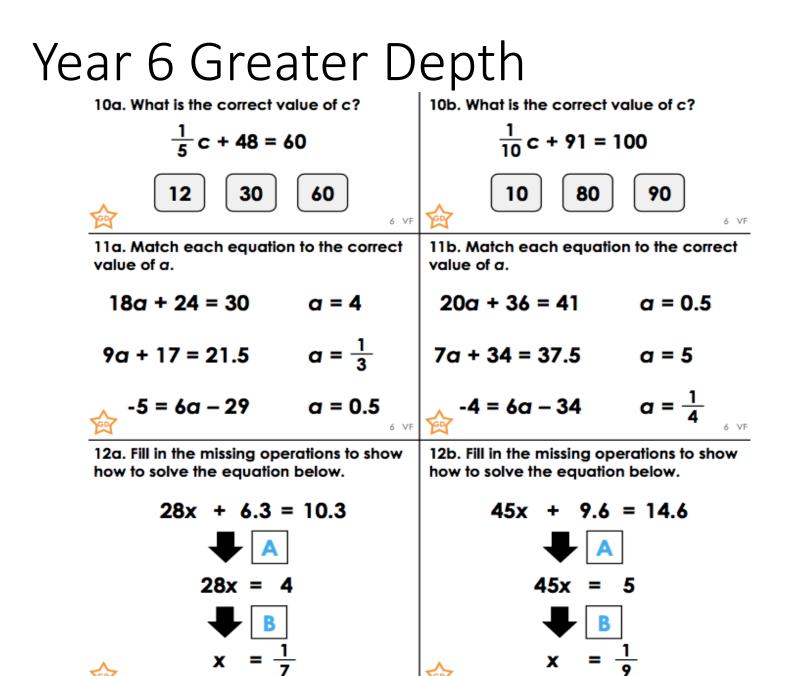












8a. Choose a value for c and find three possibilities to complete the following equations.

8b. Choose a value for c and find three possibilities to complete the following equations.

