

## Lesson 17: Solving Compound Inequalities

**Directions:** Solve each compound inequality and use a pencil to DRAW the object that corresponds with your answer. SHOW YOUR STEPS!!!

<p><b>1.</b> <math>4 \leq x + 2 \leq 7</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>2 \leq x \leq 5</math> draw the following ears.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>6 \leq x \leq 9</math> draw the following cars.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $2 \leq x \leq 5$ draw the following ears.		(b) If your answer is $6 \leq x \leq 9$ draw the following cars.		<p><b>2.</b> <math>x + 6 &gt; 4</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>x &gt; 10</math> draw the following snorkel mask.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x &gt; 2</math> draw the following snorkel mask.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $x > 10$ draw the following snorkel mask.		(b) If your answer is $x > 2$ draw the following snorkel mask.		<p><b>3.</b> <math>x + 6 \leq 10</math> or <math>x - 2 \geq 3</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>x \leq 5</math> or <math>x \geq 4</math> draw the following eyes inside the mask.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x \leq 4</math> or <math>x \geq 5</math> draw the following eyes inside the mask.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $x \leq 5$ or $x \geq 4$ draw the following eyes inside the mask.		(b) If your answer is $x \leq 4$ or $x \geq 5$ draw the following eyes inside the mask.	
(a) If your answer is $2 \leq x \leq 5$ draw the following ears.														
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<p><b>4.</b> <math>-3 \geq -3x \geq -9</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>-6 \leq x \leq 0</math> draw the following eyebrows.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>1 \leq x \leq 3</math> draw the following eyebrows.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $-6 \leq x \leq 0$ draw the following eyebrows.		(b) If your answer is $1 \leq x \leq 3$ draw the following eyebrows.		<p><b>5.</b> <math>5x \leq -15</math> or <math>2x \geq 6</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>x \leq 3</math> or <math>x \geq -3</math> draw the following snorkel.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x \leq -3</math> or <math>x \geq 3</math> draw the following snorkel.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $x \leq 3$ or $x \geq -3$ draw the following snorkel.		(b) If your answer is $x \leq -3$ or $x \geq 3$ draw the following snorkel.		<p><b>6.</b> <math>-15 &lt; x - 7</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>-8 &lt; x</math> draw TWO bubbles coming out of the snorkel.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>-8 &gt; x</math> draw LOTS of bubbles coming out of the snorkel.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $-8 < x$ draw TWO bubbles coming out of the snorkel.		(b) If your answer is $-8 > x$ draw LOTS of bubbles coming out of the snorkel.	
(a) If your answer is $-6 \leq x \leq 0$ draw the following eyebrows.														
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<p><b>7.</b> <math> x + 6  = 5</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>x = -1, -11</math> draw the following hair.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = -1</math> draw the following hair.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $x = -1, -11$ draw the following hair.		(b) If your answer is $x = -1$ draw the following hair.		<p><b>8.</b> <math>5 &lt; x - 1 &lt; 7</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>6 &lt; x &lt; 8</math> draw seaweed in the background.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>4 &lt; x &lt; 6</math> draw coral in the background.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $6 < x < 8$ draw seaweed in the background.		(b) If your answer is $4 < x < 6$ draw coral in the background.		<p><b>9.</b> <math>-2 &lt; 1 - x &lt; 5</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>-3 &lt; x &lt; 4</math> draw an octopus in the background.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>-4 &lt; x &lt; 3</math> draw a jellyfish in the background.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $-3 < x < 4$ draw an octopus in the background.		(b) If your answer is $-4 < x < 3$ draw a jellyfish in the background.	
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<p><b>10.</b> <math>-2 \geq -2x - 4 \geq -6</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>-2 \leq x \leq 2</math> draw a seashell in the background.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>-1 \leq x \leq 1</math> draw a starfish in the background.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $-2 \leq x \leq 2$ draw a seashell in the background.		(b) If your answer is $-1 \leq x \leq 1$ draw a starfish in the background.		<p><b>11.</b> <math>-9x &lt; 18</math> or <math>x + 5 &lt; -2</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>x &lt; -7</math> or <math>x &gt; -2</math> draw a school of fish in the background.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x &lt; -9</math> or <math>x &gt; -7</math> draw TWO fish in the background.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $x < -7$ or $x > -2$ draw a school of fish in the background.		(b) If your answer is $x < -9$ or $x > -7$ draw TWO fish in the background.		<p><b>12.</b> <math> 3x - 2  = 4</math></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 2px;">(a) If your answer is <math>x = 2, -2</math> draw a whale in the background.</td> <td style="width: 50%; text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">(b) If your answer is <math>x = 2</math> draw a shark in the background.</td> <td style="text-align: center; padding: 2px;"></td> </tr> </tbody> </table>	(a) If your answer is $x = 2, -2$ draw a whale in the background.		(b) If your answer is $x = 2$ draw a shark in the background.	
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# Lesson Facing Math

**Dalila Durães, Anne-Cecile  
Caron, Sokratis Karkalas, Minoru  
Nakayama, Loreto Lancia, Zuzana  
Kubincová**

## **Lesson Facing Math:**

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**Contextualized Mathematics** Hector R. Valenzuela, Ph.D., 2021-10-11 What is contextualized mathematics What are the foundational research underpinnings of contextualized math curriculum What have we learned about contextualized math curriculum that will improve math education in the future These questions build the foundation for a reader to begin a journey with Dr Valenzuela on this crucial topic for math education and for our society [The Daily 5](#) Gail Boushey, Joan Moser, 2023-10-10 *The Daily 5 Fostering Literacy in the Elementary Grades Second Edition* retains the core literacy components that made the first edition one of the most widely read books in education and enhances these practices based on years of further experience in classrooms and compelling new brain research The Daily 5 provides a way for any teacher to structure literacy and now math time to increase student independence and allow for individualized attention in small groups and one on one Teachers and schools implementing the Daily 5 will do the following Spend less time on classroom management and more time teaching Help students develop independence stamina and accountability Provide students with abundant time for practicing reading writing and math Increase the time teachers spend with students one on one and in small groups Improve schoolwide achievement and success in literacy and math The Daily 5 Second Edition gives teachers everything they need to launch and sustain the Daily 5 including materials and setup model behaviors detailed lesson plans specific tips for implementing each component and solutions to common challenges By following this simple and proven structure teachers can move from a harried classroom toward one that hums with productive and engaged learners What s new in the second edition Detailed launch plans for the first three weeks Full color photos figures and charts Increased flexibility regarding when and how to introduce each Daily 5 choice New chapter on differentiating instruction by age and stamina Ideas about how to integrate the Daily 5 with the CAFE assessment system New chapter on the Math Daily 3 structure *Everyday Mathematics 4 Grade Teacher's Lesson Guide Volume 2* Max Bell, 2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and

assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific

**Methodologies and Intelligent Systems for Technology Enhanced Learning, Workshops - 15th International Conference** Dalila Durães, Anne-Cecile Caron, Sokratis Karkalas, Minoru Nakayama, Loreto Lancia, Zuzana Kubincová, 2026-02-03 This book includes the accepted papers of the four selected workshops that focus on Integration of Emerging Technologies into Education and Training ETELT Interactive Environments and Emerging Technologies for eLearning IEETeL Technology Enhanced Learning in Nursing Education NURSING and Peer Review Peer Assessment and Self Assessment in Education PRASAE The authors like to thank all the contributing authors and the members of the Organizing and Program Committee Education is the cornerstone of any society serving as one of the foundations for many of its social values and characteristics mis4TEL 25 promotes interaction among the scientific community to discuss the applications of Technology Enhanced Learning solutions targeting not only cognitive and social processes but also motivational personality and emotional factors Additionally current trends in the use of Artificial Intelligence can assist in augmenting learning opportunities for both learners and educators

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web 1 obtain a sample of candium separate the 3 isotopes candium red hots mini candium peanut butter regular and candium peanut large and record the numbers for each type of isotope 2 next determine the mass for each isotope and calculate the total mass in grams 3 calculate the average mass

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