

6-2 Study Guide and Intervention**Substitution****Solve by Substitution** One method of solving systems of equations is **substitution**.**Example 1** Use substitution to solve the system of equations.

$$y = 2x$$

$$4x - y = -4$$

Substitute $2x$ for y in the second equation.

$$4x - y = -4$$

$$4x - 2x = -4$$

$$2x = -4$$

$$x = -2$$

Second equation

$$y = 2x$$

Combine like terms.

Divide each side by 2 and simplify.

Use $y = 2x$ to find the value of y .

$$y = 2x$$

$$y = 2(-2)$$

$$y = -4$$

The solution is $(-2, -4)$.

First equation

$$x = -2$$

Simplify.

Example 2 Solve for one variable, then substitute.

$$x + 3y = 7$$

$$2x - 4y = -6$$

Solve the first equation for x since the coefficient of x is 1.

$$x + 3y = 7$$

$$x + 3y - 3y = 7 - 3y$$

$$x = 7 - 3y$$

Find the value of y by substituting $7 - 3y$ for x in the second equation.

$$2x - 4y = -6$$

$$2(7 - 3y) - 4y = -6$$

$$14 - 6y - 4y = -6$$

$$14 - 10y = -6$$

$$14 - 10y - 14 = -6 - 14$$

$$-10y = -20$$

$$y = 2$$

First equation

Subtract $3y$ from each side.

Simplify.

Second equation

$$x = 7 - 3y$$

Distributive Property

Combine like terms.

Subtract 14 from each side.

Simplify.

Divide each side by -10 and simplify.Use $y = 2$ to find the value of x .

$$x = 7 - 3y$$

$$x = 7 - 3(2)$$

$$x = 1$$

The solution is $(1, 2)$.**Exercises**

Use substitution to solve each system of equations.

1. $y = 4x$

$3x - y = 1$

2. $x = 2y$

$y = x - 2$

3. $x = 2y - 3$

$x = 2y + 4$

4. $x - 2y = -1$

$3y = x + 4$

5. $x - 4y = 1$

$2x - 8y = 2$

6. $x + 2y = 0$

$3x + 4y = 4$

7. $2b = 6a - 14$

$3a - b = 7$

8. $x + y = 16$

$2y = -2x + 2$

9. $y = -x + 3$

$2y + 2x = 4$

10. $x = 2y$

$0.25x + 0.5y = 10$

11. $x - 2y = -5$

$x + 2y = -1$

12. $-0.2x + y = 0.5$

$0.4x + y = 1.1$

Algebra 2 Study Guide Intervention Answers

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volume summaries of school based intervention research that relates to those who deal on a regular basis with the growing body of students having high incidence learning disabilities and or behavior disorders special educators school psychologists and clinical child psychologists Chapter authors begin with an overview of their topic followed by a brief section on historical perspectives before moving on to the main section a critical discussion of empirically based intervention procedures In those instances where evidence based prescriptions can legitimately be made authors discuss best practices and the conditions e g classroom environment teacher expertise under which these practices are most effective A final section deals with policy issues

Teaching and Learning Algebraic Thinking with 5- to 12-Year-Olds Carolyn Kieran, 2017-12-04 This book highlights new developments in the teaching and learning of algebraic thinking with 5 to 12 year olds Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for teaching early algebra Building on the work of the ICME 13 International Congress on Mathematical Education Topic Study Group 10 on Early Algebra well known authors such as Luis Radford John Mason Maria Blanton Deborah Schifter and Max Stephens as well as younger scholars from Asia Europe South Africa the Americas Australia and New Zealand present novel theoretical perspectives and their latest findings The book is divided into three parts that focus on i epistemological mathematical aspects of algebraic thinking ii learning and iii teaching and teacher development Some of the main threads running through the book are the various ways in which structures can express themselves in children s developing algebraic thinking the roles of generalization and natural language and the emergence of symbolism Presenting vital new data from international contexts the book provides additional support for the position that essential ways of thinking algebraically need to be intentionally fostered in instruction from the earliest grades

Handbook of Research on K-12 Blended and Virtual Learning Through the i²Flex Classroom Model Avgerinou, Maria D., Pelonis, Peggy, 2021-03-05 Teaching models that focus on blended and virtual learning have become important during the past year and have become integral for the continuance of learning The i Flex classroom model a variation of blended learning allows non interactive teaching activities to take place without teachers direct involvement freeing up time for more meaningful teacher student and student student interactions There is evidence that i Flex leads to increased student engagement and motivation as well as better exploitation of teachers and classroom time leading to the development of higher order cognitive skills as well as study skills for students future needs related to citizenship college and careers The Handbook of Research on K 12 Blended and Virtual Learning Through the i Flex Classroom Model focuses not only on how to design deliver and evaluate courses but also on how to assess teacher performance in a blended i²Flex way at the K12 level The book will discuss the implementation of the i Flex isquareFlex a non traditional learning methodology which integrates internet based delivery of content and instruction with faculty guided student independent learning in combination with face to face classroom instruction aiming at developing higher order cognitive skills within a flexible learning design framework While highlighting new methods for improving the

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