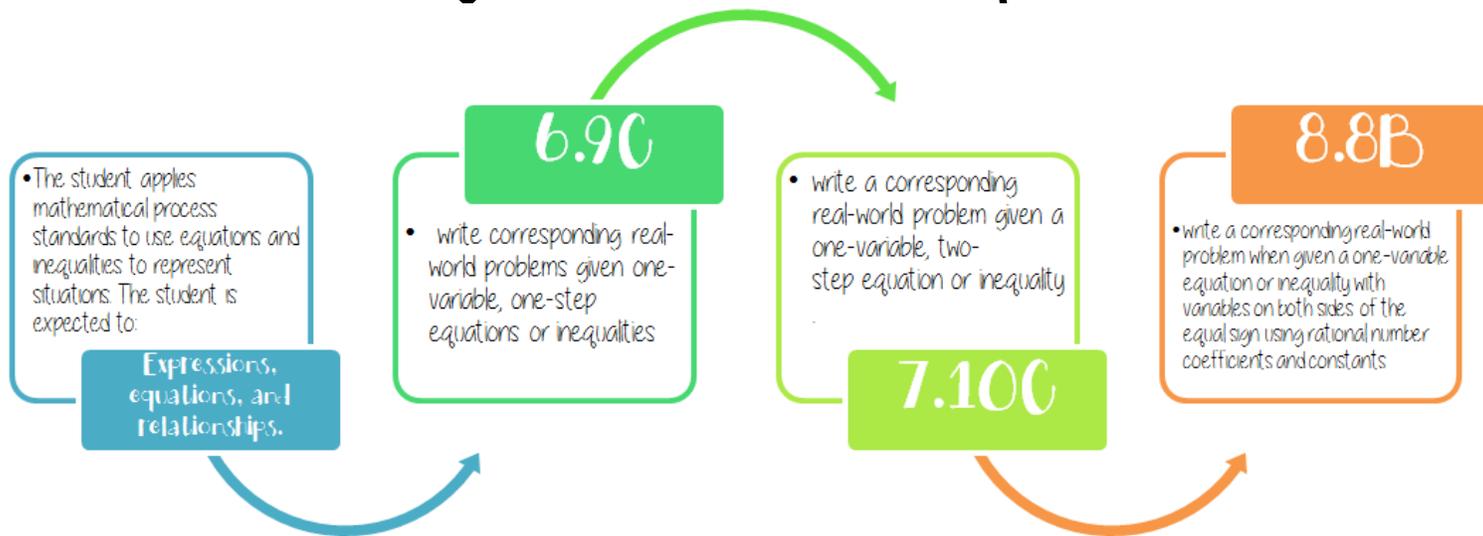


Writing Word Problems from Equations



My teacher's learning goals for me are that I will be able to:

- determine if the equation represents a proportional or non-proportional relationship.
- analyze the equation and identify the slope, m , and the y-intercept, b
 - decide on a real-world situation that will represent the y-intercept and slope.
- analyze the equation and identify the constant of proportionality, k
 - decide on a real-world situation that will represent the k-value.
- Write a real-world problem that represents the equation.
- Solve the equation to calculate the value of the variable.

I will master the **learning goals** for **Writing Word Problems** with at least _____ mastery by:

- Asking** questions when I'm not sure of something and **answering** questions when I know the answer.
- _____
- _____

How to make up real-world situations and how to identify the slope, m , or constant of proportionality, k , from an equation:

In an equation, the slope, m , or k-value, k , is the value being multiplied with the x .

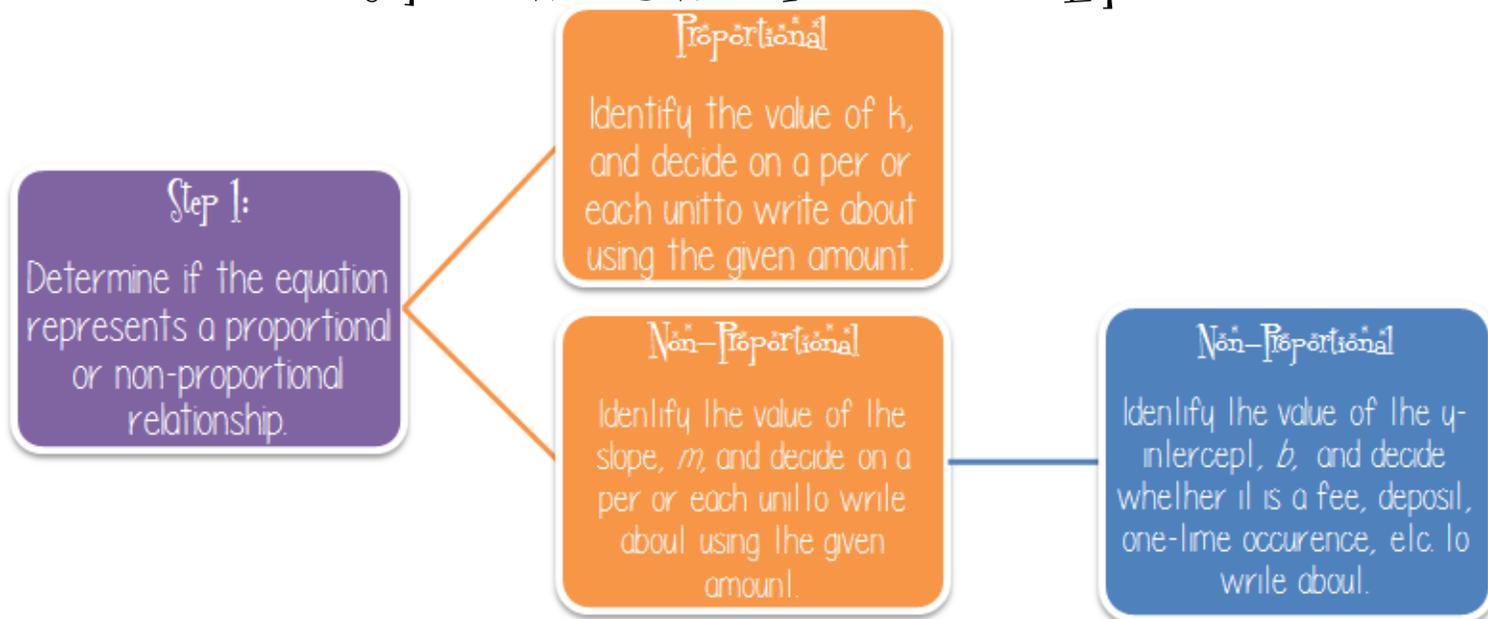
When making up a word problem, remember the slope and k-value are represented by the constant rate of change. It is most commonly the "per" or "each" amount.

How to make up real-world situations and how to identify the y-intercept, b , from an equation:

In an equation, the y-intercept, b , is the number being added or subtracted.

When making up a word problem, keep in mind that the y-intercept is the one time occurrence which may be a fee, deposit, initial or beginning amount they already had prior to starting, etc...

Steps for Writing Word Problems from Equations



I do... you follow along and process **Writing Real-World Problems from Equations**

A. $8x = 24$

B. $125x + 50 = 425$

C. $600 = 50x$

D. $120 = 201 - 3x$