## Learning Targets

### Equations and Expressions

### Lesson 1: Tape Diagrams and Equations

* I can tell whether or not an equation could represent a tape diagram.
* I can use a tape diagram to represent a situation.

### Lesson 2: Truth and Equations

* I can match equations to real life situations they could represent.
* I can replace a variable in an equation with a number that makes the equation true, and know that this number is called a solution to the equation.

### Lesson 3: Staying in Balance

* I can compare doing the same thing to the weights on each side of a balanced hanger to solving equations by subtracting the same amount from each side or dividing each side by the same number.
* I can explain what a balanced hanger and a true equation have in common.
* I can write equations that could represent the weights on a balanced hanger.

### Lesson 4: Practice Solving Equations and Representing Situations with Equations

* I can explain why different equations can describe the same situation.
* I can solve equations that have whole numbers, fractions, and decimals.

### Lesson 5: A New Way to Interpret over

* I understand the meaning of a fraction made up of fractions or decimals, like or .
* When I see an equation, I can make up a story that the equation might represent, explain what the variable represents in the story, and solve the equation.

### Lesson 6: Write Expressions Where Letters Stand for Numbers

* I can use an expression that represents a situation to find an amount in a story.
* I can write an expression with a variable to represent a calculation where I do not know one of the numbers.

### Lesson 7: Revisit Percentages

* I can solve percent problems by writing and solving an equation.

### Lesson 8: Equal and Equivalent

* I can explain what it means for two expressions to be equivalent.
* I can use a tape diagram to figure out when two expressions are equal.
* I can use what I know about operations to decide whether two expressions are equivalent.

### Lesson 9: The Distributive Property, Part 1

* I can use a diagram of a rectangle split into two smaller rectangles to write different expressions representing its area.
* I can use the distributive property to help do computations in my head.

### Lesson 10: The Distributive Property, Part 2

* I can use a diagram of a split rectangle to write different expressions with variables representing its area.

### Lesson 11: Squares and Cubes

* I can write and explain the formula for the volume of a cube, including the meaning of the exponent.
* When I know the edge length of a cube, I can find the volume and express it using appropriate units.

### Lesson 12: Surface Area of a Cube

* I can write and explain the formula for the surface area of a cube.
* When I know the edge length of a cube, I can find its surface area and express it using appropriate units.

### Lesson 13: Meaning of Exponents

* I can evaluate expressions with exponents and write expressions with exponents that are equal to a given number.
* I understand the meaning of an expression with an exponent like .

### Lesson 14: Expressions with Exponents

* I can decide if expressions with exponents are equal by evaluating the expressions or by understanding what exponents mean.

### Lesson 15: Evaluating Expressions with Exponents

* I how how to evaluate expressions that have both an exponent and addition or subtraction.
* I know how to evaluate expressions that have both an exponent and multiplication or division.

### Lesson 16: Equivalent Exponential Expressions

* I can find solutions to equations with exponents in a list of numbers.
* I can replace a variable with a number in an expression with exponents and operations and use the correct order to evaluate the expression.

### Lesson 17: Two Related Quantities, Part 1

* I can create tables and graphs that show the relationship between two amounts in a given ratio.
* I can write an equation with variables that shows the relationship between two amounts in a given ratio.

### Lesson 18: Two Related Quantities, Part 2

* I can create tables and graphs to represent the relationship between distance and time for something moving at a constant speed.
* I can write an equation with variables to represent the relationship between distance and time for something moving at a constant speed.

### Lesson 19: Tables, Equations, and Graphs, Oh My!

* I can create a table and a graph that represent the relationship in a given equation.
* I can explain what an equation tells us about the situation.



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