Ų	Variables on Both Sides Student Activity	Name Class
Open 1	the TI-Nspire document Variables_on_Both_Sides. <i>tns.</i>	 1.1 1.2 2.1 Variables_on_des ✓ Variables on Both Sides
This ac variable	ctivity lets you use a number line to compare the values of two e expressions.	Move along the number line to observe changes in the values of the variable, expressions, and equations.

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Press ctrl) and ctrl (to
navigate through the lesson.

- 1. As you grab the point and move the arrow beneath the number line, what changes? What stays the same?
- 2. a. Describe the differences in the values of the expressions on the left side and the right side.
 - b. Move the arrow to try several new values for *x*. What is true about the difference in the values of the expressions?
- 3. Gail says that if she were asked to solve the equation 2x + 4 = 2x + 1, she could find a value of x that would be a solution. Eric says, "That's impossible." Who is correct? Justify your answer.

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- 4. a. Examine the expressions on the left and right sides. Describe the differences between the expressions and their values.
 - b. Find *x* so that the difference between the two expressions is 8.
 - c. Find *x* so that the difference between the two expressions is 4.

- 5. Gail says that if she were asked to solve the equation 2x + -4 = 3x + 1, she could find a value of x that would be a solution. Eric says "That's impossible." Who is correct? Justify your answer.
- 6. Predict what would happen if the 2 on the left side of the equation were a 3. Explain your reasoning. Change the 2 to a 3 and see if you are correct.

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- 7. As you move the arrow for point *x*, what changes? What stays the same?
- 8. How many solutions are there to the equation 4x + 3 = 2(2x + 1) + 1? Explain your reasoning.
- 9. Simplify the right side of the equation by distributing and combining like terms. Does this support your response to #8?
- 10. Describe the characteristics of an equation that would have the solution given below. (Hint: Review the equations that you have explored in this activity.) Also, write an example of an equation for each solution.
 - a. no solution (empty set)
 - b. one solution
 - c. infinitely many solutions