

Lesson 3 Problem-Solving Practice

Standards

Use the problem-solving strategy you learned in Lesson 2 to solve the problems below. Show your work.

Number of Miles Run by Each Team	
Team A	12 miles
Team B	15 miles
Team C	18 miles
Team D	20 miles
Team E	22 miles

<p>1. Find the average number of miles run by each team. Show your work.</p>	<p>2. Find the range of the number of miles run by each team. Show your work.</p>
<p>3. Find the median number of miles run by each team. Show your work.</p>	<p>4. Find the mode of the number of miles run by each team. Show your work.</p>
<p>5. Find the mean number of miles run by each team. Show your work.</p>	<p>6. Find the standard deviation of the number of miles run by each team. Show your work.</p>

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Parallel Curriculum Units for Mathematics, Grades 6-12 Jann H. Leppien, Jeanne H. Purcell, 2011-04-07 Maximize your mathematics curriculum to challenge all students This collection of lessons from experienced teachers provides multifaceted examples of rigorous learning opportunities for mathematics students in Grades 6-12 The four sample units focus on fractions linear programming geometry and quadratic relationships The authors provide user friendly methods for instruction and demonstrate how to differentiate the lessons for the benefit of all students Included are standards based strategies that guide students through Understanding secondary mathematics concepts Discovering connections between mathematics and other subjects Developing critical thinking skills Connecting mathematics learning to society through the study of real world data proportional reasoning and problem solving

Pre-Algebra, Chapter 1 Resource Masters, 2002-05 **Algebra 2 Chapter 1 Resource Masters** McGraw-Hill Staff, 2002-05 **Algebra 2 Chapter 3 Resource Masters** McGraw-Hill Staff, 2002-05

Fundamentals of Secondary Education John Paul Leonard, 1938 **Guided Problem Solving Workbook, Succeed with Word Problems!**- **Prentice Hall Mathematics**, 2006 **Popular Educator**, 1921 *Teen Health Course 3* Wright Group-McGraw Hill, 2002-04 *Prentice Hall Algebra 1* Jan Fair, 1992 **Glencoe Mathematics** William Collins, 1999

Resources in Education, 1991-08 *McDougal Littell Science*, 2004-04 **Prentice Hall Math Course 3 Adapted Student Workbook 2007c** Prentice-Hall Staff, 2006-07-15 Prentice Hall Mathematics Course 3 A solid foundation preparing students for Algebra 1 Chapters 1-3 provide a solid foundation of integers rational numbers and real numbers setting the stage for equations inequalities and functions Real World applications to the more abstract algebraic concepts are found throughout the text An average of over five Activity Labs per chapter ensures students receive the visual and special instruction necessary to conceptualize these abstract concepts better preparing them for advanced math courses

New Problems in Secondary Education James Bartlett Edmonson, 1926 *University High School Journal*, 1931 *Problem Outline in Practice Teaching* Raymond Boyd Nell, 1935 **Lesson Planner**, 2002 **Middle School Math, Course 2** Holt McDougal, 2004 *Horizons, Grade 4* HSP, 2003 **Gle ACC Twe 1st Year 2000** Donald J. Guerrieri, F. Barry Haber, William B. Hoyt, Robert E. Turner, 1999-04 Focuses on a business perspective by using examples from the business world to illustrate accounting concepts

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