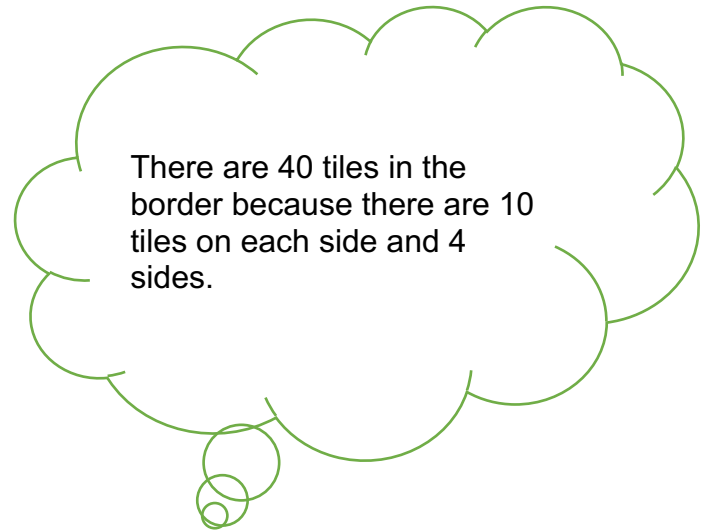
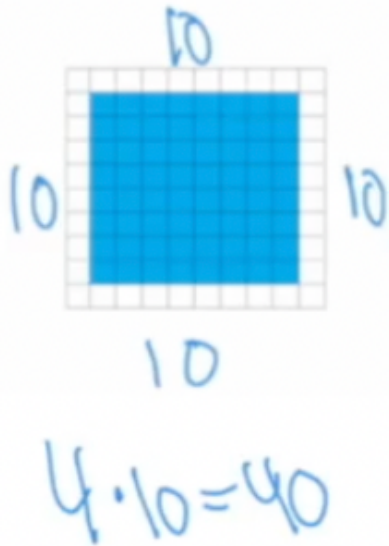


This lesson will continue exploring the context of a tiled swimming pool.

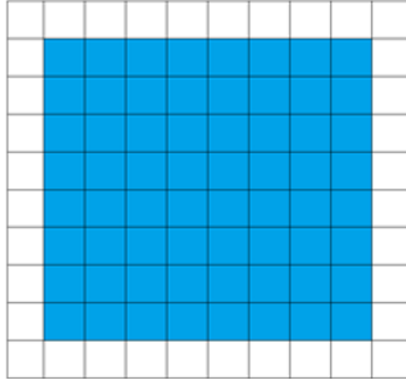
1. Consider Haleemah's and ET's thinking from Lesson 1:



- a. Explain why the total number of tiles in the border of a pool with 10 tiles on a side is *not equal to* 40.

- b. Explain about how you would adjust this method to determine the correct number of tiles in the border, 36.

2. The drawing shows a pool whose border has 10 tiles on a side.



- a. Write an **arithmetic** equation that represents Haleemah's and ET's new method.
- b. Circle and label the drawing to show how each part of your equation connects to the pool.

- c. Explain what each symbol means in your **arithmetic** equation and *why* this method gives you the correct number of tiles in the border of the pool.

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