

What's My Function?

Consider the questions about the given functions.

1. A function consists only of the four points $(-2, 4)$, $(-1, 4)$, $(0, -2)$, and $(1, 4)$.

A. Graph the function.



B. Is this function continuous at $x = 0$?

Answer:

C. Is this function increasing or decreasing?

Answer:

D. Identify the function's domain and range.

Domain: $x \in \{-2, -1, 0, 1\}$

Range: $y \in \{-2, 4\}$

E. What equation relates the x - and y -values of the function?

Equation: $y = 4$

F. Describe the domain of the representation equation in terms of the function itself.

Domain: **Equation:** $y = 4$ **Domain:** $x \in \{-2, -1, 0, 1\}$

2. A phone company charges \$20 per month to use their services. Additionally, for every minute over 100 minutes per month the bill adds

A. What equation relates the number of minutes x with the charge y with this phone company?

Equation: $y = 20 + 0.20x$

B. Is this function increasing or decreasing?

Answer:

C. What does the function's domain at this rate?

Domain:

D. What are the domain and range of the problem situation?

Domain: $x \geq 0$ **Range:** $y \geq 20$

E. What are the domain and range of the problem situation after the initial rate representation equation?

Hs Mathematics Unit Lesson 03

Sheryn Spencer-Waterman



Hs Mathematics Unit Lesson 03:

Transform Your Math Class Using Asset-Based Teaching for Grades 6-12 Michael D. Steele, Joleigh Honey, 2024-07-30

Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching. An asset based perspective on math education means starting with what students already know instead of focusing on what's missing. This approach elevates student thinking and reasoning skills. In this way, educators acknowledge that all students bring prior experiences, strengths, talents, and resources to the learning process and can contribute meaningfully in an authentic learning environment. Transform Your Math Class Using Asset Based Teaching for Grades 6-12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics. In the book, Michael Steele and Joleigh Honey highlight the importance of using language, instructional routines, and systemic structure that positively impact student engagement, their math identity, and ultimately their outcomes. Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive, supportive, and empowering learning environments, this book introduces an asset based perspective that focuses on students' strengths, assets, and potential to learn mathematics. Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives. Offers strategies for promoting a growth mindset in mathematics, encouraging productive struggle in math, and promoting equitable math instruction. Supports teachers in reflecting on their decisions, self-awareness, and self-management. Includes a companion online study guide to support teachers individually or as part of a professional learning community. Adopting asset based perspectives is about movement over time, not about flipping a switch. This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students' learning and development.

The Mathematics Lesson-Planning Handbook, Grades 3-5 Ruth Harbin Miles, Beth McCord Kobett, Lois A. Williams, 2018-07-13. This book brings together the best of Visible Learning and the teaching of mathematics. The chapters on learning intentions, success criteria, misconceptions, formative evaluation, and knowing thy impact are stunning. Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math, it's a great go-to book for all who teach mathematics. John Hattie, Laureate Professor, Deputy Dean of MGSE, Director of the Melbourne Education Research Institute, Melbourne Graduate School of Education. YOU are the architect in the mathematics classroom. When it comes to mathematics lessons, do you sometimes feel overly beholden to the required texts from which you teach? Do you wish you could break the mold but feel like you get conflicting guidance on the right things to do? How often do you find yourself in the last minute online scramble for a great task activity that will capture your students' interest and align to your state standards? In The Mathematics Lesson Planning Handbook, Grades 3-5: Your Blueprint for Building Cohesive Lessons, you'll learn the streamlined decision making processes that will help you plan the focused, research-based, standards-aligned lessons your

students need This daily reference offers practical guidance for when and how to pull together mathematics routines resources and effective teaching techniques into a coherent and manageable set of lesson plans This resource will Lead teachers through a process of lesson planning based on various learning objectives Set the stage for lesson planning using relatable vignettes Offer sample lesson plans for Grades 3 5 Create opportunities to reflect on each component of a mathematics lesson Suggest next steps for building a unit from the lessons Provide teachers the space and tools to create their own lesson plans going forward Based on years of classroom experience from seasoned mathematics educators this book brings together the just in time resources and practical advice you need to make lesson planning simple practical and doable From laying a solid foundation to choosing the right materials you ll feel confident structuring lessons that lead to high student achievement **DOD Pam** United States. Office of Armed Forces Information and Education,1957

Correspondence Courses Offered by Colleges and Universities Through the United States Armed Forces Institute United States Armed Forces Institute,1954 **The Math Pact, High School** Barbara J. Dougherty,Sarah B. Bush,Karen S. Karp,2020-09-19 A schoolwide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddled their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly you ll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to dos and try it outs Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics Research in Education ,1973

Resources in Education ,1996-10 Research Awards Index , **Research Grants Index** National Institutes of Health (U.S.). Division of Research Grants,1970 *Handbook on Differentiated Instruction for Middle & High Schools* Sheryn Spencer-Waterman,2014-01-09 This book has an abundance of time saving practical strategies for teachers in grades 6 12 A treasury of activities and resources this book explains demonstrates and helps you select among a wide variety of differentiation processes such as whole class differentiation tiered lessons learning centers flexible grouping literature

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Department of the Army Pamphlet ,1951 **Teaching and Learning High School Mathematics** Charlene E. Beckmann,Denisse R. Thompson,Rheta N. Rubenstein,2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans **Bulletin of the Public Library of the City of Boston** ,1917 **Bulletin [1908-23]** Boston Public Library,1922 **Index to Educational Audio Tapes** National Information Center for Educational Media,1974 *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier,2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research

technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com 9781032472867 *Mathematics, Junior High School Grades VII, VIII, and IX ...* San Francisco (Calif.). Board of Education, 1927

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