Investigating Variations

Investigating Direct Variation Activity

- Display the following problem: "A low-flow showerhead uses 5 gallons of water every 2 minutes. How many gallons would it use in 15 minutes?" Ask students to find the solution to this problem and to be prepared to explain how they arrived at their solution.
- Ask students to share their strategies for solving the problem. Record their ideas for the class to see. Strategies may include setting up proportions, finding unit rates, using an equation, and others. Record all strategies shared.
- Prompt students to think about how they could represent this situation in a graph, and solicit their ideas. Guide discussion by asking questions, including the following:
 - What variables are involved?
 - · What is the independent variable?
 - What is the dependent variable?
 - What amount of water would be used for zero minutes?
 - Is there a constant slope?
 - What does the slope represent in this problem?
- Ask students to devise an equation for the situation, if they have not already done so.
- 5. Next, ask questions such as the following:
 - · What is the slope in the equation?
 - What is the y-intercept?
 - What do the slope and y-intercept represent in the problem?

Investigating Inverse Variation Activity

- 1. Display the following problem: "You are currently planning a road trip across the United States. You plan to stop and take a break every 120 miles. How long might you be driving between breaks?" Give students some time to think, and then ask them to share ideas. The idea of speed making a difference in the time it takes to go 120 miles should come up, but if not, ask students whether the speed they drive makes a difference. Ask them to identify the independent variable (speed), the dependent variable (time), and the constant (distance) in this situation.
- Have students work in pairs or small groups to find various speeds and times
 it would take to travel 120 miles. As students work, take note of how they
 are calculating speeds and times—e.g., taking the distance and dividing it by
 the speed or using factors of 120. Also, take note of the units they are using

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