Part I. Carefully graph each of the following. Identify whether or not be graph is a function. Then, evaluate the graph at any specified domain value.

10.

$$f(x) = \begin{cases} x+5 & x<-2\\ -2x+3 & x \ge -2 \end{cases}$$

Function? Yes or No

$$f(3) =$$

$$f(-4) =$$

$$f(-2) =$$

2.

$$f(x) = \begin{cases} 2x+1 & x \ge 1 \\ x + 3 & x < 1 \end{cases}$$

Function? Yes or No.

$$f(-2) =$$

$$f(6) =$$

$$f(1) =$$

3.

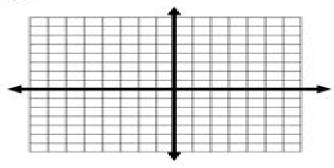
$$f(x) = \begin{cases} -2x+1 & x \le 2\\ 5x-4 & x > 2 \end{cases}$$

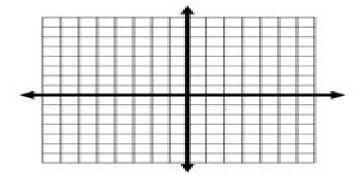
Function? Yes or No

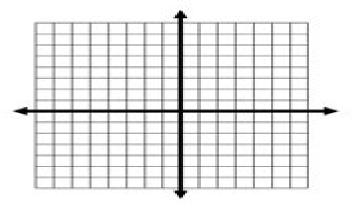
$$f(-4) =$$

$$f(8) =$$

$$f(2) =$$







## **Graphing Piecewise Functions Activity Answers**

Elizabeth Boling, Colin M. Gray, Craig D. Howard, John Baaki

#### **Graphing Piecewise Functions Activity Answers:**

Tactile Learning Activities in Mathematics Julie Barnes, Jessica M. Libertini, 2018-08-06 Q What do feather boas cookies and paper shredders have in common A They are all ingredients that have the potential to help your undergraduate students understand a variety of mathematical concepts In this book 43 faculty from a wide range of institutional settings share a total of 64 hands on activities that allow students to physically engage with mathematical ideas ranging from the basics of precalculus to special topics appropriate for upper level courses Each learning activity is presented in an easy to read recipe format that includes a list of supplies a narrative briefly describing the reasons logistics and helpful hints for running the activity and a page that can be used as a handout in class Purchase of the book also includes access to electronic printable versions of the handouts With so many activities it might be hard to decide where to start For that reason there are four indices to help the reader navigate this book a concept index a course index an Author index and a main ingredient index In addition to providing activities for precalculus calculus commonly required mathematics courses for majors and more specialized upper level electives there is also a section describing how to modify many of the activities to fit into a liberal arts mathematics class Whether you are new to using hands on activities in class or are more experienced the Author's hope that this book will encourage and inspire you to explore the possibilities of using more hands on activities in your classes Bon Fractals for the Classroom: Strategic Activities Volume Two Heinz-Otto Peitgen, Hartmut Jürgens, Dietmar appetit Saupe, Evan Maletsky, Terry Perciante, Lee Yunker, 2013-06-29 The same factors that motivated the writing of our first volume of strategic activities on fractals continued to encourage the assembly of additional activities for this second volume Fractals provide a setting wherein students can enjoy hands on experiences that involve important mathematical content connected to a wide range of physical and social phenomena. The striking graphic images unexpected geometric properties and fascinating numerical processes offer unparalleled opportunity for enthusiastic student inquiry Students sense the vigor present in the growing and highly integrative discipline of fractal geom etry as they are introduced to mathematical developments that have occurred during the last half of the twentieth century Few branches of mathematics and computer science offer such a contem porary portrayal of the wonderment available in careful analysis in the amazing dialogue between numeric and geometric processes and in the energetic interaction between mathematics and other disciplines Fractals continue to supply an uncommon setting for animated teaching and learn ing activities that focus upon fundamental mathematical concepts connections problem solving techniques and many other major topics of elementary and advanced mathematics It remains our hope that through this second volume of strategic activities readers will find their enjoyment of mathematics heightened and their appreciation for the dynamics of the world in creased We want experiences with fractals to enliven curiosity and to stretch the imagination Teaching the Common Core Math Standards with Hands-On Activities, Grades 9-12 Gary R. Muschla, 2015-04-17 Bring Common Core Math into high school with smart engaging activities Teaching Common Core Math

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Instructors Resource Guide Consortium, 2001-11 Designs for Learning Environments of the Future Michael Jacobson, Peter Reimann, 2010-03-10 Few things are as certain as societal changes and the pressing need for educators to prepare students with the knowledge and ways of thinking necessary for the challenges in a changing world In the forward thinking pages of Designs for Learning Environments of the Future international teams of researchers present emerging developments and findings in learning sciences and technologies at the infrastructure curricular and classroom levels Focusing on ideas about designing innovative environments for learning in areas such as biology engineering genetics mathematics and computer science the book surveys a range of learning technologies being explored around the world a spectrum as diverse as digital media computer modeling and 3D virtual worlds and addresses challenges arising from their design and use The editors holistic perspective frames these innovations as not only discrete technologies but as flexible learning environments that foster student engagement participation and collaboration Contributors describe possibilities for

teaching and learning in these and other cutting edge areas Working with hypermodels and model based reasoning Using visual representations in teaching abstract concepts Designing strategies for learning in virtual worlds Supporting net based collaborative teams Integrating innovative learning technologies into schools Developing personal learning communities Designs for Learning Environments of the Future will enhance the work of a wide range of professionals including researchers and graduate students in the learning and cognitive sciences and educators in the physical and social sciences

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Integrating Research on the Graphical Representation of Functions Thomas A. Romberg, Elizabeth Fennema, Thomas A. Carpenter, Thomas P. Carpenter, 1993 First Published in 1993 Routledge is an imprint of Taylor Francis an informa company Embracing Diversity in the Learning Sciences Yasmin B. Kafai, 2012-10-12 More than a decade has passed since the First International Conference of the Learning Sciences ICLS was held at Northwestern University in 1991 The conference has now become an established place for researchers to gather The 2004 meeting is the first under the official sponsorship of the International Society of the Learning Sciences ISLS The theme of this conference is Embracing Diversity in the Learning Sciences As a field the learning sciences have always drawn from a diverse set of disciplines to study learning in an array of settings Psychology cognitive science anthropology and artificial intelligence have all contributed to the development of methodologies to study learning in schools museums and organizations As the field grows however it increasingly recognizes the challenges to studying and changing learning environments across levels in complex social systems This demands attention to new kinds of diversity in who what and how we study and to the issues raised to develop coherent accounts of how learning occurs Ranging from schools to families and across all levels of formal schooling from pre school through higher education this ideology can be supported in a multitude of social contexts. The papers in these conference proceedings respond to the call Holt Algebra 1 2003 Holt Rinehart & Winston, Holt, Rinehart and Winston Staff.2003 Innovations in Science and Mathematics Education Michael J. Jacobson, Robert B. Kozma, 2012-12-06 The uses of technology in education have kindled great interest in recent years Currently considerable resources are being expended to connect schools to the Internet to purchase powerful and increasingly affordable computers and on other implementations of educational technologies However the mere availability of powerful globally connected computers is not

sufficient to insure that students will learn particularly in subjects that pose considerable conceptual difficulties such as in science and mathematics The true challenge is not just to put the newest technologies in our schools but to identify advanced ways to design and use these new technologies to advance learning This book offers a snapshot of current work that is attempting to address this challenge It provides valuable and timely information to science and mathematics educators educational and cognitive researchers instructional technologists and educational software developers educational policymakers and to scholars and students in these fields Structured Programming Using Turbo BASIC Wade Ellis, Ed Lodi, 2014-05-10 Structured Programming Using Turbo BASIC explains programming methods using this language through mathematical or business examples and problems The book approaches problem solving using a top down structured programming method This method consists of 1 breaking a problem into smaller more manageable tasks and 2 using the action block the decision block and the loop block the three fundamental programming structures to perform each task The text describes the Turbo Basic environment on an IBM PC or compatible the fundamental programming structures and concepts the two data structures arrays files graphics creation as well as computer simulations The book explains in detail variables screen formatting the decision block the loop block functions. The text also discusses parameter lists and libraries The student learns to use the OPEN statement to associate a buffer with a file or the CLOSE statement to end the file buffer The text explains the use of the Turbo BASIC random generator that produces unique sequences of random numbers The book can be used in introductory lecture courses in business computer science or mathematics It can be beneficial for students in an open entry open exit computer laboratory courses or for self study Handbook of International Research in Mathematics Education Lyn D. English, David Kirshner, 2010-04-02 The second edition continues the mission of bringing together important new mathematics education research that makes a difference in both theory and practice It updates and extends the Handbook's original key themes and issues for international research in mathematics education for the 21st century namely priorities in international mathematics education research lifelong democratic access to powerful mathematical ideas advances in research methodologies influences of advanced technologies Each of these themes is examined in terms of learners teachers and learning contexts with theory development being an important component of all these aspects This edition also examines other catalysts that have gained increased import in recent years including a stronger focus on the teacher and teacher practice a renewed interest in theory development an increased focus on the mathematics needed in work place settings and a proliferation of research designs and methodologies that have provided unprecedented opportunities for investigating and ultimately improving mathematical teaching and learning This edition includes ten totally new chapters all other chapters are thoroughly revised and updated **Instructor's Manual with Test** 

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