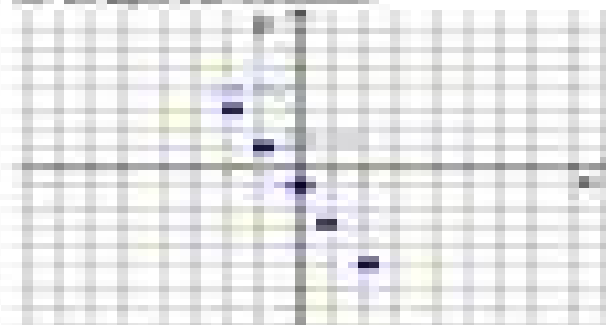


What's My Function?

Consider the quadratics below that graph functions.

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

A. Graph the function.



B. Is this function continuous or discrete?

Discrete

C. Is this function increasing or decreasing?

Increasing

D. Identify the function's domain and range.

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

Range: $\{-1, 4\}$

E. What equation describes the graph of this function?

$y = 4x^2 - 4$

2. Consider the domain of the representation equation below with that of the function itself.

Domain: **Real numbers** **Representation:** **Real numbers** **$\{x \in \mathbb{R} \mid 0 \leq x \leq 1\}$**

3. A phone company charges \$29 per month to use their services. Additionally, for every extra minute used, a \$2 minute plan must be purchased.

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

$y = 29 + 2x$

B. Is this function continuous or discrete?

Continuous

C. Would you consider this function continuous or discrete?

Continuous

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

Domain: **$x \geq 0$** **Range:** **$y \geq 29$**

E. Does the set domain and range of the problem situation differ from that of the representation equation?

Geometry Hs Mathematics Unit 03 Lesson 01 Key

**Margaret (Peg) Smith, Michael D.
Steele, Miriam Gamoran Sherin**



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Teacher's Edition for Scoring High on the Comprehensive Tests of Basic Skills, 1991 This program for kindergarten through grade 8 includes practice in reading and mathematics familiarizes students with test formats and directions and teaches test taking strategies 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 **Resources in Education**, 2001 The Five Practices in Practice [High School] Margaret (Peg) Smith, Michael D. Steele, Miriam Gamoran Sherin, 2020-02-26 This book makes the five practices accessible for high school mathematics teachers Teachers will see themselves and their

classrooms throughout the book High school mathematics departments and teams can use this book as a framework for engaging professional collaboration I am particularly excited that this book situates the five practices as ambitious and equitable practices Robert Q Berry III NCTM President 2018 2020 Samuel Braley Gray Professor of Mathematics Education University of Virginia Take a deeper dive into understanding the five practices anticipating monitoring selecting sequencing and connecting for facilitating productive mathematical conversations in your high school classrooms and learn to apply them with confidence This follow up to the modern classic 5 Practices for Orchestrating Productive Mathematics Discussions shows the five practices in action in high school classrooms and empowers teachers to be prepared for and overcome the challenges common to orchestrating math discussions The chapters unpack the five practices and guide teachers to a deeper understanding of how to use each practice effectively in an inquiry oriented classroom This book will help you launch meaningful mathematical discussion through Key questions to set learning goals identify high level tasks anticipate student responses and develop targeted assessing and advancing questions that jumpstart productive discussion before class begins Video excerpts from real high school classrooms that vividly illustrate the five practices in action and include built in opportunities for you to consider effective ways to monitor students ideas and successful approaches for selecting sequencing and connecting students ideas during instruction Pause and Consider prompts that help you reflect on an issue and in some cases draw on your own classroom experience prior to reading more about it Linking To Your Own Instruction sections help you implement the five practices with confidence in your own instruction The book and companion website provide an array of resources including planning templates sample lesson plans completed monitoring tools and mathematical tasks Enhance your fluency in the five practices to bring powerful discussions of mathematical concepts to life in your classroom

Test Prep, High School Carson-Dellosa Publishing Staff,Spectrum,Spectrum Staff,2001-03-06 Developed by experts experienced in high stakes testing American Education Publishing Test Prep provides the essential preparation that young learners need to achieve success on proficiency tests American Education Publishing Test Prep takes the mystery out of what to expect on test day by explaining strategies and techniques for answering different kinds of questions Multiple tests in reading math and language arts provide comprehensive practice in key subjects required for proficiency

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