

# Investigating Intercepts

Find the slope and intercepts from the data in the tables.

2.

x	y
-2	6
0	4
2	2
4	0
6	-2

slope \_\_\_\_\_  
x-intercept (zero of function) \_\_\_\_\_  
y-intercept \_\_\_\_\_

3.

x	y
-1	-20
1	-12
3	-4
5	4
7	12

slope \_\_\_\_\_  
x-intercept (zero of function) \_\_\_\_\_  
y-intercept \_\_\_\_\_

Find the slope and y-intercept of each equation.

4.  $y = 2.5x$

5.  $y = -\frac{3}{7}x - 42$

6.  $f(x) = \frac{4}{3}x + 2$

7.  $4x + 3y = 12$

8.  $y = -1$

9.  $x = 4$

10.  $2x - 5y = 15$

11.  $6y = 2x - 18$

12.  $5y + 2x = -8$

# Hs Mathematics Unit 04 Lesson 01

**J Spring**



## **Hs Mathematics Unit 04 Lesson 01:**

*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 [Index to Educational Audio Tapes](#) National Information Center for Educational Media, 1974 [Index to Educational Audio Tapes](#), 1974 **Resources in Education**, 2001-04 **Research in Education**, 1973 **Spectrum Critical Thinking for Math, Grade 5** Spectrum, 2017-04-03 Critical Thinking Math Grade 5 Workbook for kids ages 10 Support your child s educational journey with Spectrum s 5th Grade Math Critical Thinking Workbook that teaches essential 5th grade math skills Critical Thinking

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**Styles and Strategies for Teaching High School Mathematics** Edward J. Thomas, John R. Brunsting, Pam L. Warrick, 2010-08-10 One key to raising achievement in mathematics is to recognize that all students have preferred styles of thinking and learning By rotating teaching strategies you can reach learners through their preferred styles as well as challenge students to think in other styles Styles and Strategies for Teaching High School Mathematics provides a set of powerful research based strategies to help high school teachers differentiate mathematics instruction and assessment according to their students learning styles Presenting four distinct mathematical learning styles Mastery Understanding Self Expressive and Interpersonal this book offers classroom tested instructional strategies that can be mixed and matched to reach all learners Compatible with any curriculum or textbook the book Explains how the strategies address NCTM process standards and students learning styles Includes step by step directions examples and planning considerations for each strategy Provides reproducible forms for implementing the strategies Offers variations and ways to adapt each strategy to meet a variety of instructional demands With assessment components woven throughout this invaluable guide helps high school mathematics teachers effectively reach and teach today s adolescents

General Extension Division Record , 1924

Teaching Students With High-Incidence Disabilities Mary Anne Prater, 2016-12-29 To ensure that all students receive quality instruction Teaching Students with High Incidence Disabilities prepares preservice teachers to teach students with learning disabilities emotional behavioral disorders intellectual disabilities attention deficit hyperactivity and high functioning autism It also serves as a reference for those who have already received formal preparation in how to teach special needs students Focusing on research based instructional strategies Mary Anne Prater gives explicit instructions and includes models

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**Advanced General Education Program** Job Corps (U.S.),1969 *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 **Bulletin of the Public Library of the City of Boston** Boston Public Library,1921 Math Trailblazers 2E G4 Teacher Implemenation Guide ,2003 A research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish translantion of instuctional units Bulletin [1908-23] Boston Public Library,1921 **Everyday Mathematics** Max Bell,2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific **School Publication** Los Angeles City School District,1919 Bulletin of the Public Library of the City of Boston ,1921 **Checklist of South Carolina State Publications** South Carolina. State Library,1964

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