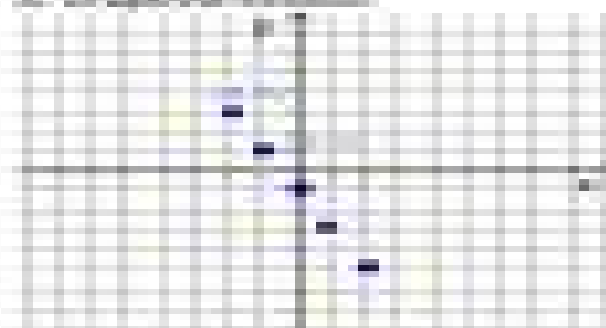


What's My Function?

Consider the quadratics shown that graph functions.

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

A. Graph the function.



B. Is this function continuous or discrete?

Answer:

C. Is this function increasing or decreasing?

Answer:

D. Identify the function's domain and range.

Domain: $x = -2, -1, 0, 1$ Range: $y = -4, -1, 4$

E. What equation describes the upward-opening parabola?

Equation: $y = x^2 - 2x - 4$

F. Describe the domain of the representation equation, compare with that of the function itself.

Domain: domain: $\{x \in \mathbb{R} \mid x \geq -2\}$ and $x = 1, 0, -1, -2$

2. A phone company charges \$20 per month to use their services. Additionally, for every minute that exceeds the 100-minute plan, the user is charged \$0.15.

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

Equation: $y = 0.15x + 20$

B. Is this function continuous or discrete?

Answer:

C. Would you consider this function continuous or discrete?

Answer:

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

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

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

Geometry Hs Mathematics Unit 13 Lesson 01

Michael Rajnik



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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 **ENC Focus** ,1994 *Research in Education* ,1974 **The Teaching of High School Mathematics** Jasper O. Hassler,1926 **Bulletin [1908-23]** Boston Public Library,1921 **Teaching Resources for Low-achieving**

Mathematics Classes Kenneth J. Travers,1972 **Polygons Galore** Dana T. Johnson,Marguerite M. Mason,Jill Adelson,2021-09-03 Polygons Galore is a mathematics unit for high ability learners in grades 3 5 focusing on 2 D and 3 D components of geometry by exploring polygons and polyhedra and their properties The van Hiele levels of geometric understanding provide conceptual underpinnings for unit activities The unit consists of nine lessons that include student discovery of properties of polygons and polyhedra investigations for finding areas of triangles and quadrilaterals study of the Platonic solids and real world applications of polygons and polyhedra It also includes activities related to identifying comparing and analyzing polygons by using properties of the polygons constructing meanings for geometric terms developing strategies to find areas of specific polygons identifying and building regular and nonregular polyhedra and recognizing geometric ideas and relationships as applied in daily life and in other disciplines such as art Grades 3 5

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