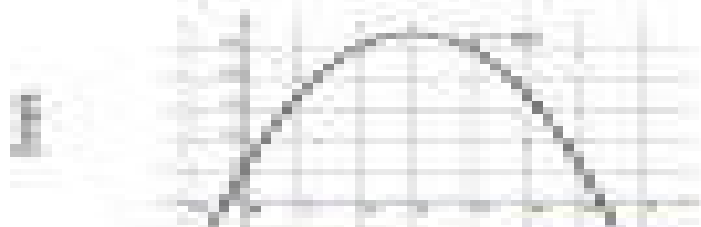


Functions: Give One, Get One

Write each statement, using the information provided. Then, write the statement that is the inverse of the function.



Graph of the function: $f(x) = -x^2 + 4x$

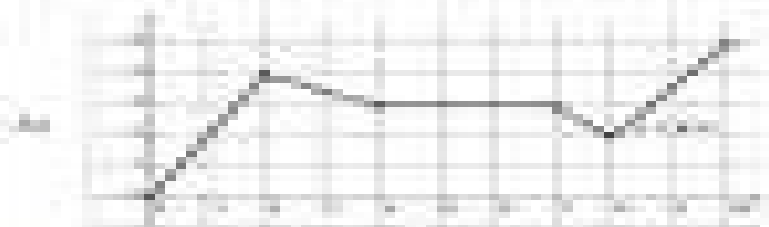
- Write** 1. The function $f(x)$ is a parabola opening downwards.
- Write** 2. The function $f(x)$ has a vertex at $(2, 4)$.
- Write** 3. The function $f(x)$ has x-intercepts at $(0, 0)$ and $(4, 0)$.
- Write** 4. The function $f(x)$ has a y-intercept at $(0, 0)$.
- Write** 5. The function $f(x)$ has a maximum value of 4.
- Write** 6. The function $f(x)$ has a range of $y \leq 4$.

Write the inverse of the function $f(x)$.

- The graph of the function $f(x)$ is a parabola opening downwards.
- The vertex of the graph is $(2, 4)$.
- The x-intercepts of the graph are $(0, 0)$ and $(4, 0)$.

Write the inverse of the function $f(x)$.

The graph of the function $f(x)$ is a parabola opening downwards. The vertex of the graph is $(2, 4)$. The x-intercepts of the graph are $(0, 0)$ and $(4, 0)$.



Graph of the function:

- Write** 1. The function $f(x)$ is a piecewise linear function.
- Write** 2. The function $f(x)$ has a maximum value of 3.
- Write** 3. The function $f(x)$ has a minimum value of 1.
- Write** 4. The function $f(x)$ has a range of $y \geq 1$.

Write the inverse of the function $f(x)$.

- The function $f(x)$ is a piecewise linear function.
- The function $f(x)$ has a maximum value of 3.
- The function $f(x)$ has a minimum value of 1.

Write the inverse of the function $f(x)$.

The graph of the function $f(x)$ is a piecewise linear function. The function $f(x)$ has a maximum value of 3 and a minimum value of 1.

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David Kirk



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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](#) ,1994-10

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Forthcoming Books Rose Arny,1997-12 **Who's who in the West** ,1999 *The Software Encyclopedia 2000* Bowker Editorial Staff,2000-05 [A Graphical Approach to Precalculus with Limits](#) John Hornsby,Margaret L. Lial,Gary K. Rockswold,2010-02-09 A Graphical Approach to Precalculus with Limits A Unit Circle Approach illustrates how the graph of a function can be used to support the solutions of equations and inequalities involving the function Beginning with linear functions in Chapter 1 the text uses a four part process to analyze each type of function starting first with the graph of the function then the equation the associated inequality of that equation and ending with applications The text covers all of the topics typically caught in a college algebra course but with an organization that fosters students understanding of the interrelationships among graphs equations and inequalities With the Fifth Edition the text continues to evolve as it addresses the changing needs of today s students Included are additional components to build skills address critical thinking solve applications and apply technology to support traditional algebraic solutions while maintaining its unique table of contents and functions based approach A Graphical Approach to Precalculus with Limits A Unit Circle Approach continues to incorporate an open design with helpful features and careful explanations of topics

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