

Functions: Give One, Get One

Write each statement, choose the function(s) that best describes it, and explain your function.



Write or draw:

- Question 1:** Write a function that represents the relationship between x and y for the graph above.
- Answer 1:** The function is $y = -x^2 + 4x$.
- Question 2:** Write a function that represents the relationship between x and y for the graph above.
- Answer 2:** The function is $y = 1.5x$.
- Question 3:** Write a function that represents the relationship between x and y for the graph above.
- Answer 3:** The function is $y = 1.5x$.
- Question 4:** Write a function that represents the relationship between x and y for the graph above.
- Answer 4:** The function is $y = 1.5x$.
- Question 5:** Write a function that represents the relationship between x and y for the graph above.
- Answer 5:** The function is $y = 1.5x$.

Write or draw:

- The graph of the function $y = x^2 - 4x + 4$ is a parabola opening upwards.
- The graph of the function $y = x^2 - 4x + 4$ is a parabola opening upwards.

Write or draw:

The graph of the function $y = x^2 - 4x + 4$ is a parabola opening upwards. The graph of the function $y = x^2 - 4x + 4$ is a parabola opening upwards.

Write or draw:

- Question 1:** Write a function that represents the relationship between x and y for the graph above.
- Answer 1:** The function is $y = 1.5x$.
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- Question 3:** Write a function that represents the relationship between x and y for the graph above.
- Answer 3:** The function is $y = 1.5x$.
- Question 4:** Write a function that represents the relationship between x and y for the graph above.
- Answer 4:** The function is $y = 1.5x$.

Write or draw:

- The graph of the function $y = x^2 - 4x + 4$ is a parabola opening upwards.
- The graph of the function $y = x^2 - 4x + 4$ is a parabola opening upwards.

Write or draw:

The graph of the function $y = x^2 - 4x + 4$ is a parabola opening upwards. The graph of the function $y = x^2 - 4x + 4$ is a parabola opening upwards.

Precal Hs Mathematics Unit 9 Lesson 1

**Charlene E. Beckmann,Denisse R.
Thompson,Rheta N. Rubenstein**



Precal Hs Mathematics Unit 9 Lesson 1:

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 **Contemporary Mathematics in Context** ,1998 Quizzes for each lesson in class exams take home exams and projects for each unit Includes cumulative exams sample solutions and teaching notes **Striving for Excellence** ,1995 Each vol a compilation of ERIC digests Bringing the Common Core Math Standards to Life Yvelyne Germain-McCarthy, Ivan Gill, 2014-11-20 As high school math teachers shift to the Common Core State Standards the question remains What do the standards actually look like in the classroom This

book answers that question by taking you inside of real Common Core classrooms across the country You ll see how exemplary teachers are meeting the new requirements and engaging students in math Through these detailed examples of effective instruction you will uncover how to bring the standards to life in your own classroom Special Features A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra geometry trigonometry statistics mathematics across the curriculum and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical ready to use tools you can take back to your classroom including unit plans and classroom handouts **Resources in Education** ,1998 **ENC Focus** ,1994 **Media Index** ,1979

Bowker's Complete Video Directory 2001 ,2001 **Subject Guide to Children's Books in Print 1997** Bowker Editorial Staff,R R Bowker Publishing,1996-09 **Teaching Secondary and Middle School Mathematics** Daniel J. Brahier,2009 In this extensively revised third edition of Teaching Secondary and Middle School Mathematics scholar and classroom teacher Daniel Brahier presents concise current and meaningful descriptions of what it takes to be an effective teacher of mathematics With up to date research classroom tested teaching ideas and a vibrant writing style this book provides essential information on curriculum teaching and assessment issues related to middle secondary mathematics Every chapter includes a contextualizing introduction scenarios and dialogues for student reflection recommended resources for further study and closing activities and discussion questions to cement chapter concepts Jacket *Proceedings Of The 14th International Congress On Mathematical Education (In 2 Volumes)* Jianpan Wang,2024-06-07 The International Congress on Mathematical Education ICME is the largest international conference on mathematics education in the world This quadrennial event is organized under the auspices of the International Commission on Mathematical Instruction ICMI This book the Proceedings of ICME 14 presents the latest trends in mathematics education research and mathematics teaching practices at all levels Each chapter covers an extensive range of topics in mathematics education Volume I consists of 4 Plenary Lectures 3 Plenary Panels 5 Lectures of Awardees 4 Survey Teams 62 Topic Study Groups 13 Discussion Groups 20 Workshops a Thematic Afternoon and an Early Career Researcher Day Plenary Lectures recognize substantial and continuing contributions to the growth of the field of Mathematics Education Plenary Panels address three major challenges currently facing mathematics educators across the globe The Survey Teams have a particular emphasis on identifying and characterizing important new knowledge recent developments new perspectives and emergent issues The Topic Study Groups provides a coverage of important topics in mathematics education Volume II consists of 50 invited lectures which present the work and reflections of both established and emerging researchers from around the world These lectures cover a wide spectrum of topics themes and issues that reflect the latest challenges and development in the field of mathematics education Modular Instruction in Statistics American Statistical Association,Donald Guthrie,Judith Rich O'Fallon,1976

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work individually on computers we have identified several sources of mathematics applets that can be correlated to various
lessons Research citations and summaries have been updated to reflect current information on teaching and learning For
future teachers *Current Index to Journals in Education* ,1996 **The Seattle Times School Guide** Katherine
Long,2000 **Forthcoming Books** Rose Arny,2003

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