VISUAL ALGEBRA FOR COLLEGE STUDENTS

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Many of the ideas in this book were inspired by the ideas set forth in the original Math in the Mind’s Eye materials published by the Math Learning Center (http://www.mathlearningcenter.org/) and are used with the explicit permission of the Math Learning Center.

The original Math in the Mind’s Eye units that included these ideas are:

“Modeling Integers,” Albert Bennett, Eugene Maier and Ted Nelson
“Picturing Algebra,” Michael Arcidiocano and Eugene Maier
“Graphing Algebraic Relationships,” Eugene Maier and Michael Shaughnessey
“Modeling Real and Complex Numbers,” Eugene Maier and Ted Nelson
“Sketching Solutions to Algebraic Equations,” Eugene Maier
# VISUAL ALGEBRA FOR COLLEGE STUDENTS

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WELCOME AND INTRODUCTION

VISUAL ALGEBRA FOR COLLEGE STUDENTS

WHAT IS VISUAL ALGEBRA?
Welcome to the Visual Algebra for College Students book. Visual Algebra is a powerful way to look at algebraic ideas using concrete models and to connect those models to symbolic work. Visual Algebra will take you through modeling integer operations with black and red tiles to modeling linear and quadratic patterns with black and red tiles, looking at the general forms of the patterns using algebra pieces and then connecting all of those ideas to symbolic manipulation, creating data sets, graphing, finding intercepts and points of intersection. Chapter Four extends these ideas to higher order polynomial functions (such as cubic polynomials) and ventures into modeling complex number operations with black, red, yellow and green tiles.

THE GOAL OF VISUAL ALGEBRA
The main goal of Visual Algebra is to help you gain a depth of understanding of basic algebraic skills. When you completely understand the algebra covered in this book, you should be able to show visually the algebra using a concrete model (algebra pieces), describe verbally the meaning of each step or move with the algebra pieces and connect this all symbolically to standard algebraic algorithms and procedures. In many cases, you will also be able to show the ideas from the visual model and symbolic work graphically. Overall, you will be able to think deeply about the topics and not rely on rote memorization or rules. You will understand these ideas so well that you can easily describe and effectively teach them to someone else.

THE STRUCTURE OF VISUAL ALGEBRA FOR COLLEGE STUDENTS
This book is designed as a hands-on book. Each section is dedicated to a small set of related topics and is presented as an Activity Set and a corresponding Homework Set. Each Activity Set starts with a description of the Purpose of the set, a list of the needed Materials for the set and an Introduction that gives definitions, examples and sometimes technology tips. Each Activity Set then moves to a set of exploration based activity questions (referred to as “activities”) presented with space to write in your exploratory work and solutions. These Activity Sets are entirely self-contained with graphing grids and other diagrams embedded into your workspaces. Each Homework Set gives a set of homework questions related to the Activity Set.

The end of each chapter of Visual Algebra for College Students has an itemized and referenced list of vocabulary and review topics for that chapter and a chapter practice exam.

The “back of the book” material for Visual Algebra for College Students contains selected answers to Activity Set activities (marked with an asterisk (*)) and complete solutions to each end of chapter practice exam.

CLASS APPROACH FOR VISUAL ALGEBRA
Although many of the ideas in this book can be used for self study, the ideal situation is that you will work in small groups of three or four students in an interactive classroom environment as you explore the Visual Algebra topics.
EFFECTIVE GROUP WORK IDEAS FOR VISUAL ALGEBRA

Here are some effective ideas to think about while working in a group:

✓ Equal and friendly sharing is the key to a good group; no one (or two) persons should ever tell others in their group answers and correspondingly, no group member should always ask others for help. To study mathematics, each person must gain and earn their own knowledge. This means that each person will usually have to think, struggle, explore, make conjectures, make false starts, make errors, correct errors and working together with their group, find correct and valid solution paths.

✓ Everyone should write out their own work and complete their own Activity Sets. No group member should write on another group member’s pages.

✓ When a group starts a new activity, you may wish to read the question individually or take turns reading questions out loud. After the question is understood, for this class, it is ideal to briefly share and discuss ideas about the question (see Group Protocol’s below) and as a group, work out the question with a single set of algebra pieces. When graphing calculators are used, make sure each group member can work with their own calculator.

✓ When a member of the group has a question, try to ask leading and helpful questions back that will help the group member answer their original question on their own. In general, if you know an answer and tell it to someone else, then you will still know the answer and your friend may briefly retain the information, but, in the long run, because they have not gained and earned this knowledge for themselves, they are unlikely to remember it.

✓ Your instructor may choose to let you pick your own group or may assign you to a group. Although it often seems easy to work with people that are “just like you,” it is also often more effective to work with people with a variety of different learning styles and approaches. In a discussion environment, it is ideal to have a variety of perspectives. For future teachers, working with people who think differently than you is excellent practice for working in your future classroom.

GO AROUND PROTOCOL


One of the ideas from “The Power of Protocols,” is the Go Around Protocol, can be especially useful in the Visual Algebra for College Students classroom. The Go Around Protocol is a very simple idea; when a group is working on an idea, each member in the group gets a specified amount of time (usually around 30 seconds) to discuss and introduce their ideas (while other group members listen attentively). Then the role of speaker rotates to the next person in the group. You can see this protocol exactly matches the effective group work goals set forth in the preceding paragraphs. Each group member is given an equal and friendly share in the group’s discussion. Your course instructor may choose to make the Go Around Protocol formal by setting the speaking time (such as 30 seconds) and the direction the role of speaking rotates (such as counterclockwise). On the other hand, your instructor may simply allow you to informally manage effective sharing within your own group.

SHARING WITH THE WHOLE CLASS

Sharing among class groups can be very powerful. When your instructor asks you to share, be sure to ask questions, take your turn and volunteer frequently. Remember, when a class discusses ideas and possible errors, everyone benefits.
REQUIRED MATERIALS FOR VISUAL ALGEBRA
The concrete models used in Visual Algebra are sets of Algebra Pieces available from the Math Learning Center (www.mathlearningcenter.org). These sets include black and red tiles, black and red n-strips, white x and opposite x-strips and black and red x-squares. In Chapter Four we also use green and yellow tiles which are also available from the Math Learning Center. A graphing calculator is also required in Chapter Three.

STUDENT ELECTRONIC RESOURCES
These file are available on the Math Learning Center (www.mathlearningcenter.org) Visual Algebra for College Students product page where Visual Algebra for College Students is also available for download.

Algebra Pieces.doc
This file contains images of each tile algebra piece and edge piece used in this book. You can copy the pieces and paste them into a text file (such as Word) or in to any paint program. In Word, double click on any piece to change it size and use the Drawing menu to rotate a piece as needed.

GSPAlgebra Pieces.gsp
The Geometer’s Sketchpad ® was used to create electronic image of each tile algebra piece and edge piece used in this book. Students with access to The Geometer’s Sketchpad (www.keypress.com) may find this file useful.

Graph and Grid Paper
- 0.25in.Grid.pdf
- 0.25in.Graph.pdf (grid paper with darker axes)
- 0.5in.Grid.pdf
- Two Column Algebra Piece-Symbolic Work Paper (for use starting with Activity Set 2.4)
CHAPTER ONE

INTEGERS
AND INTEGER OPERATIONS
Activity Set 1.1
MODELING INTEGERS WITH BLACK AND RED TILES

PURPOSE
To learn how to model positive and negative integers with black and red tiles and how to
determine the net value and opposite net value of collections of black and red tiles.

MATERIALS
Black and red* tiles: Black and red tiles are black on one side and red on the other side.
✓ No calculators

INTRODUCTION

Integers
The set of Integers (Z) is the set of positive and negative counting numbers and zero and is
denoted by the letter Z.
\[ Z = \{0, \pm 1, \pm 2, \pm 3 \ldots\} \]

Black and Red Tiles
One black tile has value +1, two black tiles have value +2, one red tile has value -1, two red tiles
have value -2, etc.

\[
\begin{align*}
\text{One black tile} &= +1 \\
\text{Two black tiles} &= +2 \\
\text{One red tile} &= -1 \\
\text{Two red tiles} &= -2
\end{align*}
\]

Black and red tiles are Opposite Colors and one black tile and one red tile cancel each other out.

\[
\text{One black tile and one red tile} = +1 + -1 = 0
\]

A Collection of black and red tiles is any set of black and red tiles.

The Net Value of a collection of black and red tiles is the value of the remaining black or red
tiles once all matching pairs of black and red tiles are removed. For example the net value of 1
black tile and 1 red tile is 0, the net value of 2 black tiles and 1 red tile is +1 and the net value of
2 black tiles and 5 red tiles is -3.

\[
\begin{align*}
\text{Net value} = +1 & \quad \text{Net value} = -3
\end{align*}
\]

An Opposite Collection of black and red tiles is a collection in which all of the tiles have been
flipped to the opposite color. For example, the opposite collection of 2 black tiles and 1 red tile is
2 red tiles and 1 black tile.

The Opposite Net Value of a collection of black and red tiles is the net value of the opposite
collection of the black and red tiles.

* Red tiles are pictured in gray
Activity Set 1.1: Modeling Integers

1. Take a dozen or so black and red tiles and toss them on your table. Fill out the first row, and then flip the tiles and fill out the second row to form the opposite collecting and fill out the second row. Repeat as you fill out each pair of rows in the table; remove all matching black and red pairs before filling out the last two columns. As you toss and flip, discuss your results. What observations can you make about collections, opposite collections, net value and opposite net value of collections of black and red tiles? List all of your observations.

<table>
<thead>
<tr>
<th>Collection / Opposite Collection</th>
<th>Total # Tiles</th>
<th># Red Tiles</th>
<th># Black Tiles</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toss 1</td>
<td></td>
<td></td>
<td></td>
<td>#R or #B</td>
</tr>
<tr>
<td>Flip Toss 1</td>
<td></td>
<td></td>
<td></td>
<td>Integer</td>
</tr>
<tr>
<td>Toss 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flip Toss 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toss 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flip Toss 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observations:

2. (Partner work) Take turns filling out the outlined cells in each row of the table with numbers of your choice and have your partner determine how to fill out the rest of the row. Completely fill out the table on both partner’s pages. What observations can you make about collections of black and red tiles in this setting? List all of your observations.

<table>
<thead>
<tr>
<th>Collection</th>
<th>Total # Tiles</th>
<th># Black</th>
<th># Red</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observations:
Homework Questions 1.1
MODELING INTEGERS WITH BLACK AND RED TILES

Sketching Black and Red Tiles
For this homework set, you may wish to denote black tiles by B and red tiles by R rather than sketching and coloring square tiles. Although electronic images are available, at this stage just writing out B and R is much faster and much more efficient.

For each of the following collections of black and red tiles:
  i. Find the unknown number(s) of tiles. Sketch the resulting collection and mark it to show the given net value or explain why the collection cannot exist no matter what the unknown number of tiles is.

  ii. If more than one such collection exists, give two different examples of collections that work and explain why there is more than one collection that meets the given conditions.

1. Collection I of black and red tiles contains exactly 8 red tiles, an unknown number of black tiles and has net value -4.

2. Collection II of black and red tiles contains exactly 7 black tiles, an unknown number of red tiles and has net value -2.

3. Collection III of black and red tiles contains exactly 6 red tiles, an unknown even number of black tiles and has net value +1.

4. Collection IV of black and red tiles contains exactly 5 red tiles, an unknown even number of black tiles and has net value +4.

5. Collection V of black and red tiles contains exactly 5 red tiles, an unknown even number of black tiles and has net value +0.

6. Collection VI of black and red tiles contains an unknown odd number of red tiles, an unknown odd number of black tiles and has net value 0.

7. Collection VII of black and red tiles contains an unknown even number of red tiles, an unknown even number of black tiles and has net value +1.

8. Collection VIII of black and red tiles contains an unknown odd number of red tiles, an unknown odd number of black tiles and has net value +3.

9. Collection IX of black and red tiles contains an unknown odd number of red tiles, an unknown odd number of black tiles and has net value +2.

10. Collection X of black and red tiles contains an unknown even number of red tiles, an unknown even number of black tiles and has net value +4.
Activity Set 1.2
ADDING INTEGERS WITH BLACK AND RED TILES

PURPOSE
To learn how to add integers using black and red tiles. To investigate the rule “When adding a negative number to a positive number, you can just subtract.”

MATERIALS
Black and red tiles
✓ No calculators

INTRODUCTION
Addition Terms
2 + 3 = 5: In this addition sentence, 2 and 3 are both Addends and 5 is the Sum.

SKETCHING TIPS
Sketching Tiles
While sketching integer addition in this activity set, you may wish to denote black tiles by B and red tiles by R rather than sketching and coloring square tiles.

Sketching Addition
When using sketches to show integer operations, label the steps and corresponding collections clearly so that another reader can follow your steps. Briefly explain your steps.

Example: 2 + 3 = 5

Diagram:
Model each addend
2
BB
3
BBB
Combine tiles
2 + 3
BB
BBB
Determine net value of final collection
2 + 3 = 5
BBBBB
1. Model $4$ and model $-6$ with your black and red tiles. Explain how you would use your collections to show the sum in the addition question: $4 + -6 = ?$ Sketch and label your work.

2. What observations can you make about finding the sum $4 + -6 = ?$ with black and red tiles? Discuss and list your observations. Are there different collections of black and red tiles that can be used to model this sum? Explain.

3. For the following addition questions, model each addend and then model the sum of the two addends. Sketch and label your work. Discuss any observations and note them by your sketches.

   **Observations**
   
   a. $4 + 6 = ?$

   b. $(*) -4 + -6 = ?$
Observations

c. \(6 + 4 = ?\)

d. \(-6 + 4 = ?\)

4. Using the black and red tile model and part c in the previous problem as a guide, explain why the rule “When adding a negative number to a positive number, you can just subtract” works.
Activity Set 1.2: Adding Integers with Black and Red Tiles
Homework Questions 1.2
ADDING INTEGERS WITH BLACK AND RED TILES

Sketching Black and Red Tiles
For this homework set; you may wish to denote black tiles by B and red tiles by R rather than sketching and coloring square tiles.

1. For the following addition questions, use black and red tiles to model each addend and then the sum of the two addends. Sketch and label your work. Be sure to carry out the whole operation; don't short cut by changing signs. In each case, give the completed addition sentence.
   a. \( b^7 + r^4 = ? \)
   b. \( r^7 + b^4 = ? \)

2. Describe the steps you would explain to an elementary school student about how to imagine using black and red tiles to help compute each of the following. You may assume the student knows how to add positive numbers. Be sure to explain the whole idea, not just how to short cut by changing signs.
   a. \( b^{345} + r^{125} = ? \)
   b. \( r^{345} + b^{145} = ? \)

3. Using the black and red tile model, show why the addition question \( b^8 + r^3 = ? \) can be converted to the subtraction question \( 8 - 3 = ? \) to obtain the same result. Sketch, label and explain your work.
Activity Set 1.3
SUBTRACTING INTEGERS WITH BLACK AND RED TILES

PURPOSE
To learn how to subtract integers using black and red tiles. To investigate the rule “When subtracting a negative number you can just add.”

MATERIALS
Black and red tiles
✓ No calculators

INTRODUCTION

Subtraction Terms
5 - 3 = 2: In this subtraction sentence, 5 is the Minuend, 3 is the Subtrahend and 2 is the Difference.

Zero Pairs
A Zero Pair is a pair with net value 0—one black and one red tile.

SKETCHING TIPS

Sketching Tiles
For sketching integer subtraction in this activity set, you may wish to denote black tiles by B and red tiles by R rather than sketching and coloring square tiles.

Sketching Take Away
When sketching taking away black and red tiles, one nice technique is to circle the tiles you are removing and label the circle as “Take Away” as shown in this example reducing a collection with net value 2.
1. Model $^+6$ and model $^+4$ with your black and red tiles. Explain how you would use your collections to show the difference in the subtraction question: $^+6 - ^+4 = ?$ Sketch and label your work.

2. What observations can you make about finding the difference $^+6 - ^+4 = ?$ with black and red tiles? Discuss and list your observations. Are there different collections of black and red tiles that can be used to model this subtraction question? Explain.

3. Model $^+6$ and model $^+4$ with your black and red tiles. Explain how you would use your collections to show the difference in the subtraction question: $^+4 - ^+6 = ?$ Hint: The collection for $^+4$ does not have to be only 4 black tiles. In order to take away 6 black tiles from your collection for $^+4$, you must have at least 6 black tiles in the collection for $^+4$. Form a collection with 6 black tiles and net value $^+4$ and use this collection to model the difference for $^+4 - ^+6 = ?$ Sketch and label your work.
4. (*) What observations can you make about starting with a collection that will allow you to find the difference $4 - (-6) = ?$ with black and red tiles? Discuss and list your observations. Are there different collections of black and red tiles that can be used to model this subtraction question? Explain.

5. For the following subtraction questions, model the minuend and the subtrahend and then model the difference. Sketch and label your work. Discuss any observations and note them by your sketches. Note: Don’t change subtracting an opposite to addition, actually carry out the subtraction.

   **Observations**

   a. $-4 - (-6) = ?$

   b. $-6 - (-4) = ?$
c. \(-4 - (-6) = ?\)

d. \(+4 - (-6) = ?\)

6. Using the black and red tile model, explain why the rule “When subtracting a negative number you can just add” works. You may wish to use \(+1 - (-2) = ?\) to think about the question, but give a general answer that works for every situation.
Homework Questions 1.3
SUBTRACTING INTEGERS WITH BLACK AND RED TILES

Sketching Black and Red Tiles
For this homework set; you may wish to denote black tiles by B and red tiles by R rather than sketching and coloring square tiles.

1. For the following subtraction questions, use black and red tiles to model the minuend, the subtrahend and then the difference. Sketch and label your work. Be sure to carry out the whole operation; don't short cut by changing signs. In each case, give the completed subtraction sentence.
   a. \(+5 - +7 = ?\)
   b. \(+5 - -7 = ?\)
   c. \(-5 - +7 = ?\)
   d. \(-5 - -7 = ?\)

2. Describe the steps you would explain to an elementary school student about how to imagine the black and red tiles to help compute each of the following. You may assume the student knows how to subtract positive numbers. Be sure to explain the whole idea, not just how to short cut by changing signs.
   a. \(-125 - -160 = ?\)
   b. \(-190 - -135 = ?\)

3. Using the black and red tile model, show why the subtraction question \(+2 - -6 = ?\) can be converted to the addition question \(2 + 6 = ?\) to obtain the same result. Sketch, label and explain your work.
Activity Set 1.4
ARRAYS WITH BLACK AND RED TILES

PURPOSE
To learn how to model rectangular arrays with black and red tiles and determine the net value of the arrays. To explore the result of flipping over columns and rows on the net value of a rectangular array. To learn how to use edge pieces to keep track of flipped columns and rows in a rectangular array of black and red tiles. To learn about minimal arrays, minimal collections and the empty array.

MATERIALS
Black and red tiles with black and red edge pieces
✓ No calculators

INTRODUCTION

Rectangular Arrays
A Rectangular Array is a rectangular arrangement of numbers or objects.

Rectangular Array Examples

\[
\begin{array}{cccc}
1 & 4 & 5 & 2 \\
5 & 5 & 4 & 7 \\
2 & 0 & 10 & 1 \\
\end{array}
\]

This is a rectangular array of numbers.
This array has 3 rows and 4 columns; it is a \(3 \times 4\) Array
Row then column

\[
\begin{array}{cccc}
\text{ } & \text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } & \text{ } \\
\end{array}
\]

This is a rectangular array of black tiles
This array has 2 rows and 5 columns; it is a \(2 \times 5\) Array


Rectangular Array Terms

Edge Pieces and Edge Sets are defined in context, see activity 2

Minimal Arrays, Minimal Collections and Minimal Edge Sets are defined in context, see before activity 8.

The Empty Array and the Non-Empty Array are defined in context, see before activity 10.
**EQUIVALENT ARRAYS**

Orientation on the page does not distinguish arrays, a $1 \times 3$ array and a $3 \times 1$ array with the same edge sets are equivalent arrays and only one should be given as a solution to a question.

![Equivalent Arrays](image)

**SKETCHING TIPS**

**Sketching Arrays**
When sketching an array of black and red tiles, show the rectangular shape of the array and the square shape of the tiles. It may be easiest to sketch blank squares, lightly shade the black tiles and label the interiors of the red tiles R or to skip shading and just label both the black and the red squares with a B or an R, respectively.

![Sketching options](image)
Activity Set 1.4: Arrays with Black and Red Tiles

1. Use your black and red tiles and form the following $3 \times 5$ array of black tiles.

```
 Array 1
```

a. (*) What is the net value of Array 1?

b. (*) Using your model of Array 1, pick one column and flip over all of the tiles in that column; what is the ending net value of the array? Return Array 1 to all black tiles and flip over all of the tiles in another column. Does the ending net value depend on which column you flip over? Sketch two such arrays and explain.

c. Return Array 1 to all black tiles; pick two columns and flip over all of the tiles in both columns; what is the ending net value of the array? Does the ending net value depend on which two columns you flip? Explain.

d. Return Array 1 to all black tiles and flip over all of the tiles in Column 1 (C1) and then flip over all of the tiles in Row 1 (R1). Note the tile that is in both C1 and R1 will be flipped twice. What is the ending net value of the array? Does the ending net value depend on which column and row you flip? Experiment with several combinations (C2 and R3, C3 and R1, etc.) and explain what happens if you flip one column and then flip one row. Sketch at least one such array.
Activity Set 1.4: Arrays with Black and Red Tiles

e. Does the order of flipping matter? If you start with an all black Array 1, flip one row and then flip one column, what happens to the ending net value? Is the ending net value different than if you flip first the column and then the row?

f. Return Array 1 to all black tiles and flip over all of the tiles in Column 1 (C1), in Column 2 (C2) and then in Row 1 (R1). What is the ending net value of the array? Does the ending net value depend on which two columns and one row you flip? Experiment with several combinations of two columns and one row and explain what happens. Sketch and label at least one such ending array.

Edge Sets

Note that it is difficult to look at an array of black and red tiles and determine which columns and rows have been flipped over. To keep track of the flipping information, we will use edge pieces and edge sets. Edge pieces indicate whether or not a row or column of an array has been flipped or turned over.

- An edge piece is a thin piece of black or red tile that is used to mark the edge dimensions of a black or red tiles (an edge piece has no height).
- A red edge piece at the end of a row or column indicates the row or column has been flipped.
- A black edge piece at the end of a row or column indicates the row or column has not been flipped.
- Edge pieces are designed to keep track of flipping and the dimensions of a rectangular array; the edge pieces themselves are not counted when determining the net value of an array.

Starting with an all black Array 1, these edge pieces indicate that Column 1, Column 3 and Row 3 have each been flipped over. The edge sets have been labeled I and II for reference.

Edge sets have net values just like tile collections as illustrated in this table:

<table>
<thead>
<tr>
<th>Item</th>
<th>#Black</th>
<th>#Red</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edge I</td>
<td>2B</td>
<td>1R</td>
<td>+1</td>
</tr>
<tr>
<td>Edge II</td>
<td>3B</td>
<td>2R</td>
<td>+1</td>
</tr>
<tr>
<td>Array</td>
<td>8B</td>
<td>7R</td>
<td>+1</td>
</tr>
</tbody>
</table>
2. (*) Use black and red tiles, with edge pieces, to explore the connection between edge pieces and arrays. Use black and red tiles to model each array as you fill out the table.

<table>
<thead>
<tr>
<th>Edge I</th>
<th>Edge II</th>
<th>Array</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>B</td>
<td>R</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

3. In terms of edges: When is a tile in an array black? When is a tile in an array red?

4. For each row in the table, determine an array, with edge pieces, that has net value 0. Find three different collections of edge sets that work. Model with black and red tiles as needed.

<table>
<thead>
<tr>
<th>Edge I</th>
<th>Edge II</th>
<th>Array</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>B</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

5. (*) What do you notice about arrays of net value 0 and their corresponding edge sets? List your observations.
Inefficient Arrays
Many of the arrays and edge sets we have been working with contain net value zero pairs and do not seem to be the most efficient collections of black and red tiles or black and red edges.

6. Model the pictured Array A-1 with black and red tiles and edge pieces.

   ![Array A-1]

   a. (*) Remove two rows (and their edge pieces) without changing the net value of the array or the net value of either edge. Sketch the new array, Array A-2, and the new edges for Array A-2.

   b. Now remove two columns (and their edge pieces) from Array A-2 without changing the net value of Array A-2 or the net value of either edge. Sketch this third array, Array A-3, include its edge pieces.

   c. Can you remove any additional pairs of rows or columns without changing the net value of Array A-3 or the net value of either edge? Sketch any additional arrays, include their edge pieces.

   d. Describe the pairs of rows and pairs of columns that you removed from the original array.
**Minimal Arrays and Minimal Collections**

An array of black and red tiles in which all net value zero row pairs and all net value zero column pairs are removed is a Minimal Array.

In the same way, a collection of black and red tiles in which all net value zero pairs have been removed is a Minimal Collection. A Minimal Edge Set is a minimal collection of edge pieces.

7. Describe the characteristics of a minimal array.

8. Describe the characteristics of a minimal edge set.

9. Consider the following non-minimal array with net value 0.

   Remove two columns or two rows (and their edge pieces) at a time without changing the net value of the array or the net value of either edge. Sketch each new array, include the edge pieces. Note which columns or rows you have removed.
Activity Set 1.4: Arrays with Black and Red Tiles

The Empty Array
The array you end up with in the previous activity is a special type of minimal array, it is the Empty Array.

A Non-Empty Array is any array in which there are some black and/or red tiles.

10. Explain the following statement: The only minimal array with net value 0 is the Empty Array.

11. For each row in the table, determine an array, with edge pieces, that has net value -6. Find four different collections of edge sets that work. Model with black and red tiles as needed.

<table>
<thead>
<tr>
<th>Edge I</th>
<th>Edge II</th>
<th>Array</th>
<th>Net Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>B</td>
<td>R</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. (*) What do you notice about arrays of net value -6 and their corresponding edge sets? List your observations; include notes on whether your arrays are or are not minimal arrays.
Homework Questions 1.4
ARRAYS WITH BLACK AND RED TILES

See the Student Electronic Resources for:
✓ Electronic version of this homework assignment (.doc file)
✓ Electronic images of black and red tiles (Algebra Pieces.doc)

1. Sketch three different and non-equivalent non-empty arrays (Arrays A—C) with net value 0. Include edge pieces and use this information to fill out a table like this:

<table>
<thead>
<tr>
<th>Edge I</th>
<th>Edge II</th>
<th>Array</th>
<th>Net Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Array</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Sketch four different non-equivalent minimal arrays (Arrays A—D) with net value +4. Include edge pieces and use this information to fill out a table like this:

<table>
<thead>
<tr>
<th>Edge I</th>
<th>Edge II</th>
<th>Array</th>
<th>Net Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Array</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td>+4</td>
<td>+4</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td>+4</td>
<td>+4</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>+4</td>
<td>+4</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>+4</td>
<td>+4</td>
</tr>
</tbody>
</table>

3. For each of the following:
   i) Sketch a minimal array, with edge pieces, that satisfies the given conditions OR if no minimal array that meets the given conditions exists, explain why this is the case. Label the edge sets and arrays with their net value.

   ii) If more than one such minimal array exists, give two different examples of minimal arrays that work

   a. One edge has an odd number of black edge pieces and the net value of the array is +2.

   b. One edge has an odd number of edge pieces and the net value of the array is –2.

   c. Both edges have an odd number of edge pieces and the net value of the array is +8.

   d. One edge is all red and one edge is all black; the net value of the array is +12.

   e. One edge is all red and one edge is all black; the net value of the array is –10.
Activity Set 1.5
MULTIPLYING INTEGERS WITH BLACK AND RED TILES

PURPOSE
To learn how to multiply integers using black and red tile arrays. To investigate the various rules of multiplying integers “Two positives is a positive, two negatives is a positive, etc.” To explore the role of 0 in multiplication sentences.

MATERIALS
Black and red tiles with black and red edge pieces
✓ No calculators

INTRODUCTION

Multiplication Terms
2 × 3 = 6: In this multiplication sentence, 2 and 3 are both Factors and 6 is the Product.

Using Black and Red Edge Pieces to Measure Side Dimensions (Lengths)
We saw in Activity Set 1.4 that we can use black and red edge pieces to indicate whether or not a row or column in an array of black and red tiles has been flipped. It also makes sense to think of a black and red edge pieces as measuring the side dimensions of arrays. For the rest of these materials, we will think of a black edge piece as measuring a side dimension of +1 unit and a red edge piece as measuring a side dimension of -1 unit. We will tend to call these “length 1” and “length -1,” although, of course, “length” is usually positive.

SKETCHING TIPS

Labeling Edges
When sketching an array with edges, label the net value of each edge set as shown in this sketch.
Activity Set 1.5: Multiplying Integers with Black and Red Tiles

**Sketching Multiplication**
When sketching multiplication, show and briefly explain each step as shown in the following example. Label edges throughout.

<table>
<thead>
<tr>
<th>Lay out all black edges; note black edge values</th>
<th>Fill in all black tiles</th>
<th>Flip row and corresponding edge pieces for ( -2 ), note edge net value</th>
<th>Flip column and edge pieces for ( -3 ), note edge net value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find the solution to: ( -2 \times -3 = ? )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the array to determine the final product ( -2 \times -3 = +6 )</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. (*) Use your black and red tiles and form a minimal Array 1 with Edge Set I = −2 and Edge Set II = 3. Sketch and label your work

a. What is the net value of Array 1?

b. If you think of Array 1 as the multiplication of two factors; what are the two factors? What is the product of the two factors?

c. What multiplication sentence do the edge sets and the array show? If you have not already done so; label the net values of the edge sets and the array on your sketch.

2. Use your black and red tiles to model each of the following multiplication questions. Sketch and label your work, including, for each step, labeling the net values of the edge sets and the array. Briefly explain each step. In each case, give the completed multiplication sentence the array and edge sets shows.

a. −2 × +5 = ?

b. +3 × −4 = ?

c. (*) −3 × −2 = ?
Activity Set 1.5: Multiplying Integers with Black and Red Tiles

3. Use your black and red tiles and form a non-empty Array 2 with Edge Set I = +3 and Edge Set II = 0. Sketch and label your work

   a. What is the net value of Array 2?

   b. If you think of Array 2 and its edges as the multiplication of two factors; what are the two factors? What is the product of the two factors?

   c. What multiplication sentence do the edge sets and the array show? If you have not already done so; label the net values of the edge sets and the array on your sketch.

   d. Is this a minimal array? If you reduce Array 2 to a minimal array; what array will that be?

4. Use your black and red tiles and form a non-empty Array 3 with Edge Set I = 0 and Edge Set II = 0. Sketch and label your work

   a. What is the net value of Array 3?

   b. If you think of Array 3 and its edges as the multiplication of two factors; what are the two factors? What is the product of the two factors?

   c. What multiplication sentence do the edge sets and the array show? If you have not already done so; label the net values of the edge sets and the array on your sketch.

   d. Is this a minimal array? If you reduce Array 3 to a minimal array; what array will that be?
5. Complete each of the following sentences and explain why they are true. Use black and red tile array ideas to support your explanations.

a. The product of two positive factors is _______________

b. The product of two negative factors is _______________

c. The product of one positive factor and one negative factor is _______________

d. The product of one positive or negative factor and the factor 0 is _______________

e. The product of the factor 0 and the factor 0 is _______________
Homework Questions 1.5
MULTIPLYING INTEGERS WITH BLACK AND RED TILES

1. For the following multiplication questions, use black and red tiles and edge pieces to model a sequence of minimal arrays showing the multiplication steps. Sketch and label your work; label the net values of each edge set for each array and also the net value of the product on the last array. Briefly explain each step. Identify factors and products. In each case, give the completed multiplication sentence the array and edge sets shows. **Sketch the answer to these questions as a total of three arrays.**

   a. \( +2 \times 5 = ? \)

   b. \( +2 \times -5 = ? \)

   c. \( -2 \times -5 = ? \)

2. Describe how you would explain to an elementary school student how the signs of factors relate to the sign of the product when multiplying integers. Be sure to explain the whole idea, not just how to short cut by changing signs. Use black and red tile arrays with edge pieces in your explanation.

3. Describe how you would explain to an elementary school student why multiplying an integer by a factor of 0 gives a product of 0. Use black and red tile arrays with edge pieces in your explanation.
Activity Set 1.6
DIVIDING INTEGERS WITH BLACK AND RED TILES

PURPOSE
To learn how to divide integers using black and red tile arrays. To investigate the various rules of dividing integers “Two positives is a positive, two negatives is a positive, etc.” To explore the role of 0 in division sentences.

MATERIALS
Black and red tiles with black and red edge pieces
✓ No calculators

INTRODUCTION

Division Terms
12 ÷ 3 = 4: In this division sentence, 12 is the Dividend, 3 is the Divisor and 4 is the Quotient

SKETCHING TIPS

Sketching Division
The steps of division are explored in context in this activity. As with multiplication; for your sketches; show and briefly explain each step. Label edge net values on each sketch.
1. (*) Use your black and red tiles to model the following sequence of steps to explore using arrays of black and red tiles to show integer division.

   a. Form a left Edge Set I = \( \underline{\text{-2}} \). Sketch and label your work.

   b. To the right of Edge Set I, fill in a minimal Array 1 with net value \( \underline{+10} \); don’t sketch in Edge Set II yet. Sketch Array 1 with Edge Set I; label your sketch.

   c. On your model, fill in Edge Set II. What does the net value of Edge Set II have to be, and why (in terms of the array) does it have to be this net value? Sketch Array 1 with both edge sets; label your sketch.

   d. What division sentence does setting up Array 1, Edge Set I and finding the net value of Edge Set II show?

   e. Examine your sketch in part c. Note that without the steps in parts a and b, the final diagram in part c could be the final diagram for division or the final diagram for multiplication. What multiplication sentence could the final diagram in part c show?

   f. How are multiplication and division related?
Activity Set 1.6: Dividing Integers with Black and Red Tiles

2. Use your black and red tiles to model each of the following division questions in a series of steps. Sketch and label your work, including, for each step, labeling the net values of the edge sets and the array. Briefly explain each step. In each case, give the completed division sentence the array and edge sets shows.

   a. \(+10 \div +5 = \) ?

   b. \(-8 \div +4 = \) ?

   c. \(-9 \div -3 = \) ?
Activity Set 1.6: Dividing Integers with Black and Red Tiles

3. Use your black and red tiles to model the given array (dividend) and Edge Set I (divisor) to find the corresponding quotient (dividend \( \div \) divisor = quotient).
   i. Sketch and label your work, including, for each step, labeling the net values of the edge sets and the array.
   ii. Briefly explain each step.
   iii. In each case, give the completed division sentence the array and edge sets shows or explain why the set up does not result in a valid division sentence.
   iv. In each case, give the completed multiplication sentence the final diagram could show.

a. (*) (Non-Empty) Array: Net Value 0 with 6 tiles, Edge Set I: Net Value: +3

b. (Non-Empty) Array: Net Value 0 with at least 4 tiles, Edge Set I: Net Value: -2

c. Array: Net Value -4, (Non-Empty) Edge Set I: Net Value: 0

d. (Non-Empty) Array: Net Value 0, Edge Set I: Net Value: 0.
   **Hint:** Double check that any solution you arrive at is the *only* possible solution.
4. Complete each of the following sentences and explain why they are true. Use black and red tile array ideas to support your explanations.

   a. (*) If the dividend and divisor are both positive, then the quotient is _______________

   b. If the dividend and divisor are both negative, then the quotient is _______________

   c. If the dividend is positive and the divisor is negative, then the quotient is _____________

   d. If the dividend is negative and the divisor is positive, then the quotient is _____________

   e. If the dividend is 0 and the divisor is negative or positive, then the quotient is __________

   f. If the dividend is negative or positive and the divisor is 0, then the quotient is __________

   g. If the dividend is 0 and the divisor is 0, then the quotient is _________________
1. For the following division questions, use black and red tiles and edge pieces to model a sequence of minimal arrays showing the division steps. Sketch and label your work; label the net values of each edge set for each array and also the net value of the quotient in the last step. Briefly explain each step. Identify dividend, divisor and quotient. In each case, give the completed division sentence the array and edge sets shows as well as the corresponding multiplication sentence the array and edge sets could show.

a. \( -12 \div -4 = ? \)

b. \( -6 \div 2 = ? \)

2. Describe how you would explain to an elementary school student how the signs of dividends and the divisors relate to the sign of the quotient when dividing integers. Be sure to explain the whole idea, not just how to short cut by changing signs. Use black and red tile arrays with edge pieces in your explanation.

3. Describe how you would explain to an elementary school student why when the dividend is 0 and the divisor is a nonzero integer, the quotient must be 0. Use black and red tile arrays with edge pieces in your explanation.

4. Describe how you would explain to an elementary school student why when the dividend is a nonzero integer and the divisor is 0, there is no possible quotient. Use black and red tile arrays with edge pieces in your explanation.

5. Describe how you would explain to an elementary school student why when the dividend and the divisor are both 0 the quotient is undefined. Use black and red tile arrays with edge pieces in your explanation.
CHAPTER 1 VOCABULARY AND REVIEW TOPICS

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>SKILLS AND CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Set 1.1</strong></td>
<td><strong>Activity Set 1.1</strong></td>
</tr>
<tr>
<td>1. Integers (Z)</td>
<td>A. Working with collections and opposite collections of black and red tiles; determining missing numbers of black tiles and missing number of red tiles.</td>
</tr>
<tr>
<td>2. Black and Red Tiles</td>
<td>B. Working with net value and opposite net value.</td>
</tr>
<tr>
<td>3. Collection</td>
<td></td>
</tr>
<tr>
<td>4. Net Value</td>
<td></td>
</tr>
<tr>
<td>5. Opposite Collection</td>
<td></td>
</tr>
<tr>
<td>6. Opposite Net Value</td>
<td></td>
</tr>
<tr>
<td><strong>Activity Set 1.2</strong></td>
<td><strong>Activity Set 1.2</strong></td>
</tr>
<tr>
<td>8. Addend</td>
<td>C. Adding integers with black and red tiles.</td>
</tr>
<tr>
<td><strong>Activity Set 1.3</strong></td>
<td><strong>Activity Set 1.3</strong></td>
</tr>
<tr>
<td>11. Minuend</td>
<td>E. Subtracting integers with black and red tiles.</td>
</tr>
<tr>
<td>12. Subtrahend</td>
<td>F. Subtraction rules: Converting subtracting an opposite to addition.</td>
</tr>
<tr>
<td>13. Difference</td>
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</tr>
<tr>
<td>14. Zero Pair</td>
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</tr>
<tr>
<td><strong>Activity Set 1.4</strong></td>
<td><strong>Activity Set 1.4</strong></td>
</tr>
<tr>
<td>16. Rectangular Array</td>
<td>G. Forming arrays of black and red tiles given net values of edges or the array.</td>
</tr>
<tr>
<td>17. Edge Pieces</td>
<td>H. Relating the net values of the edge sets to the net value of the array.</td>
</tr>
<tr>
<td>18. Edge Sets</td>
<td>I. Minimal and non-minimal arrays; reducing non-minimal arrays to minimal arrays, connections between minimal and non-minimal arrays and their edge sets.</td>
</tr>
<tr>
<td>19. Minimal Array</td>
<td></td>
</tr>
<tr>
<td>20. Minimal Collection</td>
<td></td>
</tr>
<tr>
<td>21. Minimal Edge Set</td>
<td></td>
</tr>
<tr>
<td>22. Empty Array</td>
<td></td>
</tr>
<tr>
<td>23. Non-Empty Array</td>
<td></td>
</tr>
<tr>
<td><strong>Activity Set 1.5</strong></td>
<td><strong>Activity Set 1.5</strong></td>
</tr>
<tr>
<td>25. Factors</td>
<td>J. Using black and red edge pieces to measure length</td>
</tr>
<tr>
<td>26. Product</td>
<td>K. Multiplying integers with black and red tiles.</td>
</tr>
<tr>
<td><strong>Activity Set 1.6</strong></td>
<td><strong>Activity Set 1.6</strong></td>
</tr>
<tr>
<td>28. Dividend</td>
<td>N. Dividing integers with black and red tiles.</td>
</tr>
<tr>
<td>29. Divisor</td>
<td>O. Integer division sign rules</td>
</tr>
<tr>
<td>30. Quotient</td>
<td>P. Zero as a dividend, a divisor and a quotient.</td>
</tr>
<tr>
<td></td>
<td>Q. Connecting multiplication and division using the black and red tile array model.</td>
</tr>
</tbody>
</table>
CHAPTER 1 PRACTICE EXAM

1. Fill in the blanks or explain why no such collection exists.

<table>
<thead>
<tr>
<th>Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposite Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles (Opposite)</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

2. Fill in the blanks or explain why no such collection exists.

<table>
<thead>
<tr>
<th>Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposite Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles (Opposite)</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>-2</td>
<td></td>
</tr>
</tbody>
</table>

3. Fill in the blanks or explain why no such collection exists.

<table>
<thead>
<tr>
<th>Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td></td>
<td>-5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposite Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles (Opposite)</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Fill in the blanks or explain why no such collection exists.

<table>
<thead>
<tr>
<th>Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td></td>
<td>-9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposite Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles (Opposite)</th>
<th>Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. a. If you know the net value of a collection is odd (positive or negative) when the total number of tiles is even; what can you say about the collection?

b. If you know the net value is even (positive or negative) when the total number of tiles is odd (positive or negative), what can you say about the collection?

For the following addition questions, use black and red tiles to model each addend and the sum of the two addends. Sketch and label your work. Be sure to carry out the whole operation; don't short cut by changing signs.

6. \( \text{+3} + \text{+2} = ? \)

7. \( \text{+3} + \text{-2} = ? \)

8. \( \text{-3} + \text{-2} = ? \)

9. How would you explain to an elementary school student that \( \text{+1000} + \text{-400} = ? \) is the same idea as \( 1000 - 400 \) without just saying “that is the rule”?
10. Explain how to imagine using black and red tiles to add two large negative numbers such as `-1400` and `-2345.

For the following subtraction questions, use black and red tiles to model the minuend, the subtrahend and then the difference. Sketch and label your work. Be sure to carry out the whole operation; don't short cut by changing signs.

11. `+1 - +4 = ?`
12. `+1 - -4 = ?`
13. `-1 - +4 = ?`
14. `-1 - -4 = ?`
15. Explain why the subtraction question `+2 - -6 = ?` can be converted to the addition question `2 + 6 = ?` but the subtraction question `-2 - -6 = ?` can not be converted to the addition question `2 + 6 = ?`

16. For each part, sketch a non-empty array with the given net value. Sketch and label corresponding edge sets. If more than one such (non-equivalent) array exists, explain. Note whether the array you give is or is not minimal.
   a. Net Value = `-4`
   b. Net Value = `+5`
   c. Net Value = `-16`
   d. Net Value = `0`
17. If Edge Set I for an array has net value `-3`; what net values can the array have? Explain.
18. If Edge Set I for an array has an equal number of black and red tiles, what net values can the array have? Explain.
19. If Edge Set I for a minimal array is all red; can the array have a positive net value? Explain.
20. If Edge Set I for a minimal array is all black and Edge Set II has half black and half red tiles; can the array have a positive net value? Explain.

For the following multiplication questions, use black and red tiles and edge pieces to model a sequence of minimal arrays showing the multiplication steps. Sketch and label your work; briefly explain each step. In each case, give the completed multiplication sentence.

21. `+4 × +6 = ?`
22. `+4 × -6 = ?`
23. \(-4 \times -6 = ?\)

24. \(+4 \times 0 = ?\)

25. Describe the role of 0 in a multiplication sentence as possible factor or a possible product. In each case, give examples.

For the following division questions, use black and red tiles and edge pieces to model a sequence of arrays showing the division steps. Sketch and label your work; briefly explain each step. In each case, give the completed division sentence as well as the corresponding multiplication sentence the array and edge sets could show.

26. \(+12 \div +6 = ?\)

27. \(+12 \div -6 = ?\)

28. \(-12 \div +6 = ?\)

29. \(-12 \div 0 = ?\)

30. Describe the role of 0 in a division sentence as possible dividend, possible divisor and possible quotient. In each case, give examples.
CHAPTER TWO

LINEAR EXPRESSIONS, EQUATIONS AND GRAPHS
Activity Set 2.1
INTRODUCTION TO TOOTHPICK FIGURE SEQUENCES

PURPOSE
To learn how to analyze sequences of toothpick figures numerically, in words and symbolically to see and define an underlying algebraic pattern and to use that algebraic pattern to answer questions about the sequence of toothpick figures.

MATERIALS
Toothpicks; flat if possible

INTRODUCTION

Figure Numbers
Figure Numbers, indexed here by the counting numbers; \( n = 1, 2, 3 \ldots \) indicate the figure positions in a sequence of figures.

<table>
<thead>
<tr>
<th>Figure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure #</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Counting using Loops
When counting the number of shapes in a figure, we can use Looping to mark off portions of the figure. A Loop is simply a shape drawn around a portion of a figure as illustrated here.

The top two toothpicks are looped. The bottom and right toothpick of the first triangle are looped together

When counting the number of toothpicks in a figure using loops; mark your counts on the figure and write out the complete numerical expression as shown in this example. Don’t just simplify, for example; “13” is not as helpful for seeing this pattern as the addition expression \( 4 + 5 + 4 \).

Describing Looping Diagrams in Words
When describing looping in words, try to use simple phrases. These words and phrases should be clear and allow another person to see your counting technique. In the previous diagram you might describe the looping as “2 \times the figure for the top and bottom rows and 1 more than the figure for the vertical picks.” Common types of phrases you might use while looping include:

- 1 more (or less) than the figure
- 1 more (or less) than twice the figure
- Half of the figure
- Half of 1 more (or less) than the figure
- Half of 1 more (or less) than twice the figure
- Three times a figure, etc.
1. Model the following sequence of toothpick figures, *Triangles*, with toothpicks. Carefully follow the given steps to discover a powerful technique for analyzing visual algebraic patterns such as the sequence of toothpick figures pictured below.

The first step is to look at the toothpick figures **Numerically**
- Use looping and count the total number of toothpicks in each figure without simply counting each individual toothpick.
- Use different looping patterns for set ONE and for set TWO. Your looping technique should be consistent for each toothpick figure within a set.
- Mark your individual counts by your loops and give each toothpick count as an addition expression (as illustrated in the *Introduction*).

<table>
<thead>
<tr>
<th>(*) ONE</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Pick count</td>
<td>____</td>
<td>____</td>
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</table>

<table>
<thead>
<tr>
<th>TWO</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
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<td></td>
<td>!</td>
<td>!</td>
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<td>!</td>
</tr>
<tr>
<td>Pick count</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

2. The second step is to describe your previous methods in **Words**. These words should describe the general technique you used for each toothpick figure in the set. To start, quickly re-sketch on the following diagrams, the looping/numbering from your work in activity 1. For each set of figures; describe your looping technique in **Words**. The extra space below **Words** will be used for the third step in the process of analyzing sequences of figures (described in activity 5).

<table>
<thead>
<tr>
<th>(*) ONE</th>
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<td>!</td>
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<td>!</td>
</tr>
</tbody>
</table>

**Words:**
3. Use your looping ideas and words from SET ONE to answer this question: “How many toothpicks will there be in the 9th Triangles figure?” Sketch the figure to double check your method.

4. Without sketching the toothpick figure, use your looping ideas and words from SET TWO to answer this question: “How many toothpicks will there be in the 30th Triangles figure?”

Were the previous questions easy to answer for each of your methods? In some cases, the answer might not be yes; it is easy to pick a looping technique that does not easily extend to other figures—this is the main reason we explore multiple looping techniques. With practice you should always be able to find at least one looping technique that will easily extend to additional figures.

5. (*) The third step for analyzing the sequence of toothpick figures is to convert your words into Symbols. Use the symbol $n$ for the toothpick figure number and the symbol $T$ for the total number of toothpicks. Go back to activity 2, and below your Words, try to write each word expression as a symbolic equation $T = an + b + c$ (not a valid answer for this sequence). Don’t worry about simplifying your symbolic response; at this stage you should convert your words to symbols directly. Note: In some cases you may not be able to extend your looping and words into a symbolic equation. This is OK, but be sure to note by your method that you don’t currently see the symbolic equation.
6. Without sketching the figure, use your symbolic equation from SET ONE to answer this question: “For which Triangles figure are there 17 toothpicks?” Show your work.

7. Without sketching the figure, use your symbolic equation from SET TWO to answer this question: “For which Triangles figure are there 249 toothpicks?”

8. Are all of your equations really the same? Simplify each of your $T =$ equations as completely as possible. Should you always get the same final equation?

**Equation One**

**Equation Two**

9. Describe each of your looping—words—symbolic techniques in terms of its usefulness for answering questions about additional Triangles figures. If the technique was not useful, explain why.

**Set One**

**Set Two**
10. For the following sequence of toothpick figures, Hexagons, use a different looping technique and complete each of the following three steps for each set. Try to use looping techniques that extend easily to facilitate answering questions about additional toothpick figures.

a. **Step One: Loop** each figure and **Numerically** determine the total number of toothpicks in each figure. Mark your number counts on the figures. It may help to model the figures.

b. **Step Two:** Convert your looping ideas into **Words**.

c. **Step Three:** Convert your looping and word ideas into **Symbols**.

```
ONE

1 2 3

Pick count ________ ________ ________

Words

Symbols

TWO

1 2 3

Pick count ________ ________ ________

Words

Symbols
```

11. Are all of your equations in the previous activity really the same? Simplify each of your $T =$ equations as completely as possible.

**Equation One**

**Equation Two**

12. How many toothpicks will there be in the 100th Hexagons figure?

13. For which Hexagons figure are there 1001 toothpicks?
Activity Set 2.1: Introduction to Toothpick Figure Sequences
1. Model the following sequence of toothpick figures, *Pentagons*, with toothpicks and:
   a. Complete each of the three steps for two different looping techniques (Set One, Set Two).
      Try to use looping techniques that extend easily to additional figures.

      **Step One:** Loop each figure and Numerically determine the total number of toothpicks in each figure. Mark your number counts on the figures.
      **Step Two:** Convert your looping ideas into Words.
      **Step Three:** Convert your looping and word ideas into Symbols.

   ✓ See the provided Set One and Set Two sketch pages for toothpick figures that you can draw on to show your work.

   ![Pentagons Diagram]

   b. Are both of your equations really the same? Simplify each of your \( T = \) equations as completely as possible.

   c. How many toothpicks will there be in the 50th *Pentagons* figure?

   d. For which *Pentagons* figure are there 777 toothpicks?
# Homework 2.1: Introduction to Toothpick Figure Sequences

**PENTAGONS SKETCH PAGE**

<table>
<thead>
<tr>
<th>Pick count</th>
<th>Words</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ONE**

- Pick count
  - 1
  - 2
  - 3
  - 4

**Words**

**Symbols**
<table>
<thead>
<tr>
<th>Pick count</th>
<th>Words</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Set 2.2
ALTERNATING TOOTHPICK FIGURE SEQUENCES

PURPOSE
To learn how to analyze sequences of toothpick figures that alternate every other figure.

MATERIALS
Toothpicks; flat if possible Appendix A: Alternating Sequence Tables

INTRODUCTION

Alternating Even and Odd Number Sequences

Consider the following number sequence indexed by the counting numbers $n = 1, 2, 3…$

<table>
<thead>
<tr>
<th>Index $n$</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sequence $S$</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>12</td>
<td>7</td>
<td>16</td>
<td>9</td>
<td>20</td>
</tr>
</tbody>
</table>

If you look carefully, you can see that there are two sets of numbers in the number sequence $S$: 1) The numbers indexed by odd $n$'s and 2) The numbers indexed by even $n$'s:

<table>
<thead>
<tr>
<th>Odd $n$</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sequence $S$</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Even $n$</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sequence $S$</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>

It is easy to see the symbolic expression for the odd $n$’s is simply the index number $n$, and you may also see the symbolic expression for the even $n$’s is twice the index number or $2n$

You can express the entire symbolic equation for the number sequence, $S$, by writing $S$ as a split equation as illustrated here:

$$S = n \quad \text{when } n \text{ is odd}$$
$$S = 2n \quad \text{when } n \text{ is even}$$
Analyzing Figures in Pieces

The following sequence of toothpick figures clearly alternates between the even figures and the odd figures. There are many ways to loop the picks to count them; some looping techniques may be harder to describe in words and then generalize to a symbolic pattern. If often helps to view a pattern as individual components and then analyze the figures one component at a time.

<table>
<thead>
<tr>
<th>Figure #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick count</td>
<td>2 + 1</td>
<td>(2 × 2) + 1 + 1</td>
<td>(3 × 2) + 1 + 1</td>
<td>(4 × 2) + (2 × 1) + 1</td>
</tr>
</tbody>
</table>

Now suppose you think of the figures as two set of pieces:

One—the triangles
Two—the alternating cross pieces

<table>
<thead>
<tr>
<th>Figure Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick count Triangles</td>
<td>2 + 1</td>
<td>(2 × 2) + 1</td>
<td>(3 × 2) + 1</td>
<td>(4 × 2) + 1</td>
</tr>
<tr>
<td>Pick count Cross Pieces</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
You may find the pattern now easier to analyze in two pieces.

<table>
<thead>
<tr>
<th>Figure Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick count</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triangles</td>
<td>$2 + 1$</td>
<td>$(2 \times 2) + 1$</td>
<td>$(3 \times 2) + 1$</td>
<td>$(4 \times 2) + 1$</td>
</tr>
<tr>
<td>Words</td>
<td>2 for each figure number + 1 for the first</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbols</td>
<td>$T = 2n + 1$ for both even and odd figures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continuing on, we now analyze the vertical cross piece count:

<table>
<thead>
<tr>
<th>Figure Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick count</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Piece</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Words</td>
<td>Half of 1 less than the figure number</td>
<td>Half of the figure number</td>
<td>Half of 1 less than the figure number</td>
<td>Half of the figure number</td>
</tr>
<tr>
<td>Symbols</td>
<td>$T = \frac{n-1}{2}$</td>
<td>$T = \frac{n}{2}$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Therefore, all together, we have:

When $n$ is even:

**Words:** 2 for each figure plus 1 for the end, plus half of the figure number for the cross pieces.

**Symbols:** $T = 2n + 1 + \frac{n}{2} = \_\_\_\_$

When $n$ is odd:

**Words:** 2 for each figure plus 1 for the end, plus half of one more than the figure number for the cross pieces.

**Symbols:** $T = 2n + 1 + \frac{n-1}{2} = \_\_\_\_$
1. (*) For the following sequence of toothpick figures, *Squares with Diagonals*, model the figures with toothpicks and notice that the odd figures and the even figures are slightly different.
   a. **Step One: Loop** and number each figure and **Numerically** determine the total number of toothpicks in each figure. Mark your number counts on the figures.
   b. **Step Two:** Convert your looping ideas into **Words**—use one set of words for the odd figures and one set of words for the even figures.
   c. **Step Three:** Convert your looping and word ideas into **Symbols**—use one symbolic equation for the odd figures and one symbolic equation for the even figures. Simplify your symbolic equations and check them for \( n = 1, 2, 3, 4, 5 \) and 6.

   ![Figure Diagram]

<table>
<thead>
<tr>
<th>Pick count</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

   **Odd Words**

   **Even Words**

   **Odd Symbols**

   **Even Symbols**

2. (*) How many toothpicks will there be in the 99th *Squares with Diagonals* figure? How many toothpicks will there be in the 100th *Squares with Diagonals* figure?

3. (*) For which *Squares with Diagonals* figure are there 54 toothpicks? For which *Squares with Diagonals* figure are there 120 toothpicks?*

---

* You may find Appendix A: *Alternating Sequence Tables* helpful at this stage.
4. For the following sequence of toothpick figures, *Arrows*, model the figures with toothpicks and notice that the odd figures and the even figures are slightly different.
   a. **Step One: Loop** and number each figure and **Numerically** determine the total number of toothpicks in each figure. Mark your number counts on the figures.
   b. **Step Two:** Convert your looping ideas into **Words**—use one set of words for the odd figures and one set of words for the even figures.
   c. **Step Three:** Convert your looping and word ideas into **Symbols**—use one symbolic equation for the odd figures and one symbolic equation for the even figures. Simplify your symbolic equations and check them for \( n = 1, 2, 3, 4, 5 \) and 6.

   ![Toothpick Figures](image)

<table>
<thead>
<tr>
<th>Pick count</th>
<th>Odd Words</th>
<th>Even Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td></td>
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<td>5</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
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</table>

   5. How many toothpicks will there be in the 99th *Arrows* figure? How many toothpicks will there be in the 100th *Arrows* figure?

   6. For which *Arrows* figure are there 41 toothpicks? For which *Arrows* figure are there 107 toothpicks?
Activity Set 2.2: Alternating Toothpick Figure Sequences
1. Model the following sequence of toothpick figures, *Dashes and Stars*, with toothpicks and:

   a. **Step One: Loop** and number each figure and **Numerically** determine the total number of toothpicks in each figure. Mark your number counts on the figures.

   **Step Two:** Convert your looping ideas into **Words**.

   **Step Three:** Convert your looping and word ideas into **Symbols**. Simplify your symbolic equations and check them for \( n = 1, 2, 3, 4, 5 \) and 6.

   ✔ See the provided sketch pages for figures 1 – 6 that you can draw on to show your work

   ![Dashes and Stars](image)

   b. How many toothpicks will there be in the 99th *Dashes and Stars* figure?

   c. How many toothpicks will there be in the 100th *Dashes and Stars* figure?

   d. How many toothpicks will there be in the 101st *Dashes and Stars* figure?

   e. For which *Dashes and Stars* figure are there 84 toothpicks?

   f. For which *Dashes and Stars* figure are there 97 toothpicks?

   g. For which *Dashes and Stars* figure are there 1011 toothpicks?
2. Model the following sequence of toothpick figures, *Rectangles with Pluses*, with toothpicks and:

a. **Step One: Loop** and number each figure and **Numerically** determine the total number of toothpicks in each figure. Mark your number counts on the figures.

**Step Two:** Convert your looping ideas into **Words**.

**Step Three:** Convert your looping and word ideas into **Symbols**. Simplify your symbolic equations and check them for \( n = 1, 2, 3, 4, 5 \) and 6.

✓ See the provided sketch pages for figures 1 – 6 that you can draw on to show your work.

**RECTANGLES WITH PLUSES**

\[
\begin{align*}
&\text{1} \quad \text{2} \quad \text{3} \\
\end{align*}
\]

b. How many toothpicks will there be in the 99th *Rectangles with Pluses* figure?

c. How many toothpicks will there be in the 100th *Rectangles with Pluses* figure?

d. How many toothpicks will there be in the 101st *Rectangles with Pluses* figure?

e. For which *Rectangles with Pluses* figure are there 124 toothpicks?

f. For which *Rectangles with Pluses* figure are there 171 toothpicks?

g. For which *Rectangles with Pluses* figure are there 1009 toothpicks?
Homework 2.2: Alternating Toothpick Figure Sequences

DASHES AND STARS SKETCH PAGE

<p>| | | |</p>
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</table>

Pick count

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<tbody>
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</tbody>
</table>

Pick count

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Words

Symbols
Homework 2.2: Alternating Toothpick Figure Sequences

SQUARES WITH SLIDES SKETCH PAGE

Pick count

\[ \begin{array}{ccc}
\underline{\_\_} & \underline{\_\_\_+} & \underline{\_\_\_+\_\_} \\
1 & 2 & 3
\end{array} \]

4

Pick count

\[ \underline{\_\_\_+\_\_\_+\_\_} \]

5

Pick count

\[ \underline{\_\_\_+\_\_\_+\_\_\_+\_\_\_+} \]

6

Words

Symbols
Activity Set 2.3
INTRODUCTION TO TILE FIGURE SEQUENCES

PURPOSE
To learn how to analyze sequences of tile figures numerically, in words and symbolically to see, define and explore an underlying algebraic pattern. To learn how to model algebraic patterns with black tiles and black $n$-strips and to represent the algebraic pattern graphically.

MATERIALS
Black tiles and black $n$-strips

INTRODUCTION

Black and Red $n$-Strips

A Black $n$-Strip, represented by the variable $n$, represents a positive (output) number; $n = 1, 2, \ldots$. The output value of a black $n$-strip is the same as the input number ($n = 1, 2, \ldots$). The height of the black $n$-strip is fixed and is the same length as the edges of the black and red tiles (1 or -1), but the length of the black $n$-strip is an arbitrary length. Since it is black, the dimensions of the black $n$-strip can be $1 \times n$ or $-1 \times n$.

![Black n-Strip Dimensions](image)

Red $n$ Strips

A Red $n$-Strip, represented by the variable $-n$, represents a negative (output) number; $n = -1, -2, \ldots$. The output value of a red $n$-strip is the opposite of the input number ($n = 1, 2, \ldots$). The height of the red $n$-strip is fixed and is the same length as the edges of the black and red tiles (1 or -1), but the length of the red $n$-strip is an arbitrary length. Since it is red, the dimensions of the red $n$-strip can be $1 \times -n$ or $-1 \times n$.

![Red n-Strip Dimensions](image)

* Note: Only black $n$-strips will be used in this activity set.
Using Black and Red n-Strip Edge Pieces to Measure Length
In Chapter 1, we used black and red edge pieces to measure lengths of 1 unit and -1 unit. In the same way, a thin piece of a black n-strip (black n-strip edge piece) measures a length of \( n \) units and a thin piece of a red n-strip (red n-strip edge piece) measures a length of \(-n\) units. These edge pieces are shown, in context, in the previous descriptions of black n-strips and red n-strips.

Modeling with Black n-Strips
A sequence of tile figures whose \( n \)th figure is modeled by a black n-strip might look like one of the following horizontal or vertical sets of tile figures:

| Horizontal Tile Figures | \[ \begin{array}{c|c|c|c|c} \hline \text{Figure #} & 1 & 2 & 3 & 4 \\ \hline \text{Size} & 1 \times 1 & 1 \times 2 & 1 \times 3 & 1 \times 4 \\ \hline \end{array} \] | \[ \begin{array}{c} \ldots \\ \text{or} \\ \begin{array}{c} \text{or} \\ \end{array} \\ \end{array} \] |
|------------------------|---------------------------------|---------------------------------|
| Vertical Tile Figures  | \[ \begin{array}{c|c|c|c} \hline \text{Figure #} & 1 & 2 & 3 & 4 \\ \hline \text{Size} & 1 \times 1 & 2 \times 1 & 3 \times 1 & 4 \times 1 \\ \hline \end{array} \] | \[ \begin{array}{c} \ldots \\ \text{or} \\ \end{array} \] |

Using Black n-Strips to Model the \( n \)th Figure of a Tile Sequence
The black n-strip can be all or part of the \( n \)th figure for a tile sequence and can be combined with other algebra pieces and black and red tiles.

**SKETCHING TIPS**

**Sketching Black n-Strips**
To sketch a black n-strip, you may wish to simply sketch an outline of the strip. In future activity sets you will also need to sketch red n-strips. To distinguish the black n-strip outline, label a black n-strip with a B for black.

**Sketching Black and Red n-Strip Edge Pieces**
To sketch a black or red n-strip edge piece, simply sketch an outline of the strip, label it B\( n \) or R\( -n \) or shade the strip and label it \( n \) or \(-n\).

NOTE: There is no such thing as an \((n - 1) - \)strip or an \((n + 1) - \)strip.
1. (*) Model the following sequence, *Windows*, of black tile figures with black tiles and:
   a. **Step One: Loop** and number each figure and **Numerically** determine the total number of black tiles in each figure. Mark your number counts on the figures.
   b. **Step Two: Convert** your looping ideas into **Words**.
   c. **Step Three: Convert** your looping and word ideas into **Symbols**. Use *n* for the figure number and *T* for the total number of black tiles. Simplify your symbolic equation and check it for *n* = 1, 2, 3 and 4.

   Do each of these three steps for Set One and for Set Two; use a different looping technique for each set.

   **TILE FIGURES**

<p>| | | | |</p>
<table>
<thead>
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<tr>
<td>1</td>
<td>2</td>
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</table>

   **Tile count**

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   **Words**

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   **Symbols**

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</tbody>
</table>

2. Describe the 100th *Window* figure. What does it look like? How many black tiles are in it?

3. Which *Window* figure will have 2002 black tiles? Describe the figure.

4. What does the *n*th *Window* figure look like? Use your black *n*-strips and tiles, as needed, to model this figure; be sure to have the pieces oriented to look like the other tile figures in the *Window* sequence. You do not need to sketch edge pieces. Sketch, label and describe the figure.
5. For the tile sequence *Windows*, fill out the second row of output values in the following t-table for the total number of black tiles, $T$, in each indicated figure.

<table>
<thead>
<tr>
<th>$n$</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. On the following grid; plot the ordered pairs from the t-table associated with $n = 1, 2 \ldots 6$ for the tile sequence *Windows*. **Label the axes with appropriate numbers.**

   ![Grid for plotting ordered pairs]

   a. Inspect the plotted ordered pairs and visually extend the pattern you see to $n = 10$. What $T$ (output) value do you estimate for $n = 10$ by just looking at the pattern of the graph? Check this value by using your previous symbolic work.

   b. List at least three observations about the *Windows* tile sequence and the graph associated with this tile sequence.
7. Model the following sequence, *Forks*, of black tile figures with black tiles and:
   a. **Step One: Loop** and number each figure and **Numerically** determine the total number of black tiles in each figure. Mark your number counts on the figures.
   b. **Step Two:** Convert your looping ideas into **Words**.
   c. **Step Three:** Convert your looping and word ideas into **Symbols**. Use \( n \) for the figure number and \( T \) for the total number of black tiles. Simplify your symbolic equation and check it for \( n = 1, 2, 3 \) and \( 4 \).

![TILE FIGURES]

<table>
<thead>
<tr>
<th>Tile count</th>
<th>Words</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Describe the 100th *Fork* figure. What does it look like? How many black tiles are in it?

9. Which *Fork* figure will have 2002 black tiles? Describe the figure.
10. What does the $n$th Fork figure look like? Use your black $n$-strips and tiles, as needed, to model this figure; be sure to have the pieces oriented to look like the other tile figures in the Fork sequence. You do not need to sketch edge pieces. Sketch, label and describe the figure.

11. For the tile sequence Forks, fill out the second row of output values in the following t-table for the total number of black tiles, $T$, in each indicated figure.

<table>
<thead>
<tr>
<th>$n$</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. On the following grid; plot the ordered pairs from the t-table associated with $n = 1, 2 \ldots 6$ for the tile sequence Forks. Label the axes with appropriate numbers.

List at least three observations about the Forks tile sequence and the graph associated with this tile sequence.

13. For the tile sequences, Windows and Forks, the $n$th figures involved only black tiles and black $n$-strips. Describe the features of the tile figure sequences that generalize to these types of $n$th figures and relate these features to their graphs.
Activity Set 2.3 Introduction to Tile Figure Sequences

14. In each part below, you will find a partially filled in t-table for the total number of black tiles, $T$, in a tile sequence. Fill in the remaining portion of each table, assuming the general pattern continues.

<table>
<thead>
<tr>
<th>$n$</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T$</td>
<td>7</td>
<td>11</td>
<td>15</td>
<td>19</td>
<td></td>
<td></td>
<td>79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>$n$</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T$</td>
<td>14</td>
<td>26</td>
<td>38</td>
<td>50</td>
<td></td>
<td></td>
<td>79</td>
</tr>
</tbody>
</table>
Activity Set 2.3 Introduction to Tile Figure Sequences
Homework Questions 2.3
INTRODUCTION TO TILE FIGURE SEQUENCES

1. Model the following sequence, $E_s$, of tile figures with black tiles and:

a. **Step One: Loop** and number each figure and **Numerically** determine the total number of black tiles in each figure. Mark your number counts on the figures. **Step Two:** Convert your looping ideas into **Words.** **Step Three:** Convert your looping and word ideas into **Symbols.** Simplify your symbolic equation and check it for $n = 1, 2, 3$ and $4$.

✓ See the provided sketch pages for figures that you can draw on to show your work.

<table>
<thead>
<tr>
<th>$E_s$</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Figure 1" /></td>
</tr>
</tbody>
</table>

b. Describe the 100th $E$ figure. What does it look like? How many black tiles are in it?

c. Which $E$ figure will have 736 black tiles? Describe the figure.

d. Which $E$ figure will have 212 black tiles? Describe the figure.

e. What does the $n$th $E$ figure look like? Use your black $n$-strips and tiles, as needed, to model this figure; be sure to have the pieces oriented to look like the other tile figures in the $E$ sequence. You do not need to sketch edge pieces. Sketch, label and describe the figure.

f. Create a t-table for the total number of black tiles, $T$, in the $E$ tile sequence, for figure number inputs $n = 1, 2 \ldots 6$.

g. Plot the ordered pairs from the t-table on graph paper. Label the axes with appropriate numbers.

h. Inspect the plotted ordered pairs and visually extend the pattern you see to $n = 10$. What $T$ (output) value do you estimate for $n = 10$ by just looking at the pattern of the graph? Check this value by using your previous symbolic work.
2. Model the following sequence, *Squares with Diagonals*, of tile figures with black tiles and:

a. 

**Step One: Loop** and number each figure and **Numerically** determine the total number of black tiles in each figure. Mark your number counts on the figures.  
**Step Two:** Convert your looping ideas into **Words.**  
**Step Three:** Convert your looping and word ideas into **Symbols.** Simplify your symbolic equation and check it for \( n = 1, 2, 3 \) and 4.

✓ See the provided sketch pages for figures that you can draw on to show your work

**SQUARES WITH DIAGONALS**

b. Describe the 100th *Square with Diagonal* figure. What does it look like? How many black tiles are in it?

c. Which *Square with Diagonal* figure will have 2504 black tiles? Describe the figure.

d. What does the \( n \)th *Square with Diagonal* figure look like? Use your black \( n \)-strips and tiles, as needed, to model this figure; be sure to have the pieces oriented to look like the other tile figures in the *Squares with Diagonals* sequence. You do not need to sketch edge pieces. Sketch, label and describe the figure.

3. In each part below, you will find a partially filled in t-table for the total number of black tiles, \( T \), in a tile sequence. Fill in the remaining portion of each table, assuming the general pattern continues.

a.  

<table>
<thead>
<tr>
<th>( n )</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
<th>11</th>
<th>( n )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( T )</td>
<td>5</td>
<td>11</td>
<td>17</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b.  

<table>
<thead>
<tr>
<th>( n )</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>( n )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( T )</td>
<td>3</td>
<td>8</td>
<td>13</td>
<td>18</td>
<td></td>
<td></td>
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</tbody>
</table>
Homework 2.3: Introduction to Tile Figure Sequences
Es SKETCH PAGE

<table>
<thead>
<tr>
<th>Tile count</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td></td>
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<tr>
<td>Symbols</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Homework 2.3: Introduction to Tile Figure Sequences
SQUARES WITH DIAGONALS SKETCH PAGE

Tile count

1

2

3

4

Words

Symbols
Activity Set 2.4
TILE FIGURES AND ALGEBRAIC EQUATIONS

PURPOSE
To learn how to use algebra piece models to answer questions about sequences of tile figures and to solve basic algebra problems. To learn how to use algebraic equations to build tile figure sequences. To learn how to connect the work with algebra piece models to their corresponding symbolic steps.

MATERIALS
Black and red tiles and black $n$-strips

INTRODUCTION

Modeling an Equal Symbol
Two black edge pieces make an excellent $=$ symbol while working with algebra pieces and equations.

Using Algebra Pieces to Solve Problems
When using algebra pieces to solve problems, set the pieces up on your table and use them, as you have been using black and red tiles, to work out the question you are considering. In many cases, there will be a large number involved that is impractical to model with black or red tiles. You may wish to keep track of these large numbers by jotting them on scraps of paper.

Example: For the equation $T = 2n + 5$, use your algebra piece representation of the $n$th $T = 2n + 5$ figure to determine which figure has 35 black tiles. Use a table to sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up pieces</td>
<td>Set up equation</td>
</tr>
<tr>
<td></td>
<td>$2n + 5 = 35$</td>
</tr>
<tr>
<td>Add 5 red tiles to each side</td>
<td>$2n + 5 = 35$</td>
</tr>
<tr>
<td></td>
<td>$+5 + 5$</td>
</tr>
</tbody>
</table>
Activity Set 2.4 Tile Figures and Algebraic Equations

Simplify

\[ \begin{align*}
2n &= 30 \\
n &= 15
\end{align*} \]

Divide each side into 2 (equally sized) groups

\[ \begin{align*}
\frac{2n}{2} &= \frac{30}{2} \\
n &= 15
\end{align*} \]

CHECK

\[ 2(15) + 5 = 35 \sqrt{\text{}} \]

Modeling \((n + 1)\)st Figures

The \((n + 1)\)st figure in a tile sequence is the next figure after the \(n\)th figure in a tile sequence. As you work with algebra piece models you will often be asked to model both the \(n\)th figure and the \((n + 1)\)st figure (two arbitrary, consecutive figures) for a given tile sequence. Let’s look at two examples to see how \((n + 1)\)st figures are constructed.

To build a \((n + 1)\)st figure from an \(n\)th figure, change all side dimensions \(n\) in the \(n\)th figure to a side dimensions \(n + 1\) for the \((n + 1)\)st figure. Note fixed lengths such as 1 or 2 do not change. Edge pieces are shown here to emphasize the dimension changes from the \(n\)th figure to the \((n + 1)\)st figure.

<table>
<thead>
<tr>
<th>Symbolic Equation: (T = 2n)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(T = 2n)</td>
<td>(n)th figure</td>
</tr>
</tbody>
</table>
| \[ \begin{align*}
2 \times n \\
\end{align*} \] | \[ \begin{align*}
2 \times (n + 1) \\
\end{align*} \] |

<table>
<thead>
<tr>
<th>Symbolic Equation: (T = n + 2)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(T = n + 2)</td>
<td>(n)th figure</td>
</tr>
</tbody>
</table>
| \[ \begin{align*}
(n + 1) + 2 \\
\end{align*} \] | \[ \begin{align*}
((n + 1) + 2) \\
\end{align*} \] |

Note: There is no such thing as an \((n - 1)\) – strip or an \((n + 1)\) – strip.
1. Model the following sequence, Rectangles, with black tiles and:
2. Describe the 100th Rectangle figure. What does it look like? How many black tiles are in it?

3. Which Rectangle figure will have 2002 black tiles? Describe the figure.

4. What does the $n$th Rectangle figure look like? Use your black $n$-strips and black tiles, as needed, to model the figure, be sure to have the pieces oriented to look like the other tile figures in the Rectangles sequence. You do not need to sketch edge pieces. Sketch and describe the $n$th Rectangle figure here. Label the pieces clearly.
Activity Set 2.4 Tile Figures and Algebraic Equations

5. (*) If the collection of tiles in a certain \textit{Rectangle} figure is tripled and 10 more black tiles are added, there will be a total of 160 black tiles. Use three copies of your algebra piece representation of the \textit{nth Rectangle} to help determine which \textit{Rectangle} figure this is. Use the table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
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6. (*) What does the \((n + 1)\)st \textit{Rectangle} figure look like? Use your black \(n\)-strips and black tiles, as needed, to model the figure, be sure to have the pieces oriented to look like the other tile figures in the \textit{Rectangles} sequence. You do not need to show the edge pieces for the \((n + 1)\)st figure, but you may find them useful for constructing the \((n + 1)\)st figure. Sketch and describe the \((n + 1)\)st \textit{Rectangle} figure here. Label the pieces clearly.
7. Two consecutive Rectangle figures (the \( n \)th and \( (n + 1) \)st figures) have a total of 802 black tiles. Which two figures are they? Use your algebra piece representation of the \( n \)th Rectangle and the \( (n + 1) \)st Rectangle to determine the answer. Use the table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
8. Model the following sequence, *Chairs*, with black tiles and:
   a. **Step One: Loop** and number each figure and **Numerically** determine the total number of black tiles in each figure. Mark your number counts on the figures.
   b. **Step Two:** Convert your looping ideas into **Words**.
   c. **Step Three:** Convert your looping and word ideas into **Symbols**. Simplify your symbolic equation and check it for \( n = 1, 2, 3 \) and \( 4 \).

<table>
<thead>
<tr>
<th>TILE FIGURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure #</td>
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<tr>
<td>1</td>
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<td>2</td>
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<td>4</td>
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<td>Tile count</td>
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<td>___________</td>
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<table>
<thead>
<tr>
<th>Words</th>
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<thead>
<tr>
<th>Symbols</th>
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</table>

9. Describe the 100th *Chair* figure. What does it look like? How many black tiles are in it?

10. Which *Chair* figure will have 2002 black tiles? Describe the figure.
11. What do the $n$th and the $(n + 1)$st Chair figures look like? Use your black $n$-strips and black tiles, as needed, to model these figures; be sure to have the pieces oriented to look like the other tile figures in the Chairs sequence. You do not need to show edge pieces in your final figures. Sketch and describe the figures here. Label the pieces clearly. The $(n + 1)$st figure will be used for activity 13.

12. If 17 black tiles are added to a certain Chair figure, there will be a total of 40 black tiles. Use your algebra piece representation of the $n$th Chair to help determine which Chair figure this is. Use the table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
</tr>
</thead>
</table>
13. Two consecutive *Chair* figures have a total of 1009 black tiles. Which two figures are they? Use your algebra pieces to determine the answer. Use the table and sketch your algebra piece work in the left column and write the corresponding symbolic steps in the right column.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
</tr>
</thead>
</table>
14. Consider the equation \( T = 3n + 4 \). Use your black tiles to build figures 1, 2, and 3 for a tile sequence corresponding to the equation \( T = 3n + 4 \). Try to make your figures “look like” \( 3n + 4 \) and use a consistent orientation for each figure. Sketch the figures here and give the number of black tiles in each figure.

**TILE FIGURES**

<table>
<thead>
<tr>
<th>Figure #</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td># black tiles</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

15. Use algebra pieces to model the \( n \)th figure for \( T = 3n + 4 \) that matches your tile figures. Sketch the figure. Label the algebra pieces clearly.

16. Describe the 100th figure for \( T = 3n + 4 \). What does it look like? How many black tiles are in it?

17. Which \( T = 3n + 4 \) figure will have 2005 black tiles? Describe the figure.
Homework Questions 2.4
TILE FIGURES AND ALGEBRAIC EQUATIONS

1. Model the following sequence, Zs, with black tiles and:

a. 
   **Step One: Loop** and number each figure and **Numerically** determine the total number of black tiles in each figure. Mark your number counts on the figures.
   **Step Two:** Convert your looping ideas into **Words**.
   **Step Three:** Convert your looping and word ideas into **Symbols** Simplify your symbolic equation and check it for \( n = 1, 2, 3 \) and 4.

✓ See the provided sketch pages for figures that you can draw on to show your work

![Zs](Z.png)

b. Describe the 50th Z figure. What does it look like? How many black tiles are in it?

c. Which Z figure will have 163 black tiles? Describe the figure.

d. What does the \( n \)th Z figure look like? Use your black \( n \)-strips and black tiles, as needed, to model the figure, be sure to have the pieces oriented to look like the other tile figures in the Zs sequence. You do not need to show edge pieces. Sketch and describe the \( n \)th Z figure. Label the pieces clearly.

e. If 5 black tiles are added to three copies of a certain Z figure, there will be a total of 197 black tiles. Use your algebra pieces to help determine which Z figure this is. Use a two column table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

f. Two consecutive Z figures have a total of 257 black tiles. Which two figures are they? Use your algebra pieces to help determine which Z figures these are. Use a two column table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.
2. Consider the equation \( T = 4n + 5 \).

a. Use your black tiles to build figures 1, 2, 3 and 4 for a tile sequence that corresponds to the equation \( T = 4n + 5 \). Try to make your figures “look like” \( 4n + 5 \) and use a consistent orientation for each figure. Sketch the figures and give the number of black tiles in each figure.

b. Use algebra pieces to model the \( n \)th figure for \( T = 4n + 5 \) that matches your tile figures. Sketch the figure. Label the algebra pieces clearly.

c. Describe the 100th figure for \( T = 4n + 5 \). What does it look like? How many black tiles are in it?

d. Which \( T = 4n + 5 \) figure will have 2005 black tiles? Describe the figure.

e. Two consecutive \( T = 4n + 5 \) figures have a total of 262 black tiles. Which two figures are they? Use your algebra pieces to help determine which figures these are. Use a two column table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

f. Create a t-table for the total number of black tiles, \( T \), for figure number inputs \( n = 1, 2 \ldots \ 6 \).

g. Plot the ordered pairs from the t-table on graph paper. Label the axes with appropriate numbers.

h. Inspect the plotted ordered pairs and visually extend the pattern you see to \( n = 10 \). What \( T \) (output) value do you estimate for \( n = 10 \) by just looking at the pattern of the graph? Check this value by using the symbolic formula \( T = 4n + 5 \).

3. For any tile sequence whose \( n \)th figure can be modeled with \( N \) black \( n \)-strips and \( t \) black tiles:

a. What is the shape of the graph if you plot coordinate pairs for \( n = 1, 2, 3, \ldots \)? Explain why you think this is the case.

b. What is the difference between the \( n \)th figure and the \((n +1)\)st figure? Explain. How does this relate to the graph of the coordinate pairs?
Homework 2.4: Black Tile Figure Sequences
Zs SKETCH PAGE

Tile count

Words

Symbols
Activity Set 2.5  
LINEAR EXPRESSIONS AND EQUATIONS

PURPOSE
To learn how to work with, and model, sequences of black and red tile figures, find representations of general figures, answer algebraic questions about the tile sequences and graph input/output pairs. To learn to use function notation to express input and output relationships.

MATERIALS
Black and red tiles and black and red \( n \)-strips

INTRODUCTION

Functions and Function Notation
A function is a rule that for each input gives a unique output. The tile sequences we have been looking at can be thought of as having an input (figure number) and output (net value of the figure). Since the total number of tiles, and the corresponding net value, in a given figure does not change, for each input, there is a unique output. We can think about our tile figure sequences as visual representatives of a function relationship.

The function input and output relationship is usually denoted symbolically in a form such as \( f(n) = T \). In this example; \( f \) stands for function, \( n \) is the input or independent variable and \( T \) is the output or dependent variable. The name of the function is not fixed. Functions are not all named \( f \). Functions can be named using any letter, names such as Chairs, Tees and Rectangles or letters such as \( C \), \( T \) and \( R \) intended to denote names or other identifying features.

The symbolic presentation of a function relationship is a convenient shorthand notation that allows us to write in a few symbols the meaning of an entire sentence.

Using Function Notation
The function notation (shorthand) for denoting “the 5th Chair figure has a net value of 9” is \( C(5) = 9 \). Note that in this example, “Chair” was named by the function name \( C \).

Modeling with Red \( n \)-Strips (see Activity Set 2.3 for a description of Red \( n \)-Strips)
In Activity Sets 2.3 and 2.4 we used only black tiles and black \( n \)-strips. In this activity set we will use black and red tiles and black and red \( n \)-strips. A sequence of tile figures whose \( n \)th figure is modeled by a red \( n \)-strip might look like one of the following horizontal or vertical sets of tile figures:
### Using Red $n$-Strips to Model the $n$th Figure of a Tile Sequence

The red $n$-strip can be all or part of the $n$th figure for a tile sequence and can be combined with other algebra pieces and black and red tiles.

### Modeling with Black and Red $n$-Strips

A sequence of tile figures such as the following combines the use of black and red tiles; hence, in this example, this $n$th figure combines the use of black $n$-strips and red $n$-strips. In this sequence of tile figures we are looking at the pattern and we are not concerned about reducing the figures to minimal collections of black or red tiles.

#### Horizontal Tile Figures

<table>
<thead>
<tr>
<th>Figure #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>$1 \times -1$ or $-1 \times 1$</td>
<td>$1 \times -2$ or $-1 \times 2$</td>
<td>$1 \times -3$ or $-1 \times 3$</td>
<td>$1 \times -4$ or $-1 \times 4$</td>
<td>$1 \times -n$ or $-1 \times n$</td>
</tr>
</tbody>
</table>

#### Vertical Tile Figures

<table>
<thead>
<tr>
<th>Figure #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>$-1 \times 1$ or $1 \times -1$</td>
<td>$-2 \times 1$ or $2 \times -1$</td>
<td>$-3 \times 1$ or $3 \times -1$</td>
<td>$-4 \times 1$ or $4 \times -1$</td>
<td>$-n \times 1$ or $n \times -1$</td>
</tr>
</tbody>
</table>

#### Tile Figures

<table>
<thead>
<tr>
<th>Figure #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Value</td>
<td>$-2 + 1$</td>
<td>$-3 + 2$</td>
<td>$-4 + 3$</td>
<td>$-(n + 1) + n = -1$</td>
</tr>
</tbody>
</table>
1. (*) Model the following sequence, *Black-Red Chairs* with black and red tiles and:
   a. **Step One: Loop** and number each figure and **Numerically** determine the net value of each figure. Use $C(n)$ for the *Black-Red Chairs* net value function name and use function notation to express these totals (but don’t simplify). Mark your number counts on the figures.
   b. **Step Two:** Convert your looping ideas into **Words**.
   c. **Step Three:** Convert your looping and word ideas into **Symbols**. Simplify your symbolic equation and check it for $n = 1, 2, 3$ and $4$.

<table>
<thead>
<tr>
<th>TILE FIGURES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure #</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Net Value</td>
<td>$C(1) =$</td>
<td>$C(2) =$</td>
<td>$C(3) =$</td>
<td>$C(4) =$</td>
</tr>
<tr>
<td>Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbols</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. (*) Describe the 100th *Black-Red Chair*. What does it look like? What is $C(100)$?

3. (*) What does the $n$th *Black-Red Chair* look like? Use your black and red $n$-strips and black and red tiles, as needed, to model the figure; you do not need to show edge pieces. Sketch and describe the $n$th *Black-Red Chair* here. Label the pieces clearly.

4. (*) Which *Black-Red Chair* will have a **total of 2405 black and red tiles** (not a net value of 2405)? Describe the figure including the number of black tiles and the number of red tiles. For this $n$, what is $C(n)$?
5. (*) For which *Black-Red Chair* will $C(n) = -2405$? Describe the figure including the number of black tiles and the number of red tiles.

6. If the collection of tiles in a certain *Black-Red Chair* is doubled and 22 black tiles are added, the net value of the new collection of black and red tiles will be 4. Which *Black-Red Chair* is it? Start with a complete version of the $n$th figure (don’t cancel out zero pairs yet). Use the table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. What does the \((n + 1)st\) Black-Red Chair look like? Use your black and red \(n\)-strips and black and red tiles, as needed, to model the figure; you do not need to show edge pieces. Sketch and describe the \((n + 1)st\) Black-Red Chair here. Label the pieces clearly.

8. Two consecutive Black-Red Chairs have a combined net value of -51. Which two figures are they? For the first step; start with complete versions of the \(n\)th and \((n + 1)st\) figures (don’t cancel out zero pairs yet). Use the table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. For the Black-Red Chairs tile sequence, fill out the second row of output values in the following t-table for the net value, \(C(n) = T\) for each indicated figure.

<table>
<thead>
<tr>
<th>(n)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C(n))</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. On the following grid, plot the ordered pairs from the t-table associated with $n = 1, 2 \ldots 6$ for the Black-Red Chairs tile sequence. Label the axes with appropriate numbers.

a. Inspect the plotted ordered pairs and visually extend the pattern you see to $n = 10$. What do you estimate $C(10)$ to be by just looking at the pattern of the graph? Check this value by using your previous symbolic work.

b. List at least three observations about the Black-Red Chairs tile sequence and the graph associated with this tile sequence.
11. Model the following sequence, *Black-Red Squares, S(n)*, with black and tiles and:
   a. **Step One: Loop** and number each figure and **Numerically** determine the net value of each figure (but don’t simplify). Mark your number counts on the figures.
   b. **Step Two:** Convert your looping ideas into **Words**.
   c. **Step Three:** Convert your looping and word ideas into **Symbols**. Simplify your symbolic equation and check it for \( n = 1, 2, 3 \) and 4.

   **TILE FIGURES**

   ![Diagram of Black-Red Squares](image)

   **Net Value**
   
   \[
   S(1) = \quad S(2) = \quad S(3) = \quad S(4) = 
   \]

   **Words**

   **Symbols**

12. Describe the 100th *Black-Red Square*. What does it look like? What is \( S(100) \)?

13. What does the \( n \)th *Black-Red Square* look like? Use your black and red \( n \)-strips and tiles, as needed, to model the figure; you do not need to use edge pieces. Sketch and describe the \( n \)th *Black-Red Square* here. Label the pieces clearly.

14. Which *Black-Red Square* will have a total of 2404 black and red tiles? Describe the figure including the number of black tiles and the number of red tiles. For this \( n \), what is \( S(n) \)?
15. For which figure is $S(n) = -2404$? Describe the figure including the number of black tiles and the number of red tiles.

16. If the collection of tiles in a certain Black-Red Square figure is doubled and 60 black tiles are added, the new collection of tiles will reduce to a minimal collection of 60 tiles. There are two such Black-Red Square figures, one where the resulting 60 tiles are all red and one where the 60 tiles are all black. Which two Black-Red Square figures are they? Use algebra and/or algebra pieces to determine the solution. Clearly show your work and explain your thinking. Hint—there may be more than one solution.

17. For the Black-Red Squares tile sequence, the combined net value of two figures that are two figure numbers apart is -200. Which two figures are they? Use algebra and/or algebra pieces to determine the solution. Clearly show and explain your work.
Activity Set 2.5: Linear Expressions and Equations

18. The combination of two consecutive tile figures in the Black-Red Squares tile sequence will result in a non-minimal collection of 108 black and red tiles. Which two figures are they? Use algebra and/or algebra pieces to determine the solution. Clearly show and explain your work.

19. For the Black-Red Squares tile sequence, fill out the second row of output values in the following t-table for the net value, \( S(n) = T \), in each indicated figure

<table>
<thead>
<tr>
<th>( n )</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>( n )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( T = S(n) )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. On the following grid; plot the ordered pairs from the t-table associated with \( n = 1, 2 \ldots 6 \) for the Black-Red Squares tile sequence. Label the axes with appropriate numbers.

Inspect the plotted ordered pairs and visually extend the pattern you see to \( n = 10 \). What do you estimate \( S(10) \) to be by just looking at the pattern of the graph? Check these values by using your previous symbolic work.
1. Model the following sequence, Black-Red Ls, \( L(n) \), with black and red tiles and:

a. **Step One:** Loop and number each figure and **Numerically** determine the net value of each figure (but don’t simplify). Mark your number counts on the figures.

**Step Two:** Convert your looping ideas into **Words**.

**Step Three:** Convert your looping and word ideas into **Symbols**. Simplify your symbolic equation and check it for \( n = 1, 2, 3 \) and 4.

✓ See the provided sketch pages for figures that you can draw on to show your work.

![BLACK RED Ls](image)

b. Describe the 50th Black-Red L. What does it look like? What is \( L(50) \)?

c. What does the \( n \)th Black-Red L look like? Use your black and red \( n \)-strips and tiles, as needed, to model the figure; you do not need to show edge pieces. Sketch and describe the \( n \)th Black-Red L. Label the pieces clearly.

d. Which Black-Red L will have a total of 1234 black and red tiles? Describe the figure including the number of black tiles and the number of red tiles. For this \( n \), what is \( L(n) \)?

e. If the collection of tiles in a certain Black-Red L figure is tripled and 48 black tiles are removed, the new collection of tiles will reduce to a minimal collection of 12 tiles. There are two such Black-Red L figures, one where the resulting 12 tiles are all red and one where the 12 tiles are all black. Which two Black-Red L figures are they? Use algebra and/or algebra pieces to determine the solution. Clearly show your work and explain your thinking. Hint—there may be more than one solution.

f. For the Black-Red Ls tile sequence, the combined net value of two figures that are three figure numbers apart is 66. Which two figures are they? Use algebra and/or algebra pieces to determine the solution. Clearly show and explain your work.

g. For the Black-Red Ls tile sequence, create a t-table for the net value, \( L(n) \), for figure number inputs \( n = 1, 2 \ldots 6 \). Plot the ordered pairs from the t-table on graph paper. Label the axes with appropriate numbers.

h. Inspect the plotted ordered pairs and visually extend the pattern you see to \( n = 10 \). What do you estimate \( L(10) \) to be by just looking at the pattern of the graph? Check this value by using your previous symbolic work.
Net Value

\[ L(1) = \]
\[ L(2) = \]
\[ L(3) = \]
\[ L(4) = \]

Words

Symbols
Activity Set 2.6
EXTENDED SEQUENCES AND LINEAR FUNCTIONS

PURPOSE
To learn how to extend sequences and graphs to an integer index set \( n = 0, \pm 1, \pm 2 \ldots \) To learn to use white and opposite white \( n \)-strips to model extended sequences. To investigate the features of linear functions such as intersections, intercepts and slope.

MATERIALS
Black and red tiles, white and opposite white \( n \)-strips

INTRODUCTION

Extended Graphs and Extended Sequences
As you may have noticed, it sometimes seems reasonable to extend graphical representations of tile figure sequences “backwards” where \( n \leq 0 \). For example, the graph for \( T(n) = n + 2 \) begins like this:

![Figure 1](image1)

However, by adding additional coordinate pairs on the same line, we can visually extend this pattern “backwards” where \( n \leq 0 \). We can see these new coordinate pairs also follow the function relationship \((n, n + 2)\).

![Figure 2](image2)
It can also make sense to visually extend tile figure sequence patterns, “backwards” for \( n \leq 0 \). We can create an **Extended Sequence** by letting our index \( n \) range over all integers. I.e., instead of just allowing \( n = 1, 2, 3 \ldots \) we can use integers as our input index set with \( n = 0, \pm 1, \pm 2 \ldots \)

### Black and Red Tile Figure Sequence with Integer Index Set (Figure 3)

<table>
<thead>
<tr>
<th>Extended Tile Sequence</th>
<th>Index</th>
<th>Coordinate Pair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-4</td>
<td>(-4, -2)</td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>(-3, -1)</td>
</tr>
<tr>
<td></td>
<td>-2</td>
<td>(-2, 0)</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>(-1, 1)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>(0, 2)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>(1, 3)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>(2, 4)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>(3, 5)</td>
</tr>
</tbody>
</table>

You can see the input, output pairs for the extended tile figure sequence in the above diagram matches the graph in Figure 2 perfectly. Suppose that you would like to model the \( n \)th term of this sequence with algebra pieces. Since the black \( n \)-strips are always black and always positive, a black \( n \)-strip and 2 black tiles will not work as a model for \( T(n) = n + 2; n = 0, \pm 1, \pm 2 \ldots \) For example, if \( n = -3 \), there is no way to make a black \( n \)-strip and 2 black tiles look like 1 red tile and have output value -1. To address this; we introduce White and Opposite \( n \)-Strips.

### White and Opposite White \( n \)-Strips

A **White \( n \)-Strip**, represented by the variable \( n \), represents an integer (output) number; \( n = 0, \pm 1, \pm 2 \ldots \). The (output) value of a white \( n \)-strip is the same as the index (input) number (\( n = 0, \pm 1, \pm 2 \ldots \)).

<table>
<thead>
<tr>
<th>White ( n )-Strip Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
</tr>
<tr>
<td>( n &lt; 0 )</td>
</tr>
<tr>
<td>( n = 0 )</td>
</tr>
<tr>
<td>( n &gt; 0 )</td>
</tr>
</tbody>
</table>

An **Opposite White \( n \)-Strip**, represented by the variable \( -n \), represents an integer (output) number; \( -n = 0, \pm 1, \pm 2 \ldots \). The (output) value of an opposite white \( n \)-strip is the opposite of the index (input) number (\( n = 0, \pm 1, \pm 2 \ldots \)). The opposite side of the white \( n \)-strip is marked with Os for “opposite.”

<table>
<thead>
<tr>
<th>Opposite White ( n )-Strip Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
</tr>
<tr>
<td>( n &lt; 0 )</td>
</tr>
<tr>
<td>( n = 0 )</td>
</tr>
<tr>
<td>( n &gt; 0 )</td>
</tr>
</tbody>
</table>

The height of the white and opposite white \( n \)-strips is fixed and is the same length as the edges of the black and red tiles (1 or -1), but the length of the white and opposite white \( n \)-strips are an arbitrary length. Since the white \( n \)-strip represents the variable \( n \), its dimensions are \( 1 \times n \) or \(-1 \times -n \). Since the opposite white \( n \)-strip represents the variable \(-n \), its dimensions are \( 1 \times -n \) or \(-1 \times n \) as illustrated in the following diagrams.
Activity Set 2.6: Extended Sequences and Linear Functions

White $n$-Strip Dimensions

This edge piece is $n$ units long $n = 0, ±1, ±2 ...$

![Diagram of white $n$-strip edge piece]

$1 \times n = n$

This edge piece is $-n$ units long $n = 0, ±1, ±2 ...$

![Diagram of opposite white $n$-strip edge piece]

$-1 \times n = -n$

Opposite White $n$-Strip Dimensions

This edge piece is $-n$ units long $n = 0, ±1, ±2 ...$

![Diagram of opposite white $n$-strip edge piece]

$1 \times -n = -n$

This edge piece is $n$ units long $n = 0, ±1, ±2 ...$

![Diagram of white $n$-strip edge piece]

$-1 \times n = -n$

Using White and Opposite White $n$-Strip Edge Pieces to Measure Length

Just like with black and red $n$-strip edge pieces, a thin piece of a white $n$-strip (white $n$-strip edge piece) measures a length of $n$ units and a thin piece of an opposite white $n$-strip (opposite white $n$-strip edge piece) measures a length of $-n$ units (where $n$ is an integer). These edge pieces are shown, in context, in the previous descriptions of white $n$-strips and opposite white $n$-strips.

Connecting Extended Sequences, Graphs, Symbolic Functions and White $n$-Strip Models

We can now combine the graph in figure 2, the symbolic formula $T(n) = n + 2$ and the white $n$-strip to see the following connected representations of the extended black and red tile figure sequence in figure 3.

<table>
<thead>
<tr>
<th>Extended Tile Sequence</th>
<th>Index (input)</th>
<th>Net Value (output)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-4</td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>-1</td>
</tr>
<tr>
<td></td>
<td>-2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>$T(n) = n + 2$</th>
</tr>
</thead>
</table>

$n = 0, ±1, ±2 ...$

$n$th figure
White and Opposite White $n$-Strips Replace Black $n$-Strips and Red $n$-Strips
For the remaining activity sets and other course materials, we will no longer use black $n$-strips or red $n$-strips. The white and opposite white $n$-strips are generalizations of the black and red $n$-strips and will serve in their place.

White and Opposite White $n$-Strip Zero Pairs
Just like with black and red $n$-strips, a white $n$-strip and a white opposite $n$-strip combined to have a net value of 0 ($n + -n = 0$).

Graphing Terms

Intersect and Points of Intersection are defined in context, see activity 9.

$T$ Intercepts, $n$-intercepts and slope are defined in context, see activity 11.

Parallel Lines are defined in context, see activity 14.

SKETCHING TIPS

Sketching White and Opposite White $n$-Strips
To sketch a white or an opposite white $n$-strip, simply sketch an outline of the strip. To distinguish the white $n$-strips and opposite white $n$-strips, label the white $n$-strip with $n$ and the opposite white $n$-strip with $-n$ and with several Os.

Sketching White and Opposite White $n$-Strip Edge Pieces
To sketch a white or an opposite white $n$-strip edge piece, simply sketch an outline of the strip and label it $n$ or $-n$ (the fact that $n$ is an integer should be clear in context). You may also wish to mark the opposite white $n$-strip edge pieces with several Os.
1. (*) Analyze the following extended sequence of black and red tile figures; $A(n)$, using the three-step numerical-words-symbols framework.

<table>
<thead>
<tr>
<th>Tile Figures</th>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-2</td>
<td>$A(-2)$ =</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>$A(-1)$ =</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>$A(0)$ =</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>$A(1)$ =</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>$A(2)$ =</td>
</tr>
</tbody>
</table>

Words

Symbols

2. (*) Using white or opposite white $n$-strips and black and red tiles; sketch a representation of the $n$th $A(n)$ tile figure.

3. Analyze the following extended sequence of black and red tile figures; $B(n)$, using the three-step numerical-words-symbols framework.

<table>
<thead>
<tr>
<th>Tile Figures</th>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-2</td>
<td>$B(-2)$ =</td>
</tr>
<tr>
<td></td>
<td>-1</td>
<td>$B(-1)$ =</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>$B(0)$ =</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>$B(1)$ =</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>$B(2)$ =</td>
</tr>
</tbody>
</table>

Words

Symbols

4. Using white or opposite white $n$-strips and black and red tiles; sketch a representation of the $n$th $B(n)$ tile figure.
5. (*) Use t-tables to record net values for the \( A(n) \) and \( B(n) \) extended sequences.

\[
\begin{array}{cccccccc}
\text{n} & -3 & -2 & -1 & 0 & 1 & 2 & 3 & \text{n} \\
\hline
\text{A(n)} \\
\text{n} & -3 & -2 & -1 & 0 & 1 & 2 & 3 & \text{n} \\
\text{B(n)}
\end{array}
\]

6. (*) On the following grid; plot the ordered pairs associated with \( n = -3 \) to 3 for both the \( A(n) \) and \( B(n) \) extended sequences. To distinguish the points, mark the \( A(n) \) values with a dot or small circle and the \( B(n) \) values with a small x. Label the axes with appropriate numbers.

7. Inspect the plotted ordered pairs and visually extend the patterns for \( A(n) \) and \( B(n) \).

   a. For which \( n \) do you visually estimate that \( A(n) = B(n) \)?

   b. What output value do you visually estimate \( A(n) = B(n) \) to be for the \( n \) you found in part a?
8. Solve the question; for which \( n \) is \( A(n) = B(n) \)? by using your \( n \)th figure white \( n \)-strip models for \( A(n) \) and \( B(n) \). Use the table and sketch your algebra piece work in the left column (include brief notes about what you are doing) and write the corresponding symbolic steps in the right column. Check your final solution.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
</tr>
</thead>
</table>

9. What is the output value, \( A(n) = B(n) \), for the \( n \) you found in the previous activity? The coordinate pair \((n, A(n))\) (which is the same coordinate pair as \((n, B(n))\) is where the graphs of \( A(n) \) and \( B(n) \) intersect and is sometimes called the **point of intersection** of \( A(n) \) and \( B(n) \). Mark this point on your graph of \( A(n) \) and \( B(n) \).

10. For the \( n \) where \( A(n) = B(n) \), sketch the \( A(n) \) and the \( B(n) \) tile figures. Do the two tile figures for this \( n \) need to look the same or do they just need to have the same net value? Explain.
11. Use the graphs and t-tables for $A(n)$ and $B(n)$, algebra and/or algebra pieces to determine each of the following:

a. In general, for any function $T(n)$, the coordinate pair $(0, T(0))$ is called the $T$ intercept*. Why do you think this is called the $T$ intercept?

b. What is $(0, A(0))$? Which portion of the $n$th figure of $A(n)$ is the $T$ intercept output value $A(0)$?

c. What is the $T$ intercept for $B(n)$? Which portion of the $n$th figure of $B(n)$ is the $T$ intercept output value $B(0)$?

d. For any $n$th figure, $T(n)$, made of white or opposite white $n$-strips and black and red tiles, which portion of the $n$th figure of $T(n)$ is the $T$ intercept output value $T(0)$?

e. In general, for any function $T(n)$, the coordinate pair $(n, 0)$ is called the $n$ intercept for $T(n)$. Why do you think this is called the $n$ intercept?

f. What is the $n$ intercept for $A(n)$? How can you use the $n$th figure of $A(n)$ to determine this?

g. What is the $n$ intercept for $B(n)$? How can you use the $n$th figure of $B(n)$ to determine this?

h. For any $n$th figure, $T(n)$, made of white or opposite white $n$-strips and black and red tiles, how can you use the $n$th figure of $T(n)$ to find the $n$ intercept for $T(n)$?

* $T$ is our general dependent variable and $n$ as our general independent variable
Activity Set 2.6: Extended Sequences and Linear Functions

i. What is the difference in output values for consecutive $A(n)$ figures? How can you use the $n$th figure of $A(n)$ to determine this? How does this relate visually to the graph of $A(n)$?

j. What is the difference in output values for consecutive $B(n)$ figures? How can you use the $n$th figure of $B(n)$ to determine this? How does this relate visually to the graph of $B(n)$?

k. For any $n$th figure, $T(n)$, made of white or opposite white $n$-strips and black and red tiles, how can you use the $n$th figure of $T(n)$ to determine the difference in output values for consecutive $T(n)$ figures? In this case, this difference is called the slope of the $T(n)$ graph. How does this relate visually to the graph of $T(n)$?

12. We have seen that any function, $T(n)$, whose $n$th figure can be modeled with only white or opposite white $n$-strips and black and red tiles, has a graph that is in the shape of a line. In this case, the symbolic formula for $T(n)$ can be simplified to $T(n) = mn + b$ where $m$ and $b$ can be any integers.

a. What is $m$? How does this relate to the $n$th figure of $T(n)$?

b. Lines that go up from the left to the right are said to have positive slope. How does this relate to $m$? How does this relate to the $n$th figure of $T(n)$?

c. Lines that go down from the left to the right are said to have negative slope. How does this relate to $m$? How does this relate to the $n$th figure of $T(n)$?
d. Lines that are flat are said to have zero slope. How does this relate to m? How does this
relate to the \( n \)th figure of \( T(n) \)?

e. What is \( b \)? How does this relate to the \( n \)th figure of \( T(n) \)?

13. Use algebra pieces to make up and model an \( n \)th figure for each of the following linear
function conditions. Sketch the \( n \)th figures and label the pieces clearly. Give the symbolic
function and sketch the graph of the line corresponding to your example.

<table>
<thead>
<tr>
<th>( n )th figure</th>
<th>Positive Slope / Negative ( T ) Intercept</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>( n )th figure</th>
<th>Positive Slope / Negative ( n ) Intercept</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. **Negative Slope / Positive T Intercept**

<table>
<thead>
<tr>
<th>nth figure</th>
<th>Graph</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th></th>
</tr>
</thead>
</table>


d. **Positive Slope / Positive n Intercept**

<table>
<thead>
<tr>
<th>nth figure</th>
<th>Graph</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th></th>
</tr>
</thead>
</table>

e. **Zero Slope / Positive T Intercept**

<table>
<thead>
<tr>
<th>nth figure</th>
<th>Graph</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th></th>
</tr>
</thead>
</table>
### f. Zero Slope / Negative $T$ Intercept

<table>
<thead>
<tr>
<th>$n$th figure</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image.png" alt="Graph" /></td>
</tr>
</tbody>
</table>

**Function**

### g. Zero Slope / Zero $T$ Intercept

<table>
<thead>
<tr>
<th>$n$th figure</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image.png" alt="Graph" /></td>
</tr>
</tbody>
</table>

**Function**

14. Lines that have the same slope are called **parallel lines**. How does this relate to the $m$ for each of the parallel lines? How does this relate to the $n$th figures for both of the parallel lines?
Homework Questions 2.6
EXTENDED SEQUENCES AND LINEAR FUNCTIONS

1. Refer to the given extended sequence \( S(n) \) and \( T(n) \) to answer the following questions.

<table>
<thead>
<tr>
<th>( S(n) )</th>
<th>( T(n) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>-2</td>
</tr>
<tr>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

a. Analyze \( S(n) \) and \( T(n) \); what functions are they? Sketch the nth \( S(n) \) and nth \( T(n) \) figures.

b. Where do the graphs of \( S(n) \) and \( T(n) \) intersect? Use algebra and/or algebra pieces to determine the solution symbolically and mark this point on your graph of \( S(n) \) and \( T(n) \). Clearly show your work and explain your thinking.

2. a. Create an extended tile sequence \( C(n) \) whose graph has slope -1 and \( T \) intercept 5. Sketch the tile figures for \( n = -2, -1, 0, 1, 2 \) and \( n \).

b. Create an extended tile sequence \( D(n) \) whose graph has slope 1 and \( T \) intercept -3. Sketch the tile figures for \( n = -2, -1, 0, 1, 2 \) and \( n \).

c. Create t-tables for \( n = -3 \) to 3 for both \( C(n) \) and \( D(n) \).

d. Plot the ordered pairs from the t-tables; to distinguish the points, mark the \( C(n) \) values with a dot or small circle and the \( D(n) \) values with a small x. Label the axes with appropriate numbers.

e. What are the \( n \)-intercepts for \( C(n) \) and \( D(n) \)? Mark these points on your graphs and show your work for finding these two points.

f. Where do the graphs of \( C(n) \) and \( D(n) \) intersect? Use algebra and/or algebra pieces to determine the solution symbolically and mark this point on your graph of \( C(n) \) and \( D(n) \). Clearly show your work and explain your thinking.
Activity Set 2.7
SOLVING AND GRAPHING LINEAR EQUATIONS

PURPOSE
To learn how to solve linear equations without the use of red and black tiles. To learn how to find the equation of a line given two points. To learn how to graph a line given its equation (in terms of $x$ and $y$).

INTRODUCTION

Order of Operations
Recall the Order of Operations:
Parentheses, Exponents, Multiplication / Division, Addition / Subtraction

Note that Multiplication and Division have the same “priority” when simplifying expressions. Similarly, Addition and Subtraction have the same priority.

Forms of a Linear Equation:
Standard Form: $Ax + By = C$ (where $A$ and $B$ are not simultaneously zero).

Slope – Intercept Form: $y = mx + b$ (where $m$ is the slope and $b$ is the $y$-intercept).

Point – Slope Form: $y = m(x - x_0) + y_0$ (where $m$ is the slope and $(x_0, y_0)$ is a point on the line).

Although you probably are most familiar with slope – intercept, we will primarily use point – slope form in this course because it usually requires the least amount of steps to find.

Graph a Given Linear Equation by Finding Points (To graph a line, you only need 2 points):
Intercept Method: In this method, you plot both the $y$-intercept and the $x$-intercept.

To find the $y$-intercept, you plug in $x = 0$ and solve for _______. This is the point ($ $, $ $).

To find the $x$-intercept, you plug in $y = 0$ and solve for _______. This is the point ($ $, $ $).

Random Method: Plug in a couple values of $x$ and solve for $y$ in each case. This will give you two points.

Types of Lines
Vertical Lines: These lines have equations of the form $x = h$.

Horizontal Lines: These lines have equations of the form $y = k$.

Parallel Lines have the same slope.

Perpendicular Lines have slopes $m_1$ and $m_2$ such that $m_2 = \frac{1}{m_1}$.
1. Solve the following (basic) linear equations.
   a. \(2(x - 4) + 7 = 3(x - 8) - 6\)

   b. \(9n - 7(n - 5) = -3(n + 2)\)

   c. \(3(x + 2) = 4x - (x - 5)\)

   d. \(3(x + 2) = 4x - (x - 6)\)

2. a. You may have noticed that in part c. that you ended up with an unsolvable equation. This is called a contradiction. What properties of a linear equation (in terms of coefficients of \(x\) and/or constants) make a linear equation a contradiction?

   b. You may have noticed that in part d. that you ended up with an equation that is true no matter what value you plug in for \(x\). Such an equation is called an identity. What properties of a linear equation (in terms of coefficients of \(x\) and/or constants) make a linear equation an identity?
c. Based on your answers to problem 1, determine a set of steps (kind of like an “order of operations and simplification”) that you could use to solve all (solvable) linear equations.

3. In your set of steps in #2 part c, one of the steps probably mentioned something about dividing both sides of the equation by the coefficient of the variable. This is equivalent to multiplying both sides of the equation by the reciprocal of the coefficient of the variable. Use this idea to solve the following equations.

a. \( \frac{2}{3}(m - 4) = \frac{7}{5}(m + 6) + \frac{1}{4} \)

b. \( \frac{1}{6}(x + 4) + 2 = \frac{1}{3}(x - 5) \)

c. \( 1.3x + 9 = 0.7x - 12 \)
4. Solve #3 parts a. and b. by first multiplying both sides of the equation by the least common denominator (of both sides).
   a. \[
   \frac{2}{3}(m - 4) = \frac{7}{5}(m + 6) + \frac{1}{4}
   \]
   b. \[
   \frac{1}{6}(x + 4) + 2 = \frac{1}{3}(x - 5)
   \]

5. Recall the slope of a line between the points \((x_1, y_1)\) and \((x_2, y_2)\) is \(m = \frac{y_2 - y_1}{x_2 - x_1}\). For each of the following graphed linear equations:
   i. Find the slope of the line.
   ii. Find the equation of the line, written in point – slope form (Do not simplify!).
   iii. Find the equation of the line, written in slope – intercept form.

   a. 
   ![Graph of a line with coordinates]
6. Find the equation of each of the following lines:
   a. the line that goes through the points (-2, 5) and (2, 7).
   b. the line that goes through the point (2, 7) and is parallel to the line \( y = 5x - 4 \).
   c. the line that goes through the point (1,7) and is perpendicular to the line \( y = \frac{5}{3}x - 4 \).
   d. the line that goes (-3, 8) and is perpendicular to the line \( x = 6 \),
7. Plot the following lines (be sure to label your axes appropriately):
   a. $2x - 5y = 60$

   

   b. $y = \frac{3}{4}x + 2$

8. A line is in standard form if it is written as $Ax + By = C$. What is the slope of a line written in standard form (in terms of $A$, $B$, and/or $C$).
Homework Questions 2.7
SOLVING AND GRAPHING LINEAR EQUATIONS

1. Solve the following linear equations:
   a. \(0.8x - 12(0.9 - 0.3x) = 3.2x + 9.1\)
   
   b. \(\frac{5}{9}(y - \frac{1}{15}) + \frac{1}{6} = \frac{5}{12}y + \frac{8}{3}\)

   c. \(\frac{2}{3}x - 8 = 8\left(\frac{1}{12}x - 7\right)\)

   d. \(\frac{2}{5}(m - 4) = \frac{1}{10}(3m + 2) - \frac{1}{5}\left(9 - \frac{m}{2}\right)\)

2. For each of the following:
   i. Find the equation of the line in point – slope form.
   ii. Find the equation of the line in slope – intercept form.
   iii. Graph the equation on the graph paper provided on the back of this paper.

   a. The line that goes through the points (2, 5) and (6, -2).

   b. The line that is parallel to \(x = 5y - 7\) and goes through the point (2, 8).

   c. The line that is perpendicular to \(3x - 4y = 9\) and goes through the point (1, 2).

3. Find the equation of the line (in any form you wish) graphed below.
## VOCABULARY AND REVIEW TOPICS

### VOCABULARY

**Activity Set 2.1**
1. Figure Numbers
2. Looping (loop)

**Activity Set 2.3**
3. Black $n$-Strip
4. Red $n$-Strip
5. Black and Red $n$-Strip Edge Pieces

**Activity Set 2.5**
6. Functions
7. Function Notation
8. Independent Variable
9. Dependent Variable

**Activity Set 2.6**
10. Extended Sequence
11. White and Opposite $n$-Strips and Edge Pieces
12. Point of Intersection
13. $n$ & $T$-intercepts
14. Slope

**Activity Set 2.7**
15. Parallel Lines
16. Perpendicular Lines
17. Slope – Intercept Form
18. Point – Slope Form

### SKILLS AND CONCEPTS

**Activity Set 2.1**
A. Counting and describing components of figures using looping.

**Activity Set 2.2**
C. Working with and analyzing algebraic patterns for Alternating Even and Odd Sequences.

**Activity Set 2.3**
D. Using black and red $n$-strip edge pieces to measure length
E. Using the three step framework to analyze, and using black $n$-strips and black tiles to model, sequences of black tile figures.
F. Answering algebraic questions about black tile figures.
G. Plotting ordered pairs corresponding to black tile sequences.

**Activity Set 2.4**
H. Using black $n$-strips and black and red tiles to answer questions and to solve basic algebra problems.

**Activity Set 2.5**
I. Using the three step framework to analyze, and using black and red $n$-strips and black and red tiles to model, sequences of black and red tile figures.
J. Using functions and function notation.
K. Answering algebraic questions about consecutive figures.
L. Answering algebraic questions about total number of tiles vs. number of black or red tiles vs. net values of figures.

**Activity Set 2.6**
M. Extending tile figure sequences to an integer input set
N. Connecting extended sequences to extended graphs
O. Analyzing extended sequences of black and red tile figures by using white and opposite white $n$-strips and black and red tiles.
P. Determine using algebra piece models where the graphs of two extended tile figure sequences intersect.
Q. Investigate features of linear function; intercepts and slope.

**Activity Set 2.7**
R. Solving linear equations (with non-integral coefficients).
S. Graphing linear equations given an equation.
T. Finding slope – intercept form, standard form, and point – slope form of the equation of a line.
U. Finding the equation of parallel lines.
V. Finding the equation of perpendicular lines.
1. Show two visually different methods for using the three step Numerical-Words-Symbols framework to analyze the *Hexagons* toothpick figure sequence. Show that both methods result in equivalent symbolic equations.

2. Use the three step Numerical-Words-Symbols framework to analyze the *Fences* toothpick figure sequence.

3. How many toothpicks will there be in the:
   a. 75th *Fences* figure?
   b. 76th *Fences* figure?
   c. 77th *Fences* figure?

4. For which *Fences* figures are there:
   a. 2014 toothpicks?
   b. 2019 toothpicks?
   c. 2036 toothpicks?

5. Use the three step Numerical-Words-Symbols framework to analyze the *Rectangles with Xs* toothpick figure sequence.
6. How many toothpicks will there be in the:
   a. 75th *Rectangles with Xs* figure?
   b. 76th *Rectangles with Xs* figure?
   c. 77th *Rectangles with Xs* figure?

7. For which *Rectangles with Xs* figures are there:
   a. 2007 toothpicks?
   b. 2035 toothpicks?
   c. 2046 toothpicks?

8. Use the three step Numerical-Words-Symbols framework to analyze the *Black Steps* tile figure sequence.

9. Describe the 100th *Black Step* tile figure. What does it look like? How many black tiles are in it?

10. Which *Black Step* tile figure will have 2003 tiles? Describe the figure.

11. Sketch and describe the *n*th *Black Step* figure

12. For the *Black Step* tile sequence.
   a. Create a t-table for the number of tiles, *T*, for figure number inputs *n* = 1, 2 … 6.
   b. Plot the ordered pairs from the t-table on graph paper. Label the axes with appropriate numbers.
   c. Inspect the plotted ordered pairs and visually extend the pattern you see to *n* = 10. What *T* (output) value do you estimate for *n* = 10 by just looking at the pattern of the graph? Check this value by using your symbolic analysis of the tile figure sequence.
13. If 6 black tiles are added to three copies of a certain Black Step figure, there will be a total of 141 black tiles. Which Black Step tile figure is this? Show your algebra piece and symbolic work in a two column table.

14. Sketch the \((n + 1)\)st figure for the Black Steps tile sequence. Label the figure clearly.

15. Two consecutive Black Steps figures have a total of 180 black tiles. Which two Black Step figures are they? Show your algebra piece and symbolic work in a two column table.

16. Use your black tiles to build figures 1, 2, 3, 4 and \(n\) for the tile sequence that matches the equation the equation \(T = 5n + 5\). Give the number of black tiles in each figure.

17. 
   a. Create a t-table for the number of black tiles, \(T = 5n + 5\), for figure number inputs \(n = 1, 2 \ldots 6\).
   
   b. Plot the ordered pairs from the t-table on graph paper. Label the axes with appropriate numbers.
   
   c. Inspect the plotted ordered pairs and visually extend the pattern you see to \(n = 10\). What \(T\) (output) value do you estimate for \(n = 10\) by just looking at the pattern of the graph? Check this value by using the symbolic formula \(T = 5n + 5\).

18. The combined net value of two \(A(n)\) figures that are three figure numbers apart is -109. Which two \(A(n)\) figures are they? Use algebra and/or algebra pieces to determine the solution. Clearly show and explain your work.

19. If 100 red tiles are removed from five copies of the collection of tiles in a certain \(A(n)\) figure, the net value of the new collection of tiles will be 0. Which \(A(n)\) figure is it? Use algebra and/or algebra pieces to determine the solution. Clearly show your work and explain your thinking.
20. The combined net value of two $B(n)$ figures that are five figure numbers apart is 336. Which two $B(n)$ figures are they? Use algebra and/or algebra pieces to determine the solution. Clearly show and explain your work.

21. There are a total of 204 tiles in two consecutive $B(n)$ figures. Which two $B(n)$ figures are they? Use algebra and/or algebra pieces to determine the solution. Clearly show and explain your work and describe both figures, including the number of black and the number of red tiles in each figure.

22. If the collection of tiles in a certain $C(n)$ figure is tripled and 96 black tiles are added, the new collection of tiles will reduce to a minimal collection of 96 tiles (possibly red and possibly black). Which $C(n)$ figure is it? Use algebra and/or algebra pieces to determine the solution. Clearly show your work and explain your thinking. Is there more than one solution?

23. Analyze the extended $D(n)$ tile figure sequence.

   a. Sketch and describe the $n$th $D(n)$ figures. Label the pieces clearly.

   b. Plot the ordered pairs for $D(n)$ corresponding to $n = 0, \pm 1, \pm 2, \pm 3$ and $\pm 4$ on graph paper.

24. If the collection of tiles in a certain $D(n)$ figure is tripled and 15 black tiles are added, the new collection of tiles will reduce to a minimal collection of 15 tiles (possibly red and possibly black). Which $D(n)$ figure is it? Use algebra and/or algebra pieces to determine the solution. Clearly show your work and explain your thinking. Is there more than one solution?
25. Analyze the extended tile sequences \( S(n) \) and \( T(n) \). What functions are they? Create t-tables for \( n = -3 \) to 3 for both \( S(n) \) and \( T(n) \) and plot the ordered pairs from the t-tables; to distinguish the points, mark the \( S(n) \) values with a dot or small circle and the \( T(n) \) values with a small x. Label the axes with appropriate numbers.

26. What are the \( n \)-intercepts and \( T \)-intercepts for \( S(n) \) and \( T(n) \)? Mark these points on your graphs and show your work for finding these four points.

27. Where do the graphs of \( S(n) \) and \( T(n) \) intersect? Use algebra and/or algebra pieces to determine the solution symbolically and mark this point on your graph of \( S(n) \) and \( T(n) \). Clearly show your work and explain your thinking.

28. Solve the following equations.
   
   a. \( \frac{3}{5}x - 9 = \frac{2}{5} \left( 7 - \frac{7}{8}x \right) \)
   
   b. \( 0.12x - 9 = 1.46x + 17 \)

29. There is a line \( L \) that goes through the points \((1, 3)\) and \((-4, 2)\).
   
   a. Find the equation of this line, \( L \) (in point – slope form).
   
   b. Find the equation of the line parallel to \( L \) that goes through the point \((-5, 1)\).
   
   c. Find the equation of the line perpendicular to \( L \) that goes through the point \((-5, 1)\).

30. There is a line \( M \) that goes through the points \((-4, 3)\) and \((-4, 2)\).
   
   a. Find the equation of this line, \( M \) (in slope – intercept form).
   
   b. Find the equation of the line parallel to \( M \) that goes through the point \((-5, 1)\).
   
   c. Find the equation of the line perpendicular to \( M \) that goes through the point \((-5, 1)\).
CHAPTER THREE

REAL NUMBERS AND QUADRATIC FUNCTIONS
Activity Set 3.1
GRAPHING WITH REAL NUMBERS

PURPOSE
To learn how to extend the idea of working with discrete data points (individual tile figures) to working symbolically and graphically with real number function inputs and outputs. To learn how to find the domain and range of basic functions. To learn how to describe domains and ranges using number line and inequality notation. To learn about absolute value tile sequences and their corresponding symbolic and graphical forms.

MATERIALS
Black and red tiles

INTRODUCTION
Domain of a Function
The Domain of a Function is the set of allowable inputs for a function. We used a domain of the counting numbers \( (n = 1, 2, 3 \ldots) \) to describe the input set (figure numbers) for Activity Sets 2.1 through 2.5. In Activity Set 2.6 we extended our domain to the set of Integers and considered all of the tile figures corresponding to input numbers \( n = 0, \pm 1, \pm 2 \ldots \)

Range of a Function
The Range of a Function is the set of possible outputs for the function. For example, for the function \( f(n) = 2n + 1, n = 1, 2, 3 \ldots \) our range is the set of numbers 3, 5, 7… (why?) and for the function \( g(n) = -2n, n = 1, 2, 3 \ldots \) our range is the set of numbers -2, -4, -6 …(again, why?).

Real numbers
The set of Real Numbers (\( \mathbb{R} \)) is the set of all of the numbers on the number line and is the union of all of the rational numbers and irrational numbers. Rational Numbers are the numbers that can be written as a quotient of two integers with a nonzero denominator. Irrational Numbers are the numbers, such as \( \pi \) and \( \sqrt{2} \), that cannot be written as a quotient of two integers.

Graphing and Modeling “All” of the Points
In Chapter 2, we plotted distinct (discrete) coordinate pairs corresponding to functions defined with figure number inputs and net value outputs. In many cases, it probably felt natural to “connect the dots” even though there were no figures corresponding to input numbers such as 0.5 and -2.1. You may have also noticed that even though there were no figures corresponding to such numbers, symbolically, it did make sense to use numbers other than \( n = 1, 2, 3 \ldots \) or \( n = 0, \pm 1, \pm 2 \ldots \) as function inputs (as the function domain).

We will now extend our working domains and ranges to the real numbers and subsets of the real numbers so that we may, in fact, “connect the dots” and graph all of the points. In some cases, we will be able to sketch actual figures that correspond to rational number inputs such as 0.5 and 0.75. Of course, we won’t be able to physically model these figures unless we break up our algebra pieces, but we can sketch pictures of partial tiles. Overall, we will use extended tile figure sequences to find patterns, and then use the symbolic function rules we find to determine additional coordinate pair points on our function graphs. We can then precisely “connect the dots” and complete our graphs.
Activity Set 3.1: Graphing with Real Numbers

**Using $x$ as the Independent Variable and $y$ as the Dependent Variable**
We will now use $x$ for the independent input variable and $y$ as the dependent output variable to help us keep track of our change to using real numbers. For functions we will use $x$ and $y$ notation such as $y = f(x)$ (instead of $T = f(n)$).

**Showing and Describing Real Numbers and Subsets of Real Numbers**
In order to answer questions about domain and range, we will need to be able to describe subsets of the real numbers. The two ways we will use to do this are:

1) Using a Number Line (visual)
2) Using Inequality Notation (symbolic)

<table>
<thead>
<tr>
<th>Example 1—All real numbers (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Line</strong></td>
</tr>
<tr>
<td>![Number Line Diagram]</td>
</tr>
<tr>
<td><strong>Inequality Notation</strong></td>
</tr>
<tr>
<td>$-\infty &lt; x &lt; \infty$</td>
</tr>
<tr>
<td>Read as “All $x$ greater than negative infinity and less than positive infinity”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 2—All real numbers greater than 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Line</strong></td>
</tr>
<tr>
<td>![Number Line Diagram]</td>
</tr>
<tr>
<td><strong>Inequality Notation</strong></td>
</tr>
<tr>
<td>Either $0 &lt; y &lt; \infty$, $0 &lt; y$ or $y &gt; 0$</td>
</tr>
<tr>
<td>Read as “All $y$ greater than 0”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 3—All real numbers greater than or equal to -1 and less than 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Line</strong></td>
</tr>
<tr>
<td>![Number Line Diagram]</td>
</tr>
<tr>
<td><strong>Inequality Notation</strong></td>
</tr>
<tr>
<td>$-1 \leq x &lt; 3$</td>
</tr>
<tr>
<td>Read as “All $x$ greater than or equal to -1 and less than 3”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 4—All real numbers less than -2 or greater than or equal to 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Line</strong></td>
</tr>
<tr>
<td>![Number Line Diagram]</td>
</tr>
<tr>
<td><strong>Inequality Notation</strong></td>
</tr>
<tr>
<td>$y &lt; -2$ or $y \geq 0$ (both pieces are needed here)</td>
</tr>
<tr>
<td>Read as “All $y$ less than -2 or greater or equal to 0”</td>
</tr>
</tbody>
</table>

**Note:**
- Examples 1 and 3 use the variable $x$ which we will use to answer questions (occasionally) about the domain of functions
- Examples 2 and 4 use the variable $y$ which we will use to answer questions (regularly) about the range of functions.

* We will not use Interval Notation such as (-2, 7) [for the interval $-2 < x < 7$]. This notation does not indicate a variable and an interval such as (-2, 7) is easily confused with a coordinate pair.
1. (*) Analyze the following extended sequence of tile figures, \( y = f(x) \), with domain, \( R \) and:

a. Sketch figures corresponding to \( x = -1.5 \) and \( x = 2.5 \).

<table>
<thead>
<tr>
<th>( y = f(x) )</th>
<th>( x )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td>-1.5</td>
</tr>
<tr>
<td></td>
<td>-1</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2.5</td>
</tr>
</tbody>
</table>

b. Fill out the indicated function values in the following t-table.

<table>
<thead>
<tr>
<th>( x )</th>
<th>-2.5</th>
<th>-2</th>
<th>-1.5</th>
<th>-1</th>
<th>-0.5</th>
<th>0</th>
<th>0.5</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>( x )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y = f(x) )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

c. By looking at the symbolic form of the function \( y = f(x) \), what possible output values do you think you can obtain, i.e., what is the range of \( y = f(x) \)? Give this range on a number line, using inequality notation.

d. Label the axes with appropriate numbers, plot enough coordinate pairs on the following grid so that you can connect the points and sketch the function \( y = f(x) \). Because we are using the real numbers, \( R \), as our domain, the function will fill in between the plotted points and continues in both directions (even though the grid ends). You can show the idea of “continuing on” by sketching arrows on each end of your function sketch.

e. How does your answer for part c. about range show visually on the graph in part d.? Explain the connection.
2. What is the domain of a function of the form \( y = f(x) = mx + b \) where \( m, b \in \mathbb{R} \)? How does this show visually on the graph of \( y = f(x) = mx + b \)?

3. What is the range of a function of the form \( y = f(x) = mx + b \) where \( m \in \mathbb{R} \) and \( b \in \mathbb{R} \)? Are there any special cases? How does this show visually on the graph of \( y = f(x) = mx + b \)?

4. Analyze the following extended sequence of tile figures, \( y = g(x) \), with domain, \( \mathbb{R} \) and:

   a. Sketch figures corresponding to \( x = -0.5 \) and \( x = 1.5 \).

   
   | \( y = g(x) \) | 
   |---|---|---|---|---|---|---|---|
   | \( x \) | -2 | -1 | -0.5 | 0 | 1 | 1.5 | 2 |
   |

   b. Fill out the indicated function values in the following t-table.

<table>
<thead>
<tr>
<th>( x )</th>
<th>-2</th>
<th>-1.5</th>
<th>-1</th>
<th>-0.5</th>
<th>0</th>
<th>0.5</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y = g(x) )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

   c. When \( x \leq 0 \), what is the symbolic form of the function?

   d. When \( x \geq 0 \), what is the symbolic form of the function?

   e. By looking at the symbolic form of the function, what is the range of \( y = g(x) \)? Give this range on a number line and using inequality notation.
Activity Set 3.1: Graphing with Real Numbers

f. Label the axes with appropriate numbers, plot enough coordinate pairs so that you can sketch the function and sketch \( y = g(x) \) (don’t forget the end arrows).

![Graph with axes and coordinate pairs](image)

g. How does your answer for part c. about range show visually on the graph in part e.? Explain the connection.

5. The **Absolute Value** of a number \( x \) is denoted \( |x| \). \( |x| = x \) if \( x \geq 0 \) and \( |x| = -x \) if \( x < 0 \).

Determine each of the following:

a. \(|-2.4| = \) __________

b. \(|12.7| = \) __________

By thinking about the function, \( y = |x| \), over two intervals, \( y = |x| \) can be written as two linear functions.

c. When \( x \geq 0 \), \( y = \) _________________________

d. When \( x \leq 0 \), \( y = \) _________________________

6. Can you think of a way to symbolically describe the function \( y = g(x) \) in activity 4 using absolute value notation?

7. The turning point of \( y = |x-h| + k \) is \((h, k)\) and is called the **vertex**. Such a function is represented by two different linear functions, one for when \( x \leq h \) and one for when \( x > h \).

When \( x > h \), we have \( y = (x-h) + k \). When \( x \leq h \), we have \( y = -(x-h) + k \). Explain why this makes sense.
Activity Set 3.1: Graphing with Real Numbers

8. Analyze the following extended sequence of tile figures, \( y = h(x) \), with domain, \( \mathbb{R} \) and:

a. (*) Sketch figures corresponding to \( x = -2.5 \) and \( x = .5 \).

<table>
<thead>
<tr>
<th>( x )</th>
<th>(-2.5)</th>
<th>(-2)</th>
<th>(-1)</th>
<th>(0)</th>
<th>(.5)</th>
<th>(1)</th>
<th>(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y = h(x) )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. (*) Fill out the indicated function values in the following t-table. For the columns with \( x \) values marked \( x \leq \) and \( x \geq \), fill in the blanks and determine the corresponding linear formulas for \( y = h(x) \). Describe \( y = h(x) \) with one symbolic rule, using absolute value notation.

<table>
<thead>
<tr>
<th>( x )</th>
<th>(-2.5)</th>
<th>(-2)</th>
<th>(-1)</th>
<th>(0)</th>
<th>(.5)</th>
<th>(1)</th>
<th>(2)</th>
<th>( x \leq )</th>
<th>( x \geq )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y = h(x) )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. (*) By looking at the symbolic form of the function, what is the range of \( y = h(x) \)? Give this range on a number line and using inequality notation.

d. Label the axes with appropriate numbers, plot enough coordinate pairs so that you can sketch the function and sketch \( y = h(x) \) (don’t forget the end arrows).

e. How does your answer for part c. about range show visually on the graph in part d.? Explain the connection.
9. Consider the following extended sequence of tile figures, \( y = j(x) \), with domain, \( \mathbb{R} \).

\[
\begin{array}{c|ccccccc}
 x & -3 & -2 & -1 & 0 & 1 & 2 & \text{\text{\underline{}\underline{}\underline{}\underline{}\underline{}\underline{}\underline{}}} \\
 y = j(x) & & & & & & & \\
\end{array}
\]

a. (*) Fill out the indicated function values in the following t-table. For the columns with \( x \) values marked \( x \leq \underline{} \) and \( x \geq \underline{} \), fill in the blanks and determine the corresponding linear formulas for \( y = j(x) \). Describe \( y = j(x) \) with one symbolic rule, using absolute value notation.

\[
\begin{array}{c|ccccccc}
 x & -3 & -2 & -1 & 0 & 1 & 2 & x \leq \underline{} \quad x \geq \underline{} \\
 y = j(x) & & & & & & & \\
\end{array}
\]

c. (*) By looking at the symbolic form of the function, what is the range of \( y = j(x) \)? Give this range on a number line and using inequality notation.

d. (*) Label the axes with appropriate numbers, plot enough coordinate pairs so that you can sketch the function and sketch \( y = j(x) \) (don’t forget the end arrows).

e. How does your answer for part c. about range show visually on the graph in part d.? Explain the connection.
10. Consider the function \( y = |x| - 2 \).

a. Use your black and red tiles to build figures -2, -1, 0, 1 and 2 for an extended sequence of tile figures matching this function. Sketch your figures and sketch figures for \( x = -3.5 \) and \( 2.5 \).

| \( y = |x| - 2 \) |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| \( x \) | -3.5 | -2 | -1 | 0 | 1 | 2 |

c. What is the range of \( y = |x| - 2 \)? Give this range on a number line, using inequality notation.
11. Consider the function \( y = -|x - 2| + 3 \).

a. Use your black and red tiles to build figures 0, 1, 2, 3, 4 for an extended sequence of tile figures matching this function. Sketch your figures and sketch figures for \( x = -0.5 \) and 3.5.

| \( y = -|x - 2| + 3 \) | \( x = -0.5 \) | 0 | 1 | 2 | 3 | 4 | 3.5 |
|------------------------|-------------|---|---|---|---|---|-----|
| x                      | -0.5        | 0 | 1 | 2 | 3 | 4 | 3.5 |

b. Label the axes with appropriate numbers, plot enough coordinate pairs so that you can sketch the function and sketch \( y = -|x - 2| + 3 \).

c. How does the graph of \( y = -|x - 2| + 3 \) differ from the graph of \( y = |x| \)? Describe in terms of shifting or stretching.

d. What is the range of \( y = -|x - 2| + 3 \)? Give this range on a number line, using inequality notation.
Activity Set 3.1: Graphing with Real Numbers

e. Where is the vertex of $y = -|x - 2| + 3$? Let’s call it $(h,k)$.

f. What is the linear equation for the half of $y = -|x - 2| + 3$ when $x \leq h$? Describe a quick and simple way you can use the absolute value form of the function to find this linear function.

g. What is the linear equation for the half of $y = -|x - 2| + 3$ when $x \geq h$? Describe a quick and simple way you can use the absolute value form of the function to find this linear function.
1. Consider the functions \( f(x) = |x + 4| \) and \( g(x) = |x - 3| \).
   
a. Sketch \( f(x) \), \( g(x) \) and \( y = |x| \) on one set of axes, label each function graph clearly.
   
b. How do the graphs of \( f(x) \) and \( g(x) \) differ from the graph of \( y = |x| \)? Describe in terms of shifting or stretching.
   
c. What is the range of \( f(x) \)? Of \( g(x) \)?
   
d. What is the \( y \)-intercept of \( f(x) \)? Of \( g(x) \)?
   
e. What is the \( x \)-intercept \( f(x) \)? Of \( g(x) \)?
   
f. Write \( f(x) = |x + 4| \) as a split function with two linear components where neither component uses absolute value notation.
   
g. Write \( g(x) = |x - 3| \) as a split function with two linear components where neither component uses absolute value notation.

2. Consider the functions \( h(x) = |x| + 4 \) and \( i(x) = |x| - 3 \).
   
a. Sketch \( h(x) \), \( i(x) \) and \( y = |x| \) on one set of axes, label each function graph clearly.
   
b. How do the graphs of \( h(x) \) and \( i(x) \) differ from the graph of \( y = |x| \)? Describe in terms of shifting or stretching.
   
c. What is the range of \( h(x) \)? Of \( i(x) \)?
   
d. What is the \( y \)-intercept of \( h(x) \)? Of \( i(x) \)?
   
e. What are the \( x \)-intercepts of \( h(x) \)? Of \( i(x) \)?
   
f. Write \( h(x) = |x| + 4 \) as a split function with two linear components where neither component uses absolute value notation.
   
g. Write \( i(x) = |x| - 3 \) as a split function with two linear components where neither component uses absolute value notation.
3. Consider the functions \( j(x) = 2|x| \) and \( k(x) = -3|x| \).

   a. Sketch \( j(x) \), \( k(x) \) and \( y = |x| \) on one set of axes, label each function graph clearly.

   b. How do the graphs of \( j(x) \) and \( k(x) \) differ from the graph of \( y = |x| \)? Describe in terms of shifting or stretching.

   c. What is the range of \( j(x) \)? Of \( k(x) \)?

   d. What is the \( y \)-intercept of \( j(x) \)? Of \( k(x) \)?

   e. What is the \( x \)-intercept of \( j(x) \)? Of \( k(x) \)?

   f. Write \( j(x) = 2|x| \) as a split function with two linear components where neither component uses absolute value notation.

   g. Write \( k(x) = -3|x| \) as a split function with two linear components where neither component uses absolute value notation.

4. Consider the function \( y = -2|x+1| + 4 \).

   a. Sketch the function \( y = -2|x+1| + 4 \) and \( y = |x| \) on one set of axes, label each function graph clearly.

   b. How does the graph of \( y = -2|x+1| + 4 \) differ from the graph of \( y = |x| \)? Describe in terms of shifting or stretching.

   c. What is the range of \( y = -2|x+1| + 4 \)?

   d. What is the \( y \)-intercept of \( y = -2|x+1| + 4 \)? Show your work for determining this answer.

   e. Write \( y = -2|x+1| + 4 \) as a split function with two linear components where neither component uses absolute value notation.

   f. Use the two linear functions to determine the \( x \)-intercepts of \( y = -2|x+1| + 4 \). Show your work.
Activity Set 3.2
INTRODUCTION TO QUADRATIC FUNCTIONS

PURPOSE
To learn how to analyze quadratic extended tile sequences and use ±x-squares while modeling these sequences. To learn how to distinguish quadratic extended tile sequences from linear extended tile sequences. To learn how to graph quadratic functions and note key features on the graphs such as turning points, x-intercepts and y-intercepts and to connect these ideas to the ranges of quadratic functions. To learn to use a graphing calculator to support t-table and graphing work.

MATERIALS
Black and red x-squares
Black and red x-squares

White and opposite white x-strips

Graphing calculator with table functions (recommended)

INTRODUCTION

White and Opposite White x-Strips and Edge Pieces
We will use white and opposite white x-strips as we used white and opposite white n-strips, the only difference is that x is a real number. Previously we used n an integer. Label white and opposite white x-strips with x and −x to indicate this change.

White and opposite white x-edge pieces will measure the lengths of x and −x. Label white and opposite white x-edge pieces with x and −x.

Black x-Square
A Black x-Square represents a square number, x^2 = 1^2, 2^2, 3^2… Both sides of the square are the same length as the long edge of the white and opposite white x-strips. Because the square is black, the dimensions of the square can be x × x or -x × -x as illustrated in the following diagram.
Activity Set 3.2: Introduction to Quadratic Functions

Black x-Square Dimensions

- Both edge pieces are $x$ units long

\[ x \times x = x^2 \]

- Both edge pieces are $-x$ units long

\[ -x \times -x = x^2 \]

Red x-Square

A Red x-Square represents a negative square number, $-x^2 = -1^2, -2^2, -3^2\ldots$ Both sides of the square are the same length as the long edge of the white and opposite white x-strips. Because the square is red, the dimensions of the square can be $x \times -x$ or $-x \times x$.

Red x-Square Dimensions

- This edge piece is $x$ units long

\[ x \times -x = -x^2 \]

- This edge piece is $-x$ units long

\[ -x \times x = -x^2 \]

Modeling with Black and Red x Squares—Example

An extended sequence of tile figures whose $x$th figure is modeled by a black x-square might look like the following extended sequence of tile figures:

<table>
<thead>
<tr>
<th>$x$</th>
<th>$-3$</th>
<th>$-2$</th>
<th>$-1$</th>
<th>$0$</th>
<th>$1$</th>
<th>$2$</th>
<th>$3$</th>
<th>$x$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>$-3 \times -3$</td>
<td>$-2 \times -2$</td>
<td>$-1 \times -1$</td>
<td>$0 \times 0$</td>
<td>$1 \times 1$</td>
<td>$2 \times 2$</td>
<td>$3 \times 3$</td>
<td>$x \times x$</td>
</tr>
</tbody>
</table>

Black and red x-squares can be all or part of the $x$th figure for an extended tile sequence and can be combined with other black and red x-squares, white and opposite white x-strips and individual black and red tiles.
Function Terms
Polynomials, Coefficients, Leading Coefficient, Degree of a Polynomial, Parabolas, Quadratic Functions and Turning Points are defined in context; see activity 3

SKETCHING TIPS

Sketching x-Squares
To sketch a black or red x-square, you may wish to simply sketch and label an outline of the square. Remember the length of the edge of the square should match the length of the long edge of an x-strip.

![x-Squares](image)

TECHNOLOGY NOTES (graphing calculator models such as the TI-83 or 84 series)*

Using a Graphing Calculator to Display T-Tables

**Step One**

Enter the formula for your function in the graphing menu (usually the Y = button)

**Step Two**

Open the TBL SET (Table Set) menu (usually above the WINDOW button)

There are two independent variable options—Auto and Ask, each are described separately.

**AUTO DISPLAY LIST option**

I. Enter the first \(x\)-value from your t-table after TblStart =

II. Enter the smallest difference between the \(x\) values in your t-table after \(\Delta\) Tbl =.

\(\Delta\) stands for the Greek letter delta and means “change in.”

For example, if \(x = 1, 2, 3\), enter \(\Delta\) Tbl = 1. If \(x = 1, 1.5, 2, 2.5\), enter \(\Delta\) Tbl = .5

III. Set the Independent variable (Indpnt) to Auto by scrolling to Auto and hitting ENTER.

IV. Open the TABLE window (usually above the GRAPH button) to see a filled out vertical t-table that you can use to see \(x\) values and their corresponding function values.

* Most newer graphing calculators have Table functions; see Table in your calculator guide index if the directions here do not match your calculator
V. Use the up and down arrow keys to access entries before the first line and after the last line in the window.

EXAMPLE

<table>
<thead>
<tr>
<th>$Y = \text{menu}$</th>
<th>TBLSET menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Y_1 = X + 1$</td>
<td>TblStart = -2</td>
</tr>
</tbody>
</table>

**TABLE view**

<table>
<thead>
<tr>
<th>X</th>
<th>$Y_1$</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>-1</td>
</tr>
<tr>
<td>-1.5</td>
<td>-.5</td>
</tr>
<tr>
<td>-1</td>
<td>0</td>
</tr>
</tbody>
</table>

**ASK DISPLAY LIST option**

I. Set the Independent variable (Indpnt) to *Ask* by scrolling to *Ask* and hitting ENTER.

II. Open the TABLE window to see a blank vertical t-table that you can use to enter $x$ values and see corresponding function values (use the delete key to clear unwanted $x$-values).

**EXAMPLE**

<table>
<thead>
<tr>
<th>$Y = \text{menu}$</th>
<th>TBLSET menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Y_1 = X + 1$</td>
<td><em>Ask</em></td>
</tr>
</tbody>
</table>

**TABLE view**

Enter X values in each row (in this case we entered 1.7); use arrow buttons to scroll up and down

To Change Functions and Display Multiple T-Tables

**CHANGE Function**
Clear existing function and reenter a new function in the graphing menu (Y = button)

**ENTER Multiple Functions**
Enter each function on separate line in the graphing menu (usually $Y_1 =, Y_2 =, etc$) under the Y = button.

**VIEWING Multiple T-Tables**
To view t-tables for multiple functions already entered in the graphing menu, notice the function names (Y1, Y2, etc.) will be displayed as the column headers in the TABLE window.
To View Function Graphs

I. Enter the formula for your function in the graphing menu (the \( y = \) button)

II. Use the WINDOW button and enter in (axes) values for

\[
\begin{align*}
\text{Xmin} &= \quad \text{Ymin} = \\
\text{Xmax} &= \quad \text{Ymax} = \\
\text{Xscl} &= \quad \text{Yscl} =
\end{align*}
\]

(Xscl and Yscl give the distance between each tick mark on the \( x \) – axis and \( y \) – axis.)

III. Press the GRAPH button to see a display of your function graph

IV. Change the window settings and explore the ZOOM features to look at different views of your graph.

ZOOM Standard is often a good place to initially view the functions in this activity set

ZOOM Standard sets the WINDOW to:

\[
\begin{align*}
\text{Xmin} &= -10 \quad \text{Xmax} = +10 \\
\text{Ymin} &= -10 \quad \text{Ymax} = +10
\end{align*}
\]
Activity Set 3.2: Introduction to Quadratics

Before we big, let’s explain why we use black \( x \)-squares and red \( x \)-squares instead of white and opposite white \( x \)-squares.

1. (*) Consider the following extended sequence of tile figures, \( y = f(x) \), with domain, \( \mathbb{R} \).

   a. Use clearly labeled looping to help determine the different components of each figure and analyze the extended tile sequence to find the \( x \)th figure and the symbolic form for \( y = f(x) \).

   \[
   y = f(x) = \begin{array}{cccccc}
   & & & & & \\
   & & & & & \\
   & & & & & \\
   & & & & & \\
   & & & & & \\
   \end{array}
   \]

   Sketch the \( x \)th figure here; don’t include sketches of edge pieces.

   \[
   y = f(x) = \begin{array}{cccccc}
   & & & & & \\
   & & & & & \\
   & & & & & \\
   & & & & & \\
   & & & & & \\
   \end{array}
   \]

   \[
   x = -3 \quad -2 \quad -1 \quad 0 \quad 1 \quad 2 \quad 3
   \]

   b. Describe at least two features of the extended \( y = f(x) \) tile sequence that help you see \( y = f(x) \) is not a linear function.

   c. Describe the 100th \( y = f(x) \) figure. What does it look like? What is \( f(100) \)?

   d. For which \( x \) is \( f(x) = 2502 \) ? Is there more than one solution?
Activity Set 3.2: Introduction to Quadratics

e. Fill out the indicated function values in the following t-table (see “Technology Notes: Using a Graphing Calculator to Display T-Tables”).

<table>
<thead>
<tr>
<th>x</th>
<th>-2</th>
<th>-1</th>
<th>.5</th>
<th>0</th>
<th>.5</th>
<th>1</th>
<th>2</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>y = f(x)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f. By looking at the symbolic form of the function \( y = f(x) \), what do you think the range of \( y = f(x) \) is? Give this range on a number line, using inequality notation.

g. Label the axes with appropriate numbers, plot ALL of the coordinate pairs from your t-table and sketch \( y = f(x) \) (don’t forget the end arrows). You may wish to view the graph of \( y = f(x) \) on a graphing calculator as well (see “Technology Notes: To View Function Graphs”). Notice that, unlike the absolute value graphs, the “bottom” of this graph does not come to a sharp point.

h. How does your answer for part f. about range show visually on the graph in part g.? Explain the connection.
i. How does your answer for part d. show visually on the graph of \( y = f(x) \) (even though the answer may be off of the grid given in part g.). Explain the connection.

j. What are the coordinates for the lowest point (called the Turning Point) on the graph of \( y = f(x) \)? How is this connected to the range of the function?

A polynomial of degree \( n \) is a function of the form \( p(x) = a_n x^n + a_{n-1} x^{n-1} + \ldots + a_1 x + a_0 \) where the coefficients (the numbers in front of the variables) \( a_0, \ldots, a_n \) are real numbers, \( a_n \neq 0 \), and the powers of \( x \) non-negative counting numbers. The degree of a polynomial is its highest power of \( x \). The leading coefficient is the coefficient of the term of the polynomial with the highest power.

Note \( p(x) = 3 \) is a polynomial of degree 0.

The graph you have sketched in activity 2 is a parabola. Parabolas are the graphs of quadratic functions. All quadratic functions are polynomials of degree two and have a turning point which is either the lowest or the highest point on the parabola.

2.
   a. Explain how the function \( y = f(x) \) in activity 2 can be thought of as a polynomial of degree two.

b. Explain why \( y = -5x^{2.7} \) and \( y = 14x^{-3} \) are not polynomials.

3. Explain how any linear function is a polynomial of degree one. How does this relate to an algebra piece model of a linear function? (What algebra pieces may be used, and which ones cannot be used to model a linear function?)
Activity Set 3.2: Introduction to Quadratics

4. Consider the following extended sequence of tile figures, $y = g(x)$, with domain, $\mathbb{R}$.

<table>
<thead>
<tr>
<th>$x$</th>
<th>-3</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>$y = g(x)$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Edge dimensions

- $x$-dimension
- $y$-dimension

a. Describe at least two features of the extended $y = g(x)$ tile sequence that help you see $y = g(x)$ is not a linear function.

b. Using edge dimensions is an excellent technique for determining the algebraic structure of rectangular components of tile figures. Determine the edge dimensions for the extended sequence of rectangular tile figures, $y = g(x)$. It may be easier to start with $x = 1, 2, 3$ and then consider the rest of the figures.

c. What are the edge dimensions for the $x$th figure? __________ $\times$ __________

d. Use the following tips to model and then sketch the $x$th $y = g(x)$ figure.

As illustrated in the diagram

1. Start by setting up the two edge lengths of the rectangular figure by using combinations of white $\pm x$—edge pieces and $\pm 1$—edge pieces of the appropriate dimensions (label each edge piece).
2. Proceed by filling in the correct $\pm x$-squares, $\pm x$-strips, etc. to model the rectangle itself. Let the individual edge piece dimensions and colors guide you as you determine which pieces make up the whole $x$th figure.

1. Set up and label both edges

2. Fill in rectangular area with algebra pieces

e. What is $y = g(x)$? Remember, the edge sets are a guide, not part of the function.
f. Fill out enough \( x \) values and corresponding \( y = g(x) \) values in this t-table so that you can sketch the graph of \( y = g(x) \).

\[
\begin{array}{c|c|c|c|c|c|c}
\hline
x & & & & & & \\
\hline
y = g(x) & & & & & & \\
\hline
\end{array}
\]

g. What do you think the turning point is for \( y = g(x) \)? Double check that you have enough coordinate pairs close to this point to be sure there is no lower point.

h. (*) Label the axes with appropriate numbers and sketch \( y = g(x) \).

\[ \text{Diagram of } y = g(x) \]

i. (*) What are the coordinates for the turning point for \( y = g(x) \)? What is the range of \( y = g(x) \)? How are these two ideas connected?

j. (*) All of the figures in the extended tile sequence are black, but there are points on the graph of \( y = g(x) \) where \( g(x) < 0 \). Explain this.

k. (*) What is the \( y \)-intercept for \( y = g(x) \)? Label this point on your graph.

l. (*) What are the \( x \)-intercepts for \( y = g(x) \)? Label these points on your graph.

m. Although you already found the turning point in part i., how could you, instead, use part l. to find the turning point for \( y = g(x) \)?
5. Consider the following two extended sequences of tile figures, each with domain, \( \mathbb{R} \). For each extended sequence:

i) Analyze the extended sequence (the \( x \) value is below each figure)

ii) Model and sketch the \( x \)th figure and give the symbolic formula for the sequence (use edge pieces as a guide for modeling, but don’t include them in your sketch).

iii) Fill in a variety of useful points on the blank t-table, try to find the turning point.

iv) Note the \( x \) and \( y \)-intercepts of the function

v) Sketch the graph, label the turning point, the \( x \)-intercepts and the \( y \)-intercept.

vi) State the range of the function

a. \( y = h(x) \)

<table>
<thead>
<tr>
<th>( x )</th>
<th>( y = h(x) )</th>
<th>( x )</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Range of \( y = h(x) \):
b. \( y = j(x) \)

\[
\begin{array}{cccccc}
\text{x} & -2 & -1 & 0 & 1 & 2 & \text{x} \\
\hline
y = j(x) & & & & & \\
\end{array}
\]

Range of \( y = j(x) \):
6. Describe the features of extended tile sequences that allow you to visually see whether a tile sequence models a quadratic or linear function.

7. For any quadratic function explain how you can tell whether the turning point on the corresponding parabola is the highest point or the lowest point on the graph. Relate this to the $\pm x$-squares, $\pm x$-strips and black or red tile model of the quadratic function. Relate this to the range of the quadratic function.

8. For the parabolas that you have graphed, describe the relationship between the $x$-intercepts and the $x$-value of the turning point? Once you know the $x$-value of the turning point, how do you determine the $y$-value?
1. Assume that \( y = b \) is in the range of a quadratic function. Are there always two distinct \( x \) values such that \( f(x) = b \)? Use a sketch to help explain this idea. Are there any special cases?

2. Where is the turning point of a parabola located relative to the \( x \)-intercepts? Use a sketch to help explain this idea.

3. The standard form of a quadratic function is \( f(x) = ax^2 + bx + c \), where \( a, b, \) and \( c \) are real numbers. Suppose you are given the tile sequence for a quadratic function \( f(x) \). How you can quickly determine the value of \( c \)? How could you explain to a student how to determine the values of \( a \) and \( b \) given the tile sequence? (This question is more about how you personally do it. There really is not a single right answer here.)

4. For the following extended sequence of tile figures with domain, \( \mathbb{R} \):
   i) Analyze the extended sequence (the \( x \) value is below each figure)
   ii) Sketch the \( x \)th figure and give the symbolic formula for the sequence (use edge pieces as a guide for modeling, but don’t include them in your sketch of the \( x \)th figure).
   iii) Fill in a variety of useful points on a t-table; try to find the turning point and the \( x \)-intercepts.
   iv) Sketch the graph; label the turning point, the \( x \)-intercepts and the \( y \)-intercept.
   v) State the range of the function

\[
y = g(x)
\]
Activity Set 3.3
ALGEBRA PIECES AND QUADRATIC FUNCTIONS

PURPOSE
To learn to use algebra pieces to find the key features of quadratic graphs such as y-intercepts, x-intercepts, turning points and to find points of intersections with other quadratic and linear graphs. To learn to connect quadratic algebra piece work with the corresponding symbolic steps. To learn about the factored form of a quadratic function and its relationship to the x-intercepts of a parabola.

MATERIALS
- Black and red x-squares
- Black and red tiles
- White and opposite white x-strips
- Graphing calculator with table functions (recommended)

INTRODUCTION
The General Form of a Quadratic Function
Since a quadratic function is a polynomial of degree two, we can think of all quadratic functions as having a form \( y = ax^2 + bx + c \) where the coefficients \( a, b \) and \( c \) are real numbers and \( a \) is nonzero.

Finding Important Features of Quadratic Functions with Algebra Piece Models
You may have noticed that all of the important features of the parabolas graphed in Activity Set 3.2 were easy to find. For many quadratic functions, the important features are not so obvious.

Let’s consider the extended tile sequence with rectangle tile figures \( g(x) = x(x+1) \) from Activity Set 3.2

It turns out we can use the \( x \)th figure of this sequence to easily determine the y-intercept (this is always true), and in this case, the x-intercepts. Once we have found the x-intercepts, it is relatively easy to find the turning point of any quadratic function.
Finding \( x \)-Intercepts with Edge Sets

The \( x \)-intercepts on any graph are the points where the graph crosses the \( x \)-axis and the \( y \)-value is 0. We determined the symbolic formula \( g(x) = x(x + 1) \) by looking at the edge sets of the \( x \)th figure of this sequence. We can also use these edge sets to find the \( x \)-intercepts. The first step for finding the \( x \)-intercepts of any function is to set the function equal to zero. In this case; \( y = g(x) = 0 \). For this function, this is \( x(x + 1) = 0 \).

In Chapter 1 we learned that an array of black and red tiles has net value 0, only if at least one of the edge sets of the array also has net value 0. The \( x \)th figure of \( g(x) \) is rectangular, and therefore, it is an array. The array representing \( g(x) \) can only be equal to 0 (have net value 0) if one or both edge sets has net value 0. Therefore, to find the \( x \)-intercepts of \( g(x) \), we set each edge set = 0 and solve. \( x = 0 \) or \( x + 1 = 0 \) yields \( x = 0 \) and \( x = -1 \) as the \( x \) values for the \( x \)-intercepts of \( g(x) = x(x + 1) \).

**Must Be Array = 0**

You can **ONLY** find \( x \)-intercepts (and solve equations) using the edge sets of a rectangle if you have an array set equal to zero. For example, if an algebra piece model is organized as: \( x^2 + 6x = 7 \), you would first need to move all of the pieces to one side of the equal sign before proceeding. In this case, this would look like: \( x^2 + 6x - 7 = 0 \).

**Factored Form of a Quadratic**

In the previous example, the function \( y = g(x) \) can be written in two ways: 1) \( g(x) = x^2 + x \) and 2) \( g(x) = x(x + 1) \). The second method is called the **Factored Form** of \( g(x) \). The ideas of factoring a quadratic function and finding the \( x \)-intercepts of a quadratic function go hand and hand. Can you see why?

**Working with Non-Rectangular \( x \)th Figures**

Not all \( x \)th figures are rectangular. However, one can often add zero pairs of white and opposite white \( x \)-strips to create a rectangular shape and we will explore this idea in this activity set.
1. For the extended sequences of tile figures, \( y = f(x) \), with domain, \( \mathbb{R} \):

   a. Analyze the extended sequence (the \( x \) value is below each figure), sketch the \( x \)th figure and give the symbolic formula for the sequence simplified into a \( y = ax^2 + bx + c \) form.

   

<table>
<thead>
<tr>
<th>( x )</th>
<th>( f(x) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td></td>
</tr>
<tr>
<td>-1</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

   \[ y = f(x) = \] 

   b. What is the \( y \)-intercept for \( y = f(x) \)? How can you look at an extended tile sequence and quickly tell the \( y \)-intercept?

   c. (We will do this together.) Use algebra pieces to model setting the \( x \)th figure of \( y = f(x) \) equal to 0. The \( x \)th figure of \( y = f(x) \) is not rectangular. Add zero pairs (one pair at a time) of white and opposite white \( x \)-strips to the \( x \)th figure of \( y = f(x) \) until you can form a set of algebra pieces with the same net value as \( y = f(x) \) that can be made into a rectangle. Lay out the edges of the rectangle and sketch the edge and rectangle model here.

   

   d. (*) Use the edge sets from part c. to determine the factored form of \( y = f(x) \).
e. (* ) Use the edge sets from part c. to determine the $x$-intercepts of $y = f(x)$. Show your work.

f. (* ) Use the $x$-intercepts from part d. to determine the turning point for $y = f(x)$. Show your work. (Look at 3.2 #8 to help you out if you are stuck.)

g. Plot the $x$-intercepts, the $y$-intercept and the turning point for $y = f(x)$, if necessary, plot a few more coordinate pairs for $y = f(x)$ and then sketch the entire graph of $y = f(x)$.

h. What is the range of $y = f(x)$?
2. Use Figure 1 as a guide while answering the questions in parts a – d.

Figure 1

a. Arrange two black $x$-squares and one red $x$-square, three white $+x$-strips and two black tiles into a rectangle. What edge sets correspond to this rectangle? Now remove one black and one red $x$-square and arrange the remaining collection into a new rectangle. What edge sets correspond to this new rectangle? Why is the second rectangle more efficient? Think of this example and answer the question: Why does Figure 1 say $+x$-squares OR $-x$-squares region? (In other words, why do we never need both $+x$-squares AND $-x$-squares when forming a rectangle?)

b. Arrange one black $x$-square, three white $+x$-strips, four black tiles and two red tiles into a rectangle. What edge sets correspond to this rectangle? Remove two black and two red tiles and form a new rectangle. What edge sets correspond to this new rectangle? Why is the second rectangle more efficient? Think of this example and answer the question: Why does Figure 1 say black tile OR red tile region? (In other words, why do we never need both black tiles AND red tiles when forming a rectangle?)
c. Evaluate the following rectangle. Set up the edge sets, do they work? Is there a better rectangle formed with this same set of pieces? If so, sketch it. Think of this example and answer the question: Why does Figure 1 have regions labeled $+x$-strips OR $-x$-strips?

d. Using part c. for guidance, is it possible to have both $+x$-strips AND $-x$-strips when forming a rectangle?

e. Is the statement “You should use a minimal collection of algebra pieces when forming a quadratic rectangle” true? Explain why or why not.

f. To help you with further problems, we will discuss more about forming the rectangles when factoring a quadratic function. For each of the following cases, determine whether we need to either (1) add zero pairs of $+x$-strips and $-x$-strips or (2) do NOT add zero pairs of $+x$-strips and $-x$-strips. We’ll look at the cases of $ax^2 + bx + c$ when:

- $a > 0$, $c > 0$ or $a < 0$ and $c < 0$ (i.e. all black or all red):
  
  $$x^2 - 6x + 8 \quad \quad \quad - x^2 + 7x - 12$$

- $a > 0$, $c < 0$ or $a > 0$ and $c < 0$ (i.e. both black and red):
  
  $$x^2 + x - 6 \quad \quad \quad - x^2 + 7x + 8$$
3. (*) For the extended sequences of tile figures, \( y = g(x) \), with domain, \( \mathbb{R} \):

a. Analyze the extended sequence, give the symbolic formula for the sequence simplified into a \( y = ax^2 + bx + c \) form and sketch the \( x \)th figure.

\[ y = g(x) = \underline{\text{______________}} \]

b. Find each of the following (if they exist). Sketch your models and show your work.

<table>
<thead>
<tr>
<th>( y )-intercept</th>
<th>( x )-intercepts</th>
<th>Turning Point</th>
<th>Range</th>
<th>Factored Form</th>
</tr>
</thead>
</table>


c. Plot the \( x \)-intercepts, the \( y \)-intercept and the turning point for \( y = g(x) \), if necessary, plot a few more coordinate pairs for \( y = g(x) \) and then sketch the entire graph of \( y = g(x) \).
4. Consider the following two extended sequences of tile figures, each with domain, \( \mathbb{R} \):

a. Analyze the extended sequence \( y = h(x) \).

b. Sketch the \( x \)th figure for \( y = h(x) \) and give the symbolic formula for the sequence simplified into a \( y = ax^2 + bx + c \) form.

c. Find each of the following (if they exist). Sketch your models and show your work.

<table>
<thead>
<tr>
<th>( y )-intercept</th>
<th>( x )-intercepts</th>
<th>Turning Point</th>
<th>Range</th>
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</tr>
</thead>
</table>

**Sketches and work**
Activity Set 3.3: Algebra Pieces and Quadratic Functions

d. Analyze the extended sequence \( y = j(x) \).

![Diagram showing extended sequence]

\( x \):
-2 -1 0 1 2

\( y \):


e. Sketch the \( x \)th figure for \( y = j(x) \) and give the symbolic formula for the sequence in a simplified form.

f. Find each of the following (if they exist). Sketch your models and show your work.

<table>
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<tr>
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Sketches and work

g. Plot the key points for \( y = h(x) \) and \( y = j(x) \) and sketch both graphs.
h. You can probably tell from your graph where \( y = h(x) \) and \( y = j(x) \) intersect. However, you can use the “rectangle technique” to find these two points symbolically. Using your algebra pieces, set the \( x \)th figure for \( y = h(x) \) equal to \( x \)th figure for \( y = j(x) \). Arrange the pieces so they are all on one side of the equal sign and use the “form a rectangle and measure the edge sets” technique to determine the solutions to the resulting equation. These solutions are the \( x \) values for the intersections of \( y = h(x) \) and \( y = j(x) \). Show your work in the following two column table. Use the functions to determine the corresponding \( y \) values for the two points where the two functions intersect.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>CORRESPONDING SYMBOLIC WORK</th>
</tr>
</thead>
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</table>
Homework Questions 3.3
ALGEBRA PIECES AND QUADRATIC FUNCTIONS

1. The graph of a function is **Concave Up** when it is cup shaped and can “hold water” at that location. In what circumstances are parabolas concave up, i.e., when is the turning point is the lowest point on the graph? Describe the circumstances in terms of algebra pieces and in terms of the symbolic form, \( y = ax^2 + bx + c \)

2. The graph of a function is **Concave Down** when it like an upside down cup and cannot “hold water” at that location. In what circumstances are parabolas concave down, i.e., when is the turning point the highest point on the graph? Describe the circumstances in terms of algebra pieces and in terms of the symbolic form, \( y = ax^2 + bx + c \)

3. Sketch diagrams of lines crossing parabolas and create each of the following. Don’t worry about finding the symbolic equation or the algebra piece models for the lines or for the parabolas, just give sketches.
   a. A line that intersects a parabola 0 times.
   b. A line that intersects a parabola exactly 1 time.
   c. A line that intersects a parabola exactly 2 times.
   d. Can a line cross a parabola 3 or more times? Explain why or why not.

4. 
   a. Create an algebra piece model for \( y = x^2 + 4x - 12 \). Use the model to analyze the function and find the \( y \)-intercepts, \( x \)-intercepts, turning points, range and factored form of the quadratic function.
   b. Create an algebra piece model for \( y = -x^2 + 9x - 14 \). Use the model to analyze the function and find the \( y \)-intercepts, \( x \)-intercepts, turning points, range and factored form of the quadratic function.
   c. Use a two column table to show the algebra piece work and corresponding symbolic work for determining the points of intersection for the parabolas in part a. and part b.
   d. Sketch the parabolas in part a. and part b. together. Label each graph, mark all of the key features and label the points of intersection of the two parabolas.
Activity Set 3.4
MULTIPLYING AND FACTORING POLYNOMIALS

PURPOSE
To learn how to find the product of binomials and/or trinomials. To learn how to factor trinomials of the form $ax^2 + bx + c$.

We have already learned how to multiply binomials and factor trinomials of the form $ax^2 + bx + c$ using algebra pieces. In this section, we’ll learn how to do this without the use of manipulatives.

MULTIPLICATION OF POLYNOMIALS
The distributive property (of multiplication over addition) states $a(x + y) = ax + ay$ or $(x + y)b = xb + yb$. Multiplication of polynomials is based on the distributive property.

Example:

$$(x - 5)(3x + 7) = x(3x + 7) - 5(3x + 7)$$
$$= x(3x) + x(7) - 5(3x) - 5(7)$$
$$= 3x^2 + 7x - 15x - 35$$
$$= 3x^2 - 8x - 35$$

FACTORING POLYNOMIALS
To factor an expression is to rewrite it as an equivalent product. For example, if we want to factor $3x^2 - 8x - 35$, we write $(x - 5)(3x + 7)$.

We’ll begin by factoring trinomials of the form $ax^2 + bx + c$. We’ll see if we can develop some tricks along the way to make the factoring more easily. Let’s first assume that $a = 1$ in $ax^2 + bx + c$. We’ll deal with the other cases later.

When we factor $x^2 + bx + c$, we want to find two factors $(x + p)$ and $(x + q)$ such that $x^2 + bx + c = (x + p)(x + q)$. When we multiply $(x + p)(x + q)$, we get ____________________.

This means, in terms of $p$ and $q$, we have $b = \underline{\text{}}$ and $c = \underline{\text{}}$.

That is we look for two numbers $p$ and $q$ such that

- $b$ is the (product or sum) of $p$ and $q$ and
- $c$ is the (product or sum) of $p$ and $q$.

Example: When we factor $x^2 + 3x - 10$, we want two numbers $p$ and $q$ such that $p + q = 3$ and $p \cdot q = -10$. Of course $x^2 + 3x - 10 = (x + 5)(x - 2)$, so $p = 5$ and $q = -2$ (or vice versa).
1. Find the following products:
   a. \((2a - 7b)(5a + b)\)
   b. \((5x^2 + 3x - 7)(x^4 + 5x^3)\)
   c. \((A + B)(A + B)\)
   d. \((2x - 5)^2\) (can you use your answer to part c. to help you out?)
   e. \((A + B)(A - B)\)
   f. \((3n - 5)(3n + 5)\) (can you use your answer to part e. to help you out?)
FACTORYING BY GROUPING
Before we discuss factoring by grouping, it is always good to remember that when trying to factor a polynomial to remember to try to take out a common factor.

Example: \(9x^2y^4 - 12x^3y^3 = 3x^2y^3(3y - 4x)\)

When factoring polynomials, sometimes pairs of terms have a common binomial factor that can be removed. This process is called factoring by grouping.

Example:
\[
x^3 + 4x^2 + 6x + 24 = (x^3 + 4x^2) + (6x + 24) = x^2(x + 4) + 6(x + 4) = (x^2 + 6)(x + 4)
\]

2. Completely factor the following polynomials by grouping:
   a. \(x^3 - x^2 + 7x - 7\)
   b. \(x^4 - 2x^3 - 8x + 16\)
   c. \(6y^3 + 12y^2 + 9y + 18\)
   d. \(x^2 + 6x - 3x - 18\)
   e. \(6x^2 + 9x - 2x - 3\)
FACTORIZING \( ax^2 + bx + c \) WHEN \( a = 1 \)

We know that when we factor \( ax^2 + bx + c \), it will have one of the following three forms:

- \(( + ) ( + )\)
- \(( - ) ( - )\)
- \(( + ) ( - )\)

How do we determine which form it will actually have?

3. Factoring the following polynomials may help you answer the question posed above. If you already know the answer, skip to number 3.
   a. \( x^2 + 5x + 6 \)
   b. \( y^2 - 4y + 3 \)
   c. \( m^2 + 4m - 12 \)
   d. \( n^2 - 3m - 10 \)

4. Answer each of the following with either
   (i) \(( + ) ( + )\)        (ii) \(( - ) ( - )\)            (iii) \(( + ) ( - )\)
   Assume \( b > 0 \) and \( c > 0 \).
   a. When we factor something of the form \( x^2 + bx + c \), we write ________________.
   b. When we factor something of the form \( x^2 - bx + c \), we write ________________.
   c. When we factor something of the form \( x^2 + bx - c \), we write ________________.
   d. When we factor something of the form \( x^2 - bx - c \), we write ________________.
FACTORIZING $ax^2 + bx + c$ WHEN $a \neq 1$

5. It is a little more difficult to factor something like $4x^2 + 5x - 6$, but the same principles still apply. We want to write it in the form $(mx + n)(px + q)$ where in terms of $m$, $n$, $p$, and $q$, we have

4 = __________________
5 = __________________
-6 = __________________

We can find $m$, $n$, $p$, and $q$ by using guess and check. There are not too many integers whose product is $4$ ($1 \cdot 4$ and $2 \cdot 2$). Similarly, not too many numbers have a product of $-6$, $(-1 \cdot 6, -2 \cdot 3, -3 \cdot 2, -6 \cdot 1)$. With a little bit of guess work, we can come up with:

$4x^2 + 5x - 6 = (4x - 3)(x + 2)$.

We can also use something called $ac$– method, which is essentially factoring by grouping. We have already discussed factoring by grouping. In particular, what we did in problem 2 parts d. and e. will come in handy here.

To factor $ax^2 + bx + c$ when $a \neq 1$ using the $ac$– method:
- Take out the largest common factor.
- Find $a \cdot c$.
- Try to find two integers $p$ and $q$ whose product is $a \cdot c$ and whose sum is $b$, i.e. find $p$ and $q$ such that $p \cdot q = a \cdot c$ and $p + q = b$.
- Write the middle term $bx = px + qx$.
- Factor by grouping.

6. Factor the following trinomials using the $ac$ – method.
   a. $12y^2 + 11y + 2$
   
   b. $6x^2 - 7x - 3$
Activity Set 3.4 Multiplying and Factoring Polynomials

c. \(9x^2 - 21x - 60\)

d. \(4x^2 + 15xy + 9y^2\)

e. \(20b^2 + 23b + 6\)

SPECIAL FACTORIZATION
Recall from problem 1 parts c. and e. that:
\[(A + B)^2 = A^2 + 2AB + B^2\]
\[(A + B)(A - B) = A^2 - B^2\]

7. Completely factor the following polynomials:
    a. \(x^2 - 8x + 16\)
    b. \(y^2 + 12xy + 36x^2\)
    c. \(z^4 - 81y^4\)
Homework Questions 3.4
MULTIPLYING AND FACTORING POLYNOMIALS

Completely factor each of the following polynomials.

1. $x^2 + 11x + 24$
2. $y^2 - 5y - 14$
3. $-2x^2 - 6x$
4. $x^2 + 24x + 144$
5. $x^2 - 196$
6. $-x^2 - 5x + 6$
7. $3x^2 + 5x - 2$
8. $6x^2 - 13xy + 6y^2$
9. $n^2 + 7n - 144$
10. $m^5 - 8m^3 - 5m^2 + 40$
11. $20x^2 + 53x + 18$
12. $10x^2 - 19xy - 15y^2$
Activity Set 3.5
COMPLETING THE SQUARE, THE QUADRATIC FORMULA
AND QUADRATIC GRAPHS

PURPOSE
To learn how to use squares and square roots while solving quadratic equations. To learn how to
complete the square to find the quadratic formula and the $y = a(x-h)^2 + k$ form of a quadratic
function. To learn how the graphs of general quadratic functions differ from the graph of the
simplest parabola: $y = x^2$. To be able to analyze any quadratic function.

MATERIALS
Black and red $x$-squares
Black and red tiles
White and opposite white $x$-strips
Graphing calculator with table functions (recommended)

INTRODUCTION
Squares and Square Roots
In our previous work, we noticed that equations such as $x^2 + 6x = 7$ were difficult to solve.
However if we “set everything equal to zero,” this allowed us to use quadratic rectangle arrays to
solve such equations. It turns out, if components of quadratic equations are square rectangular
arrays, we can use additional techniques to solve these equations.

Suppose we wish to solve an equation such as $x^2 = 4$. Previously we would approach this by
setting everything equal to zero:

$$x^2 - 4 = 0$$

and then factoring:

$$(x - 2)(x + 2) = 0$$

$$(x - 2)(x + 2) = 0 \text{ if } x - 2 = 0 \text{ or } x + 2 = 0.$$

$$x^2 - 4 = 0 \text{ if } x = \pm 2.$$

However, because everything on the left side of the equation ($x^2$) is square and everything on
the right side of the equation is a number, we can use an additional, and in this case, faster
technique for determining the solutions to $x^2 = 4$. We can think of the new technique in terms of
algebra pieces and we can think of the new technique graphically.
Activity Set 3.5: Completing the Square, the Quadratic Formula and Quadratic Graphs

**ALGEBRA PIECES for** $x^2 = 4$

The dimensions of the black $x$-square must be $2 \times 2$ or $-2 \times -2$

If $x^2 = 4$, then $x = \pm 2$.

**GRAPHING for** $x^2 = 4$

To solve $x^2 = 4$, we can also think of the intersection of two functions: $y = x^2$ and $y = 4$.

It is easy to see graphically the two intersection points are $(-2, 4)$ and $(2, 4)$.

$x^2 = 4$ is a particularly easy example. Both the left side and the right side of the equation are already square. Suppose we wish to solve an equation such as $x^2 = 2$. In this case we cannot make 2 black tiles into a square array shape. Let’s look at this new equation using algebra pieces and using a graph.

**ALGEBRA PIECES for** $x^2 = 2$

The dimensions of the black $x$-square are $x \times x$ or $-x \times -x$. Thus, if we can find a number whose square is 2, the opposite of that number should also have a square equal to 2.

By definition, the square root of 2 ($\sqrt{2}$) is the number whose square is 2. $\sqrt{2} \times \sqrt{2} = 2$

Thus, according to the algebra piece model, the dimensions of the black $x$-square must be $\sqrt{2} \times \sqrt{2}$ or $-\sqrt{2} \times -\sqrt{2}$.

To solve $x^2 = 2$, we “take the square root of both sides” and keep in mind that we should determine both the positive and the negative answer. If $x^2 = 2$ then $x = \pm \sqrt{2}$. 
To solve $x^2 = 2$, we can also think of the intersection of two functions: $y = x^2$ and $y = 2$.

It is easy to see graphically if $x$ is the $x$-value of an intersection point of $y = x^2$ and $y = 2$, then so is $-x$. This parallels our algebra piece work: If $x^2 = 2$, then $x = \pm \sqrt{2}$.

Notice this new technique “take the square root of both sides” is really all we did for $x^2 = 4$. Since $\sqrt{4} = 2$, if $x^2 = 4$, then $x = \pm \sqrt{4} = \pm 2$.

The two examples we have looked at both have a simple $x^2$ on the one side of the equation. However, our new technique: Taking the Square Root of Both Sides works if one side is any square and the other side is any positive number (why does the number have to be positive?).

Suppose we wish to solve $(x + 1)^2 = 2$. Using our previous technique, “take the square root of both sides” yields: $\sqrt{(x + 1)^2} = \pm \sqrt{2}$ (it is redundant to write ± on both sides; why?).

This simplifies to $x + 1 = \pm \sqrt{2}$. This splits into two solutions: $x = -1 - \sqrt{2}$ and $x = -1 + \sqrt{2}$. Since $\sqrt{2} \approx 1.41$, the two solutions to $(x + 1)^2 = 2$ are: $x \approx -2.4$ and $x \approx 0.4$.

**The Quadratic Formula**

You may have noticed that all of the quadratic functions in Activity Sets 3.2 – 3.4 factored and that all of the corresponding $x$-intercepts and intersection points had integers or simple fraction $x$-values. Of course there are many quadratic functions where $x$-intercept or intersection $x$-values are not integers or simple fractions. For equations such as $y = x^2 - 2$; we can find the $x$-intercepts by solving the equations such as $x^2 = 2$, but to solve quadratic equations such as $x^2 + 2x - 1 = 0$, we need a more powerful technique.

We will start with a general quadratic equation ($ax^2 + bx + c = 0$, $a \neq 0$) and manipulate the equation until we create a square left side set equal to a number right side. After taking square roots, we will have derived a formula (the Quadratic Formula) we can use to solve any quadratic equation. The technique we will use for creating a square left side is called: Completing the Square.


### Completing the Square for $ax^2 + bx + c = 0$, $a \neq 0$

The values of $a$, $b$ and $c$ are not fixed, but we will do this for $2x^2 + 12x + 4 = 0$.

---

**Quadratic Formula**: If $ax^2 + bx + c = 0$ and $a \neq 0$, then

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

---

**Quadratic Formula Example**

Suppose we wish to find the $x$-intercepts for $y = x^2 + 2x - 1$. First we set the function equal to zero and then we can use the quadratic formula.

$$x^2 + 2x - 1 = 0$$. Here $a = 1$, $b = 2$ and $c = -1$.

Using the quadratic formula:

$$x = \frac{-2 \pm \sqrt{2^2 - 4(1)(-1)}}{2(1)} = -1 \pm \frac{2\sqrt{2}}{2} = -1 \pm \sqrt{2}$$

The two $x$-intercepts are (approximately): (-2.4, 0) and (.4, 0).

Notice if we complete the square directly for $x^2 + 2x - 1 = 0$, we would have:

$$x^2 + 2x = 1$$
$$x^2 + 2x + 1 = 1 + 1$$
$$(x + 1)^2 = 2$$

(which was a previous example)
1. Does the quadratic formula always work and does it always give two real number solutions? We’ll answer this question using the following parts.

a. Analyze \( y = x^2 + 2 \) and find each of the following (if they exist). Graph \( y = x^2 + 2 \); label all of the key points.

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b. Use the quadratic formula to find the \( x \)-intercepts for \( y = x^2 + 2 \) (note \( b = 0 \)). What happens? How does this relate to the graph of \( y = x^2 + 2 \)?
c. Analyze $y = x^2 + 4x + 4$ and find each of the following (if they exist). Graph $y = x^2 + 4x + 4$; label all of the key points.

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Sketches and work

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d. Use the quadratic formula to find the $x$-intercepts for $y = x^2 + 4x + 4$. What happens? How does this relate to the graph of $y = x^2 + 4x + 4$?
Activity Set 3.5: Completing the Square, the Quadratic Formula and Quadratic Graphs

e. Analyze $y = x^2 + x - 6$ and find each of the following (if they exist). Graph $y = x^2 + x - 6$; label all of the key points.

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Sketches and work

f. Use the quadratic formula to find the x-intercepts for $y = x^2 + x - 6$. What happens? How does this relate to the graph of $y = x^2 + x - 6$?
2. It appears from the previous activity, that a quadratic function can have zero, one or two \( x \)-intercepts. How can you use the components of the quadratic formula to see this before working out the entire formula?

3. (*) Graph Shifting I
   a. (See activity 1) How does the graph of \( y = x^2 + 2 \) differ from the graph of \( y = x^2 \)?
   
   b. How does the graph of \( y = x^2 - 2 \) differ from the graph of \( y = x^2 \)?
   
   c. Let \( c \) be any nonzero real number. How does the graph of \( y = x^2 + c \) differ from the graph of \( y = x^2 \)? Does it matter if \( c \) is positive or negative?
   
   d. What is the turning point and the range of \( y = x^2 + c \)?
   
   e. What is the \( y \)-intercept of \( y = x^2 + c \)?
   
   f. What are the \( x \)-intercepts of \( y = x^2 + c \)? Does it matter if \( c \) is positive or negative?
Activity Set 3.5: Completing the Square, the Quadratic Formula and Quadratic Graphs

4. (*) Graph Shifting II
   a. How does the graph of $y = (x + 2)^2$ differ from the graph of $y = x^2$?

   b. How does the graph of $y = (x - 2)^2$ differ from the graph of $y = x^2$?

   c. Let $h$ be any nonzero real number. How does the graph of $y = (x - h)^2$ differ from the graph of $y = x^2$? Does it matter if $h$ is positive or negative?

   d. What is the turning point and the range of $y = (x - h)^2$? Does it matter if $h$ is positive or negative?

   e. What is the $y$-intercept of $y = (x - h)^2$?

   f. What are the $x$-intercepts of $y = (x - h)^2$? Does it matter if $h$ is positive or negative?
5. (* ) Graph Shifting III
   a. How does the graph of \( y = 2x^2 \) differ from the graph of \( y = x^2 \)?

   b. How does the graph of \( y = -2x^2 \) differ from the graph of \( y = x^2 \)?

   c. Let \( a \) be any nonzero real number. How does the graph of \( y = ax^2 \) differ from the graph of \( y = x^2 \)? Does it matter if \( a \) is positive or negative?

   d. What is the turning point and the range of \( y = ax^2 \)? Does it matter if \( a \) is positive or negative?

   e. What is the \( y \)-intercept of \( y = ax^2 \)?

   f. What are the \( x \)-intercepts of \( y = ax^2 \)?
Activity Set 3.5: Completing the Square, the Quadratic Formula and Quadratic Graphs

6. Let $a$, $h$ and $k$ be any nonzero real numbers.
   
   a. In the graph of $y = a(x - h)^2 + k$, what role does $k$ play? How does it relate to the range of the function?

   b. In the graph of $y = a(x - h)^2 + k$, what role does $h$ play? How does it relate to the turning point of the function? What is the turning point?

   c. In the graph of $y = a(x - h)^2 + k$, what role does $a$ play?
Activity Set 3.5: Completing the Square, the Quadratic Formula and Quadratic Graphs

7. Let’s analyze \( y = x^2 + 2x - 6 = (x+1)^2 - 7 \).
   a. How does \( y = x^2 + 2x - 6 \) differ from \( y = x^2 \)? Is it easier to use the \( y = x^2 + 2x - 6 \) form or the \( y = (x+1)^2 - 7 \) form to see this?

   b. What is the \( y \)-intercept for \( y = x^2 + 2x - 6 \)? Is it easier to use the (general) \( y = x^2 + 2x - 6 \) form or the (shifted) \( y = (x+1)^2 - 7 \) form to see this?

   c. What are the \( x \)-intercepts for \( y = x^2 + 2x - 6 \) ?

   d. What is the turning point of \( y = x^2 + 2x - 6 \)? Is it easier to use the \( y = x^2 + 2x - 6 \) form or the \( y = (x+1)^2 - 7 \) form to see this?

   e. What is the range of \( y = x^2 + 2x - 6 \)? Is it easier to use the \( y = x^2 + 2x - 6 \) form or the \( y = (x+1)^2 - 7 \) form to see this?

   f. Graph \( y = x^2 + 2x - 6 \); Label all of the key points.
8. Analyze \( y = x^2 + 8x + 12 \) and find each of the following (if they exist). Graph \( y = x^2 + 8x + 12 \); label all of the key points.

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<td>( y = a(x - h)^2 + k ) Form</td>
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[Graph and sketches here]
Activity Set 3.5: Completing the Square, the Quadratic Formula and Quadratic Graphs

9. Analyze \( y = x^2 - x - 1 \) and find each of the following (if they exist). Graph \( y = x^2 - x - 1 \). Label all of the key points.

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<td>( y = a(x - h)^2 + k ) Form</td>
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Sketches and work
10. Analyze \( y = 2x^2 + 4x + 5 \) and find each of the following (if they exist). Graph \( y = 2x^2 + 4x + 5 \); label all of the key points.

Hint: In order to find the \( y = a(x - h)^2 + k \) form of \( y = 2x^2 + 4x + 5 \), you must first factor out the 2 from the \( x^2 \) and \( x \) terms. Start with \( y = 2[x^2 + 2x] + 5 \) and be careful about which number you subtract from 5.

<table>
<thead>
<tr>
<th>y-intercept</th>
<th>x-intercepts</th>
<th>Turning Point</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factored Form</td>
<td>( y = a(x - h)^2 + k ) Form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sketches and work
Activity Set 3.5: Completing the Square, the Quadratic Formula and Quadratic Graphs
1. Using the \( y = a(x - h)^2 + k \) form, the \( y = ax^2 + bx + c \) form or the factored form, whichever is best for the given parameters; create an example of each of the following types of quadratic functions. For each quadratic function that you create:
   i) Give the \( y = ax^2 + bx + c \) form, \( y = a(x - h)^2 + k \) form and factored form (if it exists).
   ii) Give the \( x \)-intercepts, if they exist.
   iii) Give the \( y \)-intercept, the turning point (show your work for finding this) and the range.
   iv) Sketch a graph of the parabola.
   a. Concave up, two \( x \)-intercepts.
   b. Concave up, zero \( x \)-intercepts.
   c. Concave down, one \( x \)-intercept.
   d. Turning point (2, 4)
   e. Concave up, with \( x \)-intercepts (-2, 0) and (3, 0)
   f. Concave down, with \( y \)-intercept (0, 4)
   g. Turning point (1, -32) and \( y \)-intercept (0, -30)

2. True or False: All quadratics that factor have two \( x \)-intercepts. Justify your conclusion.

3. True or False: All quadratics that do not factor with algebra pieces have zero \( x \)-intercepts. Justify your conclusion.

4. What is the \( x \)-value for the turning point for a quadratic of the form \( y = ax^2 + bx + c \)?
   Hint: Look at the quadratic formula.

5. Graph the following two functions (labeling all key points) and find each of the following:
   i) \( y \)-intercept
   ii) \( x \)-intercepts (if they exist)
   iii) Turning Point
   iv) Range
   v) Factored form (if it exists)
   vi) \( y = a(x - h)^2 + k \) form (do this by completing the square, show your work)
   a. \( y = 3x^2 - 18x + 27 \)
   b. \( y = -x^2 - 2x + 2 \)
Activity Set 3.6
INEQUALITIES

PURPOSE
To learn to use graphing and algebra together to find solutions to function inequality statements.
To learn to explain the rule: “When you multiply or divide by a negative number, you switch the inequality sign.” To solve inequalities involving linear and quadratic terms and connect these solutions to corresponding function graphs.

MATERIALS
Graphing Calculator (recommended)

INTRODUCTION
Function Inequalities
In this activity set you will be asked questions about where two functions are equal (a familiar concept) as well as where one function is less than or greater than another function. Statements about function inequalities are based on comparing function (output) values and are easy to see on a graph. A function \( f(x) \) is less than a function \( g(x) \) on an interval if \( f(x) < g(x) \) for every \( x \) in that interval. Visually, \( f(x) < g(x) \) when the graph of \( f(x) \) is below the graph of \( g(x) \).

Solutions to function inequality statements are given as \( x \)-value inequality statements.

Inequality Example
\[
f(x) = -x^2 + 6 \quad g(x) = x^2 - 2
\]
\[
f(x) = g(x) \text{ at (-2, 2) and (2, 2)}
\]
\[
f(x) > g(x) \text{ when } -2 < x < 2
\]
\[
f(x) < g(x) \text{ when } x < -2 \text{ or } x > 2^* \]

*Note: A common error is to write \( 2 < x < -2 \) instead of \( x < -2 \) or \( x > 2 \). However, \( 2 < x < -2 \) reads “\( 2 \) is less than \( x \) which is less than -2”. The combined statement, “\( 2 \) is less than -2”, is incorrect. We say \( x < -2 \text{ OR } x > 2 \) instead of \( x < -2 \text{ AND } x > 2 \) for a similar reason. \( x \) cannot be both less than -2 AND greater than 2 at the same time.)
TECHNOLOGY NOTES (graphing calculator models such as the TI-83 or 84 series)

Using a Graphing Calculator to Find the Intersection of Two Graphs

**Step One**

Enter the formula for both of the functions in the GRAPHING menu

**Step Two**

Adjust the WINDOW and display the graphs of the two functions. Make sure the locations where the two functions cross (intersect) show.

**Step Three**

Select 2nd CALC (above Trace) and select 5. INTERSECT

The graphing menu will appear, the cursor will be on one curve and the display at the bottom of the screen will read “First curve?” Select ENTER

The graphing menu will still show, the cursor will be move to the second curve and the display at the bottom of the screen will read “Second curve?” Select ENTER

The graphing menu will still show, and the display at the bottom of the screen will read “Guess?” Select ENTER and the $x$ and $y$ coordinates of the point of intersection will be displayed.

**Step Four**

To find a second point of intersection for two functions, repeat Step Three, but use the arrow keys to move the cursor close to the second point of intersection before selecting ENTER after “First curve?” appears.
1. (*)
   a. Graph $y = -3$, $f(x) = -3x + 4$ and $g(x) = 2x - 1$ on the same grid. Find and label the indicated points of intersection. Show your work in the workspace given below.

<table>
<thead>
<tr>
<th>Points of Intersections</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f(x) = -3$</td>
</tr>
<tr>
<td>$g(x) = -3$</td>
</tr>
<tr>
<td>$f(x) = g(x)$</td>
</tr>
</tbody>
</table>

   ![Graph with points of intersections labeled](image)

   Workspace

   For each of the following, give the $x$-values where:

   b. $f(x) < -3$          $f(x) > -3$

   c. $g(x) < -3$          $g(x) > -3$

   d. $f(x) < g(x)$        $f(x) > g(x)$
Activity Set 3.6: Inequalities

2. a. Graph \( h(x) = -2x^2 + 6x + 4 \), \( j(x) = 3x - 5 \) and \( y = -5 \) on the same grid. Use the table to list the y-intercept, x-intercepts, etc. for \( h(x) \). Find and label the indicated points of intersection. Show your work in the workspace given below.

<table>
<thead>
<tr>
<th>Points of Intersections</th>
</tr>
</thead>
<tbody>
<tr>
<td>( h(x) = -5 )</td>
</tr>
<tr>
<td>( h(x) = -2x^2 + 6x + 4 )</td>
</tr>
<tr>
<td>y-intercept</td>
</tr>
<tr>
<td>Range</td>
</tr>
</tbody>
</table>

Workspace

For each of the following, give the x-values where:

b. \( h(x) < -5 \) \hspace{1cm} h(x) > -5

c. \( j(x) < -5 \) \hspace{1cm} j(x) > -5

d. \( h(x) < j(x) \) \hspace{1cm} h(x) > j(x)
Activity Set 3.6: Inequalities

3. 
   a. Graph \( h(x) = -2x^2 + 6x + 4 \) and \( k(x) = \frac{1}{2} x^2 - 2x + 3 \) on the same grid. Use the table to list the \( y \)-intercept, \( x \)-intercepts, etc. for \( k(x) \). Find and label the indicated points of intersection. Show your work in the workspace given below.

   **Points of Intersections**
   \( h(x) = k(x) \)

   \[ k(x) = \frac{1}{2} x^2 - 2x + 3 \]

<table>
<thead>
<tr>
<th>( y )-intercept</th>
<th>( x )-intercepts</th>
<th>Turning Point</th>
<th>Range</th>
<th>( y = a(x - h)^2 + k )</th>
</tr>
</thead>
</table>

   Workspace

   For each of the following, give the \( x \)-values where:

   b. \( h(x) < k(x) \) \hspace{2cm} \( h(x) > k(x) \)
4. You may recall the inequality rule; “when you multiply or divide by a negative number, you switch the inequality sign.”

a. Use a graphical technique to find the solution to: \(-2x < 4\)

b. Use addition (“on both sides”) to change \(-2x < 4\) to an \(ax < b\) form where \(a > 0\) and \(b\) is any real number. Algebraically solve the new inequality.

c. Explain, as you would explain it to a new learner, why the following statement is true: “When you multiply or divide by a negative number, you switch the inequality sign”
Activity Set 3.6: Inequalities

5. Solve each of the following inequalities, show your work and show the solution graphically.

a. \(5x + 4 \leq -6x + 7\)

b. \(3x^2 + 4x - 6 \geq -x^2 + 3x - 3\)

c. \(x^2 + 2x + 2 \leq -x^2 - 2x\)
Activity Set 3.6: Inequalities

d. \( x^2 + 2x + 2 \geq -x^2 - 2x \)

e. \( x^2 + 2x + 2 < -x^2 - 2x \)

f. \( x^2 + 2x + 2 > -x^2 - 2x \)
Homework Questions 3.6
INEQUALITIES

1. Graph \( y = -4 \), \( f(x) = 2x - 4 \) and \( g(x) = -x + 3 \) on the same grid. Find all points of intersection and determine the \( x \)-values for each of the following. Show your work.

a. \( f(x) < -4 \) when:

b. \( f(x) < g(x) \) when:

f(x) > -4 when:

f(x) > g(x) when:

2. Consider \( f(x) = x^2 - 2x - 8 \) and \( g(x) = x^2 + x - 12 \).

a. Determine the \( x \)-intercepts, the \( y \)-intercepts, the turning points and the ranges for \( f(x) \) and \( g(x) \). Show your work.

b. Graph \( f(x) = x^2 - 2x - 8 \) and \( g(x) = x^2 + x - 12 \) on the same grid.

c. Determine where \( f(x) = x^2 - 2x - 8 \) and \( g(x) = x^2 + x - 12 \) intersect. Show your work.

d. Give the \( x \)-values where \( f(x) < g(x) \) and where \( f(x) > g(x) \):

3. For each part; create an example of two linear functions, \( f(x) \) and \( g(x) \) that satisfy the given condition and answer the question. In each case, graph the functions, and note where \( f(x) = g(x) \), \( f(x) < g(x) \) and \( f(x) > g(x) \). Show your work.

a. \( f(x) \) and \( g(x) \) have one point of intersection. In general, what feature of \( f(x) \) and \( g(x) \) assures these two linear functions will intersect?

b. \( f(x) \) and \( g(x) \) do not intersect. In general, what feature of \( f(x) \) and \( g(x) \) assures these two linear functions will not intersect?

4. For each part; create an example of two quadratic functions \( f(x) \) and \( g(x) \) that satisfy the given condition (use \( y = ax^2 + bx + c \), \( y = a(x-h)^2 + k \) or factored forms; whichever you prefer). In each case, graph the functions, give all key points of each function and note where \( f(x) = g(x) \), \( f(x) < g(x) \) and \( f(x) > g(x) \). Show your work.

a. \( f(x) \) and \( g(x) \) have two points of intersection.

b. \( f(x) \) and \( g(x) \) have exactly one point of intersection.

c. \( f(x) \) and \( g(x) \) do not intersect.
Homework 3.6: Inequalities
Activity Set 3.7
INTRODUCTION TO HIGHER DEGREE POLYNOMIALS

PURPOSE
To learn to use graphing and algebra together to analyze higher degree polynomial functions. To use a graphing calculator to find local minimum and local maximum values of a polynomial function. To use a graphing calculator to find the x-intercepts of a polynomial function. To use x-intercepts to help factor polynomial functions.

MATERIALS
Graphing Calculator (required)

INTRODUCTION

We have studied degree one polynomials, linear functions, of the form \( y = mx + b \) and degree two polynomials, quadratic functions, of the form \( y = ax^2 + bx + c \). In this activity set we will look at higher degree polynomials such as cubic (degree three) and quartic (degree four) functions. Remember, a polynomial of degree \( n \) is a function of the form \( p(x) = a_nx^n + a_{n-1}x^{n-1} + \ldots + a_1x + a_0 \) where the coefficients (the numbers in front of the variables) \( a_0, \ldots, a_n \) (\( a_n \neq 0 \)) are real numbers and the x powers (the x degrees) \( 1, \ldots, n \) are positive counting numbers. The degree of a polynomial is its highest x power.

Local Minimums and Maximums

Many graphs have points that are lower than all of the other nearby points; such a point is called a Local Minimum. Points that are higher than all of the other nearby points are called Local Maximums.

If a point on a graph is lower than all of the other points on the graph (not just nearby points), then the point is an Absolute Minimum. Similarly, if a point on a graph is higher than all of the other points on the graph (not just nearby points), then the point is an Absolute Maximum. Absolute minimums and maximums are also considered local minimums and maximums.

All quadratic functions have either one absolute minimum or one absolute maximum. Many graphs, however, bend back and forth creating local minimums and local maximums that are not the absolute lowest or absolute highest points on the graph. The above graph is a good example of a graph with local minimums, local maximums and no absolute minimums or absolute maximums (assuming the graph continues over a range of all real numbers).
TECHNOLOGY NOTES (graphing calculator models such as the TI-83 or 84 series)

Using a Graphing Calculator to find Local Minimum and Local Maximum Values*

Step One

Enter the formula for your function in the graphing menu

Step Two

Set the $x$ and $y$ ranges under WINDOW and view your function using GRAPH. Adjust the $x$ and $y$ ranges as needed until your entire graph (or portion you are analyzing) shows clearly.

<table>
<thead>
<tr>
<th>Four views of the same function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor View</td>
</tr>
<tr>
<td><img src="image1" alt="Poor View" /></td>
</tr>
<tr>
<td>Good Local Maximum View</td>
</tr>
<tr>
<td><img src="image3" alt="Good Local Maximum View" /></td>
</tr>
</tbody>
</table>

Step Three

I. Select the CALC menu (usually 2nd CALC—CALC above TRACE). Select Minimum or Maximum.

II. The calculator should show a screen with a cursor at a random spot on the graph. The graph will say: Left Bound? Hit ENTER to choose this location for the left side (close to, but to the left of) of the point you are seeking or use the arrow keys to move the cursor to a new spot before hitting ENTER. On some calculators you can enter the numerical value of your chosen Left Bound? at this stage.

III. Once the Left Bound? is entered, the graph will show Right Bound? Repeat to select the right side (close to, but to the right of) of the point you are seeking to find.

* Most symbolic methods for determining local maximum and local minimum values are a topic covered in calculus courses and are beyond the scope of these materials.
Using a Graphing Calculator to find x-Intercepts

**Step One**

Enter the formula for your function in the graphing menu.

**Step Two**

Set the $x$ and $y$ ranges under WINDOW and view your function using GRAPH. Adjust the $x$ and $y$ ranges as needed until your graph shows clearly.

**Step Three**

I. Select the CALC menu item **Zero**. (Note: The $x$-intercepts of functions are also referred to as “zeros” since the function evaluated at any $x$-intercept will equal 0.)

II. Repeat the left and right bound steps outlined in finding local maximum and minimum values; this time, however, you are marking the left and right side of the $x$-intercept you are looking at.

III. When the screen shows **Guess?** hit ENTER to see the coordinates for the $x$-intercept you are looking for.
1. Let’s explore the basic *cubic function*: \( y = x^3 \).
   a. (*) To start your exploration of \( y = x^3 \), fill out the function values in the following t-table.

<table>
<thead>
<tr>
<th>( x )</th>
<th>-2</th>
<th>-1.5</th>
<th>-1</th>
<th>-0.5</th>
<th>0</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y = x^3 )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. By looking at the symbolic form of the function, what is the range of \( y = x^3 \)?

c. Label the axes appropriately, graph coordinate pairs and sketch \( y = x^3 \). You may want to look at the graph of \( y = x^3 \) on a graphing calculator as well.

   ![Graph of \( y = x^3 \)]

d. How does your answer about range show visually on the graph?

e. What is the \( y \)-intercept for \( y = x^3 \)?
Activity Set 3.7: Introduction to Higher Degree Polynomials

f. What is the x-intercept for \( y = x^3 \)? How do you know there are not more?

g. Are there any turning points on the graph of \( y = x^3 \)?

h. Are there any local maximums or minimums on the graph of \( y = x^3 \)?

2. Graph \( y = -x^3 \).

   a. How are \( y = -x^3 \) and \( y = x^3 \) similar?

   b. How does \( y = -x^3 \) differ from \( y = x^3 \)?
3. Let’s explore a different form of a cubic function: \( f(x) = x(x - 2)(x + 2) \).
   a. Using the symbolic form, what are the \( x \)-intercepts of \( f(x) = x(x - 2)(x + 2) \)?
   
   b. Using the symbolic form, what is the \( y \)-intercept of \( f(x) = x(x - 2)(x + 2) \)?
   
   c. Use your graphing calculator to graph \( f(x) = x(x - 2)(x + 2) \) and use the table feature to help fill out the function values in the following t-table. The blank cells are for part d).

<table>
<thead>
<tr>
<th>( x )</th>
<th>(-3)</th>
<th>(-2)</th>
<th>(-1)</th>
<th>(0)</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f(x) )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   d. Use your graphing calculator and find the locations of the local minimum and maximum points for \( f(x) = x(x - 2)(x + 2) \). Use these points to fill out the appropriate columns in the t-table.
e. Label the axes appropriately, graph coordinate pairs and sketch $f(x) = x(x - 2)(x + 2)$. You may want to look at the graph of $f(x) = x(x - 2)(x + 2)$ on a graphing calculator as well. Label the intercepts and the local maximum and local minimum points with their coordinates.

![Graph of $f(x) = x(x - 2)(x + 2)$](image)

f. What is the range of $f(x) = x(x - 2)(x + 2)$?

g. For a quadratic function, the local minimum or local maximum is always on the vertical line that vertically divides the parabola symmetrically into two pieces. For quadratic functions with $x$-intercepts, the turning point is exactly halfway between the two $x$-intercepts. Is this the case with cubic functions? Are the local minimum and maximum points halfway between the pairs of $x$-intercepts of $f(x) = x(x - 2)(x + 2)$?
4. Determine the key points and graph \( g(x) = -3x(x - 2)(x + 2) \). Label the key points including the local maximum and local minimum points.

Workspace

a. How does multiplying \( f(x) = x(x - 2)(x + 2) \) by -3 to get \( g(x) \) change \( f(x) \)? What changes? \( x \)-intercepts? The \( y \)-intercept? The function range? The values of the local maximum and local minimum points?
5. Let’s explore the function \( h(x) = x^3 + 2x^2 - 5x - 6 \). The degree of this polynomial is three, so you might expect that the function looks somewhat similar to \( f(x) \) and \( g(x) \) from the previous questions (in its general shape).

a. Use the graphing calculator CALC menu to find all three x-intercepts for \( h(x) = x^3 + 2x^2 - 5x - 6 \). List them.

b. Based on the answer to part a; what is your guess about the factored form of \( h(x) \), \( h(x) = (x + a)(x + b)(x + c) \) where \( a, b, c \in \mathbb{R} \)? Write \( h(x) \) in this factored form and then graph both the original \( (h(x) = x^3 + 2x^2 - 5x - 6) \) and the factored form of \( h(x) \) to double check your work (they should be the same graph!).

c. Find the local maximum and minimum values for \( h(x) = x^3 + 2x^2 - 5x - 6 \).

d. Graph \( h(x) = x^3 + 2x^2 - 5x - 6 \), label all of the key points.
6. What is the general shape and range of higher degree polynomials? For example, how does the quadratic function \( y = x^4 \) behave? Graph \( y = x^2 \), \( y = x^4 \) and \( y = x^6 \) together. What observations do you note about this family of functions?

**Workspace:**

7. Graph \( y = x^3 \), \( y = x^5 \) and \( y = x^7 \) together. What observations do you note about this family of functions?

**Workspace:**
Activity Set 3.7: Introduction to Higher Degree Polynomials

9. If you had to guess at the shape and range of \( y = x^{12} \), what would you say?

10. If you had to guess at the shape and range of \( y = x^{17} \), what would you say?

11. The techniques we used to factor cubic polynomial functions can work for some factorable higher degree polynomials. For each of the following functions:
   i) Determine the \( x \)-intercepts and the \( y \)-intercept for the function.
   ii) Write out the factored form of the polynomial (if appropriate). Check your work.
   iii) Find the local maximum, the local minimum and the range of the polynomial function and graph the function. Label all key points

   a. \( y = \frac{1}{2}x^4 - 5x^2 + \frac{9}{2} \)

   **Workspace:**
b. \( y = 2x^5 - 10x^3 + 8x \)

**Workspace:**

12. For an odd degree polynomial function:

a. How many local maximum or minimum points can there be for the natural domain of \( \mathbb{R} \)? Are there always exactly this number?

b. Describe the end behavior of the function; i.e., describe what the function does as \( x \) gets bigger and bigger or smaller and smaller.

c. What is the range of an odd degree polynomial function?
13. For an even degree polynomial function:

a. How many local maximum or minimum points can there be for the natural domain of \( \mathbb{R} \)? Are there always exactly this number?

b. Describe the end behavior of the function; i.e., describe what the function does as \( x \) gets bigger and bigger or smaller and smaller.

c. What is the range of an even degree polynomial function? Describe this generally, without the specific function; you cannot give the exact range.
Activity Set 3.7: Introduction to Higher Degree Polynomials
1. Let $a \in \mathbb{R}$.

   a. What role does $a$ play in $y = ax^n$ if $n$ is odd? Give a few example sketches, the range and any local or absolute minimums or maximums of such polynomial functions. What are the $x$-intercepts and $y$-intercepts for these functions?

   b. What role does $a$ play in $y = ax^n$ if $n$ is even? Give a few example sketches, the range and any local or absolute minimums or maximums of such polynomial functions. What are the $x$-intercepts and $y$-intercepts for these functions?

2. For each part; find the $x$-intercepts of the function using the CALC menu and factor the function. Graph the function, give the range and label all key points (intercepts, local and absolute minimums and maximums). Show your work.

   a. $h(x) = x^4 + 9x^3 + 26x^2 + 24x$

   b. $h(x) = 4x^3 + 16x^2 + 4x - 24$

3. For each part; create an example of a polynomial function that satisfies the given conditions, and graph the function; give the range and label all key points (intercepts, local and absolute minimums and maximums). Show your work.

   a. The function has two local maximums; one of which is also an absolute maximum.

   b. The function has two local minimums and two local maximums but no absolute minimum or absolute maximum.
Activity Set 3.8
SOLVING WORD PROBLEMS

PURPOSE
To improve word problem solving skills, including how to set up the equations and how to solve problems involving quadratic equations.

Polya’s Four Steps

1. UNDERSTANDING THE PROBLEM
   Read the problem several times. Can you state the problem in your own words?
   What are you trying to find or do?
   What information do you obtain from the problem?
   What information, if any, is missing or not needed?
   Choose appropriately named variables for the unknowns. Don’t always use $x$.
   Make a table or draw a labeled diagram using the information given in the problem.

2. DEVISING A PLAN
   Examine related problems, and determine if the same technique can be applied.
   Examine a simpler or special case of the problem to gain insight into the solution of the original problem.
   Write an equation (or equations) using your diagram and variables to assist you.

3. CARRYING OUT THE PLAN
   Substitute in given values and simplify the equation(s) when possible.
   Check each step of the plan as you proceed.
   Keep an accurate record of your work.
   Although you may have solved an equation, the solution(s) of the equation(s) might not be solution(s) of the original problem.

4. LOOKING BACK
   Check the results in the original problem.
   Interpret the solution in terms of the original problem. Does your answer make sense?

Solving Linear Equations
Put all the variables on one side and the constants on the other.

Solving Simultaneous Linear Equations with Two Variables
Solve for one of the variables in one of the equations and substitute this into the other equation.

Solving Quadratic Equations (or other polynomial equations of degree of at least 2)
Set the equation equal to zero.
Rewrite the non-zero side of the equation into a product of its linear factors.
Set each linear factor equal to zero and solve.
1. The Godiva Chocolate Brownie Sundae at The Cheesecake Factory (which serves 2 people) has 1050 calories. This is about five-eighths of the average daily calorie requirement for many adults. Find the average daily calorie requirement for these adults.

2. The toddlers at the local day care planted a rectangular garden over the summer. The width of the garden is two-thirds of its length and its perimeter is 100 feet. Find the dimensions of the garden USING ALGEBRA!

3. The sum of three consecutive odd integers is 171. Find these three integers using algebra.
Many problems in algebra involve the formula distance = rate x time \((d = r \times t)\). A good way to remember how this goes is DERT, Distance Equals Rate times Time. Another good way to remember this is that your car’s rate is in miles per hour, i.e., \(r = \frac{d}{t}\).

A good way to set up these problems is to fill in a box similar to the one given below:

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
<th>X</th>
<th>Time</th>
<th>=</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car 1</td>
<td>Rate of Car 1</td>
<td>Time Traveled by Car 1</td>
<td>Distance Traveled by Car 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car 2</td>
<td>Rate of Car 2</td>
<td>Time Traveled by Car 2</td>
<td>Distance Traveled by Car 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Total Time Both Cars Traveled</td>
<td>Total Distance Both Cars Traveled</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Portland, OR and Guilford, CT are approximately 2975 miles apart. On November 30, I start driving (from Portland) at 7a.m. PDT to meet my father, who began driving from Guilford at 7a.m. EDT. Including stops for gas, food and other breaks, on average, I drive 70mph and my father drives 60mph. At what time (PDT) will we meet each other if we drive straight through the night(s)?

5. Mark owns a house on a river. The river flows at 3 miles per hour. Mark decides to start rowing downstream, with the current, at noon. He wants to return to his house at 5 p.m. At what time should Mark turn around and row home if he normally rows 5 miles per hour in water that has no current?
6. Elroy rode his bike to his friend Jake’s house, which was 15 miles away. After he had been riding for half an hour, he got a flat tire. He walked his bike the rest of the way. The total trip took him 3 hours. If his walking rate was one-fourth as fast as his riding rate, how fast did he ride?

7. Henry had one-fourth as many books as Marcus did before the big trade. In the big trade, Marcus gave Henry twelve of his books. After the big trade, Henry has half as many books as Marcus. How many books did each boy have after the big trade?

8. Two dozen donuts and three coffees cost $14.75. Three dozen donuts and two coffees cost $19.00. How much does one dozen donuts cost? How much does one coffee cost?
9. Before a 25% markdown, two shirts and one pair of shorts cost $60 at SuperMart. After a 25% markdown, four shirts and three pairs of shorts cost $108 at SuperMart. What is the regular price of a shirt at SuperMart? What is the regular price of a pair of shorts at SuperMart?

10. An automobile manufacturer can produce up to 300 cars per day. The profit made from the sale of these vehicles can be modeled by the function

\[ P(x) = -10x^2 + 3500x - 66000, \]

where \( P(x) \) is the profit in dollars and \( x \) is the number of cars made and sold.

a. Find the \( y \)-intercept and explain what it means in reference to this problem.
b. Find the \( x \)-intercepts and explain what they mean in reference to this problem.
c. Find the number of cars the manufacturer should produce in order to maximize the profit.
d. Find the maximum profit.
11. A sixth-grade class decides to enclose a rectangular garden using the side of the school as one side of the rectangle. The class has 28 feet of fencing available.
   a. If \( L \) is the length of the fencing parallel to the school, what is the width of the garden (in terms of \( L \))?
   b. What is the area of the garden, in terms of \( L \)?
   c. What should the dimensions of the garden be in order to maximize the area of the garden?
   d. What is the maximum area that the class can enclose?

12. Bob Abram produces tables. The average cost per table when \( t \) hundred tables are built is \( C(t) = 0.1t^2 - 0.7t + 1.625 \), where \( C(t) \) is in hundreds of dollars.
   a. What does the \( y \) – intercept indicate?
   b. How many tables should Bob Abram build in order to minimize the average cost per table?
   c. What is the minimum cost per table?
<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>SKILLS AND CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Set 3.1</strong></td>
<td><strong>Activity Set 3.1</strong></td>
</tr>
<tr>
<td>1. Domain (function)</td>
<td>A. Graphing and modeling “all” of the points by extending function domains to all real numbers and finding non-integer data points on graphs.</td>
</tr>
<tr>
<td>2. Range (function)</td>
<td>B. Using x as the independent variable and y as the dependent variable;</td>
</tr>
<tr>
<td>3. Real Numbers</td>
<td>C. Finding function ranges and describing subsets of real numbers using Number Line and Inequality notations.</td>
</tr>
<tr>
<td>4. Rational Numbers</td>
<td>D. Working with extended tile figures sequences, graphs and the symbolic forms of absolute value functions.</td>
</tr>
<tr>
<td>5. Irrational Numbers</td>
<td>E. Writing absolute value functions as a split function with two linear components.</td>
</tr>
<tr>
<td><strong>Homework 3.1</strong></td>
<td></td>
</tr>
<tr>
<td>6. Shifting / stretching absolute value graphs</td>
<td><strong>Activity Set 3.2</strong></td>
</tr>
<tr>
<td></td>
<td>F. Using a graphing calculator to display t-tables and view function graphs</td>
</tr>
<tr>
<td><strong>Activity Set 3.2</strong></td>
<td>G. Modeling, analyzing and sketching graphs corresponding to extended tiles sequences with x-square components.</td>
</tr>
<tr>
<td>7. White x-Strip and Opposite White x-Strips / Edge Pieces</td>
<td>H. Modeling quadratic functions and analyzing their graphs (parabolas)</td>
</tr>
<tr>
<td>8. Black / Red x-Square</td>
<td>I. Finding turning points for quadratic functions and connecting this idea to the range of the function.</td>
</tr>
<tr>
<td>9. Polynomials</td>
<td><strong>Activity Set 3.3</strong></td>
</tr>
<tr>
<td>10. Coefficients</td>
<td>J. Finding important features of quadratic functions with algebra piece models</td>
</tr>
<tr>
<td>11. Leading Coefficient</td>
<td>K. Factoring quadratic functions with algebra pieces and edge sets</td>
</tr>
<tr>
<td>12. Degree of a Polynomial</td>
<td>L. Finding x-intercepts with algebra pieces and edge sets</td>
</tr>
<tr>
<td>13. Parabolas</td>
<td>M. Connecting x-intercepts to the factored form of quadratic functions</td>
</tr>
<tr>
<td>14. Quadratic Functions</td>
<td>N. Using algebra pieces to determine where the graphs of two functions intersect</td>
</tr>
<tr>
<td>15. Turning Points</td>
<td><strong>Activity Set 3.4</strong></td>
</tr>
<tr>
<td><strong>Activity Set 3.3</strong></td>
<td>O. Finding the product of polynomials using the distributive property (of multiplication over addition)</td>
</tr>
<tr>
<td><strong>Homework 3.3</strong></td>
<td>P. Factoring trinomials by grouping, guess/check, and ac – method.</td>
</tr>
<tr>
<td>18. Concave Down</td>
<td><strong>Activity Set 3.4</strong></td>
</tr>
</tbody>
</table>
Chapter Three Vocabulary and Review Topics

VOCABULARY

19. Cubic Polynomial
20. Local Minimum
21. Local Maximum
22. Absolute Minimum
23. Absolute Maximum

SKILLS AND CONCEPTS

Activity Set 3.5
R. Working with square roots, taking the square root of “both sides” of an equation.
S. Use the quadratic formula to find x-intercepts.
T. Shifting and stretching of quadratic function graphs
U. Find shifted forms of a quadratic function: \( y = a(x - h)^2 + k \).

Activity Set 3.6
V. Finding where collections of linear and quadratic graphs intersect.
W. Solving function inequality statements through graphing.

Activity Set 3.7
X. To learn to use graphing and algebra together to analyze higher degree polynomial functions.
Y. To use a graphing calculator to find local minimum, local maximum values, and the x-intercepts of a polynomial function.
Z. To use x-intercepts to help factor polynomial functions.

Activity Set 3.8
AA. Solving word problems involving one or two linear equations.
BB. Minimizing and maximizing quadratic functions.
CC. Solving word problems involving quadratic functions.
1. Analyze the following extended sequence of tile figures, \( y = f(x) \), with domain, \( \mathbb{R} \) and sketch figures corresponding to \( x = -1.5 \) and \( x = 2.5 \). What function is this?

<table>
<thead>
<tr>
<th>( x )</th>
<th>-2</th>
<th>-1.5</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>( f(x) )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Analyze and sketch the graph corresponding to the following extended sequence of tile figures with domain, \( \mathbb{R} \). Give the symbolic rule for the function \( y = g(x) \). What is the range of \( y = g(x) \)?

<table>
<thead>
<tr>
<th>( x )</th>
<th>-3</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>( g(x) )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Define an absolute value function that goes through the points \( (0, -2) \) and \( (2, 0) \) where one of these points is the “v” point on the function. Give both the absolute value function and the split linear function that matches the absolute value function. Is there more than one solution? If so, give both solutions.

4. Sketch the function \( y = 4 | x - 2 | + 1 \) on graph paper. Label the axes appropriately.
   a. What is the range of \( y = 4 | x - 2 | + 1 \)? Explain how you came to this answer.
   b. What is the y-intercept of \( y = 4 | x - 2 | + 1 \)?
   c. What are the x-intercepts of \( y = 4 | x - 2 | + 1 \)?

5. Write \( y = 5 | x - 2 | + 9 \) as a split function with two linear components where neither component uses absolute value notation.

6. If the two x-intercepts of a parabola are at \( (2, 0) \) and \( (4, 0) \), what is the x-value for the turning point of this parabola? Is there enough information to determine the y-value for the turning point of this parabola? If yes, sketch the parabola and give the y-value, if no, sketch two different examples of parabolas that satisfy these conditions.
7. For the following extended sequence of tile figures, with domain, \( \mathbb{R} \): Analyze the extended sequence, sketch the \( x \)-th figure that matches the figures and give the symbolic formula corresponding to the extended sequence of tile figures.

![Tile figures](image)

8. For the following extended sequence of tile figures, with domain, \( \mathbb{R} \). Analyze the extended sequence, give the symbolic rule for the corresponding function, sketch the graph of the function; label the turning point, the \( x \)-intercepts and the \( y \)-intercept. State the range of the function.

![Tile figures](image)

9. Sketch examples of a quadratic functions where \( y = 2 \):
   a. Occurs twice in the range of the function
   b. Occurs once in the range of the function
   c. Is not in the range of the function

10. a. Sketch figures for \( x = 0, \pm 1 \) and \( \pm 2 \) for the extended tile sequence corresponding to \( y = (x + 3)(x - 1) \).
   b. Sketch the \( x \)-th figure that visually matches your figures.
   c. What minimal collection of algebra pieces does your \( x \)-th figure reduce to?
11. Analyze the following extended sequence of tile figures, sketch the $x$th figure and give the symbolic formula for the sequence. Use algebra pieces to find the $x$-intercepts for the function. Show your algebra piece and corresponding symbolic work in a two column table. What are the $y$-intercept and the turning point for this function?

![Sequence of figures](image)

12. Use algebra pieces to factor $y = x^2 + x - 12$. Sketch the pieces and explain each step.

13. Factor each of the following quadratic functions and determine the $x$-intercepts of the function. You may wish to use algebra pieces as you determine the factors, but you do not need to sketch the algebra piece models or the graphs for these questions.

   a. $y = x^2 + 6x + 5$
   b. $y = x^2 - 25$
   c. $y = 2x^2 - 6x - 20$
   d. $y = x^2 + 8x + 16$

14. Use algebra pieces to find where $y = x^2 - 3x - 4$ and $y = -4x - 2$ intersect. Use two column tables to show your algebra piece work and corresponding symbolic work. Sketch both functions and label the key points on each function and the points of intersection that you found.

15. Determine where $y = x^2 - 6x + 5$ and $y = -x^2 + 4x + 5$ intersect. Sketch both functions and label the key points on each function and the points of intersection that you found. Show your work.

16. Give the equation of the quadratic function with $x$-intercepts (-2, 0) and (3, 0) and $y$-intercept (0, 12). Graph the function; label all of the key points and find:

   a. The Turning Point
   b. The Range
   c. The Factored Form (if it exists)
   d. The $y = a(x - h)^2 + k$ Form
17. Determine the equation of Graph A and the equation of Graph B. Describe each graph in terms of shifting \( y = x^2 \). Label all of the key points on each graph.

18. Analyze \( y = -3x^2 - 12x - 9 \) and find each of the following. Graph the function; label all of the key points.
   
   a. \( y \)-intercept
   
   b. \( x \)-intercepts (if they exist)
   
   c. Turning Point
   
   d. Range
   
   e. Factored Form (if it exists)
   
   f. \( y = a(x - h)^2 + k \) Form

19. Find the following products:
   
   a. \((3x^2y + 8xy^3)(-x^2y^2 + 9x)\)
   
   b. \((9 - 5x)(9 + 5x)\)
   
   c. \((7x^2y^3 + 4z)^2\)

20. Completely factor the following polynomials:
   
   a. \(8x^3 - 6x^2 - 20x + 15\)
   
   b. \(x^4 - 16\)
   
   c. \(6x^2 + 29x + 28\)
   
   d. \(45z^2 - 60z + 20\)
21. Using differences; is this number pattern linear or quadratic? Find the function that matches this number pattern. Show your work.

<table>
<thead>
<tr>
<th>x</th>
<th>-3</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>-11</td>
<td>-9</td>
<td>-7</td>
<td>-5</td>
<td>-3</td>
<td>-1</td>
<td>1</td>
</tr>
</tbody>
</table>

22. Using differences; is this number pattern linear or quadratic? Find the function that matches this number pattern. Show your work.

<table>
<thead>
<tr>
<th>x</th>
<th>-3</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>22</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>34</td>
</tr>
</tbody>
</table>

23. Graph \( f(x) = -4x + 3 \) and \( g(x) = 5x - 3 \) on the same grid. Determine where \( f(x) = g(x) \), \( f(x) < g(x) \) and \( f(x) > g(x) \). Show your work and show your solutions graphically.

24. Graph \( f(x) = -x^2 + x + 18 \) and \( g(x) = 5x - 3 \) on the same grid. Determine where \( f(x) = g(x) \), \( f(x) < g(x) \) and \( f(x) > g(x) \). Show your work and show your solutions graphically.

25. Graph \( f(x) = -x^2 + x + 18 \) and \( g(x) = x^2 - x - 6 \) on the same grid. Determine where \( f(x) = g(x) \), \( f(x) < g(x) \) and \( f(x) > g(x) \). Show your work and show your solutions graphically.

26. Create an example of two quadratic functions, \( f(x) \) and \( g(x) \), each of the form \( y = a(x - h)^2 + k \) where \( a < 0 \) for \( f(x) \) and \( a > 0 \) for \( g(x) \) (the \( a \)s are not necessarily the same) where \( f(x) \) and \( g(x) \) have no points of intersection. Sketch \( f(x) \) and \( g(x) \) together and label all key points.

27. Create an example of two quadratic functions, \( f(x) \) and \( g(x) \), each of the form \( y = a(x - h)^2 + k \) where \( a < 0 \) for \( f(x) \) and \( a > 0 \) for \( g(x) \) (the \( a \)s are not necessarily the same) where \( f(x) \) and \( g(x) \) have two points of intersection. Sketch \( f(x) \) and \( g(x) \) together and label all key points. Show your work for finding the points of intersection.

28. Give the factored form of a polynomial function with three \( x \)-intercepts and a range of all real numbers. Sketch the function and label all key points.

29. Give the factored form of a polynomial function with one \( x \)-intercept, a range of \( y \geq 0 \) and a degree greater than 3. Sketch the function and label all key points.

30. Give the factored form of a polynomial function with two local minimums with different \( y \)-values; and three local maximums with different \( y \)-values. Sketch the function and label all key points.

31. Find the \( x \)-intercepts of \( h(x) = 2x^5 + 6x^4 - 10x^3 - 30x^2 + 8x + 24 \) using the CALC menu and factor the function. Graph the function, give the range and label all key points (intercepts, local and absolute minimums and maximums). Show your work.
32. Find the $x$-intercepts of $h(x) = -x^4 + x^3 + 7x^2 - x - 6$ using the CALC menu and factor the function. Graph the function, give the range and label all key points (intercepts, local and absolute minimums and maximums). Show your work.
BACK OF BOOK

APPENDIX A

SELECTED ACTIVITY SOLUTIONS

PRACTICE EXAM SOLUTIONS
## Alternating Sequences Tables

### Patterns for Even Number Inputs

<table>
<thead>
<tr>
<th>Index—Input</th>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>$T = 2n$</td>
<td>$2(n)$</td>
<td>$2(2) = 4$</td>
<td>$2(4) = 8$</td>
<td>$2(6) = 12$</td>
<td>$2(8) = 16$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>$T = 2n + 1$</td>
<td>$2(n) + 1$</td>
<td>$2(2) + 1 = 5$</td>
<td>$2(4) + 1 = 9$</td>
<td>$2(6) + 1 = 13$</td>
<td>$2(8) + 1 = 17$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>$T = 2n - 1$</td>
<td>$2(n) - 1$</td>
<td>$2(2) - 1 = 3$</td>
<td>$2(4) - 1 = 7$</td>
<td>$2(6) - 1 = 11$</td>
<td>$2(8) - 1 = 15$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>$T = \frac{n}{2}$</td>
<td>$\frac{n}{2}$</td>
<td>$\frac{2}{2} = 1$</td>
<td>$\frac{4}{2} = 2$</td>
<td>$\frac{6}{2} = 3$</td>
<td>$\frac{8}{2} = 4$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>$T = \frac{n + 2}{2}$</td>
<td>$\frac{n + 2}{2}$</td>
<td>$\frac{4}{2} = 2$</td>
<td>$\frac{6}{2} = 3$</td>
<td>$\frac{8}{2} = 4$</td>
<td>$\frac{10}{2} = 5$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>$T = \frac{n - 2}{2}$</td>
<td>$\frac{n - 2}{2}$</td>
<td>$\frac{0}{2} = 2$</td>
<td>$\frac{2}{2} = 1$</td>
<td>$\frac{4}{2} = 2$</td>
<td>$\frac{6}{2} = 3$</td>
</tr>
</tbody>
</table>
# Appendix A: Alternating Sequence Tables

## Patterns for Odd Number Inputs

<table>
<thead>
<tr>
<th>Index—Input</th>
<th>n</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T = 2n</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>2(n)</td>
<td>2(1) = 2</td>
<td>2(3) = 6</td>
<td>2(5) = 10</td>
<td>2(7) = 14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th>n</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T = 2n + 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2(n) + 1</td>
<td>2(1) + 1 = 3</td>
<td>2(3) + 1 = 7</td>
<td>2(5) + 1 = 11</td>
<td>2(7) + 1 = 15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th>n</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T = 2n - 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2(n) - 1</td>
<td>2(1) - 1 = 1</td>
<td>2(3) - 1 = 5</td>
<td>2(5) - 1 = 9</td>
<td>2(7) - 1 = 13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th>n</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T = (n + 1) / 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n + 1</td>
<td>1 + 1 = 2</td>
<td>3 + 1 = 4</td>
<td>5 + 1 = 6</td>
<td>7 + 1 = 8</td>
<td></td>
</tr>
<tr>
<td>2(n + 1) / 2</td>
<td>2 / 2 = 1</td>
<td>4 / 2 = 2</td>
<td>6 / 2 = 3</td>
<td>8 / 2 = 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index—Input</th>
<th>n</th>
<th>1</th>
<th>3</th>
<th>5</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total—Output</td>
<td>T = (n - 1) / 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n - 1</td>
<td>1 - 1 = 0</td>
<td>3 - 1 = 2</td>
<td>5 - 1 = 4</td>
<td>7 - 1 = 6</td>
<td></td>
</tr>
<tr>
<td>2(n - 1) / 2</td>
<td>0 / 2 = 0</td>
<td>2 / 2 = 1</td>
<td>4 / 2 = 2</td>
<td>6 / 2 = 3</td>
<td></td>
</tr>
</tbody>
</table>
Activity Set 1.2

3b.

\[
\begin{align*}
RRR + RRRRR & = RRRRRRRRR (-10) \\
\text{\textsuperscript{4}4 & \textsuperscript{6}6} & \text{Sum} \\
\text{Sample Observation: Here you just combine and count all of the red tiles}
\end{align*}
\]

Activity Set 1.3

4. RR Sample Observation: Since the collection for the minuend has fewer tiles than the collection for the subtrahend, you need to add zero pairs to the collection for \textsuperscript{4}4 to proceed.

Activity Set 1.4

1.

a. 15

b. Examples: \(9 + 0 = 9\) The column does not matter, two columns will cancel out.

2. Sample solutions

<table>
<thead>
<tr>
<th>Edge I</th>
<th>Edge II</th>
<th>Array</th>
<th>Net Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>B</td>
<td>R</td>
<td>B</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

5. Sample Observation: For the array to have net value 0, there must be an equal number of black and red tiles.

6. a.

12. Sample Observation: For the array to have net value \(\textsuperscript{6}6\), there must be six red tiles once all of the zero pairs are removed
Activity Set 1.5

1.

a. 6

b. 2 is one factor, +3 is the second factor and the product is 6

c. 2 × 3 = 6

2.

c. Two negative factors, flip rows and edge for 3 and then flip rows and edge for 2; all black

Activity Set 1.6

1.

a. -2

b. +10

c. The net value has to be 5. Since the left edge is red, the top edge must also be red (negative). Since there are 10 tiles and the left edge is 2 tiles tall, the top edge must be 5 tiles long.

d. +10 ÷ 2 = 5 which can also be thought of as \(-2 \frac{5}{10}\), which matches the visual set up of the array.

e. The multiplication sentence would be: 2 × 5 = +10.

f. Multiplication and division are inverse operations. +10 ÷ 2 is 5 since 2 × 5 = +10.
3.  
   a.  

   \[ +3 \]

   \[ +3 \]

   \[ +3 \]

   \[ 0 \]

   \[ 0 \]

   \[ 0 \]

   1. Lay out Edge I  
   2. Fill in the array  
   3. Determine Edge Set II  

   Note: The final array could be Column 1—black and Column 2—red, the result would be the same.

4.  
   a. POSITIVE. In the black and red model, if one edge is black and the array is black, the other edge must also be black (black edge \( \times \) black edge = black array); therefore the quotient must be black and positive.

### Activity Set 2.1

1. Sample Numerical Solution

   \[
   \begin{align*}
   1 + (1 \times 2) &= 3 \\
   1 + (2 \times 2) &= 5 \\
   1 + (3 \times 2) &= 7 \\
   1 + (4 \times 2) &= 9
   \end{align*}
   \]

2. Sample: Words: 1 for first pick + (figure \( \times \) 2 for Vs)

3. 1 for first pick + (5 \( \times \) 2 for Vs) = 1 + 2(5) = 11

4. \[
   \begin{array}{c}
   \triangle \\
   \triangle \\
   \triangle
   \end{array}
   \]

5. Sample: Symbols: \( T = 1 + 2n \)
Activity Set 2.2

1. Sample Solution

<table>
<thead>
<tr>
<th>Odd Words</th>
<th>Even Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure $\times$ 3 for each C + (half of 1 more than the figure for the diagonals) + final 1</td>
<td>Figure $\times$ 3 for each C + (half of figure for the diagonals) + final 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Odd Symbols</th>
<th>Even Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T = (n \times 3) + ((n + 1)/2) + 1 = (7n + 3)/2$</td>
<td>$T = (n \times 3) + (n/2) + 1 = (7n + 2)/2$</td>
</tr>
</tbody>
</table>

2. $T(99) = (7(99) + 3)/2 = (696)/2 = 348$
   
   $T(100) = (702)/2 = 351$

3. $T = 108$
   
   $(7n + 3)/2 = 54; 7n + 3 = 108; 7n = 105; n = 15$
   
   $(7n + 2)/2 = 54; 7n + 2 = 108; 7n = 106; n \not\in \mathbb{N}$

   $T = 120$
   
   $(7n + 3)/2 = 120; 7n + 3 = 240; 7n = 238; n \not\in \mathbb{N}$
   
   $(7n + 2)/2 = 120; 7n + 2 = 240; 7n = 238; n = 34$

Activity Set 2.3

1. Sample Solution

Words: Twice the figure number + 2 tiles for the middle column

Symbols: $T = (2 \times n) + 2 = 2n + 2$
Activity Set 2.4

5. ALGEBRA PIECE WORK with notes | SYMBOLIC WORK
---|---
Set up pieces | Set up equation
3 \times 2n + 10 = 160
Add 10 red tiles to each side | 3 \times 2n + 10 = 160 +10 +10
Simplify | 6n = 150
Divide each side into 6 groups, each group: | \[
\frac{6n}{6} = \frac{150}{6} = 25
\]

6. The (n + 1)st Rectangle is 2 tiles tall and n + 1 tiles wide. It has 2n + 2 tiles.
Activity Set 2.5

1. Sample Solution

   \[
   \begin{align*}
   &\text{Words} \quad 2 \text{ columns of 1 more than the} \quad \text{figure in red, 1 column of one} \quad \text{figure in black and} \quad 2 \text{ red} \\
   (-2 \times 2) + 2 - &\quad (-3 \times 2) + 3 - \quad (-4 \times 2) + 4 - \quad (-4 \times 2) + 4 - \quad \text{Symbols } C(n) = -2(n + 1) + n - 2 \\
   2 = -4 &\quad 2 = -5 &\quad 2 = -6 &\quad 2 = -7
   \end{align*}
   \]

2. 2 red columns, each 101 tiles tall, 1 black column, 101 tiles tall followed by 2 red tiles. \( L(100) = -103 \).

3. 

4. \( n = 800 \). 2 columns, each with 801 red tiles followed by 1 column with 801 black tiles followed by 2 red tiles for a total of 1604 red tiles and 801 black tiles. \( C(800) = -803 \).

5. \( n = -2402 \). 2 columns, each with 2403 red tiles followed by 1 column with 2403 black tiles followed by 2 red tiles for a total of 4808 red tiles and 2403 black tiles.

Activity Set 2.6

1. Sample Solution

   \[
   \begin{align*}
   &\text{Words} \quad \text{Twice the figure + 2 reds} \\
   (-2 \times 2) - 2 &\quad (-1 \times 2) - 2 &\quad (0 \times 2) - 2 &\quad (1 \times 2) - 2 &\quad (2 \times 2) - 2 &\quad \text{Symbolic: } A(n) = 2n - 2 \\
   = -6 &\quad = -4 &\quad = -2 &\quad = 0 &\quad = 4
   \end{align*}
   \]
Activity Set 3.1

2.

a.

\[ x = -1.5 \quad x = 2.5 \]

b.

<table>
<thead>
<tr>
<th>( x )</th>
<th>-3</th>
<th>-2.2</th>
<th>-2</th>
<th>-1.5</th>
<th>-1</th>
<th>-.5</th>
<th>0</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
<th>( x + 1 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y = f(x) )</td>
<td>-2</td>
<td>-1.2</td>
<td>-1</td>
<td>-.5</td>
<td>0</td>
<td>.5</td>
<td>1</td>
<td>2</td>
<td>2.5</td>
<td>4</td>
<td>3.5</td>
<td>4</td>
<td>( x + 1 )</td>
</tr>
</tbody>
</table>

c. Range = \( \mathbb{R} \). See Example 1 in the Introduction
d. The function continues infinitely up and infinitely down, visually showing $-\infty < y < \infty$

8.

a. |
--- |
\[ x \]  | -2.5 | -2  | -1  | 0   | .5   | 1   | 2   | \( x \leq 0 \) | \( x \geq 0 \) | \( x \) |
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
y = h(x) | 3.5 | 3   | 2   | 1   | 1.4  | 2   | 3   | -x + 1 | x + 1 | |x| + 1 |

b. 1 \leq y < \infty

Number Line Inequality

c. Activity Set 3.2

1. a. Sample Feature: The difference between the net values of consecutive tile figures is not constant

b. Looping will vary; \( x \)th figure: \( f(x) = x^2 + 2 \)
c. The 10th \( y = f(x) \) figure will be a 100 by 100 square of black tiles followed by a column of 2 black tiles. \( f(100) = 10002 \)

d. \( x = \pm 50 \)

e.

d. 

<table>
<thead>
<tr>
<th>( x )</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y = f(x) )</td>
<td>6</td>
<td>4.25</td>
<td>3</td>
<td>2.25</td>
<td>2</td>
</tr>
<tr>
<td>( x^2 + 2 )</td>
<td>2</td>
<td>2.07</td>
<td>2.25</td>
<td>3</td>
<td>4.25</td>
</tr>
</tbody>
</table>

f. 

g. The function goes up from 2 on the left where \( x \leq 0 \) and also goes up from 0 on the right where \( x \geq 0 \). The function graph is always above or at the same level as \( y = 2 \).

h. Because the graph is symmetric about the \( y \)-axis, if \( f(a) = 2502 \), then so does \(-a\). There are two \( x \) values for each output \( y > 2 \). In general \( f(-a) = f(a) \) on this graph.

i. \( (0, 2) \) The \( y \) value of the turning point is the smallest value in the range of the function.
Selected Activity Set Solutions

i. Turning point is (-.5, -.25), range is \( y \geq -.25 \). Range is \( y \geq y \) value of turning point.

j. \( g(x) < 0 \) when \(-1 < x < 0\) and there are no tile figures for this portion of the domain.

k. (0, 0)

l. (-1, 0) and (0, 0)

Activity Set 3.3

1.

d. \( y = f(x) = (x-4)(x+3) \)

e. \( (x-4) = 0; x = 4 \) or \( (x+3) = 0; x = -3 \). (4, 0) and (-3, 0)

f. Halfway between the \( x \)-intercepts; (.5, -12.25)

3.

a. \( g(x) = -3x^2 - 3x + 6 \)

Add three zero pairs of white and opposite white \( x \)-strips to make a rectangle
Selected Activity Set Solutions

b.  

<table>
<thead>
<tr>
<th>y-intercept</th>
<th>x-intercepts</th>
<th>Turning Point</th>
<th>Range</th>
<th>Factored Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0, 6)</td>
<td>(1, 0) and (-2, 0)</td>
<td>(-.5, 6.75)</td>
<td>(y \leq 6.75)</td>
<td>(y = -3(x-1)(x+2))</td>
</tr>
</tbody>
</table>

c.

![Graph](image)

Activity Set 3.5

3.  

a. \(y = x^2 + 2\) is \(y = x^2\) vertically shifted 2 up.

b. \(y = x^2 - 2\) is \(y = x^2\) vertically shifted 2 down.

c. \(y = x^2 + c\) is \(y = x^2\) vertically shifted \(c\) up if \(c > 0\) and \(|c|\) down if \(c < 0\).

d. TP: (0, \(c\)), range: \(y \geq c\)

e. (0, \(c\))

f. If \(c > 0\) there are no x-intercepts. If \(c < 0\), the x-intercepts are \((\sqrt{|c|}, 0)\) and \((-\sqrt{|c|}, 0)\)

4.  

a. \(y = (x + 2)^2\) is \(y = x^2\) horizontally shifted 2 left.

b. \(y = (x - 2)^2\) is \(y = x^2\) horizontally shifted 2 right.

c. \(y = (x - h)^2\) is \(y = x^2\) horizontally shifted \(h\) right if \(h > 0\) and horizontally shifted \(|h|\) left if \(h < 0\).

d. TP: \((h, 0)\), range: \(y \geq 0\)

e. \((0, h^2)\)
f. There is just one: \((h, 0)\)

5.

a. \(y = 2x^2\) is \(y = x^2\) stretched thinner.

b. \(y = -2x^2\) is \(y = x^2\) stretched thinner and flipped upside down.

c. \(y = ax^2\) is \(y = x^2\) stretched thinner if \(a > 1\) and stretched fatter if \(0 < a < 1\). It is also flipped upside down if \(a < 0\).

d. TP: \((0, 0)\), range: \(y \geq 0\)

e. \((0, 0)\)

f. There is just one: \((0, 0)\)

Activity Set 3.6

1.

a. Points of Intersections

<table>
<thead>
<tr>
<th>(f(x) = -3)</th>
<th>(g(x) = -3)</th>
<th>(f(x) = g(x))</th>
</tr>
</thead>
<tbody>
<tr>
<td>(-\frac{7}{3}, -3)</td>
<td>. . . . . . .</td>
<td>((1, 1))</td>
</tr>
</tbody>
</table>

b. \(f(x) < -3\) when: \(x < -\frac{7}{3}\) \hspace{1cm} \(f(x) > -3\) when: \(x < -\frac{7}{3}\)

c. \(g(x) < -3\) when: \(x < -1\) \hspace{1cm} \(g(x) > -3\) when: \(x > -1\)

d. \(f(x) < g(x)\) when: \(x > 1\) \hspace{1cm} \(f(x) > g(x)\) when: \(x < 1\)
Activity Set 3.7

1. a. 
   
<table>
<thead>
<tr>
<th>$x$</th>
<th>-2</th>
<th>-1.5</th>
<th>-1</th>
<th>-0.5</th>
<th>0</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$y = x^3$</td>
<td>-8</td>
<td>-3.375</td>
<td>-1</td>
<td>-0.124</td>
<td>0</td>
<td>1</td>
<td>3.375</td>
<td>8</td>
<td>15.625</td>
</tr>
</tbody>
</table>

b. All real numbers

c. 

![Graph](image)

d. The graph continues up to the right and down to the left.

e. $f(0) = 0$

f. (0, 0)

g. No

h. No
SOLUTIONS—Chapter 1 Practice Exam

1. | Collection | Total # of tiles | # Black Tiles | # Red Tiles | Net Value |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>+2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposite Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles</th>
<th>(Opposite) Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>5</td>
<td>7</td>
<td>+2</td>
</tr>
</tbody>
</table>

2. No such collection exists; 6 black tiles in the original collection and 3 black tiles in the opposite collection means 3 red tiles and 6 black tiles in the original collection which has net value +3 and opposite net value -3, not opposite net value +2.

3. | Collection | Total # of tiles | # Black Tiles | # Red Tiles | Net Value |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td>7</td>
<td>12</td>
<td>-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposite Collection</th>
<th>Total # of tiles</th>
<th># Black Tiles</th>
<th># Red Tiles</th>
<th>(Opposite) Net Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td>12</td>
<td>7</td>
<td>-5</td>
</tr>
</tbody>
</table>

4. No such collection exists; the absolute value of the net value cannot exceed the total number of tiles.

5. a. To reduce a collection to a minimal collection, you must remove an even number of tiles. An even number – an even number = even number, not an odd number. Such a collection cannot exist.

   b. Similarly, an odd number – an even number = an odd number, not an even number. Such a collection cannot exist.

6. +5; combine and count the two addends of all black tiles.

7. +1, combine the two addends, remove the zero pair and count the remaining collection of tiles.

8. +5; combine and count the two addends of all red tiles.

9. Think of matching 400 red tiles to 400 black tiles. This is equivalent to taking 400 black tiles away from the original 1000 tiles.

10. Sample solution: Count the number of tiles in the usual way; $1400 + 2345 = 3845$. Since the 3845 tiles are red, the sum is negative.

11. -3; add in at least 3 zero pairs, remove 4 black tiles, determine net value of final collection.

12. +5; add in at least 4 zero pairs, remove 4 red tiles, determine net value of final collection.

13. -5; add in at least 4 zero pairs, remove 4 black tiles, determine net value of final collection.
14. $^+3$; add in at least 4 zero pairs, remove 4 red tiles, determine net value of final collection.

15. Sample solution: $^+2 - ^-6 = ?$ can be converted to $2 + 6 = ?$ because, to take away 6 red tiles, you add in 6 zero pairs and take away the 6 red tiles. This is equivalent to just adding in the 6 black tiles ($2 + 6$). However $^+2 - ^-6 = ?$ cannot be converted to $2 + 6 = ?$ as you must add in at least 4 zero pairs to take out 6 black tiles. This leaves 4 red tiles, not 8 black tiles which is the correct sum of $2 + 6$.

16. a. The minimal arrays with this net value are: $^+1 \times ^-4$, $^-1 \times ^+4$, and $^+2 \times ^-2$.

b. The minimal arrays with this net value are: $^+1 \times ^-5$ and $^-1 \times ^+5$.

c. The minimal arrays with this net value are: $^+1 \times ^-16$, $^-1 \times ^+16$, $^+2 \times ^-8$, $^-2 \times ^+8$ and $^+4 \times ^-4$.

d. There are infinitely many nonempty arrays with net value 0; at least one edge set must have net value 0 (half black and half red edge pieces) and the resulting array will also have half black and half red tiles. Any such nonempty array will not be minimal as it will have matching zero pair rows or columns. There is only one minimal array with net value zero: The Empty Array.

17. Since the edge net value is a factor of the net value of the array, the net value of the array will be a multiple of $^-3$. It can be $0 \times ^-3$, $\pm1 \times ^-3$, $\pm2 \times ^-3$, etc. The net value of the array can be: $0 \pm3$, $\pm6$, etc.

18. Since one factor of the array is 0, the net value of the array must be 0. the array will have half black and half red tiles.

19. Yes, if Edge Set II is also all red.

20. No, the array will have net value 0 which is neither negative nor positive.

21.

1. Lay out and label all black edges
2. Fill in all black tiles
3. Use the array to determine the final product: $^+4 \times ^+6 = ^+24$
22. 

1. Lay out and label all black edges
2. Fill in all black tiles
3. Flip column and edge pieces for -6
4. Use the array to determine the final product: \(+4 \times -6 = -24\)

23. 

1. Lay out and label all black edges
2. Fill in all black tiles
3. Flip column and edge pieces for -6
4. Flip row and edge pieces for -4
5. Use the array to determine the final product: \(-4 \times -6 = +24\)

Note the order of the last two steps does not matter.

24. 

1. Lay out and label black edge for +4 and an equal number of black and red edge pieces for 0.
2. Fill in matching tiles
3. Use the array to determine the final product: \(+4 \times 0 = 0\)

Note: There are many such arrays, this is just one example
25. Sample solution: If 0 is a factor but the other factor is nonzero, then one edge set is half black and half red tiles and the other edge set can be reduced to all black or all red. Thus, the array will be half red and half black and the product will be 0. If two edges (two factors) are both 0, both will be half black and half red. Since black \( \times \) black = black, black \( \times \) red = red, red \( \times \) black = red and red \( \times \) red = red, the array again will be half black and half red and have net value (the product) 0.

26.

1. Lay out Edge I  
2. Fill in the array  
3. Determine Edge Set II

\[ \begin{align*} 
12 + 6 &= 2 \\
12 &+ 6 \\
12 &+ 6 \\
\end{align*} \]

27.

1. Lay out Edge I  
2. Fill in the array  
3. Determine Edge Set II

\[ \begin{align*} 
12 - 6 &= -2 \\
12 &- 6 \\
12 &- 6 \\
\end{align*} \]

28.

1. Lay out Edge I  
2. Fill in the array  
3. Determine Edge Set II

\[ \begin{align*} 
-12 + 6 &= -2 \\
-12 &+ 6 \\
-12 &+ 6 \\
\end{align*} \]
29. This is not possible. If the first edge is 0 and non minimal, it is half black and half red. If you lay in 12 black tiles in the array, no second edge makes sense as illustrated here:

```
[Diagram of an array with black and red tiles]
```

30. 0 can be a dividend or a quotient as shown in this division sentence: $0 \div \text{any nonzero divisor} = 0$. 0 can never be a divisor; you cannot make an array that represents: a nonzero dividend $\div 0 = \?$. and you can make infinitely many arrays that show $0 \div \? = \?$; the last division question does not have a unique solution.
1. Looping and words will vary. Symbolic equations should reduce to $T = 6n + 1$.

2. Figures alternate even / odd
   
   \[ n \text{ even}: \text{Looping and words will vary, } T = 3n + 1 + 5 \left( \frac{n}{2} \right) \]
   
   \[ n \text{ odd}: \text{Looping and words will vary, } T = 3n + 1 + 2 \left( \frac{n+1}{2} \right) + 3 \left( \frac{n-1}{2} \right) \]

3. 
   a. 413 
   b. 419 
   c. 424

4. 
   a. Figure 366 
   b. Figure 367 
   c. Figure 370

5. Looping and words will vary. $T = 5n + 1$

6. 
   a. 376 
   b. 381 
   c. 386

7. 
   a. Figure 400 
   b. Figure 404 
   c. Figure 407

8. Looping and words will vary. $T = 2n + 3$.

9. The 100th figure will an L shape with 1 black tile in the corner, 100 black tiles in a row to the right of that, 100 black tiles above that and 2 more black tiles above the first 2 of the horizontal tiles. There will be 203 tiles total.
10. The 1000 figure which will be an L shape with 1 black tile in the corner, 1000 black tiles in a row to the right of that, 1000 black tiles above that and 2 more black tiles above the first 2 of the horizontal tiles.

11. L shape with 1 black tile in the corner, \( n \) black tiles in a row to the right of that, \( n \) black tiles above that and 2 more black tiles above the first 2 of the horizontal tiles.

12. 
   a. 
   \[
   \begin{array}{cccccc}
   n & 1 & 2 & 3 & 4 & 5 & 6 & n \\
   T & 5 & 7 & 9 & 11 & 13 & 15 & 2n + 3
   \end{array}
   \]
   
   b. and c. The ordered pair is (10, 23)
13. The 21st figure.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>SYMBOLIC WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up pieces</td>
<td>Set up equation</td>
</tr>
<tr>
<td><img src="image1.png" alt="Diagram" /></td>
<td>$3(2n + 3) + 6 = 141$</td>
</tr>
</tbody>
</table>

Add 15 red tiles to each side

Set up equation

$3(2n + 3) + 6 = 141$

$6n + 9 + 6 = 141$

$+\ 15 +\ 15$

Simplify

$141 +$

$6n = 126$

Divide each side into 6 groups, each group:

$6n = \frac{126}{6} = 21$

14.

15. The 43rd and 44th figures.

<table>
<thead>
<tr>
<th>ALGEBRA PIECE WORK with notes</th>
<th>SYMBOLIC WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up pieces</td>
<td>Set up equation</td>
</tr>
<tr>
<td><img src="image2.png" alt="Diagram" /></td>
<td>$2n + 3 + 2(n + 1) + 3 = 180$</td>
</tr>
</tbody>
</table>

Add 8 red tiles to each side

$2n + 3 + 2(n + 1) + 3 = 180$
Simplify

\[
\begin{align*}
-8 & + 8 \quad 180 + 8 \quad 180 \\
172 & \div 4 = 43 \\
4n & = 172 \\
\frac{4n}{4} & = \frac{172}{4} = 43
\end{align*}
\]

16. Figures will vary but should have 10, 15, 20 and 25 black tiles for \( n = 1, 2, 3 \) and 4 respectively. The \( n \)th figure should have 5 black \( n \)-strips and 5 black tiles.

17.

a. 

<table>
<thead>
<tr>
<th>( n )</th>
<th>( 1 )</th>
<th>( 2 )</th>
<th>( 3 )</th>
<th>( 4 )</th>
<th>( 5 )</th>
<th>( 6 )</th>
<th>( n )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( T )</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>( 5n + 5 )</td>
</tr>
</tbody>
</table>

b. and c. The ordered pair is (10, 55)

18. \(-n - 3 - (n + 3) - 3 = -109; n = 50. \) The 50th and 53rd figures.

19. \( 5(-n - 3) - (-100) = 0; n = 17. \) The 17th figure.

20. \( 4n - 6 + 4(n + 5) - 6 = 336; n = 41 \) The 41st and 46th figures.
21. There are a total of $4n + 8$ tiles in each figure. $4n + 8 + 4(n + 1) + 8 = 204; n = 23$. The 23rd figure has $23 + 24 + 23 + 23 = 93$ black tiles and 7 red tiles as shown here:

The 24th figure has $24 + 25 + 24 + 24 = 96$ black tiles and 7 red tiles.

22. $3(-4(n - 1)) + 96 = 96; n = 1$; which is a valid solution.
$3(-4(n - 1)) + 96 = -96; n = 17$; which is a valid solution.

23. For $n$ even $A(n) = 2n + 4$, for $n$ odd $A(n) = -2n + 4$

a. For $n$ even  

b. 

24. $3(-2n + 4) + 15 = 15, n = -2$, not valid since -2 is even
$3(-2n + 4) + 15 = -15, n = 7$, valid since 7 is odd

$3(2n + 4) + 15 = 15, n = -2$, valid since -2 is even
$3(2n + 4) + 15 = -15, n = 7, n$ is not even, not valid

25.

<table>
<thead>
<tr>
<th>$n$</th>
<th>-3</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$S(n)$</td>
<td>-4</td>
<td>-2</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>$2n + 2$</td>
</tr>
</tbody>
</table>
26. For $S(n)$, the $n$-intercept is (-1, 0) and the $T$-intercept is (0, 2).
   For $T(n)$, the $n$-intercept is (4, 0) and the $T$-intercept is (0, -4).

27. $S(n)$ and $T(n)$ intersect at (-6, -10).

28. Answers below
   a. $\frac{236}{19} \approx 12.421$
   b. $\frac{1300}{67} \approx -19.403$
29. Answers below
   a. \[ y - 3 = \frac{1}{5}(x - 1) + \]
   b. \[ y = \frac{1}{5}(x + 5) + 1 = \frac{1}{5}x + \frac{5}{5}x + 2 \]
   c. \[ y = -5(x + 5) + 1 = -5x - 24 \]

30. Answers below
   a. \[ x = -4 \]
   b. \[ x = -5 \]
   c. \[ y = 1 \]
1. \( f(x) = |2x + 1| \)

| -1.5 | 2.5 |

2. Range: \( y \geq -3 \)

\( g(x) = 2|x| - 3 \)

3. One solution: \((2, 0)\) is the top of a “v” point. \( y = -|x - 2| \).
Split: \( y = x - 2, x \leq 2 \) and \( y = -x + 2, x \geq 2 \)

Second solution: \((0, -2)\) is the bottom of a “v” point. \( y = |x| - 2 \).
Split: \( y = -x - 2, x \leq 0 \) and \( y = x - 2, x \geq 0 \)
4. 

\[ y = 4|x - 2| + 1 \]

- a. Range: \( y \geq 1 \) (2, 1) is the lowest point on the graph.
- b. (0, 9)
- c. There are none

5. \( y = -5x + 19, x \leq 2 \) and \( y = 5x - 1, x > 2 \)

6. There are many parabolas that satisfy these conditions. The \( x \)-value for the turning point will always be 1, but the \( y \)-value for the turning point can change. Here are two examples, but the general form is \( y = a(x - 2)(x - 4) \) where \( a \) is any real number.

\[ y = (x - 2)(x - 4), \text{ TP (3, 1)} \]

\[ y = -(x - 2)(x - 4), \text{ TP (3, -1)} \]

7. \( y = 3x(x + 1) \), figure rotated 90° left.
8. \[ y = -(x - 3)(x + 2) = -x^2 + x + 6 \]. Range: \( y \leq 6.25 \)

9. There are many solutions. Here are three possibilities.
   
   a. \[ y = -(x + 1)(x - 3) \]
   
   b. \[ y = (x + 2)^2 + 2 \]
   
   c. \[ y = (x - 2)^2 + 3 \]

10. Solutions will vary but a) and b) should look like rectangular figures with dimensions \( y = (x + 3)(x - 1) \). c) The minimal collection is \( x^2 + 2x - 3 \), one black \( x \)-square, 2 white \( x \)-strips and 3 red tiles.

11. \( x \)-intercepts (-1, 0) and (3, 0). \( x \)-intercept (0, -3), turning point (-2, 1)
12. Start with the algebra pieces representing 
\[ y = x^2 + x - 12 \]

Since an array of 12 red tiles can be \(1 \times 12, 2 \times 6\) or \(3 \times 4\) (in size), compare this to the number of \(x\)-strips. Since there is only 1 \(x\)-strip, we can add zero pairs to form a collection with 4 \(x\)-strips and 3 opposite \(x\)-strip (but not 1 and 12 or 2 and 6). Add 3 zero pairs of \(x\)-strips and opposite \(x\)-strips.

Rearrange all of the pieces into a rectangular array

Form and measure edge sets
\[ x^2 + x - 12 = (x - 3)(x + 4) \]

13.

a. \[ y = (x + 5)(x + 1) \]

b. \[ y = (x + 5)(x - 5) \]

c. \[ y = 2(x - 5)(x + 3) \]

d. \[ y = (x + 4)(x + 4) \]

14. Symbolic work for points of intersection: 
\[ x^2 - 3x - 4 = -4x - 2 \implies x^2 + x - 2 = 0 \implies (x + 2)(x - 1) = 0, \ x = -2, x = 1 \]
15. Symbolic work for points of intersection: \( x^2 - 6x + 5 = -x^2 + 4x + 5 \) \( \Rightarrow \) \( 2x^2 - 10x = 0 \)
\( \Rightarrow \) \( 2x(x - 5) = 0 \), \( x = 0, x = 5 \)

![Graph showing points of intersection](image)

16.
   a. Turning Point: \( \left( \frac{1}{2}, 12.5 \right) \)
   
   b. Range, \( y \leq 12.5 \)
   
   c. \( y = -2(x + 2)(x - 3) \)
   
   d. \( y = -2(x - \frac{1}{2})^2 + 12.5 \)

17. Graph A is \( y = -(x + 2)^2 + 3 = -x^2 - 4x - 1 \). Using the quadratic formula, the \( x \)-intercepts are: \( (-3.7, 0) \) and \( (-.27, 0) \). This is \( y = x^2 \) shifted left 2, flipped upside down and then shifted up 3 (or flipped upside down, then left 2 and up 3)

Graph B is \( y = -[(x + 2)^2 + 3] = -x^2 - 4x - 7 \). There are no \( x \)-intercepts. This is \( y = x^2 \) shifted left 2, up 3 and then the whole thing is reflected across the \( x \)-axis.

![Graphs A and B](image)

18. a. \( (0, -9) \)  
   b. \( (-3, 0) \) and \( (-1, 0) \)  
   c. \( (-2, 3) \)  
   d. \( y \leq 3 \)  
   e. \( y = -(x + 3)(x + 1) \)  
   f. \( y = -3(x + 2)^2 + 3 \)
19.  
   a.  
   \[-3x^7y^3 + 27x^3y - 8x^6y^5 + 72x^2y^3\]  
   b.  
   \[81 - 25x^2\]  
   c.  
   \[49x^4y^6 + 56x^2y^3z + 16z^2\]  

20.  
   a.  
   \[(2x^2 - 5)(4x - 3)\]  
   b.  
   \[(x - 2)(x + 2)(x^2 + 4)\]  
   c.  
   \[(3x + 4)(2x + 7)\]  
   d.  
   \[5(3z - 2)^2\]  

21. Linear,  
   \[y = 2x - 5\]  

22. Quadratic, 2nd difference is 6 = 2a. c is given,  
   \[c = 1.\]  
   \[y = 3x^2 + 2x + 1\]  

23. \[f(x) = g(x)\] at (2/3, 1/3). \[f(x) < g(x)\] when \[x < 2/3\] and \[f(x) > g(x)\] \[x > 2/3\].

24. \[f(x) = g(x)\] at (-7, -38) and (3, 12), \[f(x) < g(x)\] when \[x < -7\] or \[x > 3\] and \[f(x) > g(x)\] when \[-7 < x < 3\].
25. \( f(x) = g(x) \) at \((-3, 6)\) and \((4, 6)\), \( f(x) < g(x) \) when \( x < -3 \) or \( x > 4 \) and \( f(x) > g(x) \) when \(-3 < x < 4\).

26. Answers will vary but will have this type of form

27. Answers will vary but will have this type of form.

28. \( f(x) = (x-1)(x+2)(x-3) \)

29. \( g(x) = 3(x+5)^4 \)

30. \( h(x) = (x-1)(x-2)(x-3)(x-4)(x-5)(x-6) \)
31. \( x = -3, -2, -1, 1, 2 \) and \( h(x) = 2(x + 3)(x + 2)(x + 1)(x - 1)(x - 2) \) with range all real numbers.
32. \( x = -2, -1, 1, 3 \) and \( h(x) = -(x + 2)(x + 1)(x - 1)(x - 3) \) with range \( y \leq 12.94953 \)
Visual Algebra for College Students

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Many of the ideas in this book were inspired by the ideas set forth in the original
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The original Math in the Mind’s Eye units that included these ideas are:

“Modeling Integers,” Albert Bennett, Eugene Maier and Ted Nelson
“Picturing Algebra,” Michael Arcidiocano and Eugene Maier
“Graphing Algebraic Relationships,” Eugene Maier and Michael Shaughnessey
“Modeling Real and Complex Numbers,” Eugene Maier and Ted Nelson
“Sketching Solutions to Algebraic Equations,” Eugene Maier