Math 13800   Assignment Sheet   Spring 2010

Text: <u>Reconceptualizing Mathematics Parts II and IV</u> Preliminary Edition by Sowder, Sowder, and Nickerson, W.H. Freeman, 2007
Materials needed: graph paper, ruler, compass, protractor

Lesson	Section	Page	Problems
1	12.1	p 266	1cd, 2 (write one situation where both quantities go up; another situation where one quantity goes up as the second quantity goes down), 3bcd(give examples)
2	12.2	p 270	2, 3b(create a table of data)cd, 5(use up to 8 people), 7(data table first)
3	12.3	p 275	1, 4, 5, 6, 7

No class on Monday, January 18th (MLK Day) or Wednesday, January 20th.

4	13.1	p 286	2 (Label the five parts of the graph A, B, C, D, E. Label the five parts of your story and the five parts of your new graph with the same letters.), 3, 6 (hours and minutes), 7ab
5	13.3	p 293	2 (Use negative speeds.), 5, 6bd, 7b, 8c, 9ab
6	13.4	p 298	1ab (Copy graph and explain.), 3, 4ab, 6, 7, 9
7	14.1	p 312	2ab, 4ab, 7, 9, 10, 14

Note: Please buy or print off graph paper. Using tick marks on notebook paper is not acceptable. Bring some to class and also use it for your homework. Bring a ruler to class.

8	14.2	p 321	1*, 3,8* *Make graphs large enough to fill one side of a page of graph paper.
9	14.3	p 326	1, 2, 4a*, 5, 9, 12* *Use an entire side of graph paper for each.
10	14.4/14.5	p 332	1ace, 2ad, 3bc, 4bceh, 5cd (Use a ruler to make an accurate drawing.)
		p 337	3bc, 4be

Exam 1 Monday, February 8th at 6:30 PM in WTHR 200

11	15.1	p 346	1defgh(Write a function rule for each of these), 2a, 3a, 4g*h, 5* *Before doing each problem, make a table.
12	15.2/15.3	p 358	1c, 2bc (Make a table first.), 3, alternate 3: Machine 1 (double input), Machine 2 (subtract 3 then square that)
		p 360	Test item 2 (Draw pictures.), 4, 5
13	27.1	p 630	Discussion 3 #1,2 (Suppose . . ., What fraction . . .); #2, 4, 5, 6(Assume 1 red, 1 blue, 1 green), 7
14	27.2	p 639	3, 4, 5, 6, 7, 8, 9bd, 13abdf, 15ab, 21a, 23a
15	27.3	p 647	2 (Make a set of cards – not a spinner. How many cards do you need? Make a neat list of the entire sample space for two draws. Answer all questions.), 7(Make a table – list the colors on the left and make four columns: theoretical results; experimental results for 100 spins; 1000 spins; 10000 spins.)
16	28.1	p 658	2, 3, 7, 9, 10
17	28.2	p 663	2, 4, 6, 8, 10
18	28.3	p 668	3, 6abcd, 7, 8, 10

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19	28.4	p 675	2 (Begin with a list of the entire sample space.), 4, 6, 7, 9 (Assume only two cab companies exist and make a contingency table.), 11
20	29.1/2	p 685	2, 3
		p 691	3, 4, 5, 6, 8, 9
21	29.3	p 695	1 (Explain each method.), 2, 3, 4(Use excel. Use RANDBETWEEN function.), 5 For all but #4, assume or actually use the TRSD.
			Please print off and bring with you the In-Class Survey for Lesson 22.

Exam 2 Thursday, March 11th at 6:30 PM in WTHR 200

22	29.4	p 698	1, 2, 3 NOTE: Please bring a COMPASS, a PROTRACTOR, and GRAPH PAPER with you to the next class. *Please do not assume that the person who sits near you should do this for you. Be responsible for your own materials.*
23	30.1	p 710	2a(Show arithmetic with % to the nearest tenth and angle to the nearest degree.), b*,3*(*Use an entire side of graph paper),4 and 5- print out from *excel*, 6, 7, 8bc
24	30.2	p 717	2a, 3, 4 (For part b, use interval widths of 5 tenths, starting with 0.6-1.0; 1.1-1.5; 1.6-2.0; etc.), 6 (Make a histogram by hand. Use:0-9; 10-19; etc.)
25	30.3	p 725	3, 4, 5abcde (Make up a data set when possible.), 6, 9, 10a
	Note:	*Please bring a calculator to class from now on.*	
26	30.4	p 733	1, 2, 3, 5, 9, 11, 13, 15, 16
27	30.5	p 740	1(Show how to do the work by hand.), 2, 5, 8a(subtract 5)b(divide by 5) Show how to do standard deviation by hand for: 2, 3, 7, 9, 10, 11
28	30.6	p 750	1ab, 2, 3, 5, 6a (Make a line plot first.)
	Note:	*Please print off the group quiz project (2 pages) from the web site.*	
29	30.6	p 751	4, 8, 9, 10, 11, 13, 14, 16
	30.7	p 756	1, 2
30	31.1	p 768	2, 3ab (Make a 3x5 table first.), 4, 5b, 7, 8, 10

Exam 3 Monday, April 12th at 6:30 PM in WTHR 200 – Bring a calculator.

31	31.2	p 770	1, 2abcd, 3, 5abc
	31.3	p 780	Find the median height for 5th graders and for basketball players.
32	32.1	p 791	1, 2, 3, 5, 6, 7, 11
33	32.2	p 797	1, 2, 4, 5
34	33.1	p 804	1, 2 (Look at the chart you made on p 665.), 3, 4, 5, 6
35	33.2	p 812	1, 2, 4ab, 5ab, 6b, 9, 10

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