# 

Math IA Final Review

#### **MATERIALS for each PAIR**

- one mini whiteboard
- one whiteboard marker
- one paper towel

#### INSTRUCTIONS

- 1) Ms. Lee picks a student randomly.
- 2) Selected student chooses a question.
- 3) Pair discusses question and writes <u>FINAL</u> <u>WORK & SOLUTION</u> on whiteboard.
- 4) When Ms. Lee calls "TIME," all pairs raise their whiteboards.
- 5) Pairs with the correct answer earn points.
- 6) All students jot down any necessary notes in their Math Comp Book.

#### HOW TO <u>NOT</u> LOSE POINTS...

- Follow instructions!
- Ask for hints <u>ONLY</u> when your pair absolutely needs one. Hints cost \$50.
- Use the whiteboards and markers only for the game and nothing else.
  Follow your partner roles.

#### **PARTNER ROLES**

- Writer: Writes on the whiteboard.
- Resource Manager: Looks through the Math Comp Book for assistance. Uses the calculator when needed.
- You and are your partner must take turns alternating the two roles.

#### **JEOPARDY BOARD**

Function Families	Linear Inequalities	Linear Functions	Linear Graphs	Sequences
<b>\$100</b>	\$100	<b>\$100</b>	\$100	\$100
<b>\$200</b>	<b>\$200</b>	<b>\$200</b>	<b>\$200</b>	<b>\$200</b>
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	<b>\$400</b>	\$400
\$500	\$500	\$500	\$500	\$500

# What is the difference between a **discrete** and a **continuous** graph?



Discrete graphs are made up of isolated points

Continuous graphs are made up of infinitely many points that are connected by a line



Does this graph represent a function or a non-function? How do you know?



Click to see answer 🌔

# The graph represents a **function**. Every input (x) has a unique output (y).



# How are **linear** functions and **linear absolute value** functions <u>similar</u>? How are they <u>different</u>?



Linear	Linear Absolute Value
straight lines	straight lines
increase/decreases over entire domain	absolute minimum / maximum



How are **exponential** functions and **quadratic** functions <u>similar</u>? How are they <u>different</u>?



Exponential	Quadratic
curved lines	curved lines
increase/decreases over entire domain	absolute minimum / maximum



# To which **function family** does each equation belong?

a. 
$$f(x) = 3^{x} - 2$$
  
b.  $f(x) = 3x - 2$   
c.  $f(x) = 3x^{2} - 2$   
d.  $f(x) = |3x| - 2$ 



a.  $f(x) = 3^{x} - 2$  exponential b. f(x) = 3x - 2 linear c.  $f(x) = 3x^{2} - 2$  quadratic d. f(x) = |3x| - 2 linear abs value

![](_page_15_Picture_2.jpeg)

# Solve and graph 14 ≥ 9 - x

![](_page_16_Picture_2.jpeg)

![](_page_17_Figure_1.jpeg)

![](_page_17_Picture_2.jpeg)

What is the difference between the solution sets of x > 3 and x < -2 and  $x \ge 3 \text{ or } x < -2 ?$ 

![](_page_18_Picture_2.jpeg)

# x > 3 and x < -2 no solution</pre>

# x > 3 or x < -2 disjunction

![](_page_19_Picture_3.jpeg)

### Solve and graph -6 < 3x < 24

![](_page_20_Picture_2.jpeg)

![](_page_21_Figure_1.jpeg)

![](_page_21_Picture_2.jpeg)

### Solve and graph x + 2 < 3 and -2x < 4

![](_page_22_Picture_2.jpeg)

#### 

![](_page_23_Picture_2.jpeg)

# Solve and graph - <sup>3</sup>⁄<sub>4</sub> x < 6

![](_page_24_Picture_2.jpeg)

![](_page_25_Figure_1.jpeg)

![](_page_25_Picture_2.jpeg)

# What is the difference between slope and unit rate of change?

![](_page_26_Picture_2.jpeg)

#### slope: rate of change unit rate of change: rate of change per unit

![](_page_27_Picture_2.jpeg)

ASB is selling VISA sweaters for \$25 each. Write an equation to determine the amount of money ASB earns from its sweatshirt sales.

![](_page_28_Picture_2.jpeg)

y = 25x

![](_page_29_Picture_2.jpeg)

# What is the value of f(x) = 7.45x + 33.7 at x = -4.3?

![](_page_30_Picture_2.jpeg)

f(-4.3) = 1.665

![](_page_31_Picture_2.jpeg)

Determine the unit rate of change between (-5,8) and (15, -4)

![](_page_32_Picture_2.jpeg)

-0.6

![](_page_33_Picture_2.jpeg)

#### Describe the **behavior** for each function?

a. f(x) = -5
b. f(x) = 5x
c. f(x) = -5x
d. f(x) = 5

constant increasing decreasing

Click to see answe

![](_page_34_Picture_4.jpeg)

a. f(x) = -5
b. f(x) = 5x
c. f(x) = -5x
d. f(x) = 5

constant increasing decreasing constant

![](_page_35_Picture_3.jpeg)

# Find the x-intercept of 2x - 5y = 10

![](_page_36_Picture_2.jpeg)

(5, 0)

![](_page_37_Picture_2.jpeg)

# Find the y-intercept of 2x - 5y = 10

![](_page_38_Picture_2.jpeg)

(0, -2)

![](_page_39_Picture_2.jpeg)

# Identify the slope and y-intercept of y = 3x - 5

![](_page_40_Picture_2.jpeg)

# slope = 3 y-intercept = (0, -5)

![](_page_41_Picture_2.jpeg)

# Graph $y = -\frac{2}{3}x + 10$

![](_page_42_Picture_2.jpeg)

![](_page_43_Figure_1.jpeg)

Click to return to Jeopardy Board

# Graph 2x - 3y = 18

![](_page_44_Picture_2.jpeg)

![](_page_45_Figure_1.jpeg)

Click to return to Jeopardy Board

![](_page_45_Picture_3.jpeg)

# TRUE or FALSE: You can write the formula of a geometric sequence using DIVISION.

![](_page_46_Picture_2.jpeg)

#### FALSE...

# dividing a # ---multiplying by the #'s reciprocal

![](_page_47_Picture_3.jpeg)

# Write the explicit & recursive formula for the sequence -7, -4, -1, 2, ...

![](_page_48_Picture_2.jpeg)

![](_page_49_Picture_0.jpeg)

### explicit: $a_n = -7 + 3(n-1)$ recursive: $a_n = a_{n-1} + 3$

![](_page_49_Picture_2.jpeg)

![](_page_50_Picture_0.jpeg)

# Find the 37th term of the sequence $a_n = 4 - 5(n-1)$

![](_page_50_Picture_2.jpeg)

#### $a_{37} = -176$

![](_page_51_Picture_2.jpeg)

![](_page_52_Picture_0.jpeg)

# Graph the sequence represented by $g_n = -2 \cdot 3^{(n-1)}$

![](_page_52_Picture_2.jpeg)

![](_page_53_Picture_0.jpeg)

![](_page_53_Figure_1.jpeg)

# $g_n = -2 \cdot 3^{(n-1)}$

![](_page_53_Picture_3.jpeg)

# Write the explicit & recursive formula for the sequence 64, 32, 16, 8, 4...

![](_page_54_Picture_2.jpeg)

![](_page_55_Picture_0.jpeg)

# explicit: $g_n = 64 \cdot \frac{1}{2} (n-1)$ recursive: $g_n = g_{n-1} \cdot \frac{1}{2}$

![](_page_55_Picture_2.jpeg)