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answers to investigation 4 exploring
Answers | Investigation 4 Applications 1.
a. $-12 + (4 \cdot 9) = -7$
 $-12 + 5 = -7$ [$-12 + (4 \cdot 9) = -7$]
 $-16 + 9 = -7$ (14b. $(-20) \cdot 8 = -14$
 $-6 \cdot 8 = -14$ (20) $8 = 2$ 14- 12 = 2 These do not result in the same answer because subtraction is not associative (Associative Property does not hold), while addition is associative. [14c. $+(-20) \cdot 8 = -14$
 $-6 + (-8) = -14$ Answers | Investigation 4

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Exploring Slope Connections ...

Answers | Investigation 4 52. ~2,000
~1,500 ~1,000 ~500 0 San Francisco Salt
Lake City Cheyenne Omaha Chicago
Cleveland New York 500 1,000 1,500
Extensions 53. -23 7 -45 54. $-23 + 107$
 -45 55. -23 107 -45 56. $-23 \# 107 -45 \#$
57. $-23 \# (10)6 -45 \# 58. a + c7 b 59. a -$
 $c7 b 60. a \# c7 b \#$ if is positive $a \# c6 b$
if is negative $a \# c = b$ if 0 ...

Answers | Investigation 4

Answers | Investigation 4 21. $y_1 = 2(x - 1)$ is similar to the relationship of the number of cubes painted on two faces because they are both linear. $y_2 = (x - 1)^3$ is similar to the relationship of the number of cubes painted on 0 faces or total cubes because they are both cubic. $y_3 = 4(x - 1)^2$ is similar to the relationship

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24. B 25. $= 49$. Because 6 and 7. $62 = 36$ and 72 39 is between 36 and 49, 39

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is between 6 and 7. $26. = 576$ and 2524 and $25. 242 2 = 625$. Because 600 is between 576 and 625, The volume of the cylinder is

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Thinking With Mathematical Models: Homework Examples from ACE Investigation 1: Exploring Data Patterns, ACE #1 Investigation 2: Linear Models and Equations, ACE #4 Investigation 3: Inverse Variation, ACE #9 Investigation 4: Variability and Associations in Numerical Data, ACE #5 Investigation 5:

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Variability and Associations in
Categorical Data, ACE #16 Investigation
1: Exploring Data Patterns ...

(Get Answer) - Thinking With Mathematical Models: Homework ...

ACE ANSWERS 4 Investigation 4
Exploring Slope 115 7cmp06te_MS4.qxd
2/13/06 6:57 PM Page 115. 13. a. Slope
=1 b. The slope is the change in the y
values compared to the change in the x
values between two points in the
table. As the x values go up by 1, the y
values go up by 1. So the slope is 1:1 or
1.

7cmp06te MS4.qxd 2/13/06 6:57 PM Page 115 Answers

Investigation 4: Exploring Slope:
Connecting Rates and Ratios ACE #15 In
parts (a) and (b), the equations
represent linear relationships. Use the
given information to find the value of b.
a. The point (1, 5) lies on the line
representing $y = b - 3.5x$. b. The point
(0, -2) lies on the line representing $y = 5$

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x - b. c.

Moving Straight Ahead: Homework Examples from ACE

Chapter 4: Earth's Structure and Motion . How Do We Know about Layers Deep within Earth? Keycode: ES0402 . What Time Is It? Keycode: ES0405. Chapter 5: Atoms to Minerals . How Many Protons, Neutrons, and Electrons Are in Common Elements? Keycode: ES0501 . How Do Crystals Grow? Keycode: ES0506.

Exploring Earth Investigations - ClassZone

6.4 Exploring Inverse Functions Question to Investigate: How are a function and its inverse related? Explore: Find the inverse of $f(x) = x - 3$. 2. STEPS: 1. Choose Graph Functions: values of x and find the corresponding values of $f(x)$. Make a table, plot the points, and then draw the line that passes through them. 2. Interchange Coordinates:

Algebra 2 Notes Name 6.4 Exploring

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Inverse Functions

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Answers | Investigation 2 from the graph, so some inaccuracy is Note: To graph these equations on a graphing calculator, you could use the following window: $X_{min}=0$, $X_{max}=100$, $Y_{min}=0$, and $Y_{max}=350$ with the X and Y scl=1 and Xres=1. 5. a. \$35 is the initial charge for skating.

Answers | Investigation 2

Launch: Using the Getting Ready section, students will understand that they can sketch many lines that have a slope of 3 and that they are all parallel to each other. Ask students for observations on the set of lines in Question A. Exploration: Working in pairs, students will complete the exploration (handout 4.3). As you

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circulate, encourage students to look for patterns and make conjectures.

Lesson: Exploring Patterns With Lines (Problem 4.3)

Exploring Linear Functions With Graphs and Tables In the last investigation, you examined relationships that were linear functions. For example, the distance a person walks at a constant rate is a function of ... Write a question you could answer by locating this point. D. 1.

Exploring Linear Functions With Graphs and Tables

Investigation 4 Exploring Slope 75 4.3
Problem 4.3 Exploring Patterns With Lines Your understanding of linear relationships can be used to explore some ideas about groups of lines. The slope of a line is 3. • Sketch a line with this slope. • Can you sketch a different line with this slope? Explain. Exploring Patterns With Lines

Exploring Slope

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their answers to questions #3. Call on some students to share with the class. #4, 5 Pair Share : Have students turn and share with their partners what variables they manipulated and what they noticed. True/False, Circle Correct Answer: Assess student learning based on student answers. Some

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