Aug 22, 2022

Day 1

We did the flag hoist activity to get students to understand the concept of a function. That is, being a relationship between two input and output such that *for each input, there is only one output.* There is potential confusion that should be clarified upon recap, that this is **not** equivalent to*: For each output there is one input*. This concept can be visualized with the graph and mapping diagram.

I introduced 3 ways to represent a function: table, graph, and diagram.

I might have f’d up. There 4 ways are: table, graph, words, equations.

For Day 2:

I need to correct this in the next class by saying:

I *represented* this *concept* (of a function) using a **graph** and a **diagram.**

Script:

The idea of the previous class was that a function is a relationship between input and output subject to one constraint. [Each input goes to only one output][Write: fancy words=each input uniquely determines on output].

We captured this idea with the graph and diagram. <draw diagram and graphs on functions and non-functions>

*Not to be confused with each output has only one input*. *We don’t care what happens at the output. The definition only focuses on the input.*

We’re going to put the diagram representations away as move forward into concrete problems.

Representations we’ll be working with are **graphs, equations, words, and tables.**

<Draw>

|  |  |  |
| --- | --- | --- |
| Words (e.g. situation, scenario) |  | graph |
|  |  |  |
| equation |  | table |

Use “representing function” sheet. The arrows in the commutative diagram tells us we can go from any representation to any other.

#1) graph to words

Verbage. “a function of”. There’s a relationship. To the left is input, to the right is output. [see if they’re paying attention]

I write the different notations for this. C = i(t), c(t), c is ioft

#2a) words to table, table to graph

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Cory | Fatima | Lucky Andy |
| 0 | 1000 | 0 | 1500 |
| 1 | 1080 | 150 | 1541 |
| 2 | 1160 | 300 | 1582 |
| 3 | 1240 | 450 | 1623 |
| 4 | 1320 | 600 | 1664 |
| 5 | 1400 | 750 | 1705 |
| 6 | 1480 | 900 | 1746 |
| 7 | 1560 | 1050 | 1787 |
| 8 | 1640 | 1200 | 1828 |
| 9 | 1720 | 1350 | 1869 |

#2b) Write equation. Which route was taken?

Day 2: August 24, 2022

Today went well I think because the script I made flowed and took up all of the class time. We because exploring the different representations of functions.