



### Math Objectives

- Students will test whether the graph of a given rational function crosses its horizontal asymptote.
- Students will examine the relationship among the coefficients of the polynomials in the numerator and denominator of various rational functions whose graph does or does not cross its asymptote.
- Students will use appropriate tools strategically (CCSS Mathematics Practice).
- Students will look for and make use of structure (CCSS Mathematics Practice).

### Vocabulary

- rational function
- horizontal asymptote
- vertex

### About the Lesson

- This lesson involves the graph of a rational function of the form  $r(x) = \frac{p(x)}{q(x)}$ .
- Note: Some portions of the activity require CAS functionality – TI-Nspire CAS Required.
- As a result, students will:
  - Discover conditions under which the graph of  $y=r(x)$  does or does not cross its horizontal asymptote. The functions  $p(x)$  and  $q(x)$  are assumed to be linear or quadratic polynomials.
- Manipulate graphs of rational functions and their asymptotes to determine whether they intersect.
- Make conjectures about the relationship between the coefficients of the polynomials in the numerator and denominator of a rational function whose graph does or does not cross its horizontal asymptote.

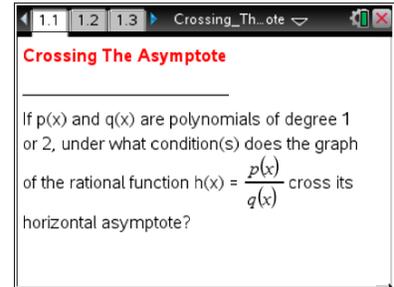


### TI-Nspire™ Navigator™ System

- Send out the *Crossing\_The\_Asymptote.tns* file.
- Monitor student progress using Class Capture.
- Use Live Presenter to spotlight student answers.

### Activity Materials

- Compatible TI Technologies: TI-Nspire™ CX Handhelds, TI-Nspire™ Apps for iPad®, TI-Nspire™ Software



### Tech Tips:

- This activity includes screen captures taken from the TI-Nspire CX handheld. It is also appropriate for use with the TI-Nspire family of products including TI-Nspire software and TI-Nspire App. Slight variations to these directions may be required if using other technologies besides the handheld.
- Watch for additional Tech Tips throughout the activity for the specific technology you are using.
- Access free tutorials at <http://education.ti.com/calculators/pd/US/Online-Learning/Tutorials>

### Lesson Materials:

#### Student Activity

- Crossing\_The\_Asymptote\_Student.pdf
- Crossing\_The\_Asymptote\_Student.doc

#### TI-Nspire document

- Crossing\_The\_Asymptote.tns



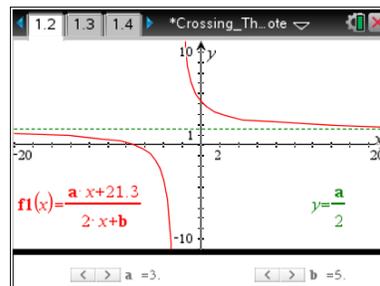
### Discussion Points and Possible Answers

Move to page 1.2.

1. Consider an example where when both  $p(x)$  and  $q(x)$  are

linear:

$$p(x) = a \cdot x + 21.3, \quad q(x) = 2 \cdot x + b \text{ where } a \neq 0.$$



Set the value of the slider **b** to -6. Then scroll through the values of slider **a** from -6 to 6, and make a note of the cases when the graph of  $y = f1(x)$  crosses its asymptote  $y = f2(x)$ . Ignore  $a = 0$  since we are only considering values of  $a \neq 0$ . Set **b** to -5, and scroll through the values of **a** noting any cases where the graph crosses its asymptote. Repeat this process for values of **b** from -6 to 6. What pairs of values (if any) for **a** and **b** did you note?

**Answer:** There are no pairs of values  $(a,b)$ . The graph of such a rational function never crosses its horizontal asymptote.



**Tech Tip:** If a student is unsure whether a graph of a given rational function crosses its horizontal asymptote, suggest that they zoom-in on the graph  $k$  times, check whether the graphs intersect, and then press “undo”  $k$  times to return to the original graph.



**Tech Tip:** Zoom out on the iPad app by pinching. Do the reverse to zoom in.

Move to page 1.3.

2. In general, make a conjecture about the sets of values (if any) of  $\{c, d, e, f\}$  where the graph of the rational function

$$f3(x) = \frac{c \cdot x + d}{e \cdot x + f} \text{ crosses its horizontal asymptote}$$

$$f4(x) = \frac{c}{e}. \text{ [Assume } c \neq 0, e \neq 0, \text{ and } e \cdot x + f \text{ is not a}$$

multiple of  $c \cdot x + d$ .] Type your conjecture in the indicated space of Page 1.3.

**Sample Answers:** The graph of such a rational function never crosses its horizontal asymptote.



**Teacher Tip:** Ask students about the reasoning they used to reach their conjecture.

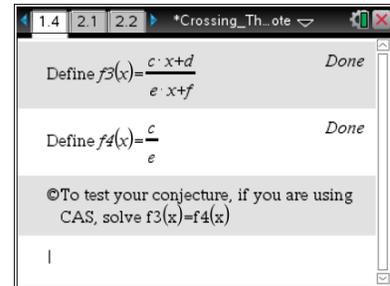


**TI-Nspire Navigator Opportunity: Quick Poll**

See Note 1 at the end of this lesson.

**Move to page 1.4.**

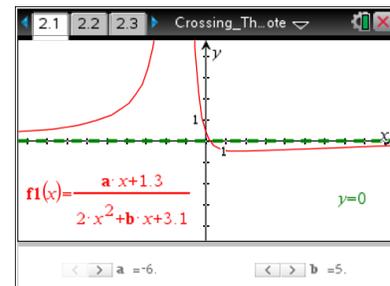
- Test your conjecture. The functions  $f3(x)$  and  $f4(x)$  have been defined. Enter  $\text{solve}(f3(x) = f4(x), x)$ . Does this result validate your conjecture? Why or why not? If your conjecture was not correct, revise it so the resulting statement is correct.



**Answer:** “ $\text{solve}(f3(x) = f4(x), x)$ ” gives the response “*false*” meaning this equation never has a solution so the graph of the rational function of this type never crosses its horizontal asymptote. Students can verify this claim algebraically by showing the equation  $\frac{c \cdot x + d}{e \cdot x + f} = \frac{c}{e}$  is a contradiction since  $de \neq fc$  [ $e \cdot x + f$  is not a multiple of  $c \cdot x + d$  is an assumption].

**Move to page 2.1.**

- Consider an example where when  $p(x)$  is linear and  $q(x)$  is quadratic:  
 $p(x) = a \cdot x + 1.3$ ;  $q(x) = 2 \cdot x^2 + b \cdot x + 3.1$  where  $a \neq 0$ .



Set the value of the slider **b** to -6. Then scroll through the values of slider **a** from -6 to 6, and make a note of the cases when the graph of  $y = f1(x)$  crosses its asymptote,  $y = f2(x)$ . Ignore  $a = 0$  since we are only considering values of  $a \neq 0$ . Then set **b** to -5, and scroll through the values of noting any cases where the graph crosses its asymptote. Repeat this process for values of **b** from -6 to 6. Describe the pairs of values of **a** and **b** that you noted.

**Answer:** All pairs of values (a,b) work. The graph of such a rational function always crosses its horizontal asymptote,  $y = 0$ , at the point whose x-coordinate is the root of the linear polynomial in the numerator of the rational function.



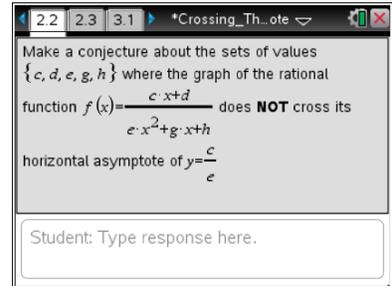
Move to page 2.2.

5. In general, make a conjecture about the sets of values  $\{c, d, e, g, h\}$  where the graph of the rational function

$$f_3(x) = \frac{c \cdot x + d}{e \cdot x^2 + g \cdot x + h}$$

does **not** cross its horizontal asymptote  $f_4(x) = 0$ . [Assume  $c \neq 0$ ,  $e \neq 0$ , and  $e \cdot x^2 + g \cdot x + h$  is not a multiple of  $c \cdot x + d$ ]

Type your conjecture in the indicated space on Page 2.2.



**Sample Answers:** There are no sets of values. The graph of such a rational function always crosses its horizontal asymptote,  $y = 0$ , at the point whose x-coordinate is the root of the linear polynomial in the numerator of the rational function.

**Teacher Tip:** Ask students about the reasoning they used to reach their conjecture.

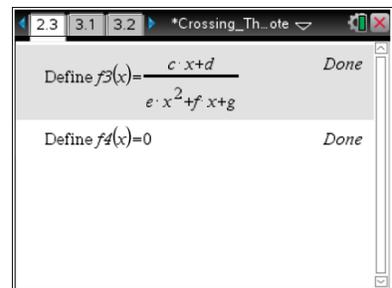


**TI-Nspire Navigator Opportunity: Quick Poll**

See Note 2 at the end of this lesson.

Move to page 2.3.

6. Test your conjecture. The functions  $f_3(x)$  and  $f_4(x)$  have been defined. Enter  $\text{solve}(f_3(x) = f_4(x), x)$ . Does this result validate your conjecture? Why or why not? If your conjecture was not correct, revise it so the resulting statement is correct.



**Answer:** “ $\text{solve}(f_3(x) = f_4(x), x)$ ” gives the response “ $x = \frac{-d}{c}$ ” meaning that the graph of such a rational function always crosses its horizontal asymptote,  $y = 0$ , at the point whose x-coordinate is the root of the linear polynomial in the numerator of the rational function.

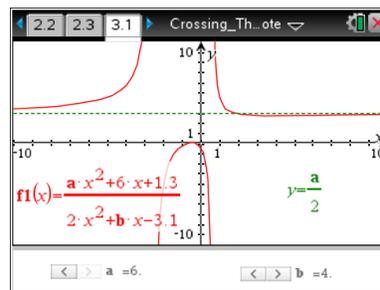


Move to page 3.1.

7. Consider an example where when both  $p(x)$  and  $q(x)$  are quadratic:

$$p(x) = a \cdot x^2 + 6 \cdot x + 1.3; \quad q(x) = 2 \cdot x^2 + b \cdot x - 3.1$$

where  $a \neq 0$ .



- a. Set the value of the slider  $b$  to -6. Then scroll through the values of slider  $a$  from -6 to 6, and enter the value of  $a$  (if one exists) when the graph of  $y = f1(x)$  does **not** cross its asymptote,  $y = f2(x)$ , in the table. Ignore  $a = 0$  since we are only considering values of  $a \neq 0$ . Then set  $b$  to -5, and scroll through the values of  $a$ . Repeat this process for values of  $b$  from -6 to 6.

Hint: For a given value of  $b$ , there is at most one value of  $a$  for which the graph does not cross its asymptote.

**Answer:**

b	-6	-5	-4	-3	-2	-1	1	2	3	4	5	6
a	-2		-3	-4	-6	*	*	6	4	3		2

- b. The boxes below -1 and 1 are blank. If the values of the sliders for  $a$  and  $b$  were not limited, what values would go in each of these two boxes?

**Answer:** These two entries would be -12 and 12.

- c. Make a conjecture about the relationship between  $a$  and  $b$  that is true for the rational functions in this set whose graph does **not** cross its horizontal asymptote.

**Answer:**  $a \cdot b = 12$

Move to page 3.2.

8. In general, make a conjecture about the relationship between  $\{c, d, g, h\}$  where the graph of the rational function

$$f3(x) = \frac{c \cdot x^2 + d \cdot x + e}{g \cdot x^2 + h \cdot x + k} \text{ does not cross its horizontal}$$

asymptote  $f4(x) = \frac{c}{g}$ . [Assume  $c \neq 0, g \neq 0$  and



$g \cdot x^2 + h \cdot x + k$  and  $c \cdot x^2 + d \cdot x + e$  do not have a common linear factor.] .

**Sample Answers:** The graph does **not** cross its horizontal asymptote **when**  $c \cdot h = d \cdot g$ . This condition is a generalization of  $a \cdot b = 12$  from Question 7.

**Teacher Tip:** Ask students about the reasoning they used to reach their conjecture.

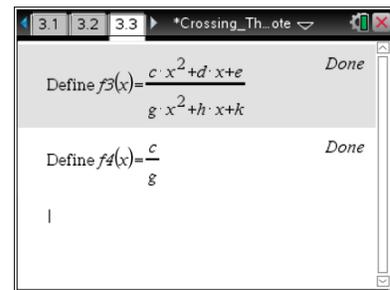


**TI-Nspire Navigator Opportunity: Quick Poll**

See Note 3 at the end of this lesson.

Move to page 3.3.

9. Test your conjecture. The functions  $f3(x)$  and  $f4(x)$  have been defined. Enter  $solve(f3(x) = f4(x), x)$ . Does this result validate your conjecture? Why or why not? If your conjecture was not correct, revise it so the resulting statement is correct.



**Answer:** “ $solve(f3(x) = f4(x), x)$ ” gives

$$x = \frac{-(ck - eg)}{ch - dg} \text{ or } g \neq 0$$

meaning the equation does not

have a solution, or, equivalently, the graph of such a rational function does not cross its horizontal asymptote if  $c \cdot h - d \cdot g = 0$  or  $c \cdot h = d \cdot g$ . This condition is the generalization of the condition  $a \cdot b = 2 \cdot 6 = 12$  from Question 8. The restriction  $g \neq 0$  was an assumption.

## Wrap Up

Upon completion of the discussion, the teacher should ensure that students are able to understand:

- The graph of a rational function may cross its horizontal asymptote and this phenomenon occurs more often than most people think.



## Assessment

- Students could consider the extension of this question and determine which rational functions have graphs that cross their oblique asymptote if  $\deg p(x) = \deg q(x) + 1$ .
- Students could consider the extension of this question about which rational functions with  $\deg p(x) = \deg q(x) = 3$  have graphs that are tangent to their horizontal asymptote.



## TI-Nspire Navigator

### Note 1

#### Question 2, Name of Feature: Quick Poll

Send the question on page 1.3 as a Quick Poll to share students' conjectures and generate class discussion about which ones are correct. Do this before students check their answer.

### Note 2

#### Question 5, Name of Feature: Quick Poll

Use a Quick Poll for page 2.2 to share students' conjectures and generate class discussion about which ones are correct.

### Note 3

#### Question 8, Name of Feature: Quick Poll

Use a Quick Poll for page 3.2 to share students' conjectures and generate class discussion about which ones are correct.



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