

# “For the Love of Math”

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**T<sup>3</sup>IC Session: Feb 20 (1:45 - 2:45 CST)**

## Integrating Your Emulator Software Into Distance Learning

This session will use emulator software for TI-84 Plus CE and TI-Nspire™ CX II graphing calculators to show how screen capture examples can be animated and give the TI experience to students without access to a handheld. We will then show how to embed the screen capture/animations into Google products, and more, in order to bring your lessons to life in a different way than simply screen recording your software. This will allow for a more interactive experience for your students.

**Technology:** TI-84 Plus CE graphing calculator, TI-Nspire™ CX II graphing calculator

# TI Webinar - For the Love of Math

Made with a curious mind

NORMAL FLOAT AUTO REAL DEGREE MP

0 0

Add comment

11 12 'energyskat...[]

Best of Physics Activities for the Fall...  
Posted 10/09/2020 by Erick Archer T...  
ti

0 0

Add comment

## What's wrong with my code?

The code is on the left.  
The display on the right.

Why is the last line not showing up? Take your best guess, what are your thoughts?

LEFT (coding language)      RIGHT (program display)

```
PROGRAM:LOVE
:Disp "THE LOVE OF MATH"
:Disp "CODING FUN"
:Disp "ENGAGEMENT"
```

```
PROGRAM:LOVE
:Disp "THE LOVE OF MATH"
:Disp "CODING FUN"
```

0 0

Add comment

## Comparing Boxplots

Make one statement about the data display below.

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Add comment

## Comparing Boxplots

Make one statement about the data display below.

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Plot1:L1

## Parameter Discussion

How does "a" change the graph?

6.57

$f(x) = a(x-h)^2 + k$

$a = 4$

$h = 1$

## Series A

Make a statement about the sequence that generates the blue or the orange series.

- OR -

Make a statement comparing the blue series to the orange.

- OR -

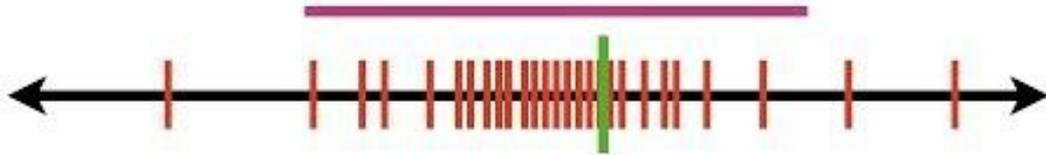
## Nspire Keyboard shortcuts

### TI Nspire Font Keyboard Shortcuts

TI Nspire CK Keys	TI Nspire Font	TI Nspire CK Keys	TI Nspire Font	TI Nspire CK Keys	TI Nspire Font
1	1	011145	011145	Ph	h
2	2	6799+	6799+	K	k
3	3			L	l
4	4			M	m
5	5			N	n
6	6			O	o
7	7			P	p

**CLASS WILL START SOON...**

## Confidence Intervals...



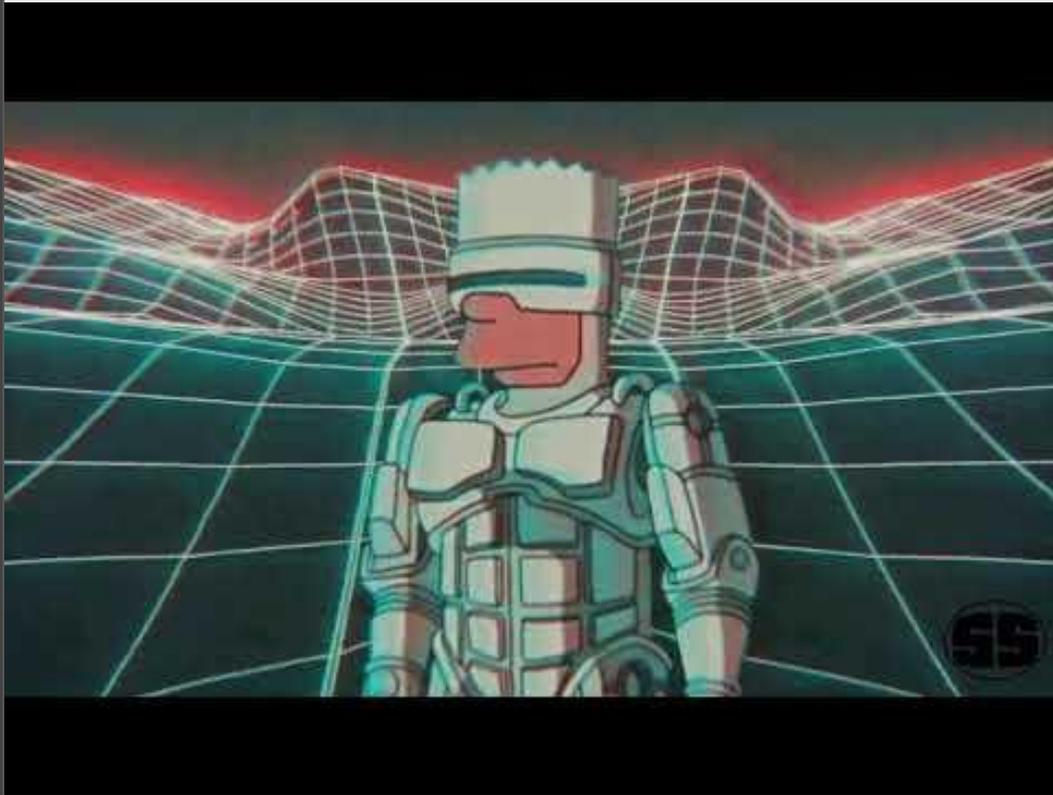
**...Clearly Explained!!!**

Today's waiting video:  
Confidence interval

### **MEETING INFORMATION**

- ★ First 10 minutes of period-get ready and enjoy waiting video
- ★ Synchronous time begins 10 minutes into the period.





StatQuest with Josh ...



Teach Me Animate...



DoodleChaos



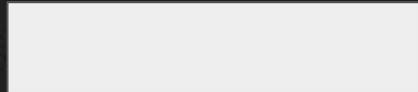
365 Data Science



Simple Learning Pro



Professor Dave Ex...



Mashup Math

Feb 02: How do you react when you hear someone sneeze or cough these days?



People don't even say "bless you" anymore. They just look at you like this...



Jan 28- How accurate does this feel or seem?



1st day back to school after lockdown





# Edpuzzle - 🍏 #008 Edpuzzle - OR - Quadratic Practice Worksheet 🍏



Randi Munch • Jan 26

5 points

Due Jan 27

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## INSTRUCTIONS

There are TWO options for this assignment, you only need to complete ONE of the options. If you do not read the instructions and submit BOTH, only the Edpuzzle will be graded.

Option 1 - "I still need more help with factoring"

Edpuzzle: Complete the Edpuzzle linked. When you have finished the video the score will automatically import to Google Classroom after I grade it. If you are unhappy with your score, add a comment that you would like me to RESET the Edpuzzle.

Option 2 - "I feel comfortable with factoring and can practice on my own"

Kami: Open the assignment using the Kami App (which should be an approved Google Extension). Complete the assignment making sure to read the instructions regarding which tools to use. When you are finished... **Turn in**



Instructions:

- ★ Your submission will be a photo (more details below)
- ★ Choose 2 of the 4 options below.
- ★ Complete the following
  1. Write your option choice
  2. Show all work for using either Angle Sum or Angle Difference Identity
  3. Box/circle your answer

 [Notes Page for Guidance](#)

 [Video Help 1\)Sum Identity 2\) Difference Identity](#)

<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>	<u>Option 4</u>
$\cos(-15)$	$\sin(15)$	$\cos(165)$	$\sin(105)$

## Reflection

In at least two sentences, reflect on the lesson today.

Include ONE thing you learned, and one thing you would like clarified in the next lesson.

## Lesson Wrap-Up

Did you like the structure of the activity?



How did you feel about today's topic?



Today's goals were...

- 1) know a **crossing** point
- 2) know a **bouncing** point
- 3) recognize the **arm behavior**
- 4) match the **graph**

Do you think you achieved any of these goals?