

WorkSHEET 9.1 Sequences and series

Name: _____

- 1** Determine the first 3 terms of the sequence
 $t_n = 2n - 6$, $n \in \{1, 2, 3, \dots\}$.

$$t_1 = 2 \times 1 - 6 = -4$$

$$t_2 = 2 \times 2 - 6 = -2$$

$$t_3 = 2 \times 3 - 6 = 0$$

The first 3 terms are -4 , -2 , and 0 .

3

- 2** Show that the sequence
 $t_n: \{-0.9, -0.7, -0.5, \dots\}$ is an arithmetic sequence.

$$t_2 - t_1 = -0.7 - (-0.9) = 0.2$$

$$t_3 - t_2 = -0.5 - (-0.7) = 0.2$$

\therefore Common difference $= 0.2$

Thus, it is an arithmetic sequence.

2

- 3** Find the rule for the arithmetic sequence
 $t_n: \{\frac{1}{8}, \frac{3}{8}, \frac{5}{8}, \dots\}$.

$$a = \frac{1}{8}, d = \frac{2}{8} = \frac{1}{4}$$

$$t_n = \frac{1}{8} + (n - 1) \times \frac{1}{4}$$

$$t_n = \frac{1}{8} + \frac{n}{4} - \frac{1}{4}$$

$$t_n = -\frac{1}{8} + \frac{n}{4}$$

This is the required rule.

3

- 4** Find the 10th term of the arithmetic sequence
 $t_n: \{-10, -6, -2, \dots\}$.

$$a = -10, d = 4$$

$$t_{10} = -10 + (10 - 1) \times 4$$

$$t_{10} = -10 + 9 \times 4$$

$$t_{10} = 26$$

The 10th term is 26.

3

- 5** The 3 consecutive terms of an arithmetic sequence are 3.6, y , 8.2. Find the value of y .

$$y = \frac{(3.6 + 8.2)}{2}$$

$$y = 5.9$$

2

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Seeing Through Arithmetic, 1956 **American Arithmetic** Clifford Brewster Upton, 1960 Working with Numbers, 1954 *Encyclopedia of School Psychology* Steven W. Lee, 2005-04-27 The Encyclopedia of School Psychology is the first comprehensive guide to this field featuring the latest research on school learning motivation and educational assessment Approximately 250 entries by 175 contributing authors from psychology education and counseling child development and special education address student success behavior disorders intelligence testing learning disabilities strategies to improve academic skills and more Key Features Entries avoid jargon and technical detail in order to be accessible to a broad audience including university professors of school psychology college students elementary and high school teachers and administrators school psychologists and parents Some entries will include embedded timelines to highlight the history and development of the field which will be further highlighted by biographies of key pioneering researchers Entries on controversial topics e g I Q and intelligence testing will include Point Counterpoint boxes highlighting differing sides to issues that aren't necessarily clear cut Appendices will guide readers to additional resources and will also include comparative statistical tables presenting information about student achievement learning disorders intelligence scales and commonly administered standardized tests **Analysis of Arithmetic for Mathematics Teaching** Gaea Leinhardt, Ralph Putnam, Rosemary A. Hattrup, 2020-11-25 This volume emerges from a partnership between the American Federation of Teachers and the Learning Research and Development Center at the University of Pittsburgh The partnership brought together researchers and expert teachers for intensive dialogue sessions focusing on what each community knows about effective mathematical learning and instruction The chapters deal with the research on and conceptual analysis of specific arithmetic topics addition subtraction multiplication division decimals and fractions or with overarching themes that pervade the early curriculum and constitute the links with the more advanced topics of mathematics intuition number sense and estimation Serving as a link between the communities of cognitive researchers and mathematics educators the book capitalizes on the recent research successes of cognitive science and reviews the literature of the math education community as well Making Sure of Arithmetic, 1955 **Teaching Arithmetic We Need** Guy Thomas Buswell, 1955 Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics Marie-Pascale Noël, Giannis Karagiannakis, 2022-03-28 Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics provides an essential bridge between scientific research and practical interventions with children It unpacks what we know about the possible cognitive causation of mathematical difficulties in order to improve teaching and therefore learning Each chapter considers a specific domain of children's numerical development counting and the understanding of numbers understanding of the base 10 system arithmetic word problem solving and understanding rational numbers The accessible guidance includes a literature review on each topic surveying how each process develops in children the difficulties encountered at

that level by some pupils and the intervention studies that have been published It guides the reader step by step through practical guidelines of how to assess these processes and how to build an intervention to help children master them Illustrated throughout with examples of materials used in the effective interventions described this essential guide offers deep understanding and effective strategies for developmental and educational psychologists special educational needs and or disabilities coordinators and teachers working with children experiencing mathematical difficulties Arithmetic We Need Guy Thomas Buswell,1959 **Growth in Arithmetic** John Roscoe Clark,1952 Seeing Through Arithmetic Maurice Leslie Hartung,1955 *Arithmetic for Young America* John Roscoe Clark,Ruth I. Baldwin,Caroline Hatton Clark,Monica M. Hoyer,1944 Math Advantage, Grade 8 Grace M. Burton,Harcourt Brace,1998-05-22 **The Arithmetic Teacher** ,1969 **A Tentative Course of Study in Arithmetic, Grades 1 to 8 Inclusive** Idaho. State Superintendent of Public Instruction,1940 *Elementary School Curriculum Guide III for Arithmetic (grades I to VIII)*. Saskatchewan. Department of Education,1957 **Christian Home Educators' Curriculum Manual** Cathy Duffy,2000 Reviews goal setting what to teach learning styles how to teach planning and record keeping resource addresses Cover **Teachers' Guide, Upper Elementary Arithmetic** Cleveland. Public Schools,1954 **A Guide for Individualizing Investigating School Mathematics** ,1973 **Miss Moore** Georgiana Marion Craik,1874

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