

A1

Why did the first student end up with a false statement?

A1

What is the problem with the student's approach in number 2?

A1

What could the student have done differently in the second problem?

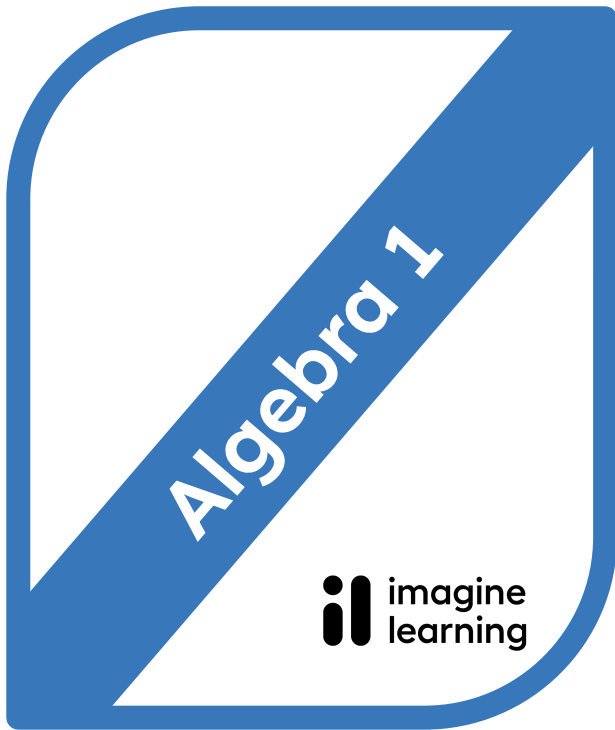
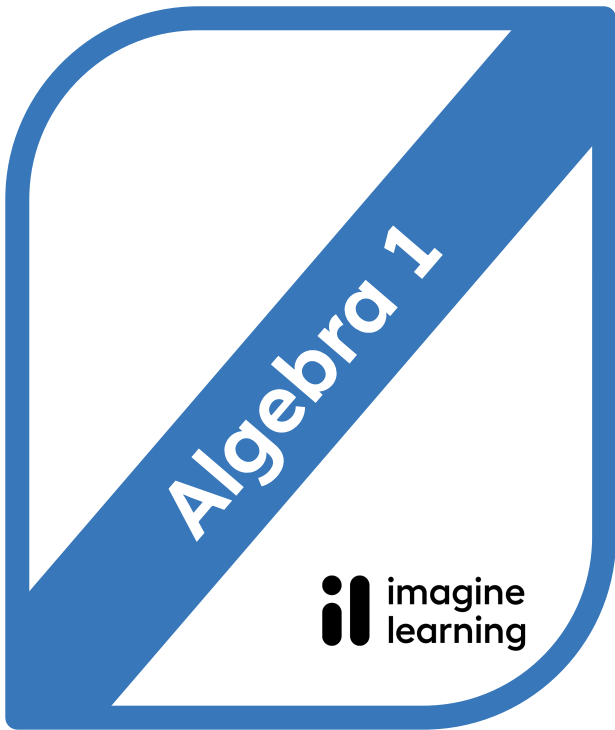
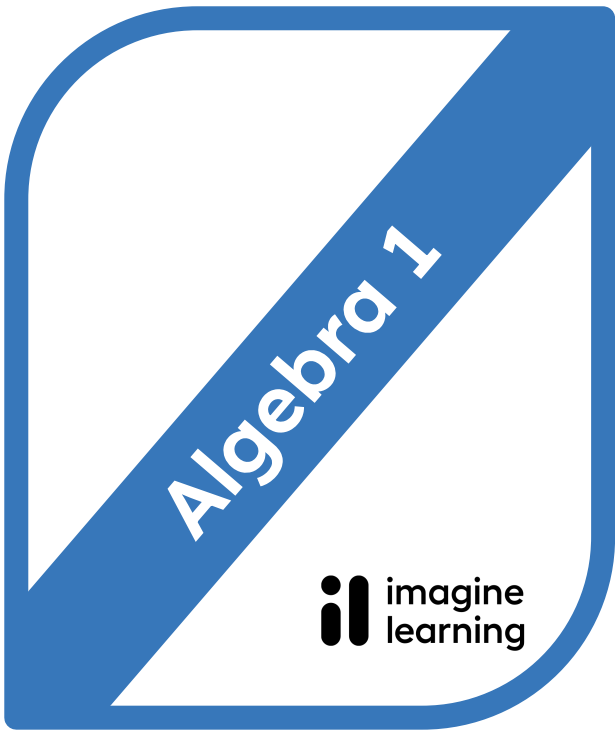
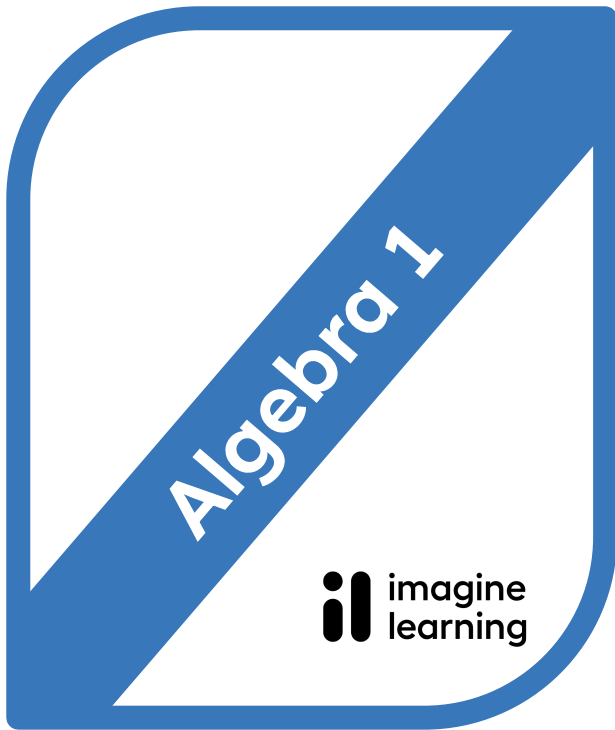
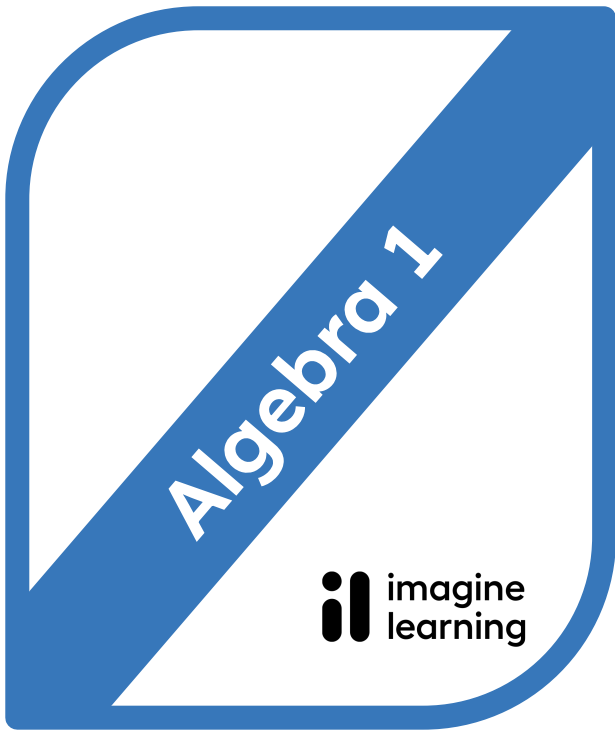
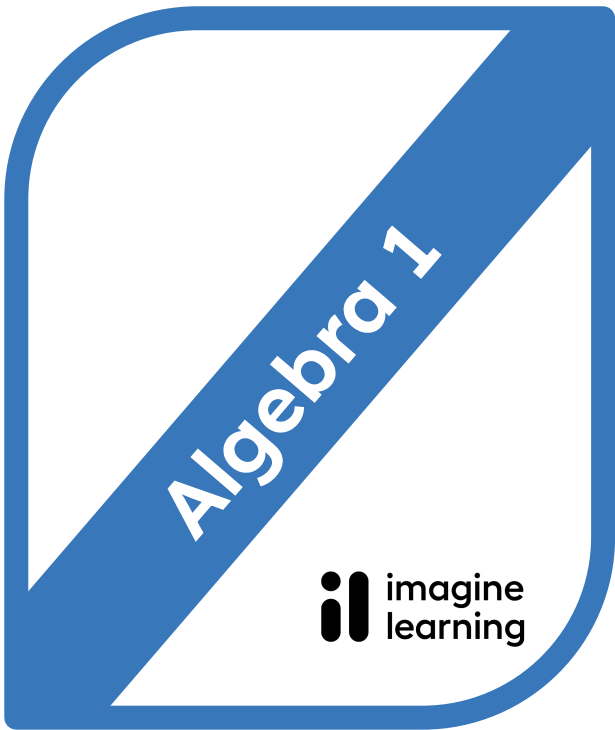
A1

Plug in 0 into the original equation for problem 2. Does it work?

A1

What is different about the approaches in Problem 1 versus Problem 2?





G

For the expressions that aren't perfect square trinomials, what could be changed to make them so?

G

How can you check your work to make sure you are correct?

G

When you say "No. 10 is half of 20," why does that demonstrate that it is not a perfect square trinomial?

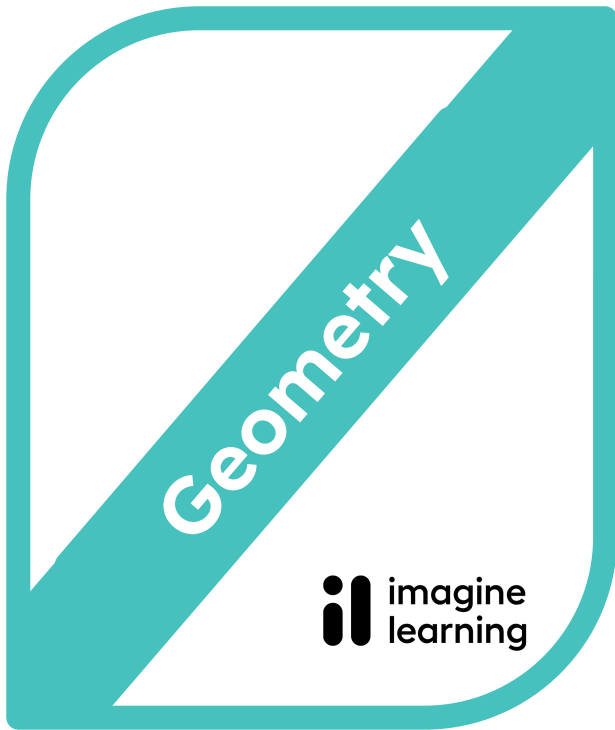
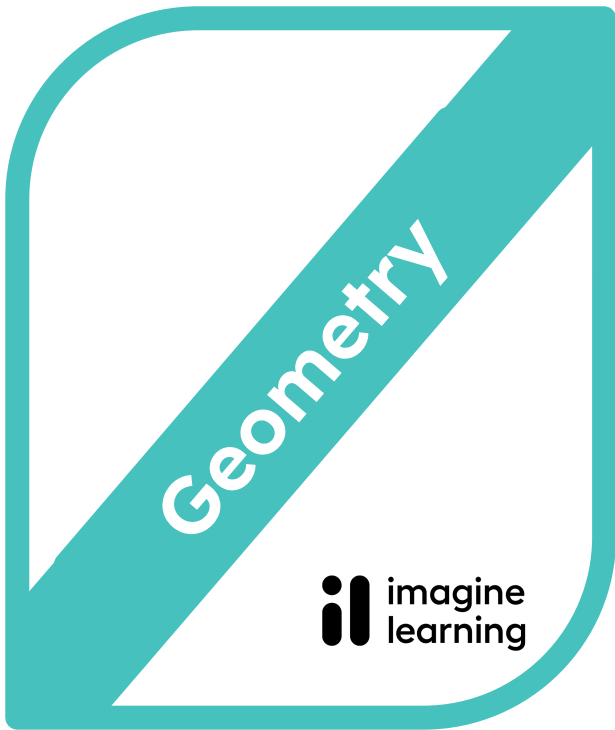
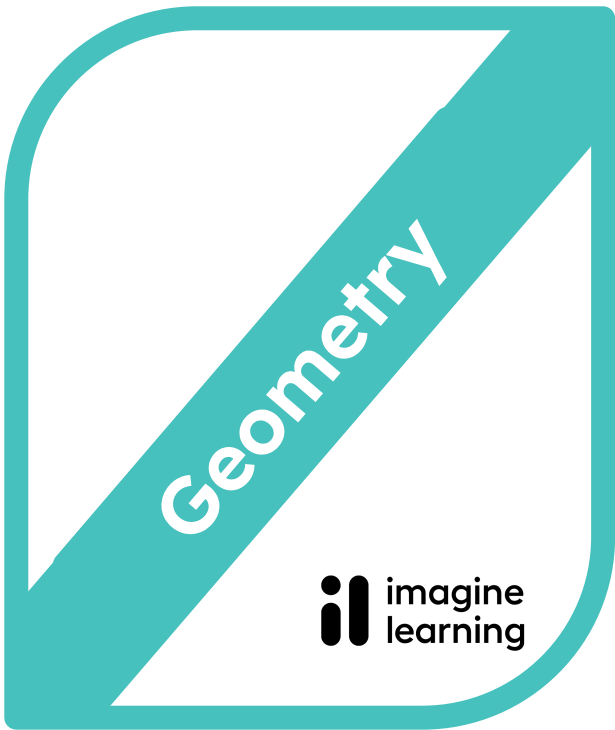
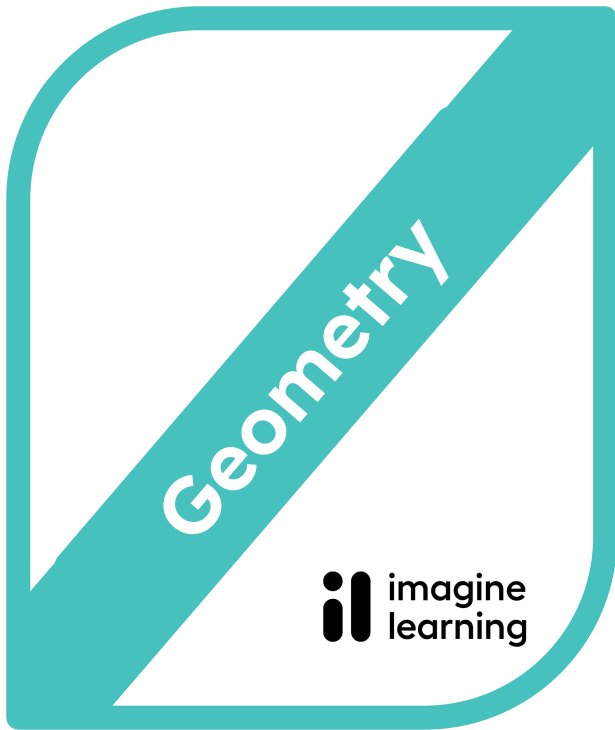
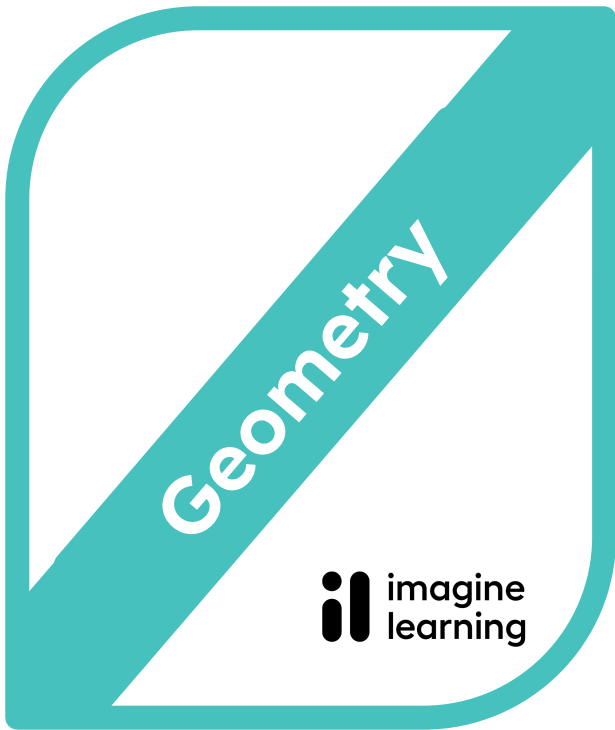
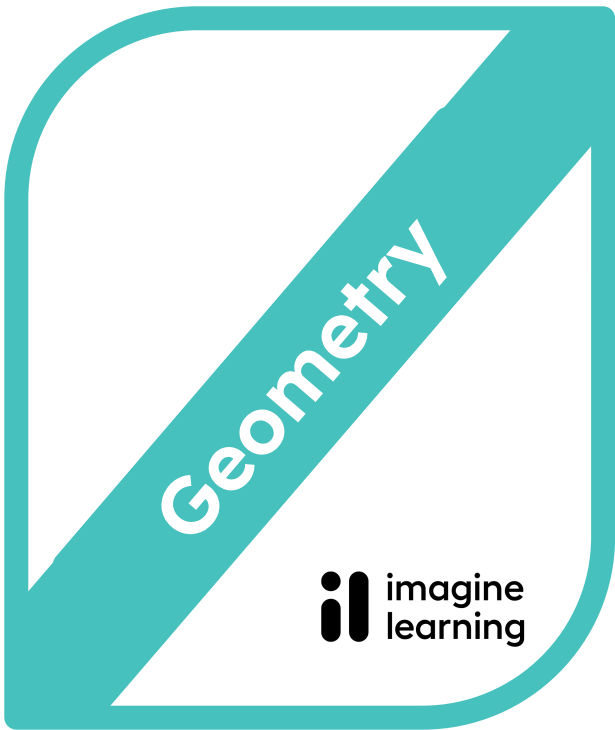
G

For  $d$ , why does "1 is smaller than 2" mean that it can't be a perfect square trinomial?

G

What patterns from your earlier work did you use to help you on these problems?





A2

What is happening at each step?

A2

What differentiates #3 from #4?

A2

Why did you plug in 0 for Problem 4?

A2

For Problem 3, start with the original equation and plug in 4. What happens?

A2

What about the y-coordinate?



