

# Computer Algebra Systems Activity: Patterning

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Topic: Patterning and Algebra

Ontario Expectations: (To be added when finalized by MOE.)

Notes to the Teacher:

a) This activity is designed to use the CAS on the TI-89 calculator to enhance understanding and instruction. Other CAS systems may be used in place of the TI-89. All screen shots are from the TI-89.

b) The activity is presented in a Teacher Version, with all screen shots and solutions present, as well as a Student Version, which can be duplicated and handed out to students.

c) This material may be used freely by teachers in their classrooms. The copyright message must not be removed. Any other use or publication without the consent of the author is a breach of copyright.

## Teacher Version:

**Introduction:** Patterns that occur in series of numbers can be determined with pencil and paper or the use of a simple calculator. However, CAS allows you to verify that your pattern will work for an infinite series. In this exercise, you will use your calculator to help you find a pattern, and then use CAS to show whether the pattern works regardless of the beginning number chosen.

1. Find the product of the integers from 1 to 4. Then, find the product of the integers 2 to 5. Continue, starting one integer higher each time, until you have five products. Display your results in a table.

F1	F2	F3	F4	F5	F6
Tools	Math	Calc	Other	Pr3mID	Clean Up
■ 1 · 2 · 3 · 4					
■ 2 · 3 · 4 · 5					
■ 3 · 4 · 5 · 6					
■ 4 · 5 · 6 · 7					
■ 5 · 6 · 7 · 8					
5*6*7*8					
MAIN RAD AUTO FUNC 5/30					

2. Look for a pattern in your results. Ensure that each of your results matches the pattern. Then, continue for three more steps, and check the pattern.

(Hint: If you can't find a pattern, decode this message by replacing each letter with the one before it in the alphabet: "dpotjefs trvbsft pg joughfst")

F1	F2	F3	F4	F5	F6
Tools	Math	Calc	Other	Pr3mID	Clean Up
■ 5 <sup>2</sup>					
■ 11 <sup>2</sup>					
■ 19 <sup>2</sup>					
■ 29 <sup>2</sup>					
29^2					
MAIN RAD AUTO FUNC 9/30					

[Answer: each number is one less than the square of an integer. The base follows the pattern  $5 + 2(x - 1)$ , where  $x$  is the term number.]

3. For the first term, the product is  $1 \times 2 \times 3 \times 4$ . Write an expression for the product of the  $x^{\text{th}}$  term.

[Answer:  $x(x + 1)(x + 2)(x + 3)$ ]

4. Add 1 to this expression.

[Answer:  $x(x + 1)(x + 2)(x + 3) + 1$ ]

5. Use the **define**( function under **F4** to define  $f(x)$  as the expression in part (4). Verify that  $f(x)$  generates the expected numbers for integers from  $x = 1$  to  $x = 5$ .

F1	F2	F3	F4	F5	F6	
Tools	Algebra	Calc	Other	Pr3mID	Clean Up	
Define $f(x) = x \cdot (x + 1) \cdot (x + 2)$						Done
■ $f(1)$						25
■ $f(2)$						121
■ $f(3)$						361
■ $f(4)$						841
■ $f(4)$						
MAIN						RAD AUTO FUNC 20/30

6. Now you will use the CAS engine to show that the answer will be a perfect square regardless of the integer chosen for  $x$ . Select the **expand**( function under **F2** to expand  $f(x)$ , and then use the **factor**( function under **F2** to factor the resulting expression.

F1	F2	F3	F4	F5	F6	
Tools	Algebra	Calc	Other	Pr3mID	Clean Up	
■ $f(x)$						
■ $\text{expand}(f(x))$						$x^4 + 6 \cdot x^3 + 11 \cdot x^2 + 6 \cdot x + 1$
■ $\text{factor}(x^4 + 6 \cdot x^3 + 11 \cdot x^2 + 6 \cdot x + 1)$						$(x^2 + 3 \cdot x + 1)^2$
■ $(x^4 + 6 \cdot x^3 + 11 \cdot x^2 + 6 \cdot x + 1)$						
MAIN						RAD AUTO FUNC 22/30

7. Define  $g(x)$  as the factored expression from part (6). Verify that  $g(x)$  generates the expected numbers for integers from  $x = 1$  to  $x = 5$ .

F1	F2	F3	F4	F5	F6	
Tools	Algebra	Calc	Other	Pr3mID	Clean Up	
■ Define $g(x) = (x^2 + 3 \cdot x + 1)^2$						Done
■ $g(1)$						25
■ $g(2)$						121
■ $g(3)$						361
■ $g(3)$						
MAIN						RAD AUTO FUNC 26/30

8. Extensions:

a) Does the pattern work for four consecutive negative integers?

b) How about a mixture of positive and negative integers? Before trying examples on your calculator, do a little thinking, and predict the results. Then, use your calculator to verify the results.

## Student Version:

**Introduction:** Patterns that occur in series of numbers can be determined with pencil and paper or the use of a simple calculator. However, CAS allows you to verify that your pattern will work for an infinite series. In this exercise, you will use your calculator to help you find a pattern, and then use CAS to show whether the pattern works regardless of the beginning number chosen.

1. Find the product of the integers from 1 to 4. Then, find the product of the integers 2 to 5. Continue, starting one integer higher each time, until you have five products. Display your results in a table.

Integers	Product
$1 \times 2 \times 3 \times 4$	

2. Look for a pattern in your results. Ensure that each of your results matches the pattern. Then, continue for three more steps, and check the pattern.

(Hint: If you can't find a pattern, decode this message by replacing each letter with the one before it in the alphabet: "dpotjefs trvbsft pg joufhfst")

Result	Pattern
$1 \times 2 \times 3 \times 4$	

3. For the first term, the product is  $1 \times 2 \times 3 \times 4$ . Write an expression for the product of the  $x^{\text{th}}$  term.

4. Add 1 to this expression.

5. Use the **define**( function under **F4** to define  $f(x)$  as the expression in part (4). Verify that  $f(x)$  generates the expected numbers for integers from  $x = 1$  to  $x = 5$ .

6. Now you will use the CAS engine to show that the answer will be a perfect square regardless of the integer chosen for  $x$ . Select the **expand**( function under **F2** to expand  $f(x)$ , and then use the **factor**( function under **F2** to factor the resulting expression.

7. Define  $g(x)$  as the factored expression from part (6). Verify that  $g(x)$  generates the expected numbers for integers from  $x = 1$  to  $x = 5$ .

8. Extensions:

a) Does the pattern work for four consecutive negative integers?

b) How about a mixture of positive and negative integers? Before trying examples on your calculator, do a little thinking, and predict the results. Then, use your calculator to verify the results.