

Algebra and Representation HW #2

****All extended response answers should be word processed, standard font, double spaced, and turned in with the homework sheets. ****

In an effort to connect these activities and ideas to middle school mathematics please reflect on and answer the following questions:

1. Find and list at least one benchmark from the OACS grades 5 – 7 that is related to the in-class activities of the past two days. **Explain** your perceived relationship.
2. When you added a constant or subtracted a constant from a given magic square, was the result a magic square? **Explain** why you think this would (or would not) always be the case.
3. When you multiplied a constant times each element of a magic square, was the result a magic square? What relationships between the initial magic square and the new one did you notice?
4. When you added corresponding elements of one magic square to a second magic square, was the result a magic square? **Explain** why you think this would or would not always happen.
5. What are some potential uses of magic squares in teaching middle school mathematics? (Suggest concepts/topics that could be taught using magic squares.)