

Today's Date: August 26

Today's birthday: Katherine

Lesson 23 - 29

① Expand $(2x-4)^5$
 $= (2x)^5 + 5(2x)^4(-4)^1 + 10(2x)^3(-4)^2 + 10(2x)^2(-4)^3 + 5(2x)^1(-4)^4 + (-4)^5$
 $= 32x^5 - 320x^4 + 1280x^3 - 2560x^2 + 2560x - 1024$

② $x^2 + 6x + 9, x=3$
 $3^2 + 6(3) + 9$
 $9 + 18 + 9 = 36$

③ Mrs. K brings 3 pies to the school picnic. Each pie is divided into 8 slices. There are 19 children from her class attending the picnic. How many slices are left if each child has one slice of pie?

$8 \times 3 = 24$ slices
 $24 - 19 = 5$
 Remainder = 5 slices.

④ $\sum_{k=1}^7 (7-3k)$
 $= (7-3(1)) + (7-3(2)) + (7-3(3)) + \dots$
 $= 4 + 1 + (-2) + \dots = 10$

⑤ $-4(-2-x) = 5x+6$
 $8+4x = 5x+6$
 $2+4x = 5x$
 $2 = x$

⑥ $V = \frac{1}{3}\pi r^2 h$

 $= \frac{1}{3}\pi (4)^2 (3)$
 $= \frac{1}{3}\pi 48$
 $= 16\pi$

⑦
 $V = \pi r^2 h$
 $= \pi (1)^2 (5)$
 $= 5\pi$

⑧ $x^2 = 5x - 4$
 $x^2 - 5x + 4 = 0$
 $(x-1)(x-4) = 0$
 $x = 1$ or 4

⑨ $(5x^2 + 4x - 6) - (3x^2 - x + 5x^2 + 4x - 6 - 3x)$
 $= (5x^2 - 3x^2) + (4x + x) + (-6 - (-6))$
 $= 2x^2 + 5x - 8$

Review

Example 1
 $4x^4(3x^2 + x - 1)$
 $= 4x^4(3x^2) + 4x^4(x) - 4x^4(1)$
 $= 12x^6 + 4x^5 - 4x^4$

Find the volume of an ice cream cone:

sphere $r = 2$

 sphere $V = \frac{4}{3}\pi r^3$

cone
 cone $V = \frac{1}{3}\pi r^2 h$

Homework - Chapter 31

Reading pages: 211-215
 problems: #2, #3, #12, #15, #18, #22-26 *Due Wednesday

Example 2

Graph the following.



$A = \frac{k}{B}, k = 6$

$x = x_0 + v_0 t + \frac{1}{2} a t^2$
 $x_0 = 3m, v_0 = 4 \frac{m}{s}, a = 2 \frac{m}{s^2}$
 $t = 2s$

$x = 3m + (4 \frac{m}{s})(2s) + \frac{1}{2}(2 \frac{m}{s^2})(2s)^2$
 $= 3m + 8m + 4m = 15m$

$p = mv$
 $m = 3kg, v = 4 \frac{m}{s}$
 $p = 12 \frac{kg \cdot m}{s}$

$F = ma$
 $F = (3kg)(4 \frac{m}{s^2})$
 $= 12N$



Area under the curve

Approximate area = $\frac{2}{3}BH$
 $Area = \int_a^b f(x) dx$

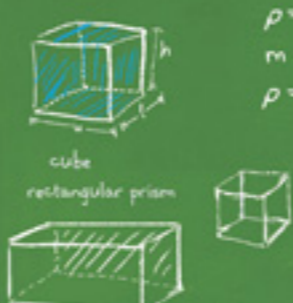
Circumference = $2\pi r$
 area = πr^2



$\begin{bmatrix} 3 & 1 \\ -1 & -3 \end{bmatrix} \begin{bmatrix} x \\ y \end{bmatrix} = \begin{bmatrix} 7 \\ 4 \end{bmatrix}$

MATHS CLASS is #1

by Katherine



We love our Teacher!

FOR KATHERINE, HER DAUGHTERS,
AND ALL WHO LOOK TO THE STARS

—H. B.

FOR MADELINE, AUDREY, AND SABRINA —
ALL THIS AND MORE

—D. P.



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Counting on KATHERINE



Illustrated by

HELAIN BECKER

DOW PHUMIRUK

MACMILLAN CHILDREN'S BOOKS

*K*atherine loved to count.




She counted the
steps to the road.

The steps up to church.

The number of dishes
and spoons she washed in
the bright white sink.



The illustration depicts a serene night landscape. The sky is a deep, dark blue, filled with a variety of celestial bodies: stars of different sizes and colors, crescent moons, and planets with rings and craters. A large, bright full moon is positioned in the upper right corner. Below the sky, a dark, winding river flows through the scene, its surface reflecting the light from the moon and the stars. On the left side, a small, simple house with a dark roof and a single window is visible. The window is illuminated from within, showing a person sitting at a desk, looking out towards the night sky. The surrounding landscape is a mix of rolling hills and trees, all rendered in shades of blue and purple, creating a dreamlike and contemplative atmosphere.

The only things she didn't count were the stars
in the sky. Only a fool, she thought, would try that!
Even so, the stars sparked her imagination.
What was out there?

Katherine yearned to know as much as she could about
numbers, about the universe – about everything!

Katherine's boundless curiosity turned her into a star student. She was so bright, she skipped three whole school years. She catapulted right past her brother! (He wasn't too happy about that.)



By the time she turned ten,
Katherine was ready for high school.



But back then, America was
legally segregated by race.



Her town's high school didn't
admit black students – of any age.



Katherine burned with fury.
She wanted, more than anything,
to keep learning. There was still
so much to know.





"Count on me,"
Katherine's father told her.

By working night and day, he earned enough money
to move the family to a town with a black high school.



WHITE SULPHUR SPRINGS,
WEST VIRGINIA



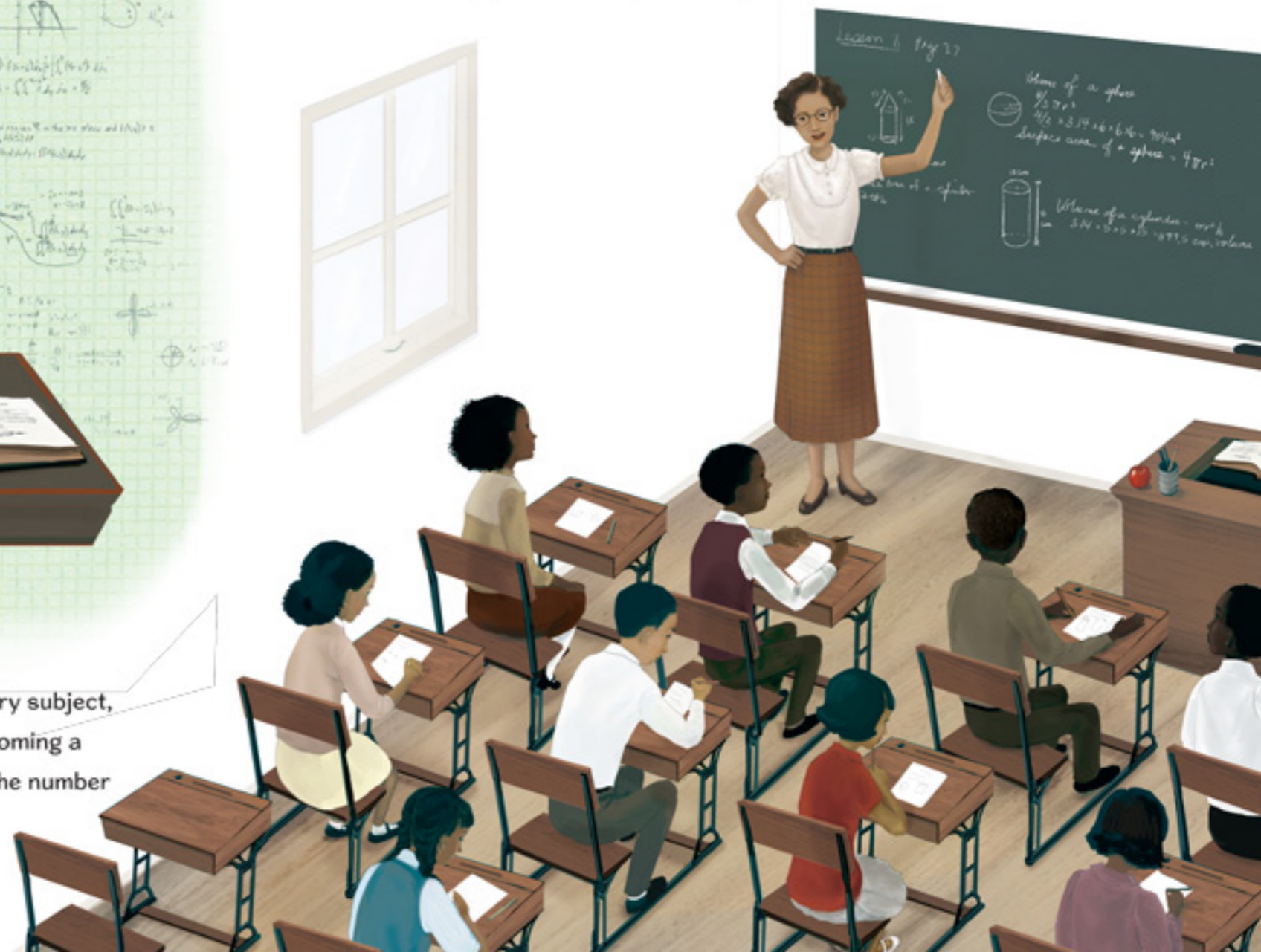
INSTITUTE,
WEST VIRGINIA

In those days, though, there were no jobs as research mathematicians for women. Professions most available to them were teaching and nursing.

So Katherine became a primary school teacher. She liked her job. And she loved her students. But she never stopped dreaming about exploring numbers.



Katherine loved high school. She was good at every subject, but maths was still her favorite. She dreamed of becoming a research mathematician, making discoveries about the number patterns that are the foundations of our universe.



In the 1950s, the US government's National Advisory Committee on Aeronautics (NACA) hired thousands of new employees. It even started hiring black women – as mathematicians.

Katherine heard about the mathematician jobs. Her heart raced with excitement – perhaps her dream could come true after all.

But when she applied for one of the positions, she was told they were already filled. Katherine had to wait a whole year until new spots opened up. Her patience paid off. She got the job.



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