

Type your name in the first column. Next, create a **quadratic** function that has roots at (-3,0) and (1,0), and list your function in the second column. Use the skills taught in the lesson. It is fine to use the notation " $3x^2$ " to represent  $3x^2$  if convenient. Your function **MUST BE DIFFERENT** than every other function listed. State the roots of your function in the third column. If you are having difficulty finding the roots, this site will help you find it when you supply the coefficients. <http://www.analyzemath.com/Calculators/QuadraticFunctionCal.html>

The first student, Susan, has entered her data, and has nothing to list in the fourth column; however, the list will become long as you and other students enter your functions and vertices. Use the fourth column to state trends and/or observations. Please use the standard form for quadratics,

Student name	Function:	Roots	Feedback
Susan		(-3,0) and (1,0)	

Again, type your name in the first column. This time, create a **quadratic** function that has **no real roots** and list your function in the second column. It is fine to use the notation " $3x^2$ " to represent  $3x^2$  if convenient. Your function **MUST BE DIFFERENT** than every other function listed.

The list will become long as you and other students enter your functions and vertices. Use the fourth column to make comments to your classmates when appropriate.

Student name	Function:	Feedback