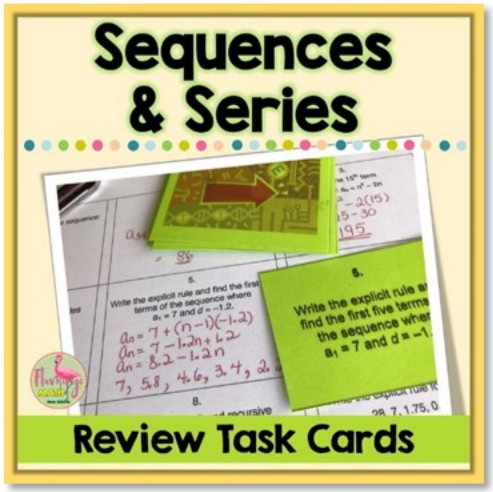

Sequences & Series Task Card Review Activity

This Algebra 2 Review Activity is a fun-filled cooperative set of task cards for your ***Sequences & Series Unit.***

Product Overview

Here's a great activity designed as a review for **Sequences & Series.** There are 18 task cards that cover the concepts for finding explicit & recursive rules, nth term sums of series, missing terms in arithmetic sequences and finding the geometric mean.

This activity is designed to help your **Algebra 2 Honors and PreCalculus** students with a mid-unit review and contains a recording sheet to keep students accountable along with an answer key.

Copy the task cards on card stock and laminate for durability.

Standards covered:

CCSS: HSF.BF.A.2; HSA.SSE.B.4

TEKS: A2.1.(E), A2.1(F)

Teaching Suggestions:

- ❑ Use the set as a group activity for 2-4 per group .
- ❑ Use the cards as a review activity prior to assessing students.

SEQUENCES and SERIES REVIEW

Group Names _____

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.

SEQUENCES and SERIES TASK CARDS

Teacher Directions:

Print and laminate each set of cards on a different color of card stock. You will need 7 or 8 sets of cards. Then, copy a recording sheet for each group or student. The activity is intended as a unit review for Algebra 2 students. The activity can be used in the following ways:

- ❑ Students work in groups of 2-4 to complete the card set together and create a single answer key.
- ❑ Students work in groups, rotating the card deck in a Fan-n-Pick (Kagan style) Activity, each student creates an individual answer key.

FAN-N-PICK ACTIVITY DIRECTIONS:

1. Group member #1 Fans Cards and says "Pick A Card"
2. Group member #2 Chooses a card and reads the card to the group, others in the group write what they hear. Allow thinking time. When finished, this group member copies the problem onto his or her paper as well.
3. Group member #3 gives the answer to the problem to the group.
4. Group member #4 responds to the answer:
   - Checks the answers given by members and praises or coaches.
   - If a problem exists and group member #4 can't answer correctly, then each member of the group should be given a chance to explain the work necessary to arrive at an acceptable answer.

- Students rotate roles one clockwise for every new round
- **Turn in <u>each group member's individual work</u> at the end of the time period for a grade.**

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1. Find the first four terms in the sequence: $a_n = -2n+3$ © 2016 Flamingo Math™	2. Find a_{34} Given: $a_n = 3n - 16$ © 2016 Flamingo Math™	3. Find the 15th term Given: $a_n = n^2 - 2n$ © 2016 Flamingo Math™
4. Write the explicit and recursive rules for the sequence: 17, 14, 11, 8, . . © 2016 Flamingo Math™	5. Write the explicit rule and find the first five terms of the sequence where $a_1 = 7$ and $d = -1.2$. © 2016 Flamingo Math™	6. What is the 35th term of 3, 8, 13, . . . ? © 2016 Flamingo Math™
7. Find the 12th and 20th terms of the sequence 3x, 5x, 7x, . . . © 2016 Flamingo Math™	8. Write the explicit and recursive formulas for the sequence: $0, \frac{1}{8}, \frac{1}{4}, \frac{3}{8}, \ldots$ © 2016 Flamingo Math™	9. Write the explicit rule for the sequence: 28, 7, 1.75, 0.4375, . . © 2016 Flamingo Math™

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10. Find 6th term of the geometric sequence: $\frac{2}{3}, \frac{4}{9}, \frac{8}{27}, \ldots$ © 2016 Flamingo Math™	11. Write an explicit formula for the sequence and find the first four terms Given: $a_1 = 4$ $r = 0.1$ © 2016 Flamingo Math™	12. Find the 11th term of the sequence: 64, – 32, 16, . . . © 2016 Flamingo Math™
13. Find the missing term of the geometric sequence: 5, ____ , 405 © 2016 Flamingo Math™	14. Find the missing terms in the sequence: 12, ____ , ____ , ____ , 0.75 © 2016 Flamingo Math™	15. Find the 8th term of the series: 2, –6, 18, . . . © 2016 Flamingo Math™
16. What is the geometric mean of 3 and 192? © 2016 Flamingo Math™	17. In the series $\sqrt{3}, \sqrt{6}, 2\sqrt{3}, \ldots$ What term is $8\sqrt{3}$? © 2016 Flamingo Math™	18. In the series 8, 5, 2, . . . Which term is – 52? © 2016 Flamingo Math™

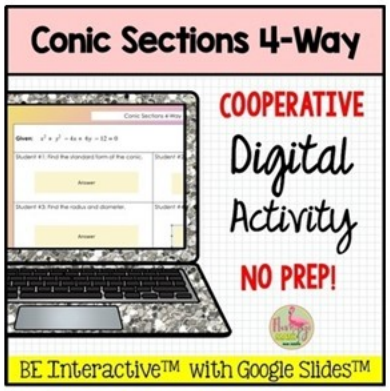


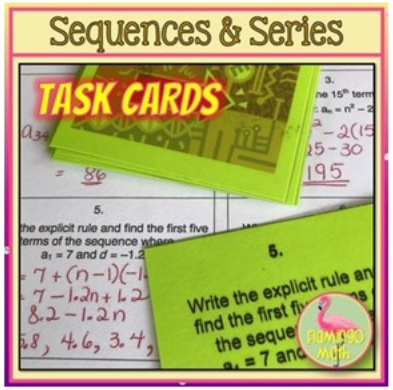


My goal is to help you bring balance into your teacher life by providing relevant content, engaging activities, and comprehensive assessments for your high-stakes math course.

Jean

More Resources for YOU









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NEWS LETTER