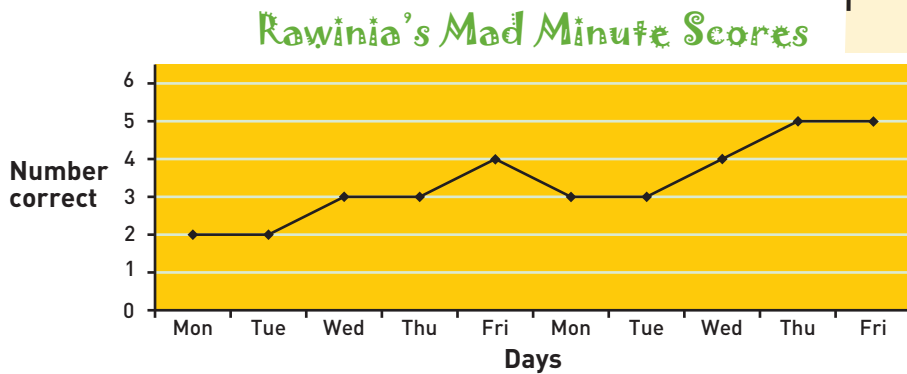


Mad Minute

ACTIVITY

Every day at the start of maths class, Mrs Davidson’s class plays Mad Minute: “To get the brain working,” she says. She gives the class 2 numbers. They add these to get a third number, then add the second and third number to get a fourth number, and so on until Mrs Davidson looks up from her watch and says, “Time’s up”. All the students record how many they got correct on a time-series graph.

1. After 2 weeks, Rawinia’s graph looked like this:



Rawinia’s Mad Minute for Thursday

$$3 + 5 = 8 \checkmark$$

$$5 + 8 = 13 \checkmark$$

$$8 + 13 = 21 \checkmark$$

$$13 + 21 = 34 \checkmark$$

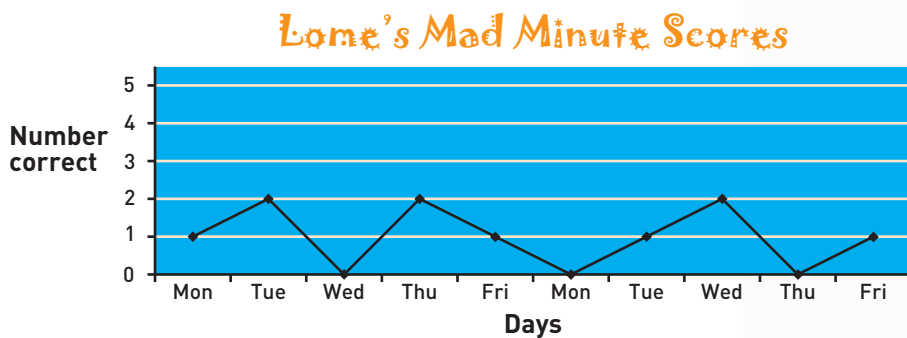
$$21 + 34 = 55 \checkmark$$

$$34 +$$

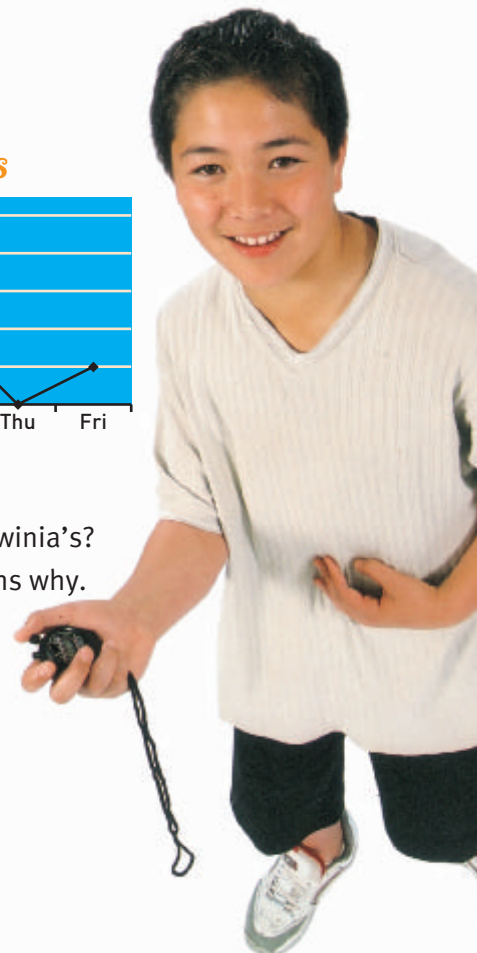
Score = 5

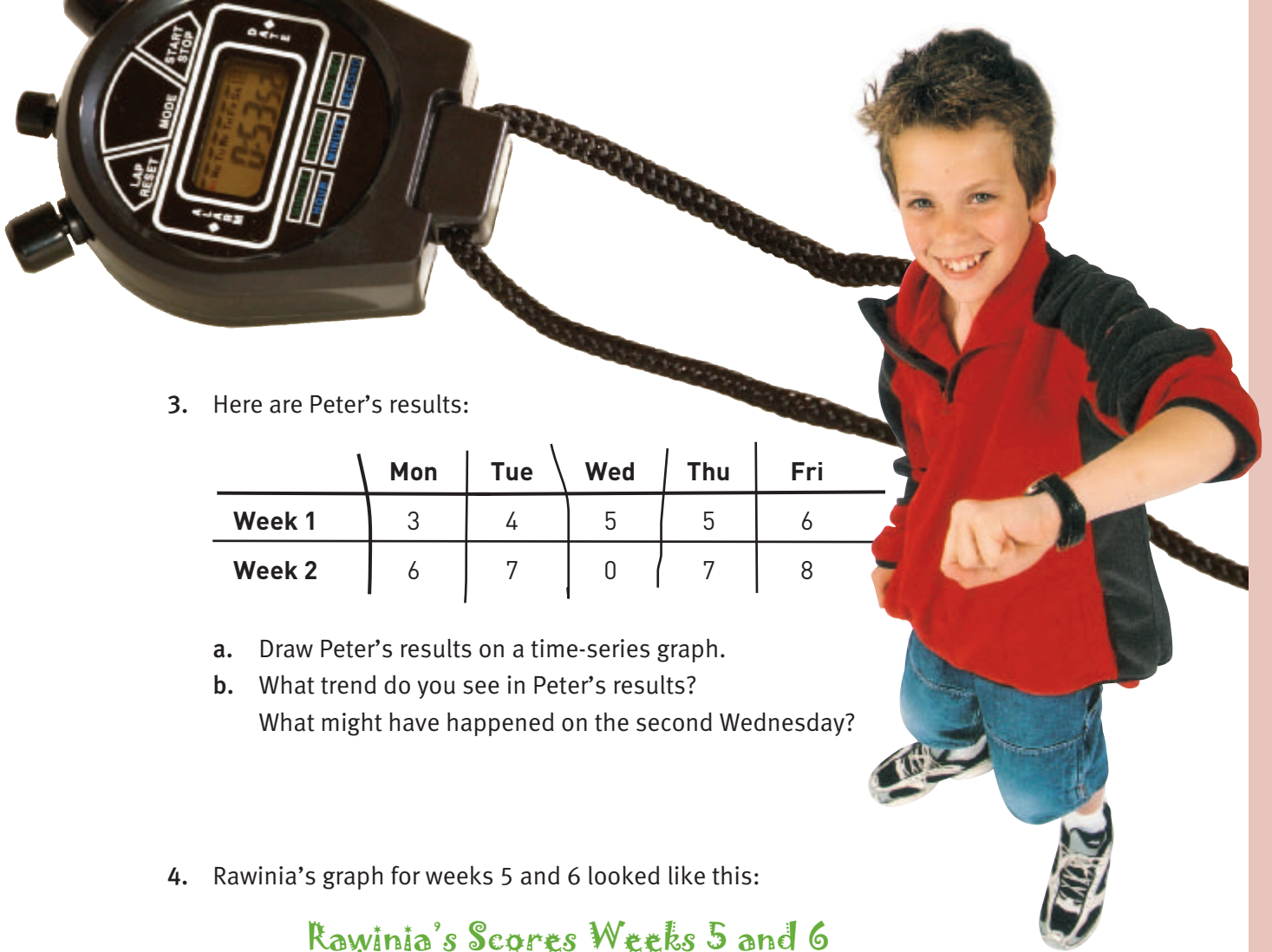
- Why might Rawinia have a lower mark for Monday than for Friday?
- Should Rawinia be pleased with her results? Explain why or why not.

2. Lome’s graph looked like this after 2 weeks:



- How is the pattern of Lome’s results different from Rawinia’s?
- Lome is unhappy with his results. Suggest two reasons why.



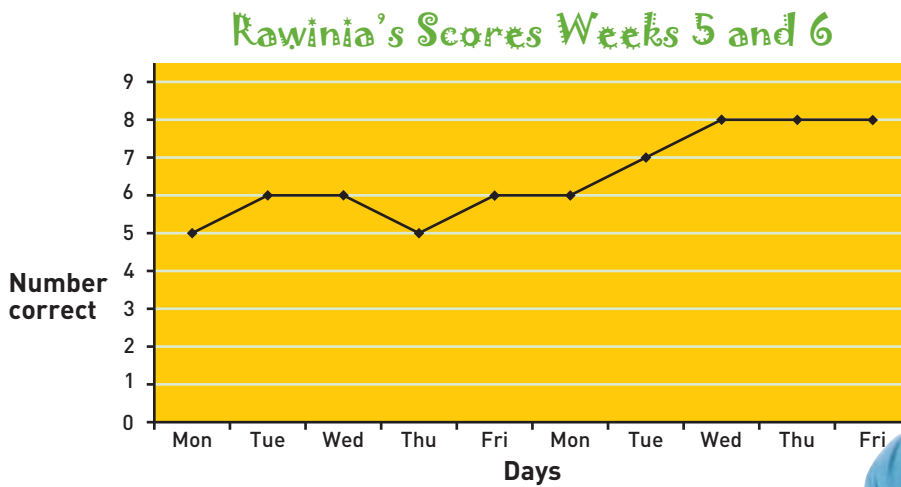


3. Here are Peter's results:

	Mon	Tue	Wed	Thu	Fri
Week 1	3	4	5	5	6
Week 2	6	7	0	7	8

- Draw Peter's results on a time-series graph.
- What trend do you see in Peter's results?
What might have happened on the second Wednesday?

4. Rawinia's graph for weeks 5 and 6 looked like this:



- Write a statement about Rawinia's results.
 - Do you think she will improve any more?
Explain your answer.
5. What do you think would happen to Rawinia's results if Mrs Davidson put much bigger starting numbers on the board? Explain your answer.

