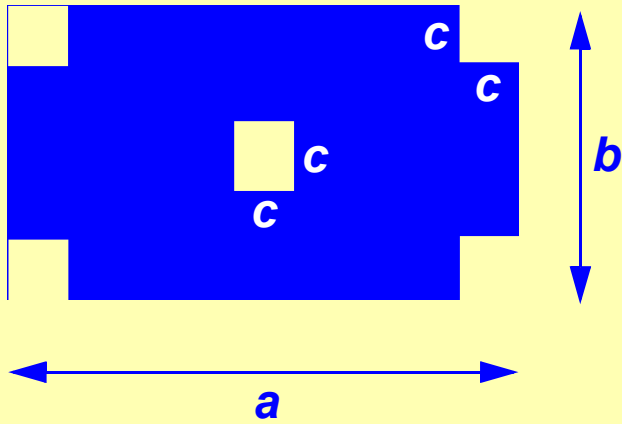
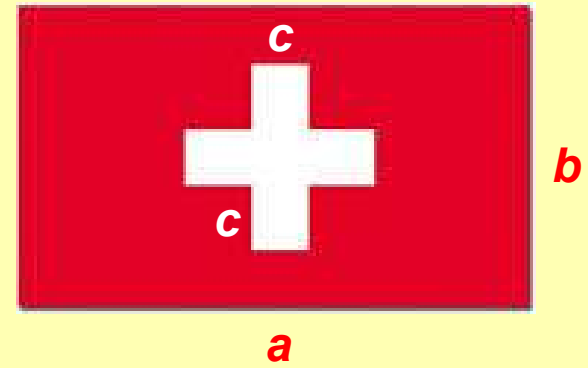


1a

$$ab - 5c^2$$

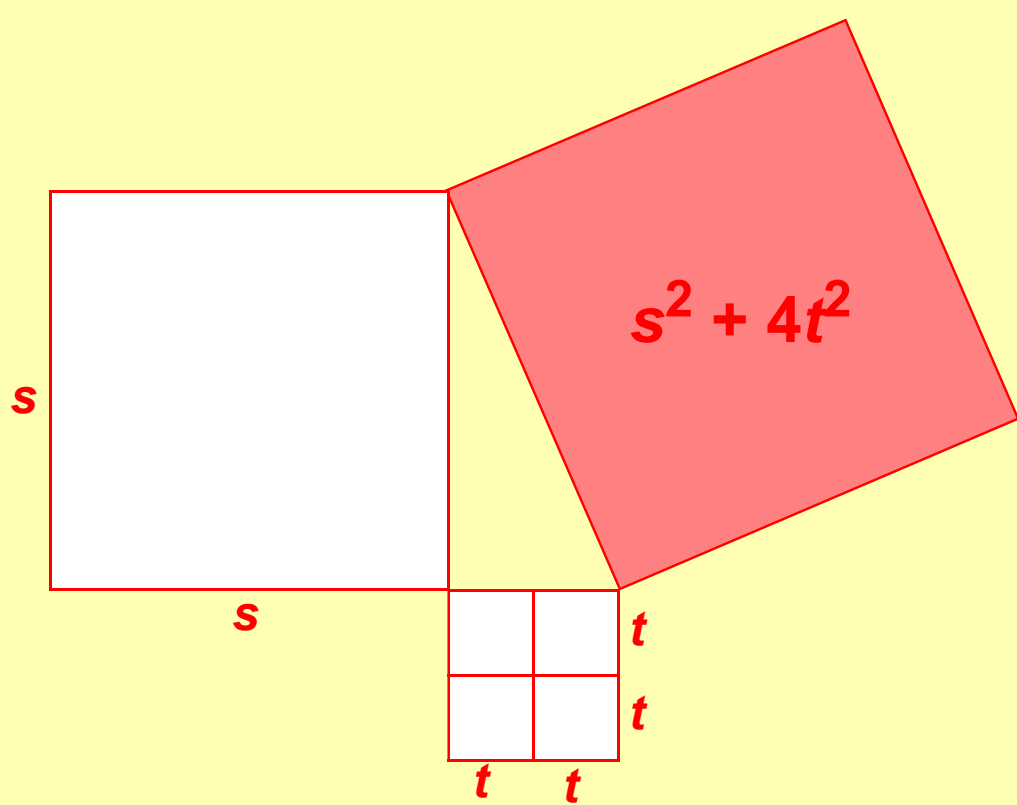
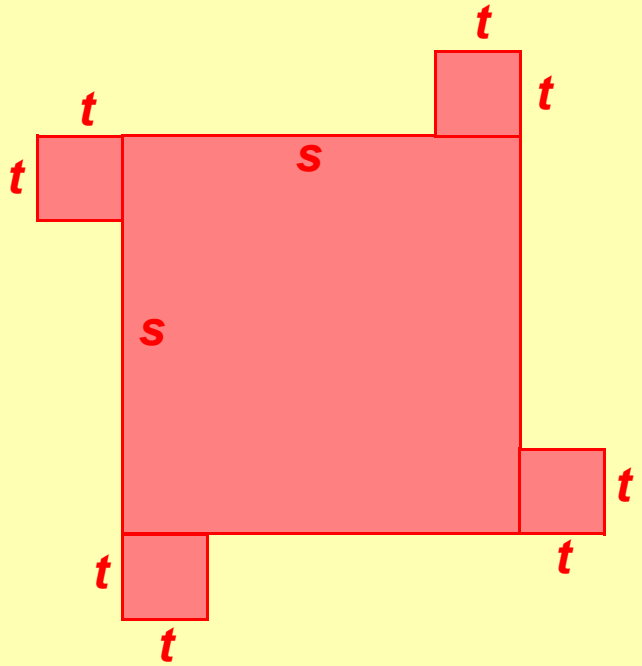


$$ab - 5c^2$$

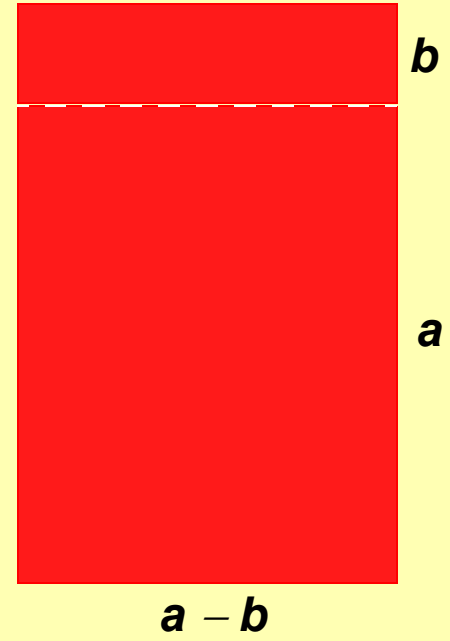
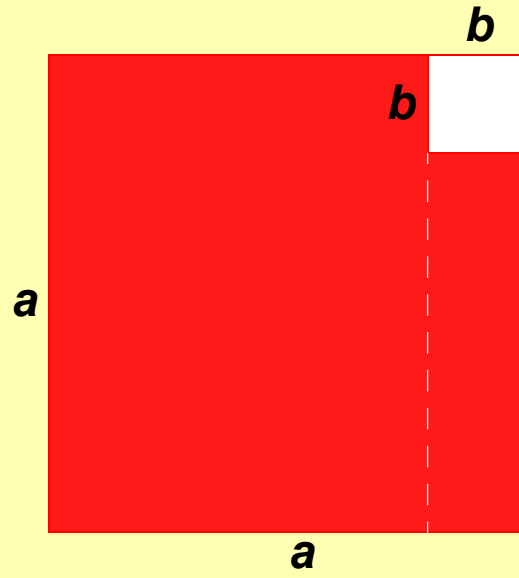
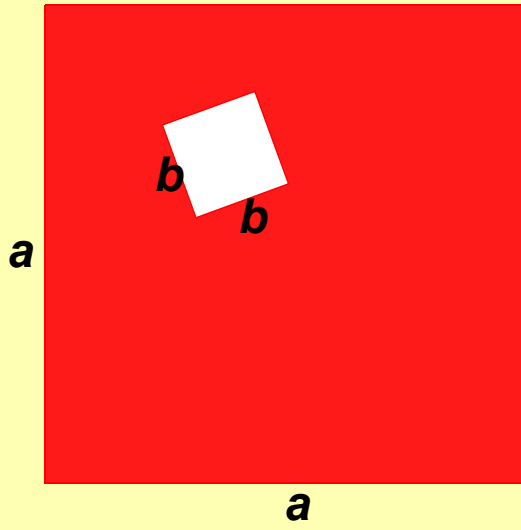


1a

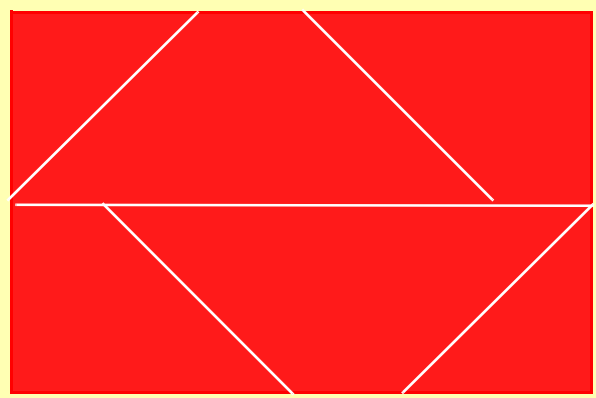
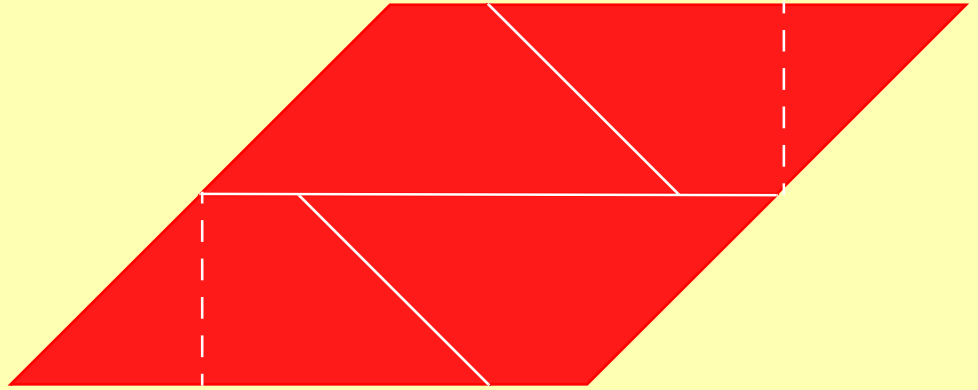
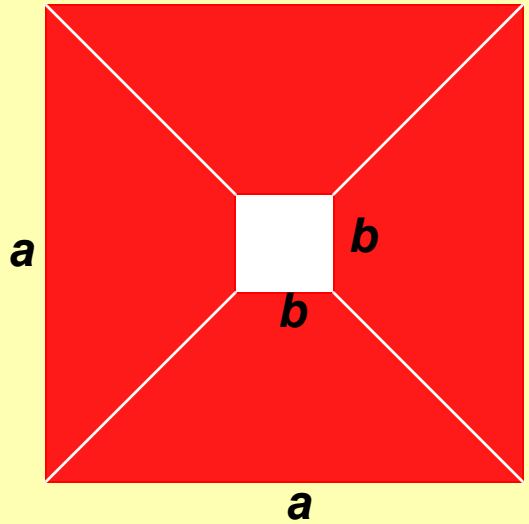
$$s^2 + 4t^2$$



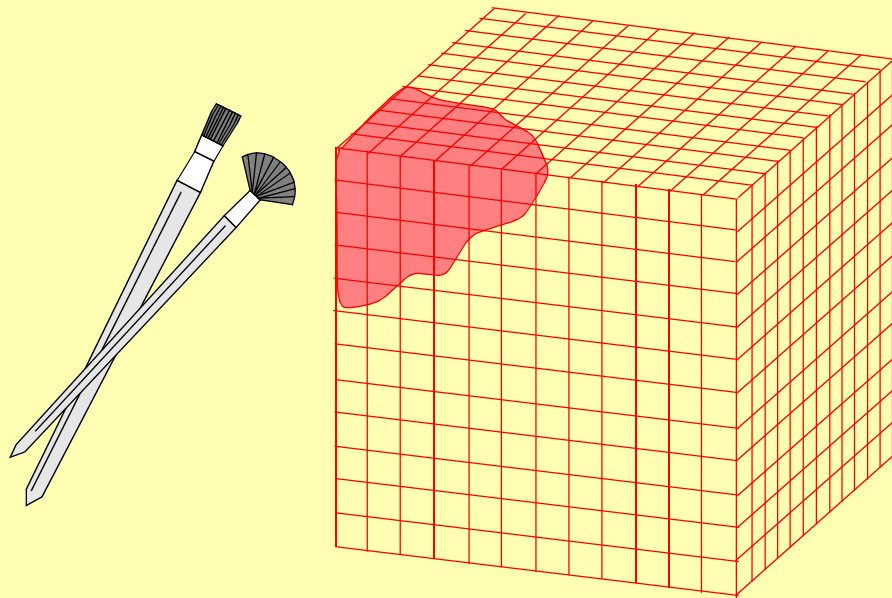
1b



1b



2a



$$12^3 = 1728$$

red faces

3

2

1

0

bricks

8

120

600

1000

1728 +

2b

cube of $(2 + n)$ bricks

# red faces	# bricks
-------------	----------

3

8

2

$12n$

1

$6n^2$

0

n^3

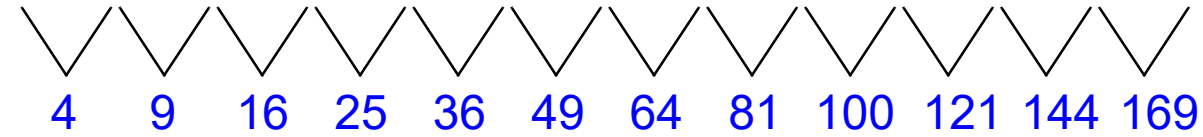


$$8 + 12n + 6n^2 + n^3 = (2 + n)^3$$

3

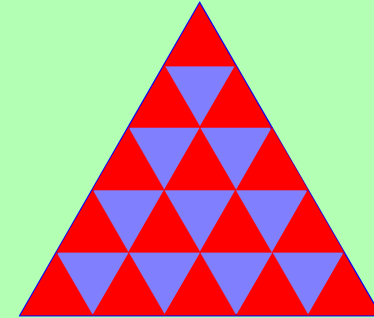
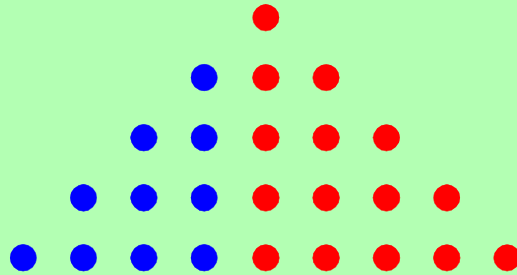
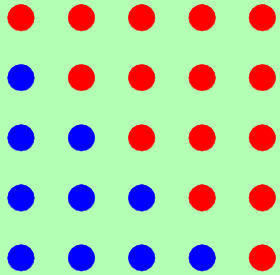
————— triangular-numbers —————>

1 3 6 10 15 21 28 36 45 55 66 78 91



————— squares —————>

3



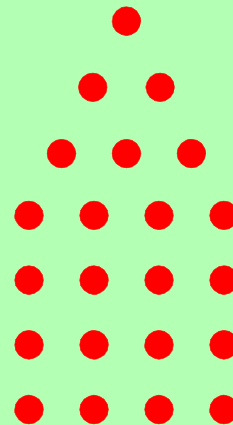
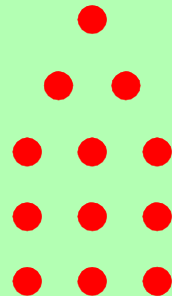
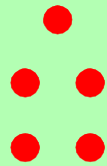
$$\Delta_{n-1} + \Delta_n = n^2$$

Algebraic proof $\frac{1}{2}n(n-1) + \frac{1}{2}n(n+1) = n^2$

Pentagonal numbers

1, 5, 12, 22, 35, 51, etc.

formula?

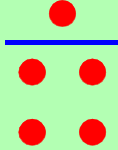


4a

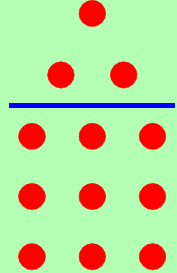
1



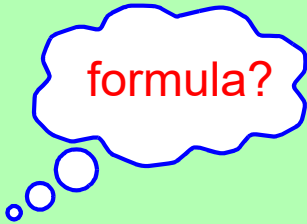
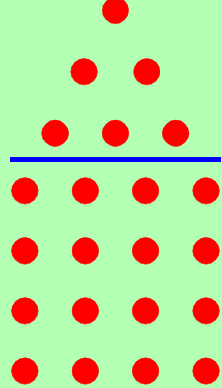
2



3



4



$$n^2 + \frac{1}{2}(n-1)n$$

↓

$$\frac{1}{2}n(3n-1)$$

or

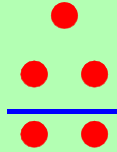


4a

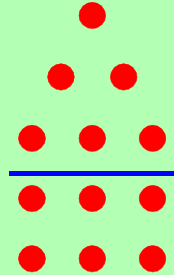
1



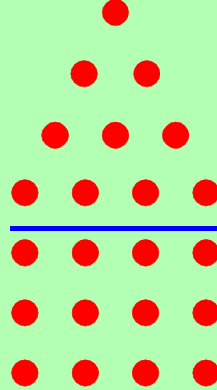
2



3



4



$$n^2 + \frac{1}{2}(n-1)n$$

↓

$$\frac{1}{2}n(3n-1)$$

or

$$(n-1)n + \frac{1}{2}n(n+1)$$

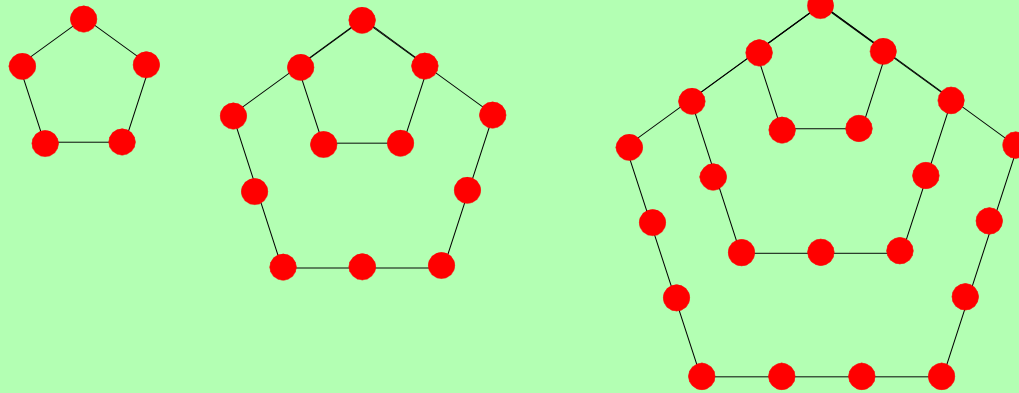
↓

$$\frac{1}{2}n(3n-1)$$

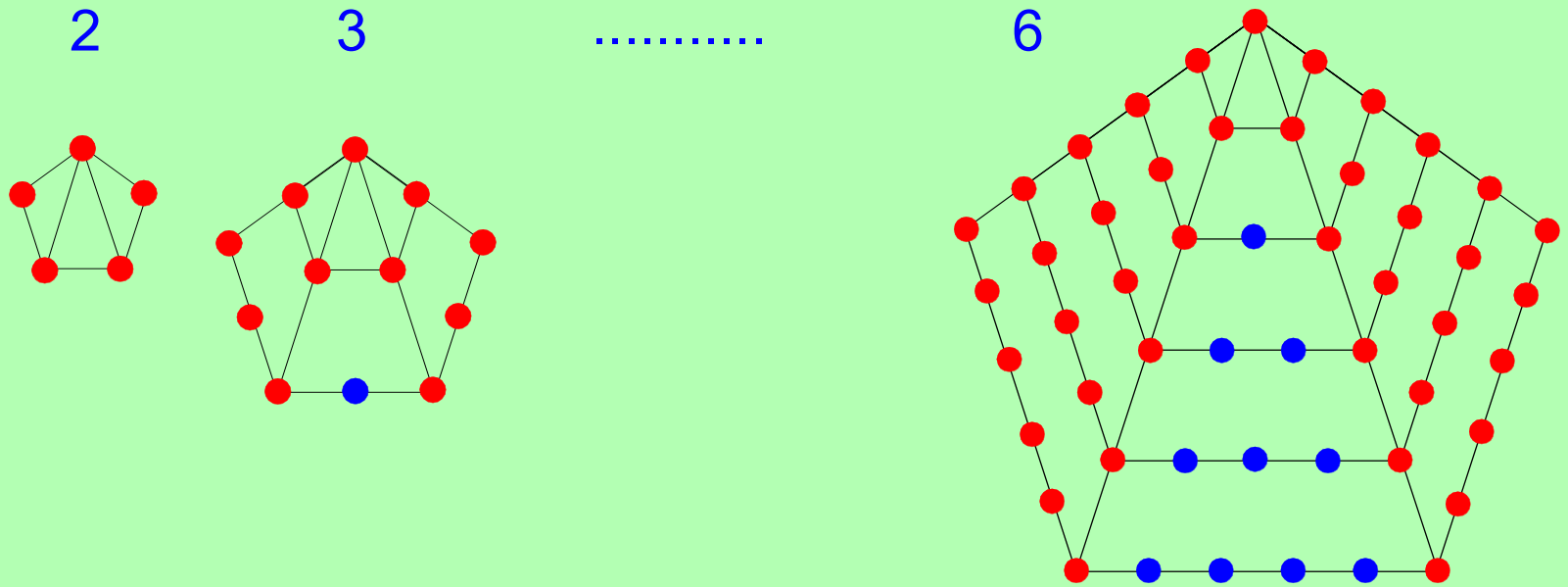
4b

Pentagonal numbers

1, 5, 12, 22, 35, 51, etc.



4b



$$2 \cdot \frac{1}{2}n(n+1) - 1 + \frac{1}{2}(n-2)(n-1)$$

↓

$$\frac{1}{2}n(3n-1)$$

3-Eck $\frac{n(n+1)}{2}$

4-Eck n^2

5-Eck $\frac{n(3n-1)}{2}$

6-Eck $n(2n-1)$

7-Eck $\frac{n(5n-3)}{2}$

8-Eck $n(3n-2)$

9-Eck $\frac{n(7n-5)}{2}$

10-Eck $n(4n-3)$

11-Eck $\frac{n(9n-7)}{2}$

12-Eck $n(5n-4)$

20-Eck $n(9n-8)$

25-Eck $\frac{n(23n-21)}{2}$

m -Eck ?



Leonard Euler
from
*Vollständige
Anleitung
zur
Algebra*

3-Eck $\frac{n(n+1)}{2}$

4-Eck n^2

5-Eck $\frac{n(3n-1)}{2}$

6-Eck $n(2n-1)$

7-Eck $\frac{n(5n-3)}{2}$

8-Eck $n(3n-2)$

9-Eck $\frac{n(7n-5)}{2}$

10-Eck $n(4n-3)$

11-Eck $\frac{n(9n-7)}{2}$

12-Eck $n(5n-4)$

20-Eck $n(9n-8)$

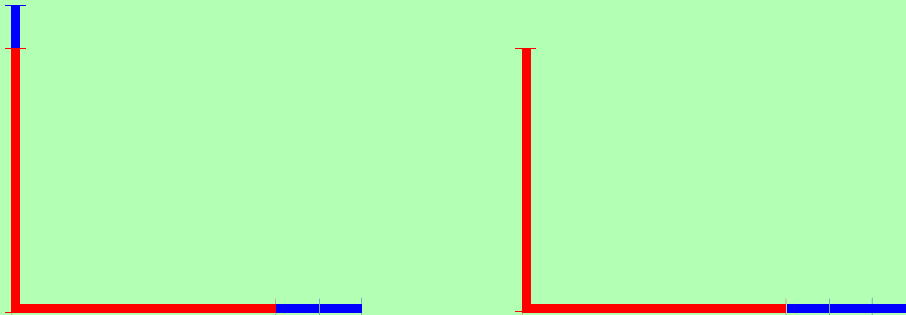
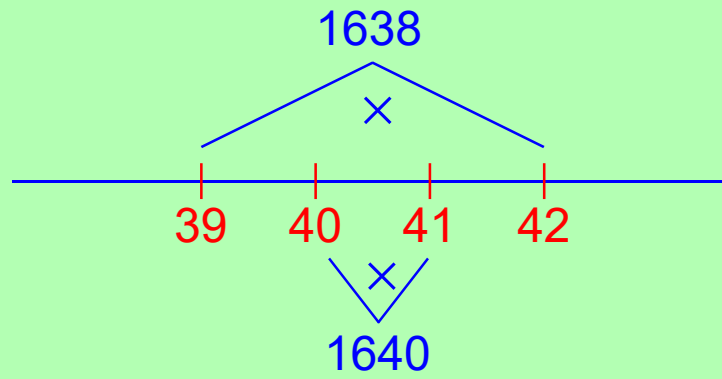
25-Eck $\frac{n(23n-21)}{2}$

m -Eck $\frac{(m-2)n^2 - (m-4)n}{2}$

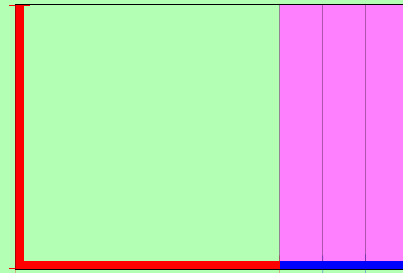
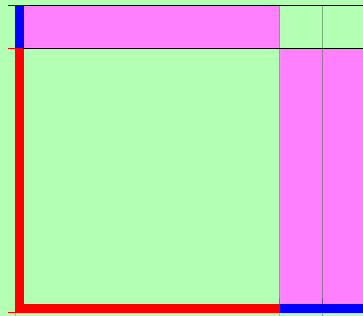
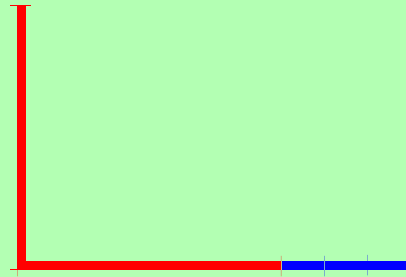
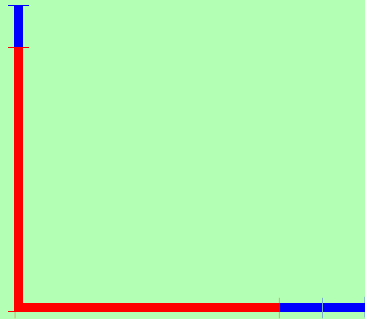


Leonard Euler
from
*Vollständige
Anleitung
zur
Algebra*

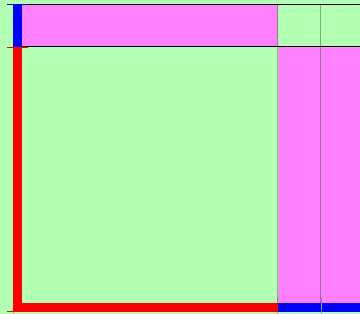
5a



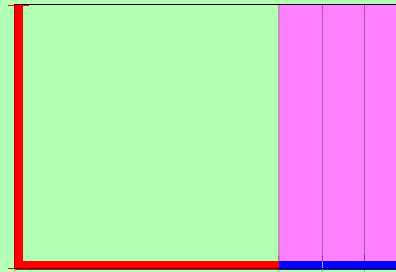
5a



5a

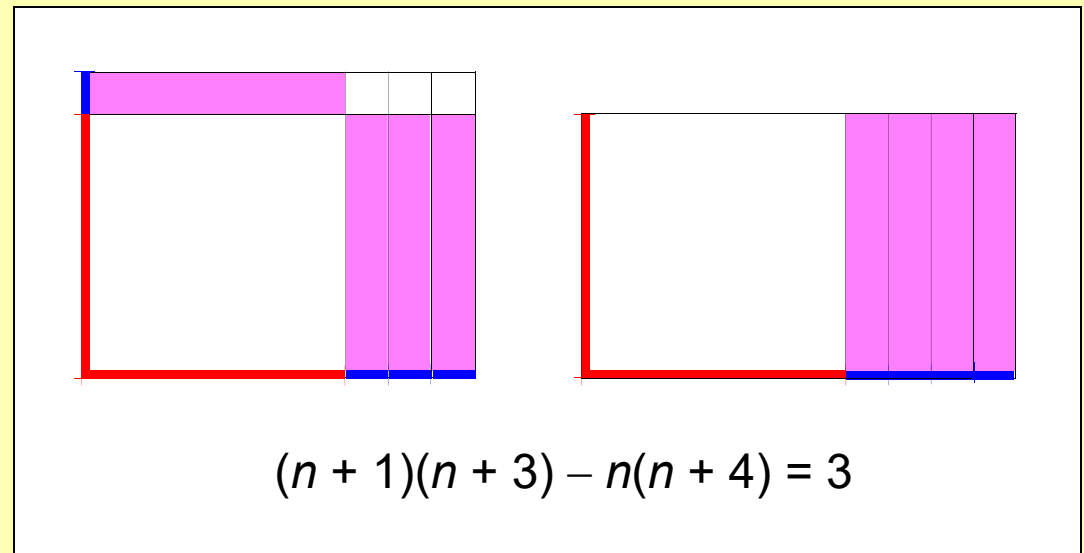
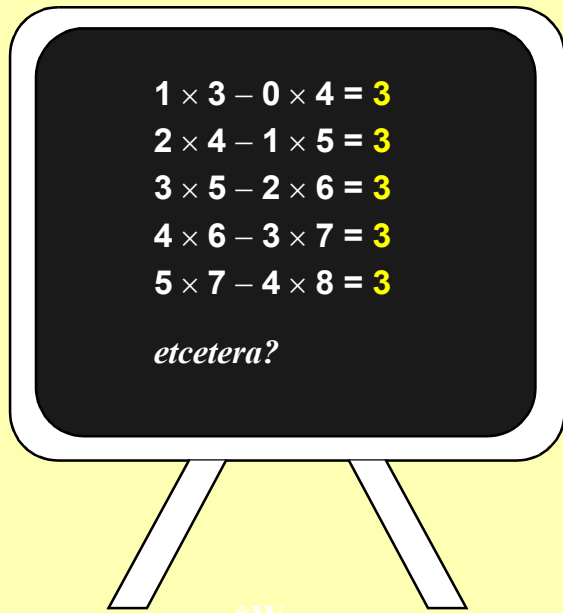


$$\begin{aligned} (n+1)(n+2) \\ = \\ n^2 + 3n + 2 \end{aligned}$$



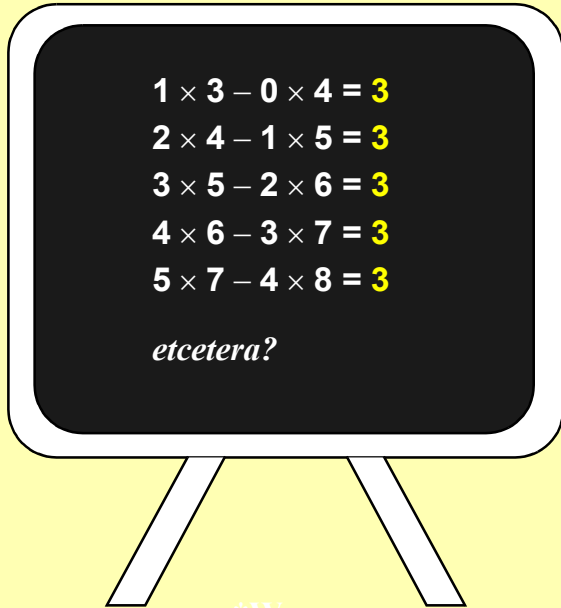
$$\begin{aligned} n(n+3) \\ = \\ n^2 + 3n \end{aligned}$$

5b

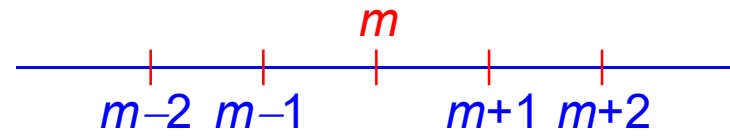


*

5b



*W



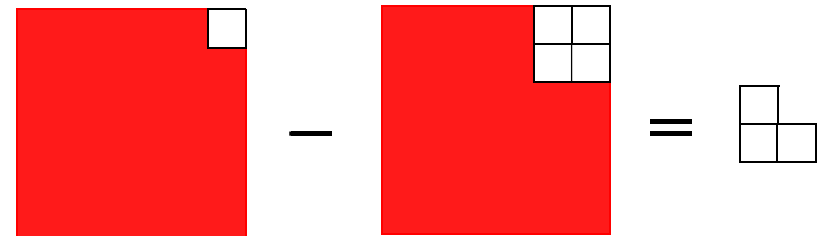
$$(m-1)(m+1) - (m-2)(m+2) = 3$$

↓

$$m^2 - 1$$

↓

$$m^2 - 4$$



*

A teacher of mathematics has a great opportunity.

If he fills his allotted time with drilling his students in routine operations, he kills their interest, hampers their intellectual development, and misuses his opportunity.

But if he challenges the curiosity of his students by setting them problems proportionate to their knowledge, and helps them to solve their problems with stimulating questions, he may give them a taste for, and some means of, independent thinking.

George Polya
1887-1985

