TI83+/TI-84+ Calculator Instructions

Several units in the *CPM Statistics and Probability Resource* assume that students have daily access to a TI-83+ or TI-84+ graphing calculator and that the teacher has access to a whole-class calculator display. It is expected that students will have their graphing calculators available at all times, including for any additional problems you may assign for homework.

Teachers should note that the procedures for other TI graphing calculators (TI-89, TI-73, and others), and calculators from other manufacturers, are very different.

Before teaching any lesson that uses technology, be sure to set up and test your equipment in advance to make sure that batteries, software, and the projection system are working properly. It makes sense to have extra batteries and a replacement projector bulb readily available. It also is a good idea to walk through the activity using the actual technology in the classroom before the day of the lesson to review the keystrokes and anticipate any issues that may arise during the lesson.

Much more detailed operating instructions for your calculator than are provided in this appendix can be downloaded from education.ti.com by clicking on "Downloads & Activities" and then "Guidebooks".

Before you explore this appendix, it may be helpful to note the keystroke formatting used throughout. Buttons on the calculator are shown in boxes, such as [ZOOM], with the exception of numbers, parentheses, and the like. Here is an example: [SIN](3[x^2]–5). Secondary functions (those functions accessed after the [2nd] button is pressed, for example) are shown in brackets, such as [STAT PLOT] and [L1]. Menu items appear in quotation marks, such as: [STAT] "Calc" "8:LinReg(a = bx)". No commas appear in a series of commands unless a comma actually needs to be typed in. Instead, keystrokes are separated simply by a space. The [ENTER] key is implied and is not always directly specified.

TI83+/TI-84+ Calculator Instructions

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X. WHOLE-CLASS PROJECTION

An option for the teacher to demonstrate calculator use to the whole class is a document camera, on which the teacher can project both the calculator's screen and demonstrate which keypad buttons to press.

Another option for whole-class demonstration is a projector connected to a computer with a graphing calculator emulator. For the TI-SmartView calculator emulator software, go to http://epsstore.ti.com and click on Computer Software/SmartView Emulator/T1-84. For a demonstration of the TI SmartView emulator in use, go to http://hotmath.com/graphing_calculators/ti84_movie_index.html. A free option for emulator software is vti.exe, found at http://www.ticalc.org/archives/files/fileinfo/84/8442.html; you are required to own a TI-83+/TI-84+ calculator to activate the software.

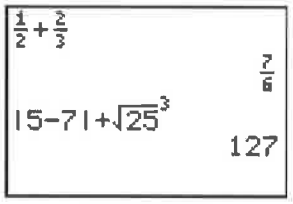
While there are two other options for demonstrating calculator use to a whole class, neither option is capable of displaying the keypad. Only the calculator screen in projected; the teacher cannot project which keystrokes are being entered. However, Texas Instruments can provide a wall poster of the keypad to aid a teacher in demonstrating keys pressed. A TI-Presenter connects a presentation-model TI-84 to the video input of a TV or video projector. The TI-ViewScreen is a large transparent display screen that lies on top of a traditional overhead projector. Both the TI-Presenter and the TI-ViewScreen are available from http://education.ti.com.

1. GETTING STARTED – ADJUSTING SETTINGS

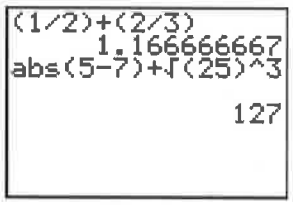
1a. "Classic" View

Recent TI-84 calculators (those with version 2.53 and later operating systems) are set to MathPrint mode to display formulas and fractions more naturally. To determine which version of the operating system you have, press [2nd] [MEM] "1:ABOUT".

These newer TI-84 calculators can be set to the older Classic mode so that they match the displays of older calculators and TI-83 calculators. Compare the newer MathPrint mode (Display 1.1) to the older Classic mode (Display 1.2) below. *All displays in this manual assume you are using an older calculator, or a newer calculator in Classic mode.*

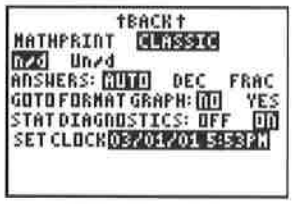


MathPrint
Display 1.1



Classic
Display 1.2

To change a newer calculator to Classic mode, press [MODE], then scroll down and select "CLASSIC" (as shown in the first line of Display 1.3).



Display 1.3

You may choose to update your older TI-84 calculators to the new operating system so that all calculators can take advantage of MathPrint. (TI-83 calculators cannot be upgraded to MathPrint.) To update an older TI-84 calculator to the latest version of the operating system, you have two choices: (1) to download the operating system from the Texas Instruments website, or (2) to upload the operating system from another calculator that already has the latest operating system. Each choice is explained below.

(1) Downloading the operating system from the Texas Instruments website: Load the *TI-Connect* software onto your computer. This software allows you both to download programs and to print your calculator screen on your computer. Get *TI-Connect* from http://education.ti.com/educationportal and click on Downloads/Computer Software/Connectivity Software. Install *TI-Connect* on your computer. Then download the latest operating system to your computer from the same website. After you download the operating system file to your computer, connect your calculator to the computer with the cable.

(For a TI-84, you need a USB-A to USB-MiniB cable like what many digital cameras use. For a TI-83, you need a special cable available from education.ti.com.) Drag the downloaded file over the *TI-Connect* icon to install the file on your calculator. Be patient; it may take a while.

(2) Getting the operating system from another calculator: See Section 8b on how to link two calculators.

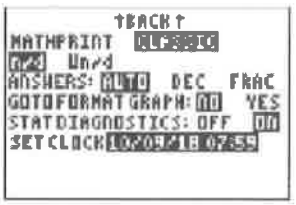
1b. Resetting the Calculator

When the calculator does not behave as you expect it to, first turn the calculator off and then on again. (Often there is a several-second delay before the calculator turns off.) If that does not fix the problem, reset the calculator by pressing [2nd] [MEM] "7:Reset" "1:All RAM" "2:Reset". *Caution: This action will delete all lists, delete all user-downloaded programs and applications, and reset all factory settings*. Nonetheless, resetting the calculator is often the quickest, easiest, and most common way to solve calculator problems in the classroom.

1c. MODE Settings

Anytime you reset the calculator as in Section 1b, or if the display does not appear as you expect it to, check the settings for the calculator by pressing [MODE]. If you are not sure how the calculator should be set, set all of the values to match those shown in Display 1.4.

Display 1.4



Display M.100

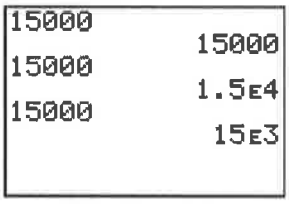
Note that TI-84 calculators with recent operating systems have a second screen of mode settings, accessed by scrolling down with the ▼ key as shown in Display M.100. Older calculators do not have this second screen of options.

"NORMAL SCI ENG": This sets the numerical notation. Display 1.5 below shows the various ways that 15000 can be displayed. "NORMAL" uses standard notation for numbers, such as 15000. "SCI" uses scientific notation, such as 1.5E4, which represents 1.5×10^4. "ENG" uses engineering notation, which is similar to scientific notation but always uses exponents in multiples of 3. For example, "ENG" would show 15000 as 15E3, which stands for 15×10^3.

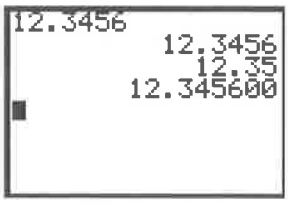
"FLOAT 0123456789": This determines how many decimal places are displayed. Display 1.6 below shows the various ways 12.3456 can be displayed based on the different mode settings. "FLOAT" will automatically show up to 10 decimal places if the number contains decimals. However, if the number is an integer, then only the integer is shown. The other settings force the decimals to the number specified. 12.35 is displayed when 2 decimal places are specified (note that the last digit is rounded). 12.345600 is displayed when 6 decimal places are specified.

"RADIAN DEGREE": This option sets the units for trigonometric functions. CPM's *Geometry Connections* and *Algebra 2 Connections* measure angles in degrees, so this option should be set to "DEGREE".

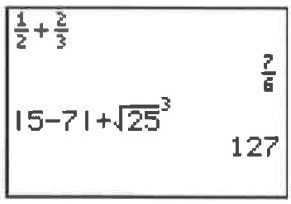
"MATHPRINT CLASSIC": In MathPrint mode (found only on TI-84 calculators with newer operating systems), the TI-84 calculator displays formulas and fractions more naturally (see Display M.101). In Classic mode, TI-84 calculator displays match the displays of older calculators and TI-83 calculators (Display M.102). All displays in this manual assume you are using an older calculator, or a newer calculator in Classic mode. For more information, refer to Section 1a.



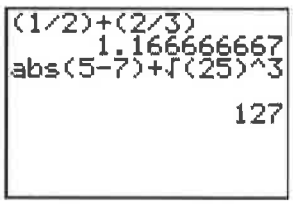
Display 1.5



Display 1.6



Display M.101



Display M.102

2. ENTERING DATA

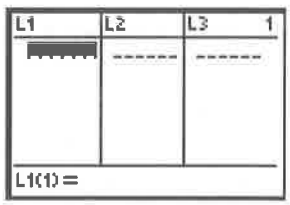
2a. Lists of Data

Press [STAT] "EDIT" "1:Edit" as shown in Display 2.1. This will bring up a screen similar to Display 2.2.

If there are values in the list already, see Section 2b on how to clear a list.

If you do not see the columns labeled "L1", "L2", and "L3" (representing List 1, List 2, and List 3), scroll left or right using the [◄] or [►] keys. If you still do not see "L1", "L2", and "L3", run the "SetUpEditor" by pressing [STAT] "EDIT" "5:SetUpEditor" as shown in Displays 2.3 and 2.4.

Display 2.1

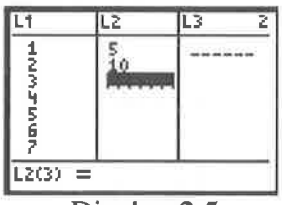


Display 2.2

Display 2.3

Display 2.4

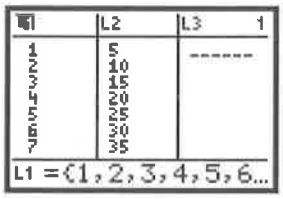
Position the cursor to the first item in List 1 as shown in Display 2.2. Key in your data then press [ENTER]. The curser will move down to the next position on the list. Make sure to press [ENTER] after keying the last data value into the list. When finishing entering data into L1, press [▶] to move to L2. Display 2.5 shows the first values entered in List 2 after List 1 is complete.



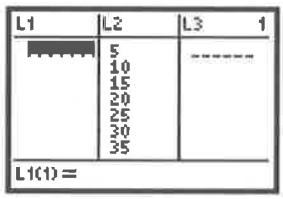
Display 2.5

2b. Clearing Lists Of Data

If you want to remove the data from List 1, move the curser onto the list name, as shown in Display 3.1. Press [CLEAR], then [ENTER], and you will clear the list as shown in Display 3.2. Do not select the [DEL] key, as [DEL] removes the list from the screen. To restore the list to the screen, press [STAT] "EDIT" "5:SetUpEditor" as shown in Displays 2.3 and 2.4 above.



Display 3.1



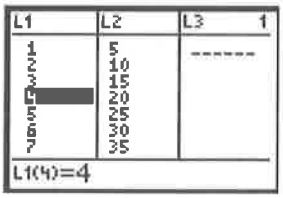
Display 3.2

2c. Editing Lists Of Data

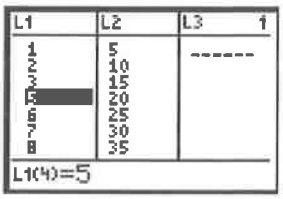
To remove an individual value from a list, move the cursor over the item to remove and press [DEL]. Note below how "4" was highlighted and then deleted from List 1 in Displays 4.1 and 4.2.

To change an existing value in a list, move the cursor over the number you wish to change, type the new value, and press [ENTER].

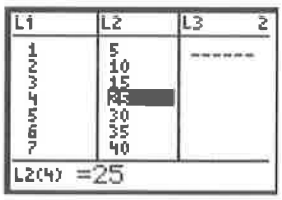
To add a number in the middle of a list, move the cursor to the value *after* the one you want to insert and press [2nd] [INS]. The calculator will insert a zero, as shown in Displays 4.3 and 4.4. Move the cursor over "0", type in the desired value, and press [ENTER].



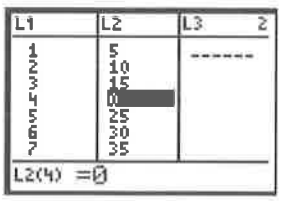
Display 4.1



Display 4.2



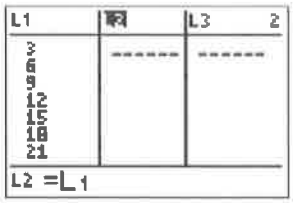
Display 4.3



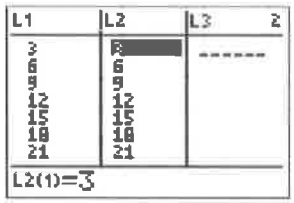
Display 4.4

2d. Copying Lists of Data

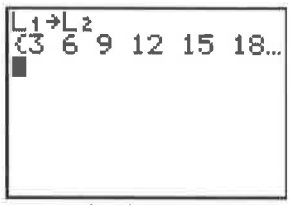
To copy List 1 to List 2, move the cursor to "L2" and press [ENTER]. The cursor will move to the bottom of the screen. Enter [2nd] [L1], which is the name of the list you want to copy to "L2", as shown in Display M.1. Press [ENTER] to copy the list, as shown in Display M.2.



Display M.1



Display M.2



Display M.3

Alternatively, you could enter [2nd] [L1] [STO▶] [2nd] [L2] at the main screen, as shown in Display M.3.

2e. Sorting Lists of Data

To sort List 1 in ascending order from low to high values, from any screen press [2nd] [LIST] "OPS" "2:SortA(" [2nd] "L1". This will *overwrite* the original List 1 with the sorted List 1. If you also want to keep the original List 1, make a copy of List 1 into List 2 *before* sorting the list.

3. UNIVARIATE DATA

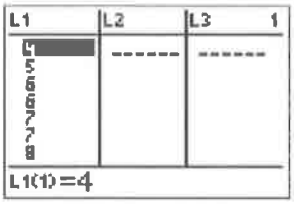
3a. Displaying a Box Plot

Enter data into List 1 as described in Section 2. For example, let List 1 contain {4 5 6 6 7 7 8 10 14 17}, as shown in Display M.4.

To turn off undesired graphs, press [2nd] [STAT PLOT] and verify that "Plot2" and "Plot3" are off, as shown in Display M.4A. If they are not already off, select "4:PlotsOff" [ENTER] to turn off all plots. Verify that there are no functions entered in the "Y=" screen by pressing [Y=] and then pressing [CLEAR] on each line, as shown in Display M.4B. Remember to scroll down to see all the "Y=" functions.

To return to the main screen from any of the graphing screens, press [2nd] [QUIT].

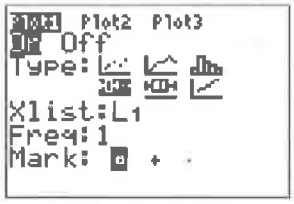
To set up a box plot, press [2nd] [STAT PLOT] "1:Plot 1..." Enter settings as shown in Display M.5. Specify the list in which the univariate data is stored at "Xlist:"; specify List 1 by pressing [2nd] [L1]. (The icon of the box plot highlighted in Display M.5 will create a box-plot graph displaying outliers; the other box-plot icon will not show outliers. "Freq" specifies how many times each of the pieces of data in List 1 will be used.)



Display M.4

Display M.4A

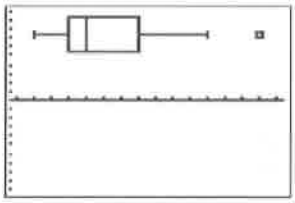
Display M.4B

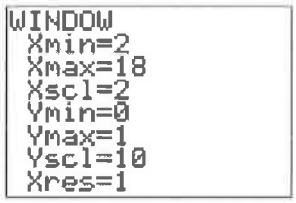


Display M.5

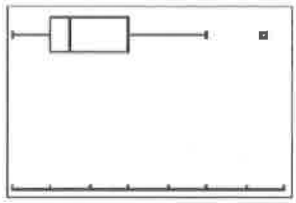
Press [ZOOM] "9:ZoomStat" to create a box plot similar to the one shown in Display M.6. The square to the right of the box plot indicates an outlier.

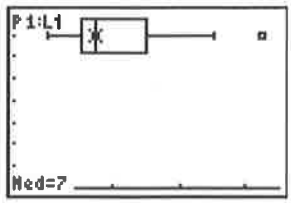
The calculator's "ZoomStat" feature attempts to fit the graph in the display window, but it does not make the best choices for intervals on the axes. To make better choices, press [WINDOW] and enter options as shown in Display M.7. The minimum and the maximum of the data can be found with "1-Var Stats", as described in Section 3d, or with "SortA", as described in Section 2e. Choose "Xmin" less than or equal to the minimum data value, "Xmax" larger than or equal to the maximum data value, and "Xscl" as the interval between tick marks on the *x*-axis. Box plots do not have *y*-axes; choose a "Yscl" that is larger than the range between "Ymin" and "Ymax" to eliminate the *y*-axis. "Xres" should always be set to 1. Press [GRAPH] to display the graph as shown in Display M.8A.


Display M.6



Display M.7


Display M.8A



Display M.8B

Press [TRACE] and then [◄] or [►] to display the minimum ("minX"), first quartile ("Q1"), median ("Med"), third quartile ("Q3"), or maximum ("maxX") data values, as shown in Display M.8B.

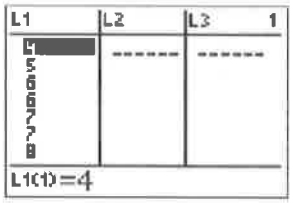
3b. Displaying a Histogram

Enter data into List 1. For example, let List 1 contain {4 5 6 6 7 7 8 10 14 17}, as shown in Display M.9.

To turn off undesired graphs, press [2nd] [STAT PLOT] and verify that "Plot2" and "Plot3" are off, as shown in Display M.10A. If not, select "4:PlotsOff" [ENTER] to turn off all the plots. Verify that there are no functions entered in the "Y=" screen by pressing [Y=] then pressing [CLEAR] on each line, as shown in Display M.10B. Remember to scroll down to see all the "Y=" functions.

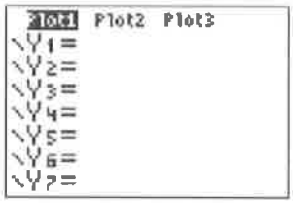
To return to the main screen from any of the graphing screens, press [2nd] [QUIT].

To set up a histogram, press [2nd] [STAT PLOT] "1:Plot 1..." Enter settings as shown in Display M.11. Specify the list in which the univariate data is stored at "Xlist:"; specify List 1 by pressing [2nd] [L1]. "Freq" specifies how many times each of the pieces of data in List 1 will be used.

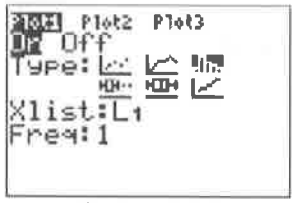


Display M.9

Display M.10A



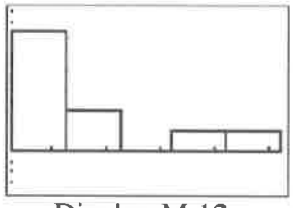
Display M.10B

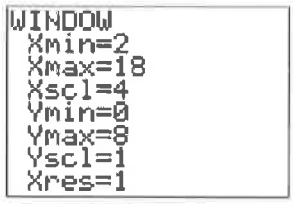


Display M.11

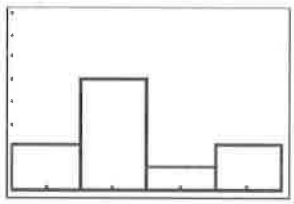
Press [ZOOM] "9:ZoomStat" to create a histogram as shown in Display M.12.

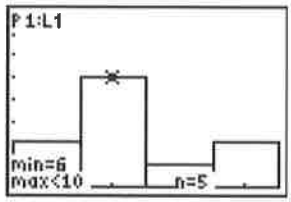
The calculator's "ZoomStat" feature attempts to fit the graph in the display window, but it does not make the best choices for intervals on the axes. To make better choices, press [WINDOW] and enter options as shown in Display M.13. The minimum and the maximum of the data can be found with "1-Var Stats", as described in Section 3d, or with "SortA", as described in Section 2e. Choose "Xmin" less than or equal to the minimum data value and "Xmax" *larger than* the maximum data value. "Xscl" is the bin width; typically, the number of bins should approximately equal the square root of the number of data values. Make choices for the *y*-axis using guess-and-check. "Xres" should always be set to 1. Press [GRAPH] to display the graph as shown in Display M.14A.


Display M.12.



Display M.13


Display M.14A



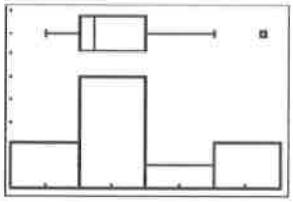
Display M.14B

Press [TRACE] and then [◄] or [►] to display the range and height of each bin, as shown in Display M.14B.

Typically, a box plot is also displayed whenever a histogram is displayed. To create both a histogram and a box plot together, set up the histogram as described above. Set the windows for the histogram. Then set up a box plot in [2nd] [STAT PLOT] "2:Plot 2...", as shown in Displays M.15A and M.15B. Press [GRAPH] to display both plots together, as shown in Display M.16.

Display M.15A

Display M.15B

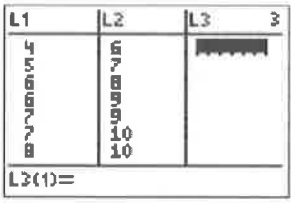

Display M.16

3c. Comparing Distributions

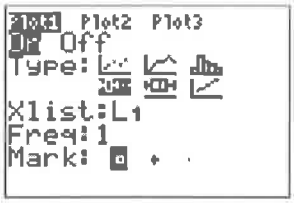
To compare two distributions, two box plots are drawn on the same axes. Enter data into List 1 and List 2. For example, let List 1 contain {4 5 6 6 7 7 8 10 14 17} and List 2 contain {6 7 8 9 9 10 10 12 12 13}, as shown in Display M.17.

To set up the first box plot, press [2nd] [STAT PLOT] "1:Plot 1..." and enter settings as shown in Display M.18. Specify the first list in which the univariate data to be compared is stored at "Xlist:"; specify "L1" by pressing [2nd] [L1].

To set up the second box plot, press [2nd] [STAT PLOT] "2:Plot 2..." and enter settings as shown in Display M.19. Specify the second list in which the univariate data to be compared is stored at "Xlist:"; specify "L2" by pressing [2nd] [L2].



Display M.17

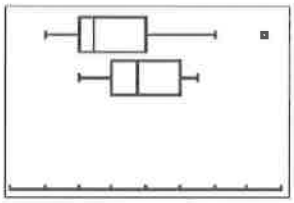


Display M.18

Display M.19

Press [ZOOM] [9]: ZoomStat to create a quick general comparison, or press [WINDOW] to make more appropriate choices for the axes, as shown in Display M.20. Remember that box plots do not have *y*-axes. Press [GRAPH] to display the graph as shown in Display M.21.

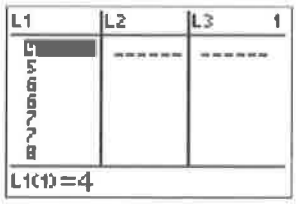
Display M.20


Display M.21

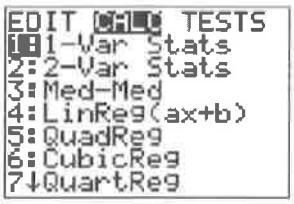
3d. Getting Statistics: Summarizing Data Numerically

Enter data into List 1. For example, let List 1 contain {4 5 6 6 7 7 8 10 14 17}, as shown in Display M.22.

To get a numerical summary of the data in List 1, press [STAT] "CALC" "1:1-Var Stats" [2nd] [L1], as shown in Displays M.23 and M.24.



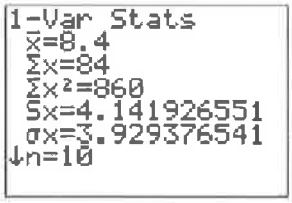
Display M.22



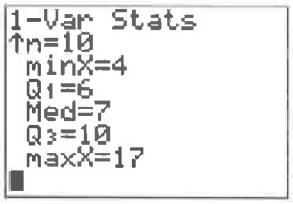
Display M.23

Display M.24

Press [ENTER] for the numerical summary. You can scroll up and down through the data by pressing [▲] and [▼], as shown in Displays M.25 and M.26.



Display M.25



Display M.26

"1-Var Stats"	
$\bar{x}$	mean of the list
Σx	sum of the list
Σx^2	sum of the squares of the values in the list
Sx	standard deviation if the data is a sample from the population
σx	standard deviation if the data is the whole population
n	number of items of data (sample size)
minX	minimum in the list
Q1	first quartile (median of the lower half of the data)
Med	median
Q3	third quartile (median of the upper half of the data)
maxX	maximum in the list

4. BIVARIATE DATA

4a. Setting Up a Scatter Plot

Once you have bivariate data in List 1 and List 2, a scatter plot can be used to display the data. For example, suppose you have the following bivariate data:

(4, 6) (5, 7) (6, 8) (6, 9) (7, 9) (7, 10) (8, 10) (10, 12) (14, 12) (17, 13)

Note that bivariate data is often displayed in a table as follows:

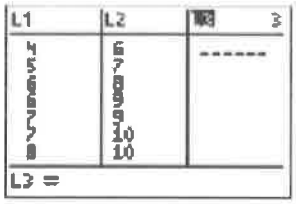
x	4	5	6	6	7	7	8	10	14	17
y	6	7	8	9	9	10	10	12	12	13

Enter the explanatory (independent x-axis) data in List 1 and the response (dependent y-axis) data in List 2, as shown in Display M.40A.

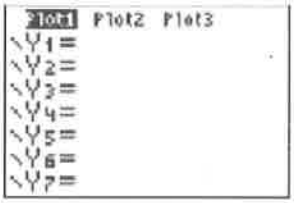
To turn off undesired graphs and functions, press [2nd] [STAT PLOT] and verify that "Plot2" and "Plot3" are off, as shown in Display 6.1. If they are not already off, select "4:PlotsOff" [ENTER] to turn off all plots. Verify that there are no functions entered in the "Y=" screen by first pressing [Y=] and then pressing [CLEAR] on each line, as shown in Display M.40B. Remember to scroll down to see all of the "Y=" functions.

To return to the main screen from any of the graphing screens, press [2nd] [QUIT].

To set up a scatter plot, press [2nd] [STAT PLOT] "1:Plot 1..." Enter settings as shown in Display 6.2. Specify the list in which the explanatory (independent x-axis) data is stored at "Xlist:" by pressing [2nd] [L1]; specify the response (dependent y-axis) data at "Ylist:" by pressing [2nd] [L2].



Display M.40A



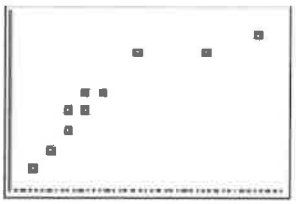
Display M.40B

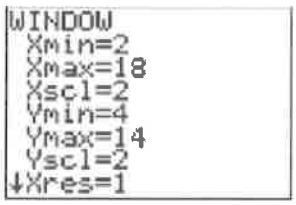
Display 6.1

Display 6.2

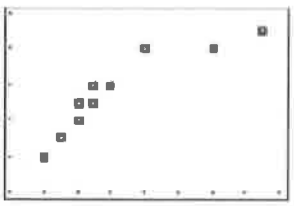
Press [ZOOM] [9]: ZoomStat to create a scatter plot similar to the one shown in Display M.12.

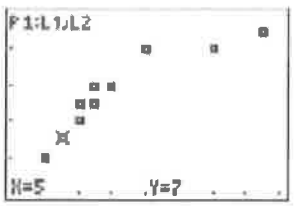
The calculator's "ZoomStat" feature attempts to fit the graph in the display window, but it does not make the best choices for intervals on the axes. To make better choices, press [WINDOW] and enter options as shown in Display M.13. These choices were made by looking over the data that you wish to plot and determining the smallest and largest values of x and y. The minimum and the maximum of the data can be found with the "1-VarStats" function, as described in Section 3d, or with "SortA," as described in Section 2e . Choose "Xmin" less than or equal to the minimum data value, "Xmax" larger than or equal to the maximum data value, and "Xscl" as the interval between tick marks on the x-axis. "Ymin", "Ymax", and "Yscl" perform a similar function for the y-values. "Xres" should always be set to 1. Press [GRAPH] to display the graph as shown in Display M.14A.


Display M.12



Display M.13


Display M.14A



Display M.14B

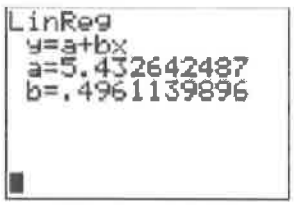
Press [TRACE] and then [◄] or [►] to display the coordinates of the individual points, as shown in Display M.14B. If the trace text overwrites a portion of your graph, press [WINDOW] and select a lower value for "Ymin".

4b. Least Squares Regression Line (LSRL)

Once you have entered bivariate data in List 1 and List 2, you can find the Least Squares Regression Line (LSRL) of best fit. Enter [STAT] "CALC" "8:LinReg(a+bx)" "L1, L2, Y1", as shown in Displays M.27 and M.28. Press [ENTER] to obtain the values of a and b for the LSRL, as shown in Display M.29.

Display M.27

Display M.28



Display M.29

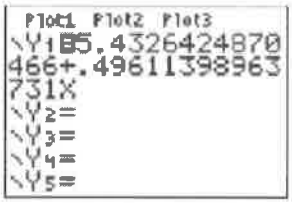
"Y1" is entered in the command above by pressing [VARS] "Y-VARS" "1:Function..." "1:Y1", as shown in Displays M.30 and M.31.

Display M.30

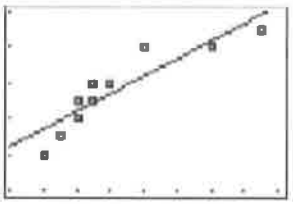
Display M.31

The calculator can also display the LSRL as "y=a+bx", which is the standard notation in statistics and prepares students for multiple regression in future courses.

By specifying "Y1" in the command, the calculator puts the LSRL into the function "Y1=", as shown in Display M.32, so that it can be graphed. Once you have set up a scatter plot as described in Section 4a, press [GRAPH] to plot the LSRL with the scatter plot, as shown in Display M.33.



Display M.32


Display M.33

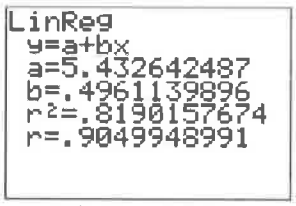
When specifying the lists using the "LinReg" command, the explanatory (independent x-axis) variable comes first, followed by the response (dependent y-axis) variable, followed by the "Y=" function in which you want the LSRL stored. (A different LSRL is calculated if you inadvertently switch the explanatory and responses variables.) In the example shown in Display M.28, the explanatory variable is in List 1, the response variable is in List 2, and the LSRL will be stored in "Y1=".

4c. Correlation Coefficient

To display the correlation coefficient, the calculator must be set up by pressing [2nd] [CATALOG] "DiagnosticOn", as shown in Display M.34. The calculator will remember that Diagnostics have been turned on in future calculator sessions. If you reset the calculator memory, you will need to turn on "DiagnosticOn" again.

To display the correlation coefficient, enter the LSRL command: [STAT] "CALC" "8:LinReg(a+bx)" "L1, L2, Y1", as shown in Display M.28. Press [ENTER] to display the values of a and b for the LSRL and the correlation coefficient, as shown in Display M.35.

Display M.34

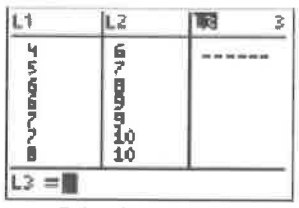


Display M.35

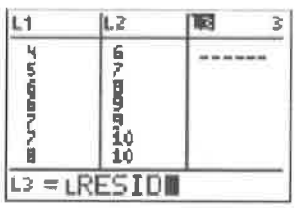
4d. Residuals

When you perform a LSRL regression, the calculator will automatically store the residuals in a list named "RESID". Residuals are calculated by subtracting the y-value predicted by the LSRL for any bivariate point from the observed y-value. For example, if you were to enter the data from Section 4a, the residual for the point (4, 6) would be –1.417, because *observed – predicted* = [6] – [5.4326 + 0.4961(4)] = –1.417.

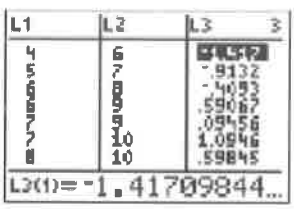
After you perform a LSRL regression for the data in List 1 and List 2, you can display the residuals in List 3 as follows. Highlight the label for List 3, as shown in Display M.36, and press [ENTER]. Press [2nd] [LIST] "RESID", as shown in Display M.37. Press [ENTER] to copy the list, as shown in Display M.38A.



Display M.36



Display M.37



Display M.38A

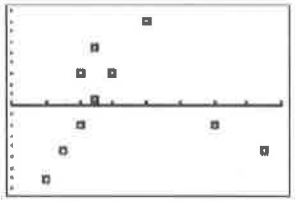
Display M.38B

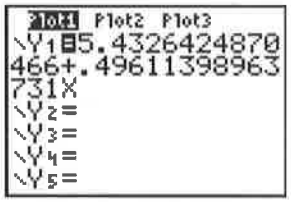
Alternatively, from the main screen you can enter [2nd] [LIST] "RESID" [ENTER] [STO▸] [L3], as shown in Display M.38B. The residuals will be copied into List 3.

4e. Residual Plots

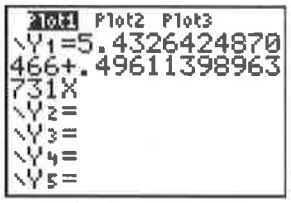
Once the residuals have been copied into a list, as described above, a residual plot is created by making a scatter plot with the explanatory (independent) variable on the x-axis and the residuals on the y-axis. (Note: The "Ylist" is now "L3".) For example, Displays M.39 and M.40A show how a scatter plot can be created from the data in Display M.38.

Display M.39


Display M.40A



Display M.40B



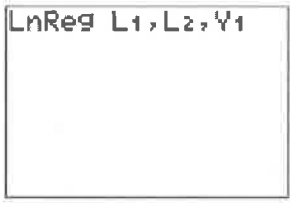
Display M.40C

When creating a residual plot, you will need to set the windows appropriately. Before making the residual plot, turn off the LSRL line in the function "Y1=", as the LSRL is not appropriate on a residual plot. To turn the equation off but keep it for later, move the cursor over the "=" and press [ENTER], as shown in Display M.40B. The "=" should no longer be highlighted, as shown in Display M.40C. (Pressing [ENTER] over the "=" again later will highlight the "=" and turn the equation back on for graphing.)

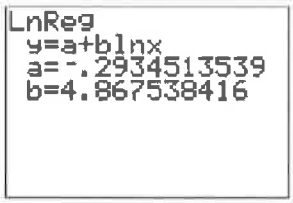
4f. Non-Linear Regressions

The calculator can perform non-linear regressions similarly to how it creates a LSRL. For example, to perform a log regression with the data from Section 4a, press [STAT] "CALC" "9:LnReg" "L1, L2, Y1", and then press [ENTER], as shown in Displays M.41 through M.43. Recall that "Y1" is entered by pressing [VARS] "Y-VARS" "1:Function..." "1:Y1", as shown in Displays M.30 and M.31.

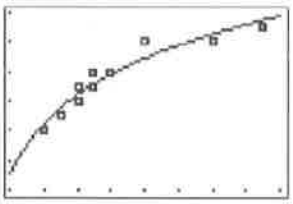
Display M.41



Display M.42



Display M.43


Display M.44

After setting the appropriate window, press [GRAPH] to display the non-linear regression curve, as shown in Display M.44.

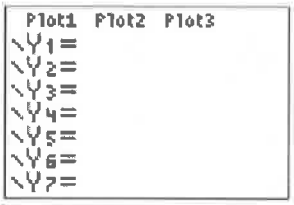
5. THREE REPRESENTATIONS OF FUNCTIONS

5a. Entering Equations

To turn off undesired graphs and functions, press [2nd] [STAT PLOT] and verify that all three plots are off, as shown in Display M.130. If they are not already off, select "4:PlotsOff" [ENTER] to turn off all plots, as shown in Display M.131. Verify that there are no functions entered in the "Y=" screen by first pressing [Y=] and then pressing [CLEAR] on each line, as shown in Display M.132. Remember to scroll down to see all of the "Y=" functions.

Display M.130

Display M.131

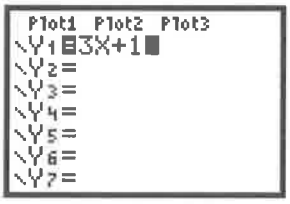


Display M.132

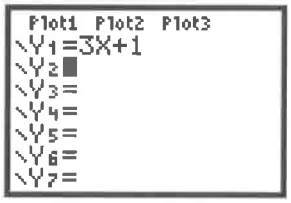
To return to the main screen from any of the equation, graphing, or table screens, press [2nd] [QUIT].

To input an equation for graphing or creating a table, press [Y=] to bring up the "Y=" function window, as shown in Display M.132. Move the cursor to "Y1=". For example, if you wish to enter the equation $y = 3x + 1$, press [3] [X,T,Θ,n] [+] [1], as shown in Display 9.3. The [X,T,Θ,n] key places the variable x into the equation.

Note that the "=" sign is highlighted in Display 9.3. This shows that equation "Y1" is on and will be graphed and tabled. To turn the equation off but keep it for later, move the cursor over the "=" and press [ENTER], as shown in Display 9.4. Pressing [ENTER] over the "=" sign again will turn the equation back on for graphing and tabling.



Display 9.3



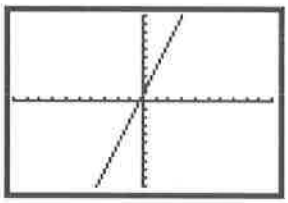
Display 9.4

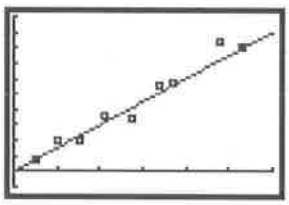
5b. Displaying A Graph

Once you have entered the equation or data, you can display a graph by pressing [GRAPH]. The settings currently in the window screen will be used to scale the axes. For a standard graphing window that goes from –10 to 10 for both the x- and y-axes, press [ZOOM] "6:ZStandard", as shown in Display 10.1. The graph of $y = 3x + 1$ after pressing [ZOOM] [6] is shown in Display 10.2.

To display both a scatter plot and the graph of an equation, set up the scatter plot and window as described in Section 4a, and set up the equation as described above. Press [GRAPH] to display both, similar to Display 10.4.

Display 10.1

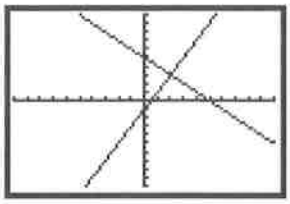
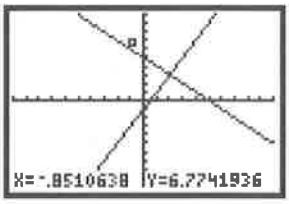
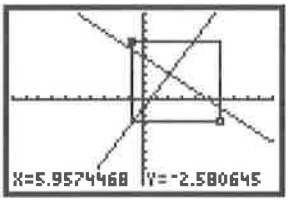
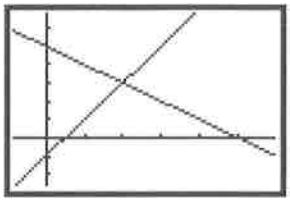

Display 10.2

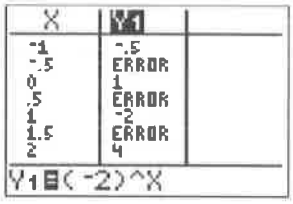
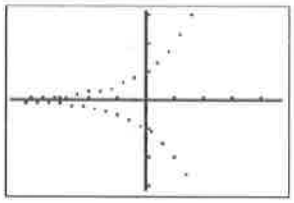
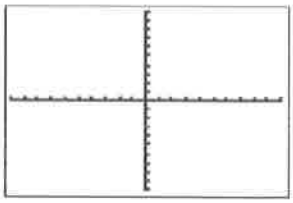

Display 10.4

SETTING THE WINDOW

The Zoom function on the calculator is used to set the window quickly. Pressing [ZOOM] will bring up the Zoom window, as shown in Display 12.1. Following are brief descriptions of the various Zoom settings and their uses.

Display 12.1

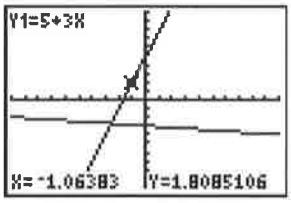
Descriptions of Zoom Settings	
"1:ZBox"	Allows you to specify the region for the window by drawing a box around the region. For example, to view where two lines (like those shown in Display 13.1) intersect, press [ZOOM] "1:ZBox". Use the arrows to move the blinking cursor to the top-left corner of the box you are going to create. Pressing [ENTER] will then change the cursor to a blinking box (Display 13.2). Next, use the right and down keys to form a box about the point of intersection (Display 13.3). Press [ENTER] when the box contains the desired region. The result is shown in Display 13.4.  Display 13.1  Display 13.2  Display 13.3  Display 13.4
"2:ZoomIn"	Zooms in *at the location of the cursor* after [ENTER] is pressed, allowing you to explore a smaller region in more detail.
"3:ZoomOut"	Zooms out *from the location of the cursor* after [ENTER] is pressed, allowing you to see more of the graph.

"4:ZDecimal"	Makes tracing easier. When tracing the points on graph, the x-coordinates will increase by "nice" values of 0.1. However, the window is fixed from –4.7 to 4.7 on the x-axis and –3.1 to 3.1 on the y-axis. ZDecimal is also useful for graphing certain highly unusual functions. Consider the function $y = (-2)^x$, for example. The table for this function is shown in Display M.140. Pressing "4:ZDecimal" displays a correct graph, as shown in Display M.141, while pressing "6:ZStandard", as in Display M.142, does not.  Display M.140  Display M.141  Display M.142
"5:ZSquare"	Sets the window so the x- and y-values have the same scale and so the display is not stretched in the x-direction. This allows the graph of a circle to look like a circle rather than a stretched ellipse. Note that the calculator screen is not square. Since the screen is wider than it is tall, "ZSquare" sets the x-axis to a larger range of values to compensate. The midpoint of the current display becomes the midpoint of the display after" ZSquare" is pressed; "Xscl" and "Yscl" remain unchanged.
"6:ZStandard"	This will be the most common Zoom setting for graphing functions in CPM's *Connections* texts. It sets the window to –10 to 10 for both x and y.
"7:ZTrig"	Sets the window for graphing trigonometric functions.
"8:ZInteger"	Resets the window to "Xscl=10" and "Yscl=10", centered on the location to where the cursor has moved.
"9:ZoomStat"	Sets the window to accommodate any statistics plots that are currently turned on. The calculator's "ZoomStat" feature sets the window so that all of the data will be displayed on the screen. However, it makes poor choices for the intervals on the axes.
"0:ZoomFit"	Adjusts "Ymin" and "Ymax" of the window so that all of the y-values between the current "Xmin" and "Xmax" can be displayed. "Xmin" and "Xmax" remain unchanged.
"MEMORY" "1:ZPrevious"	Uses the window that was displayed before you used the most recent Zoom key.

"MEMORY" **"2:ZoomSto"**	Stores the current viewing window. This is particularly useful for CPM's *Algebra 2 Connections*, where graphs are frequently made from –5 to 5 on both the x-axis and the y-axis. The –5 to 5 window can be stored with this function and recalled with "ZoomRcl".
"MEMORY" "3:ZoomRcl"	Recalls the viewing window you stored using "ZoomSto" above.

5c. Finding Coordinates on Graphs (Tracing)

Tracing a cursor along a line is useful when estimating points like intersections and intercepts. Press [TRACE] and then [◄] or [►] to move along the line. The coordinates of the cursor are given at the bottom of the screen, as shown in Display M.150.



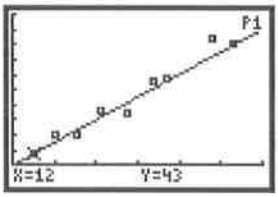
Display M.150

To "jump" the cursor to the other line, press [▲] or [▼], and then press [◄] or [►] to move along the new line.

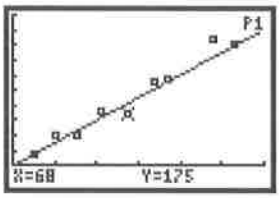
If a scatter plot is displayed on the screen, the trace cursor will go to the first of the data points (as shown in Display 11.1), and the x- and y-coordinates of the point will appear at the bottom of the window. Using [◄] and [►], you can move forward through the set of points. Display 11.2 shows a trace that has been advanced by the right arrow several times. To shift the trace to the line or other graph element, press [▲] or [▼], and then press [◄] or [►] to move along the line. Display 11.3 shows the tracing of the line.

While tracing a line or curve, you can type in a number and the trace will jump directly to that value of x on the graph. For example, if you want to know the coordinate when $x = 80$, press [TRACE] 80 [ENTER]. Display 11.4 shows how the screen will look just before pressing [ENTER]. You can enter x-values only for the range of the x-axis shown on the screen; if you get an "ERR: INVALID" message, you entered an x-value that was not displayed on the graph.

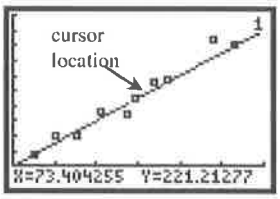
This technique of entering an x-value will not work when tracing points on a scatter plot.



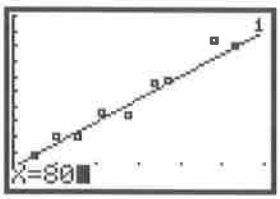
Display 11.1



Display 11.2



Display 11.3

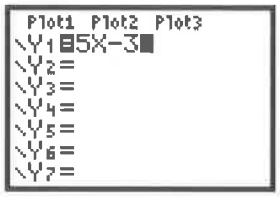


Display 11.4

To return to the main screen from any of the equation, graphing, or table screens, press 2nd |QUIT|.

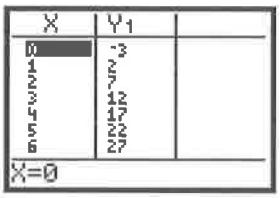
5d. Using Tables

In addition to graphing, the calculator can also show tables of values for functions. First, enter an equation into "Y1=" (see Section 5a), such as in the example shown in Display 14.1. Press 2nd |TBLSET| to view the table setup window (Display 14.2). "TblStart" determines the first value for x in the table. "ΔTbl" sets the increment for the x-values. Leave the independent ("Indpnt") and dependent ("Depend") variables set to "Auto", as shown. (When set to "Ask", the values have to be entered manually.) Pressing 2nd |TABLE| will display the table, as shown in Display 14.3. You can use the and keys to move to values above and below the ones that are displayed. Display 14.4 shows what the table would look like if you were to press three times.

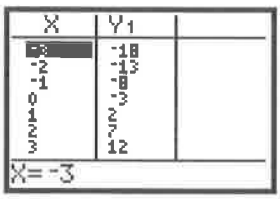


Display 14.1

Display 14.2

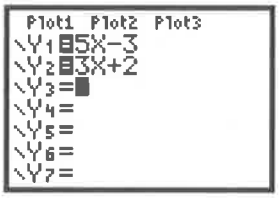


Display 14.3

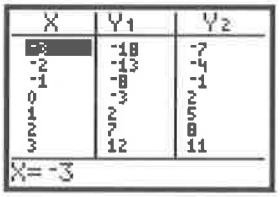


Display 14.4

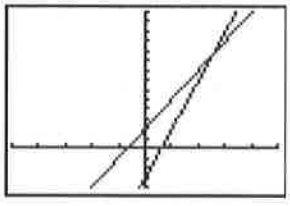
The table can show values for multiple equations simultaneously. If there are two active equations, as shown in Display 14.5, the resulting table would look like Display 14.6A. The graph shown in Display 14.6B demonstrates that all three representations of a function can be displayed with the calculator.



Display 14.5



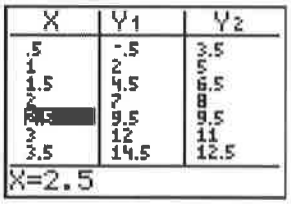
Display 14.6A



Display 14.6B

To change the x-values to display in increments of 0.5 on the table, press [2nd] [TBLSET] and change "ΔTbl" to 0.5, as shown in Display 14.7. The resulting table with "ΔTbl = 0.5" is shown in Display 14.8. Note that the point of intersection is found in the table by scrolling through the table until an x-value is found that has the same Y1 and Y2 values. Display 14.8B shows (2.5, 9.5) as the point of intersection.

Display 14.7

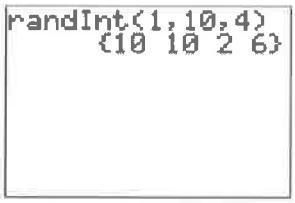


Display 14.8

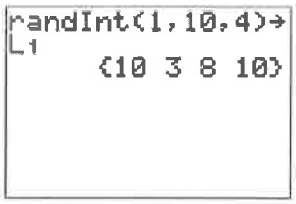
6. RANDOM NUMBERS

Before generating any random numbers, students must "seed" their calculators with haphazard starting places for the pseudo random-number generators in their calculators. If students do not take this step, all of their calculators may generate the same "random" number! This step needs to be taken only once, or when the calculators are reset, as in Section 1b. Have each student enter his or her ID number, phone number, or some other unique number into the calculator as follows: *number* [STO▶] [MATH] "PRB" "1:rand". This step is crucial when generating random numbers as a class.

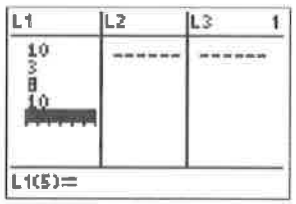
To generate random integers, you need to specify the minimum and maximum integers possible, and how many random integers to generate. For example, to generate four random integers between 1 and 10, press [MATH] "PRB" "5:randInt(1, 10, 4)" [ENTER], as shown in Display M.110. Of course your calculator will most likely generate different random numbers than those shown.



Display M.110



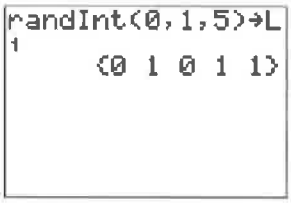
Display M.111



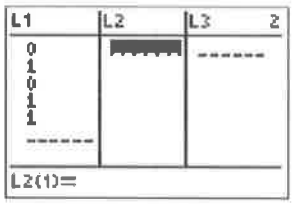
Display M.112

To put the random numbers into List 1, press [MATH] "PRB" "5:randInt(1, 10, 4)" [STO▶] [2nd] [L1] [ENTER], as shown in Displays M.111 and M.112. Of course your calculator will most likely generate different random numbers than those shown.

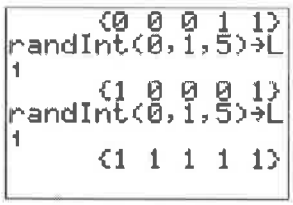
If, for example, you wish to simulate tossing five coins, you could let "1" represent heads and "0" represent tails. Enter [MATH] "PRB" "5:randInt(0, 1, 5)" [STO▶] [2nd] [L1], as shown in Display M.113. In List 1, as shown in Display M.114, you can count three heads. To "toss" the coin five more times, return to the main screen by pressing [2nd] [QUIT] and press only [ENTER] as shown in Display M.115.



Display M.113

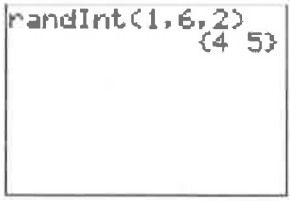


Display M.114

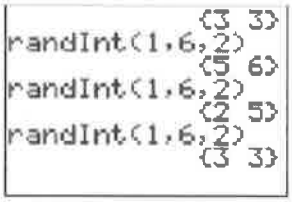


Display M.115

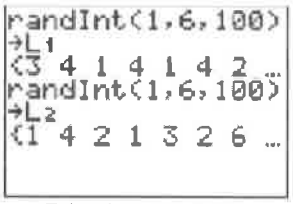
To determine how many "doubles" you get when tossing two dice, as an additional example, "roll" two dice by entering [MATH] "PRB" "5:randInt(1, 6, 2)" [STO▶] [2nd] [L1], as shown in Display M.117. "Roll" the dice as many times as desired by pressing [ENTER] repeatedly, as shown in Display M.118, while tallying how many "doubles" appear. In Display M.118, "doubles" appear twice.



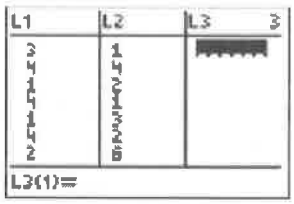
Display M.117



Display M.118



Display M.119



Display M.120

To simulate rolling two dice many times and storing the results in lists, you can place the results of rolling the first die in List 1 and the results of rolling the second die in List 2, as follows. Press [MATH] "PRB" "5:randInt(1, 6, 100)" [STO▶] [2nd] [L1] and then [MATH] "PRB" "5:randInt(1, 6, 100)" [STO▶] [2nd] [L2], as shown in Display M.119. Display M.120 simulates 100 rolls of the dice.

7. USING A CBR (CALCULATOR-BASED RANGER)

7a. Introduction to CBR

A CBR can be used to measure the distance between a motion sensor and an object. The instructions below describe how to operate a CBR.

- Connect the calculator and CBR with a link cable, as shown in Display 15.1. Flip the face of the CBR up to form a *right angle*, as illustrated in Display 15.2.

Display 15.1

Display 15.2

- The CBR can be placed on the floor, placed on a table, or held in your hand, depending on the placement of the object that you wish to measure. Be sure that the path between the CBR and the target is clear of any objects that may interfere with the readings.

- Press [APPS] "CBL/CBR APP" [ENTER]. The display will be similar to Display 15.3. Display 15.4 shows the choices available. "1:GAUGE" allows you to check settings and measure continual distances. "2:DATA LOGGER" is used to record data over time.

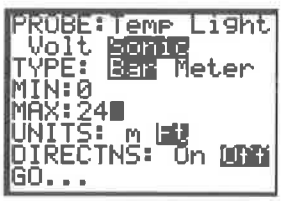
  If the CBL/CBR application is missing from your calculator, it can be downloaded from education.ti.com. Follow the directions in Section 1a for downloading a file.

7b. Using Gauge

Press "1:GAUGE" from the screen shown in Display 15.4. Select "Sonic", as shown in Display 15.5. When you move the cursor over "GO..." and press [ENTER], you will hear a clicking sound and see a display that shows a gauge and the current distance from the object. Press the (TRIGGER) button on the CBR to stop the readings. This application is useful for checking the preconditions for other applications. If the readings do not make sense, check the units (feet versus meters) to see if they are set correctly. If the units are correct, try changing the angle of the CBR slightly. Pressing [2nd] [QUIT] will return to the "CBL/CBR APP" Screen.

Display 15.3

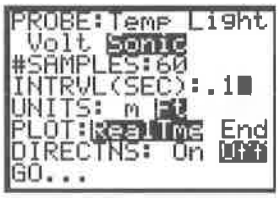
Display 15.4



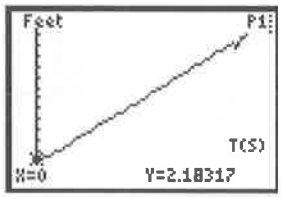
Display 15.5

7c. Using Data Logger

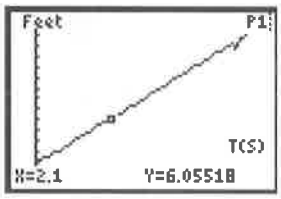
From the "CBL/CBR APP" screen, select "2:DATA LOGGER". Have the "PROBE" set to "Sonic", as shown in Display 15.6. "#SAMPLES" will determine the number of data points recorded. "INTRVL(SEC)" determines how often a reading is taken. Setting "PLOT" to "RealTme" allows the graph to be viewed as the data is collected. The screen automatically resizes after all samples are complete. Display 15.7 shows the results of the CBR measuring an object under constant velocity. The data can be traced by pressing the left and right arrow keys. The data is automatically stored under the list names "TDIST" (for the x-values) and "DIST" (for the y-values). The graph is displayed by utilizing "Plot1", as described in Section 4a. To exit the CBR/CBL Application, press [2nd] [QUIT] [4].



Display 15.6

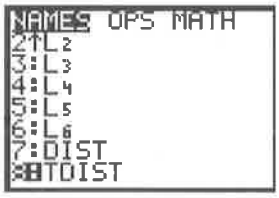


Display 15.7

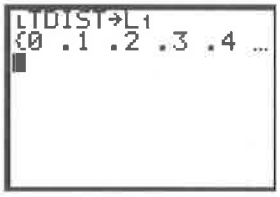


Display 15.8

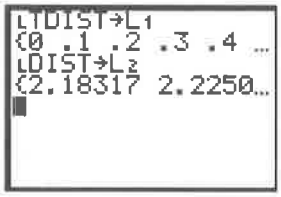
If the data needs to be retrieved, press [2nd] [LIST] "NAMES" "8:TDIST" [ENTER], as shown in Display 15.9. Press [STO▶] [2nd] [L1] to store the list into L1. Recall "DIST" in a similar manner and store in it List 2. Both lists can be viewed simultaneously by pressing [STAT] "1:Edit". The result should look similar to Display 15.12.



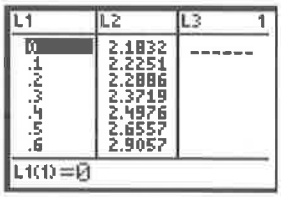
Display 15.9



Display 15.10



Display 15.11



Display 15.12

7d. Comparing the Linear Functions with Student "Walks"

Set up the scatter plot as described in Section 4a. Press [Y=] to enter the linear functions the students attempt to walk. Use your calculator's [X,T,Θ,n] button to enter the variable x. For comparison, press [GRAPH] to display both the function and the student data points for their walk.

8. LARGE DATA SETS

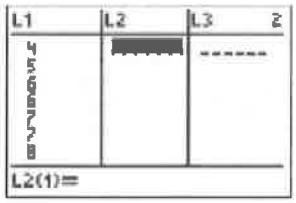
8a. "Checksums"

Some problems have large data sets that need to be entered into calculators. To assure that large data sets are entered into calculators without error, a "checksum" is provided. After students enter the data, they can use the "1-Var Stats" function of their calculators to verify that the sum of the data they input matches the "checksum" value provided with the larger data sets.

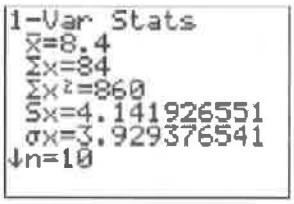
For example, suppose the data below needs to be entered into the calculator:

4 5 6 6 7 7 8 10 14 17 *checksum 84*

Enter the data into List 1, as shown in Display M.50. To check that the data has been entered correctly, press [STAT] "CALC" "1:1-Var Stats", as shown in Display M.51. Since the calculator display "Σx=84" matches the printed "checksum" of 84, you can be fairly confident that the data was entered correctly.



Display M.50



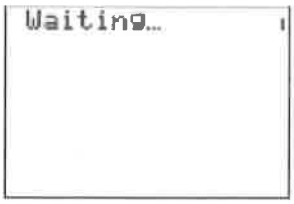
Display M.51

8b. Linking Calculators

Calculators can be linked to transfer data from a "sending" calculator to a "receiving" calculator. Connect the two calculators with the unit-to-unit (I/O) cable provided with the calculator. The cable can be ordered from http://education.ti.com or 1-800-TI-CARES.

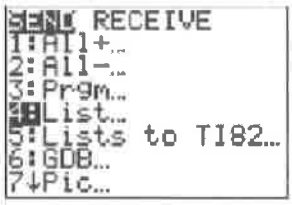
On the receiving calculator, press [2nd] [LINK] "RECEIVE" "1:RECEIVE", as shown in Displays M.52 and M.53.

Display M.52

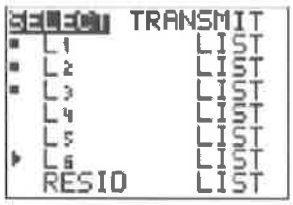


Display M.53

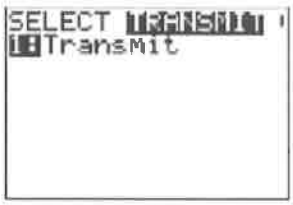
On the sending calculator, press [2nd] [LINK] and then choose the category of items you want to send, typically "4:List...", as shown in Display M.54. Press [ENTER] to get the screen shown in Display M.55. From the screen in Display M.55, select the specific items you want to send by pressing [ENTER]. Items you have selected for sending will be preceded by a solid square ■. In Display M.55, List 1, List 2, and List 3 have been selected for sending.



Display M.54



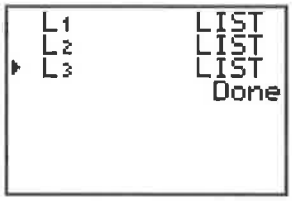
Display M.55



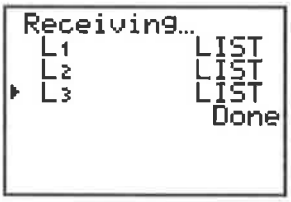
Display M.56

To send the selected items to the receiving calculator (which is displaying "Waiting..."), on the sending calculator select "TRANSMIT", then "1:TRANSMIT", as shown in Display M.56.

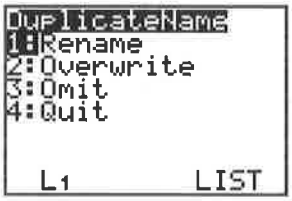
During the process of transmitting data, the sending calculator is shown in Display M.57 and the receiving calculator is shown in Display M.58. The data has been fully transmitted when both screens display "Done."



Display M.57



Display M.58



Display M.59

If the receiving calculator already contains data of the sort that the sending calculator is attempting to send, the calculator will show Display M.59. Make a selection, usually "2:Overwrite".

Linked calculators can also be used to update operating systems. Use the newer calculator to send the operating system to the older receiving calculator. To send an operating system, on the sending calculator select [2nd] [LINK] "G:SendOS", as shown in Display M.60.

Display M.60

Display M.61

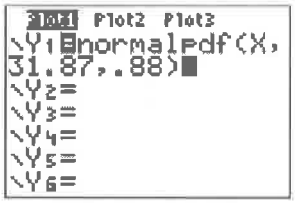
The receiving calculator will display a warning that you are about to erase all data on the receiving calculator, as shown in Display M.61. Press "1:Continue" if you want to continue with erasing all data on the receiving calculator.

A transfer of operating system is not possible unless both calculators have fresh batteries.

9. NORMAL CURVES

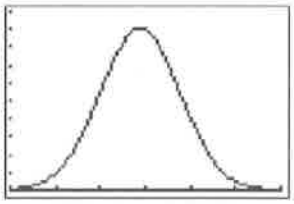
9a. Graphing a Normal Curve

A normal curve can be graphed by entering the normal probability density function into the calculator. For example, graph a normal curve with mean 31.87 and standard deviation 0.88. Enter [Y=] [2nd] [DISTR] "1:normalpdf([X,T,Θ,n], 31.87, .88)", as shown in Display M.65.



Display M.65

Display M.66


Display M.67

Before graphing, the window will need to be set. Although normal curves extend from negative infinity to infinity on the x-axis, the observable part lies between negative-three standard deviations and positive-three standard deviations from the mean. In this example, that would be from $31.87 - 3(0.88) = 29.23$ to $31.87 + 3(0.88) = 34.51$. The y-axis will start at zero, but the maximum will need to be set by guess-and-check; a good place to start for the maximum is 0.5. Appropriate window settings are shown in Display M.66.

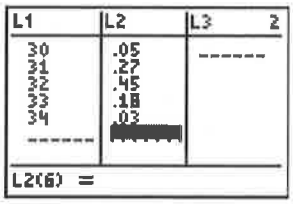
Press [GRAPH] to create the graph, as shown in Display M.67.

Normal curves can be graphed on top of the relative-frequency histogram that they model. Since the height of the bars in a relative-frequency histogram represent the *percentages* of the total population, the sum of the frequencies in a relative-frequency histogram always adds to 100%. For example, consider the data below.

x	30	31	32	33	34
relative frequency	0.05	0.27	0.45	0.18	0.03

← sum = 1

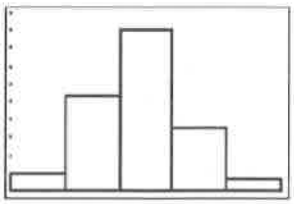
Enter the data in List 1 and List 2, as shown in Display M.68A. Create the relative-frequency histogram by pressing [2nd] [STATPLOT] and entering the settings shown in Display M.68B. Note that "Freq" is set to "L2" by pressing [2nd] [L2]. Set appropriate windows as suggested in Display M.68C. The histogram is shown in Display M.69.



Display M.68A

Display M.68B

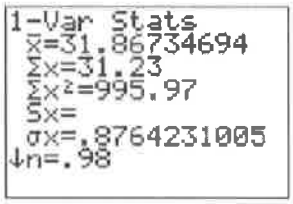
Display M.68C


Display M.69

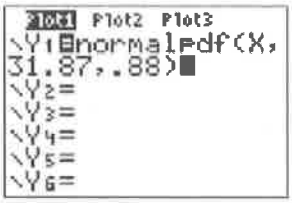
Determine the mean and standard deviation by pressing [STAT] "CALC" "1:1-Var Stats" [2nd] [L1] "," [2nd] [L2], as shown in Displays M.70 and M.71. The [2nd] [L2] in the command tells the calculator that relative-frequency data is in List 2.

Using the mean and standard deviation from the display, define the normal function in "Y1=" as shown in Display M.72.

Display M.70



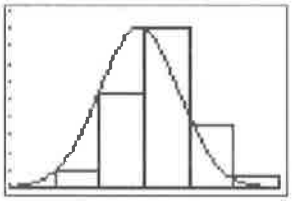
Display M.71



Display M.72

Display M.73

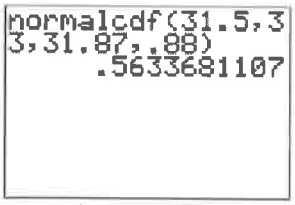
Set appropriate window values from negative-three standard deviations to positive-three standard deviations, as shown in Display M.73. If you are going to draw a normal curve over the relative-frequency histogram, the bin width ("Xscl") must be 1. Press [GRAPH] to create the graph, as shown in Display M.74.


Display M.74

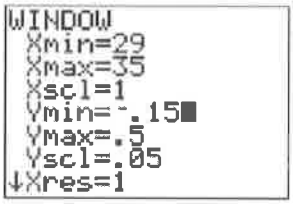
9b. Finding the Area Under a Normal Curve

Recall that the normal curve models a relative-frequency histogram for which the height of the bars sum to 100%. Therefore, the total area under the normal curve is always 1. The calculator can find the area under a portion of the normal curve.

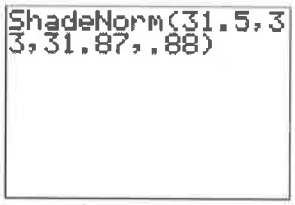
For example, suppose that you wish to measure the length of widgets. Some widgets are longer, and some are shorter. Their lengths can be modeled with a normal curve with a mean of 31.87 cm and a standard deviation of 0.88 cm. What percent of widgets are between 31.5 cm and 33 cm? To find the area under the normal curve between 31.5 cm and 33 cm, enter [2nd] [DISTR] "2:normalcdf(31.5, 33, 31.87, .88)", as shown in Display M.80. Note that "normalcdf" stands for normal cumulative density function. The display indicates that the area under the curve is approximately 0.563. Thus, according to the normal model of the lengths of widgets, 56.3% of the widgets have lengths between 31.5 cm and 33 cm.



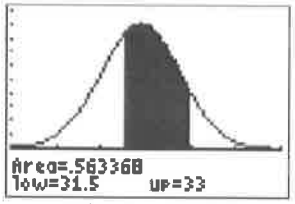
Display M.80



Display M.81



Display M.82



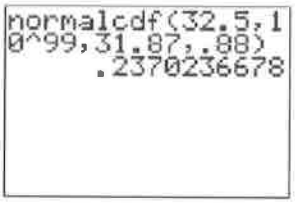
Display M.83

The calculator can graph the area under the curve. Enter an appropriate window from negative-three standard deviations to positive-three standard deviations as usual. However, to allow for text at the bottom of the graph, set the "Ymin" value to a small negative number found by guess-and-check. Appropriate windows for this example are shown in Display M.81.

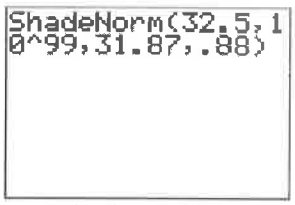
To graph, press [2nd] [DISTR] "DRAW" "1:ShadeNorm(31.5, 33, 31.87, .88)", as shown in Display M.82. The graph is shown in Display M.83.

To erase a "ShadeNorm" graph in preparation for drawing another one, press [2nd] [DRAW] "1:ClrDrw" [ENTER].

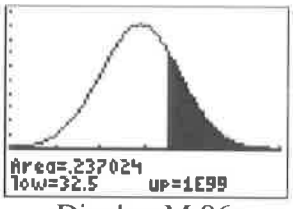
To find the proportion of widgets with length greater than 32.5 cm, find the area under the curve between 32.5 cm and infinity. Infinity can be represented on the calculator with 10^{99}. Enter [2nd] [DISTR] "2:normalcdf(32.5, 10^99, 31.87, .88)", as shown in Display M.84. Approximately 23.7% of the widgets are longer than 32.5 cm.



Display M.84



Display M.85



Display M.86

Alternatively, you could have gone directly to the graph to find the area. Clear previous graphs by pressing [2nd] [DRAW] "1:ClrDrw" [ENTER]. Enter [2nd] [DISTR] "DRAW" "1:ShadeNorm(32.5, 10^99, 31.87, .88)", as shown in Displays M.85 and M.86.

Negative infinity can be represented on the calculator by -10^{99}. To find the proportion of widgets with length less than 31 cm, enter [ENTER] [DISTR] "2:normalcdf(–10^99, 31, 31.87, .88)". Approximately 16.1% of the widgets are shorter than 31 cm.