Algebra 1 TEKS Companion Guide, second printing

Errata Sheet, updated January 15, 2019

| Page | Location | Current Text | Corrected Text | |
|-----------------|----------------------------|---|--|--|
| 5 | Q16, first column, | Home value | Home value | |
| | second row of the | $4x^2 + 2 - 12$ | $4x^2 + x - 12$ | |
| | table | | | |
| 6 | Example 1, Step 2 | first factor, <mark>5x</mark> , by both | first factor, <mark>-7,</mark> by both | |
| 16 | Example 3, Step 1, | $-72pq = -1 \cdot 2 \cdot 2 \cdot 2 \cdot 3 \cdot 3 \cdot p$ | $-72pq = -1 \cdot 2 \cdot 2 \cdot 2 \cdot 3 \cdot 3 \cdot p \cdot q$ | |
| | bullet 2 and Step 2, | | | |
| | bullet 2 | | | |
| 21 | Example 3, Step 2 | $z^2 - 121 = z^2 - 112$ | $z^2 - 121 = z^2 - 11^2$ | |
| 31 | Q8, line 2 | $4x \frac{4^{yz5}}{z}$ | $4x^4yz^5$ | |
| 31 | Q12, line 2 | b <mark>n</mark> | b <mark>"</mark> | |
| <mark>32</mark> | <mark>Under the Not</mark> | $y=(x-3)^2-5$ | $x=(y-3)^2-5$ | |
| | Functions graph | | | |
| 35 | Set II mapping | 2, <mark>2</mark> , 4, 5 | 2, <mark>3</mark> , 4, 5 | |
| | diagram, <i>x</i> values | | | |
| 39 | Example 3, Step 2 | Substitute $x = \frac{200}{100}$ into $p(x)$. | Substitute $x = \frac{15}{15}$ into $p(x)$. | |
| 41 | Geometric | constant <mark>addend</mark> : 1.5 | constant <mark>multiplier</mark> : 1.5 | |
| | Sequence callout | | | |
| | box | | | |
| 41 | To the right of the | a1 = 1.5; an = <mark>an – 1</mark> + 3.5 | $a1 = 1.5; an = \frac{a_{n-1}}{a_{n-1}} + 3.5$ | |
| | second table. | | | |
| 41 | To the right of the | a <mark>n</mark> | a <mark>n</mark> | |
| | second table, third | | | |
| | line. | | 1 | |
| 46 | Example 2, Step 1, | $K = \frac{2.5}{mv^2}$ | $K = \frac{1}{2}mv^2$ | |
| | solved equation | | _ | |
| 81 | Q9, Choice G | y = -2x + 1 | y = -2x + 1 | |
| | | $x = \frac{1}{2}y + \frac{1}{2}$ | $x = -\frac{1}{2}y + \frac{1}{2}$ | |
| 85 | Example 2, The | Missing the point $E = (-12, 2)$ | Add the point $E = (-12, 2)$ | |
| | graph next to Step | | | |
| | 2 | | | |
| 104 | Example 3, Step 2 | $m = \frac{\Delta x - \Delta y}{\Delta x - \Delta y} = \frac{5}{4}$ | $m = \frac{\Delta y}{\Delta x} = \frac{5}{4}$ | |
| | | - 4 | $\Delta x = 4$ | |
| 105 | O4, Table | x-values: -4, 0, 2, 3, 6 | x-values: 4, 6, 10, 12 | |
| | | y-values: 2, 8, 11, 12.5, 17 | y-values: 74, 86, 110, 122 | |
| 107 | Example 2, Step 2 | $m = \frac{y_2 - y_1}{y_2 - y_1} = \frac{8 - (-3)}{2} - \frac{11}{2} - \frac{2}{2}$ | $m = \frac{y_2 - y_1}{y_2 - y_1} = \frac{8 - (-3)}{-11} - \frac{11}{-2}$ | |
| 444 | | $\frac{1}{x_2 - x_1} - \frac{1.5 - 7}{1.5 - 7} - \frac{5.5}{4}$ | $x_2 - x_1 - 1.5 - 7 - 5.5 - 2$ | |
| 114 | Example 1, Step 1 | Determine the slope of line m | Determine the slope of line $\frac{k}{k}$ | |
| | | using the slope formula and | using the slope formula and | |

| | | the two points given in the graph. | the two points given in the graph. | |
|-----|--|--|---|--|
| 120 | Example 3, Step 3 answer | $y = \frac{1}{4}x + 5$ | $y \le \frac{1}{4}x + 5$ | |
| 122 | Lesson title | WRITING TWO-VARIABLE LINEAR INEQUALITIES | WRITING SYSTEMS OF LINEAR EQUATIONS | |
| 132 | Example 1, Step 4 | Represent the solution, $x \ge$ 3.35, on a number line. Plot 3.35 and then draw an arrow toward all values greater than 3.35. $\langle \frac{1}{3} + 1 + 10 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + $ | Represent the solution, $x \le 3.35$, on a number line. Plot 3.35 and then draw an arrow toward all values less than 3.35. | |
| 144 | Q7 | <i>f</i> (<i>t</i>), is a function of the number of seconds, x , the rocket | $\dots f(t)$, is a function of the number of seconds, t , the rocket | |
| 147 | Example 1, Step 5 answer | $p(x) = \frac{1-4}{(x-3)^2} - 5$ | $p(x) = \frac{1}{4} (x - 3)^2 - 5$ | |
| 147 | Example 2, first sentence | Bernadette uses the function $c(x) = 0.5(x + 5)^2 + 2.3$ is used to predict | Bernadette uses the function $c(x) = 0.5(x + 5)^2 + 2.3$ to predict | |
| 159 | Tell Me More, paragraph 4 | The quadratic expression $8x^2 + \frac{3x-4}{4}$ factors to $(2x-1)(4x+5)$. | The quadratic expression $8x^2 + 6x - 5$ factors to $(2x - 1)(4x + 5)$. | |
| 172 | Example 2, Step 3 answer | $(x-2.5)^2 = \frac{165}{1}$ | $(x-2.5)^2 = \frac{41.25}{2}$ | |
| 177 | Step 4 of Example 1 | $=300 = -16x^2$ | $-300 = -16x^2$ | |
| 193 | Practice Q1 table, 4 th row of the 2 nd column | <mark>0.01</mark> | <mark>0.1</mark> | |
| 193 | Practice Q2 table, 4 th row of the 2 nd column | $4\frac{3}{4}$ | $6\frac{3}{4}$ | |
| 203 | Practice Q2 | Each figure <mark>of</mark> made up of identical cubes. | Each figure <mark>is</mark> made up of identical cubes. | |

Teacher Manual

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|------|-------------------|------------------------|------------------------|
| 11 | A.11B, Q11 answer | A | F |
| 12 | A.12E, Q1 answer | $y = \frac{5}{4}x - 6$ | $y = \frac{5}{4}x + 6$ |
| 19 | A.2I, Q9 answer | F | G |

| 19 | A.5A, You Try It, | <i>x</i> ≈ 0. <mark>923</mark> | $x \approx 0.93$ |
|----|-------------------|--|-------------------------|
| | bullet 4 | | |
| 20 | A.5B, Q7 answer | ≪ | -7-6-5-4-3-2-1 0 1 2 3 |
| 20 | A.5C, Q9 answer | В | С |
| 20 | A.6C, You Try It, | <mark>(-2, 0) and (2, 0)</mark> | <mark>-2 and 2</mark> |
| | bullet 1 | | |
| 22 | A.8A, Q2 answer | x <mark>-</mark> +8, -8 | x <mark>=</mark> +8, -8 |
| 23 | A.9D, Q1 answer | y = -3 | y = 0 |