Arithmetic and geometric sequences worksheet 2 answers

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Quiz & Worksheet - Applying Recursive Rules to Sequences

1. Which of the sequences below has the recursive rule where each number is the previous number times 2?

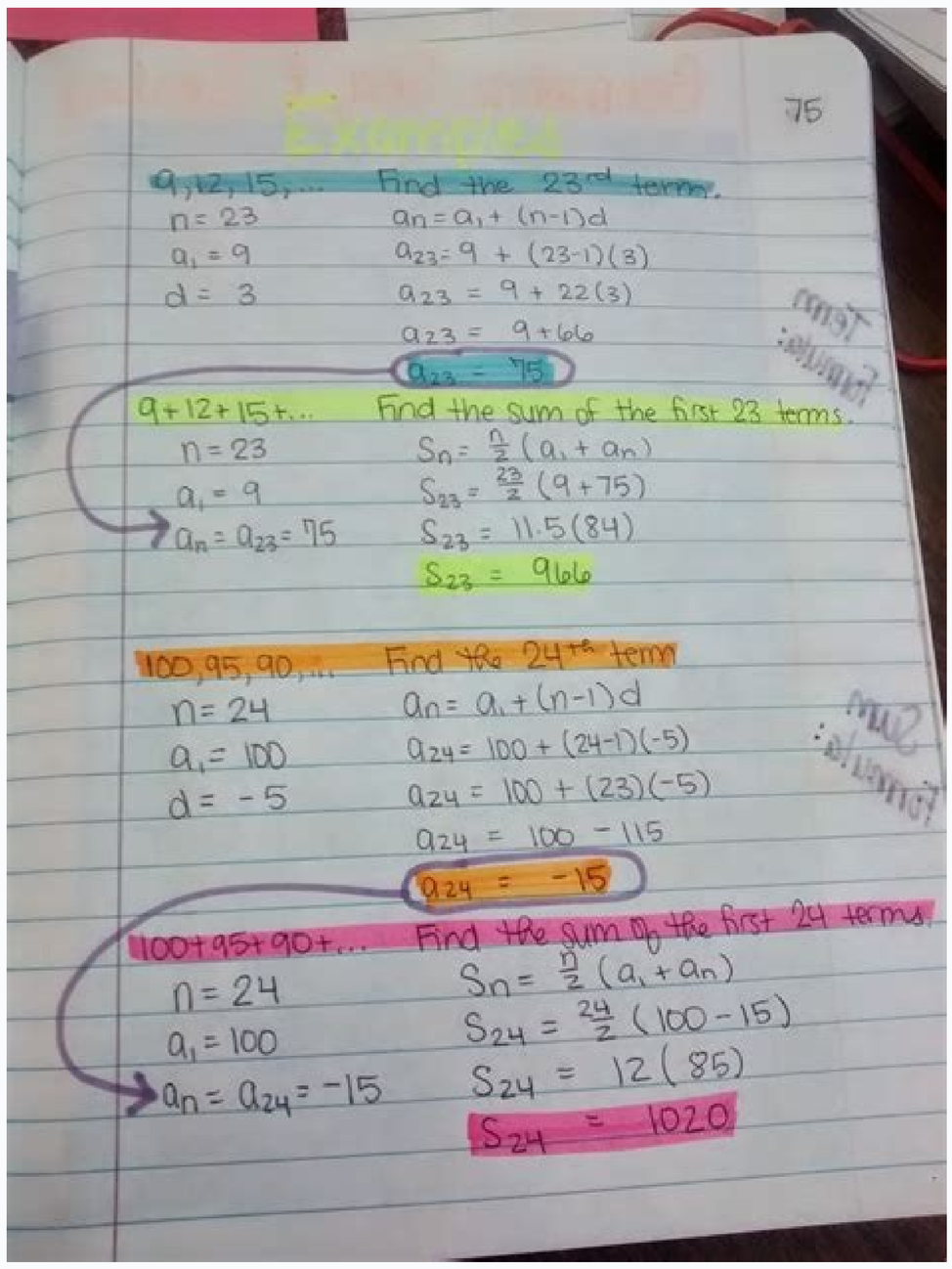
- (1, 2, 4, 6, . . .)
- (1, 2, 4, 8, . . .)
- (1, 2, 4, 5, . . .)
- (1, 2, 4, 7, . . .)
- (1, 2, 3, 9, . . .)

2. What is the recursive rule here?
$a_1 = 2$
$a_n = a_{n-1} + 3$

- Each number is the previous number plus 2.
- Each number is 2 plus 3.
- Each number is the previous number plus 3.
- Each number is the previous number times 3.
- Each number is the previous number minus 3.

3. Which of the following sequences follows this formula.
$a_1 = 2$
$a_n = a_{n-1} + 3$

- (2, 5, 8, 11, . . .)
- (1, 4, 7, 10, . . .)
- (1, 3, 6, 9, . . .)
- (2, 6, 18, 54, . . .)
- (3, 33, 333, 3333, . . .)



Arithmetic Sequence

An arithmetic sequence has a common difference.
The formula for the n^{th} term is

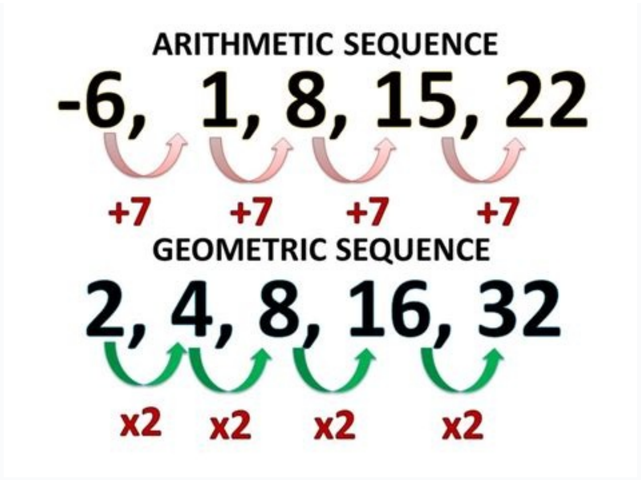
$a_n = a + (n - 1)d$

where a_n = n^{th} term of the sequence
a = first term of the sequence
d = common difference

Sequences Notation: Connect Thoughts

Write an expression for the general term of each sequence on a post it note to claim the square. Make sure you use subscript notation (e.g. $U_n = 4n-1$). Try to answer 4 in a line either vertically or diagonally.

A Real Challenge!	5,10,20,40,80,...	2,-6,18,-54,162,...	1,4,27,256,3125,...	0.1,0.01, 0.001,0.0001,...
Sequences with Fractions	$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \cdots$	$\frac{1}{3}, \frac{1}{6}, \frac{1}{9}, \frac{1}{12}, \frac{1}{15}, \cdots$	$\frac{1}{4}, \frac{2}{9}, \frac{3}{16}, \frac{4}{25}, \frac{5}{36}, \cdots$	$1, -\frac{1}{2}, \frac{1}{4}, -\frac{1}{8}, \frac{1}{16} \cdots$
Geometric Sequences	2,4,8,16,32,...	1,4,9,16,25,...	1, 3, 9, 27,81,...	-5,25,-125,625,...
Arithmetic Sequences	4, 9, 14, 19, 24,...	8, 11, 14, 17,...	5, 7, 9, 11, 13,...	4, 15, 26, 37, ...



Algebra 2 arithmetic and geometric sequences worksheet answers.

Christopher M. Blaney - Feb 21, 2020. Angelina S. Alden, 82 - Feb 7, 2020. Mindy L. Schlafman - Feb 5, 2020. This page shows only the 20 most recent obituaries in Sharon, Massachusetts. If you don't see the obituary or death record that you are looking for, use this form to search our entire database. We're your National Curriculum aligned online education content provider helping each child succeed in English, maths and science from year 1 to GCSE. With an EdPlace account you'll be able to track and measure progress, helping each child achieve their best. We build confidence and attainment by personalising each child's learning at a level that suits them. Get started Page 2 Create parent and student accounts. We'll automatically assign topics to your child based on their year and adapt their progression to help them succeed. See your child progress, gain confidence and measure results through your parent dashboard. Brilliant! Here we will learn what an arithmetic sequence is, how to continue an arithmetic sequence, how to find missing terms in an arithmetic sequence and how to generate an arithmetic sequence. At the end you'll find arithmetic sequence worksheets based on Edexcel, AQA and OCR exam questions, along with further guidance on where to go next if you're still stuck. An arithmetic sequence is an ordered set of numbers that have a common difference between each consecutive term.For example in the arithmetic sequence 3, 9, 15, 21, 27, the common difference is 6. An arithmetic sequence can be known as an arithmetic progression. The difference between consecutive terms is an arithmetic sequence is always the same. If we add or subtract by the same number each time to make the sequence, it is an arithmetic sequence. The term-to-term rule tells us how we get from one term to the next. Here are some examples of arithmetic sequences: First TermTerm-to-Term RuleFirst 5 Terms3Add 63, 9, 15, 21, 27, …8Subtract 28, 6, 4, 2, 0, …12Add 712, 19, 26, 33, 40, …-4Subtract 5-4, -9, -14, -19, -24, …½Add ½½, 1, 1½, 2, 2½, … Linear sequences Arithmetic sequences are also known as linear sequences. If we represented an arithmetic sequence on a graph it would form a straight line as it goes up (or down) by the same amount each time. Linear means straight. In order to continue an arithmetic series, you should be able to spot, or calculate, the term-to-term rule. This is done by subtracting two consecutive terms to find the common difference. The common difference for an arithmetic sequence is the same for every consecutive term and can determine whether a sequence is increasing or decreasing. Take two consecutive terms from the sequence.Subtract the first term from the next term to find the common difference d.Add the common difference to the last term in the sequence to find the next term. Repeat for each new term. Get your free arithmetic sequence worksheet of 20+ questions and answers. Includes reasoning and applied questions. DOWNLOAD FREE x Get your free arithmetic sequence worksheet of 20+ questions and answers. Includes reasoning and applied questions. DOWNLOAD FREE To find out more about the different types of sequences, and how to answer sequence related questions you may find it helpful to look at the introduction to sequences lesson or one of the others in this section. SequencesNth termQuadratic sequencesQuadratic nth term Geometric sequence The arithmetic sequence formula is: Where, a_{n} is the nth term (general term) a_{1} is the first term n is the term position d is the common difference We get the arithmetic sequence formula by looking at the following example: We can see the common difference (d) is 6 , so d = 6 . a_{1} is the first term which is 3 a_{2} is the second term which is 9 a_{3} is the third term which is 15 etc. However we can write this using the common difference of 6 , Calculate the next three terms for the sequence 4, 7, 10, 13, 16, ... Take two consecutive terms from the sequence. Here we will take the numbers 10 and 13. Subtract the first term from the next term to find the common difference, d. Add the common difference to the last term in the sequence to find the next term. Repeat for each new term. 16 + 3 = 19 19 + 3 = 22 22 + 3 = 25 The next three terms in the sequence are 19, 22, and 25. Calculate the next three terms for the sequence -3, -9, -15, -21, -27, ... Take two consecutive terms from the sequence. Here we will take the numbers -15 and -21. Subtract the first term from the next term to find the common difference, d. d = -21 − (-15) = -21 + 15 = -6 Add the common difference to the last number in the sequence to find the next term. Repeat for each new term. -27 + (-6) = -27 − 6 = -33 -33 + (-6) = -33 − 6 = -39 -39 + (-6) = -39 − 6 = -45 The next three terms are -33, -39, and -45. Calculate the next three terms for the sequence 0.1, 0.3, 0.5, 0.7, 0.9, ... Take two consecutive terms from the sequence. Here we will take the numbers 0.7 and 0.9. Subtract the first term from the next term to find the common difference, d. Add the common difference to the last term in the sequence to find the next term. Repeat for each new term. 0.9 + 0.2 = 1.1 1.1 + 0.2 = 1.3 1.3 + 0.2 = 1.5 The next three terms are 1.1, 1.3, and 1.5. Calculate the next three terms for the sequence \[\frac{1}{2}, \frac{3}{4}, 1, \frac{5}{4}, \frac{3}{2}, \ldots\] Take two consecutive terms from the sequence. Here we will take the numbers \[\frac{5}{4} \text { and } \frac{3}{2}\] Subtract the first term from the next term to find the common difference, d. \[d=\frac{3}{2}-\frac{5}{4}=\frac{6}{4}-\frac{5}{4}=\frac{1}{4}\] Add the common difference to the last term in the sequence to find the next term. Repeat for each new term. \[\begin{aligned} \frac{3}{2}+\frac{1}{4}=\frac{6}{4}+\frac{1}{4}&=\frac{7}{4} \\\\ \frac{7}{4}+\frac{1}{4}=\frac{8}{4}&=2 \\\\ 2+\frac{1}{4}=2 \frac{1}{4}&=\frac{9}{4} \end{aligned}\] The next three terms are \[\frac{7}{4}, 2, \text { and } \frac{9}{4}\] Practice arithmetic sequence questions: continue the sequence The common difference, d = 0.32-0.22 = 0.1 . 0.52+0.1=0.62 0.62+0.1=0.72 0.72+0.1=0.82 The common difference, d = 3-5 = -2 . -3+(-2)=-5 -5+(-2)=-7 -7+(-2)=-9 The common difference, d=-31-(-37) = 6 . -13+6=-7 -7+6=-1 -1+6=5 \frac{12}{4}, \frac{13}{4}, \frac{14}{4} \frac{13}{5}, \frac{15}{6}, \frac{17}{7} \frac{13}{4}, \frac{15}{4}, \frac{17}{4} \frac{9}{4}, \frac{7}{4}, \frac{5}{4} The common difference, d=\frac{5}{4} – \frac{3}{4} = \frac{2}{4} \begin{array}{l} \frac{11}{4} + \frac{2}{4} =\frac{13}{4}\\\\ \frac{13}{4} + \frac{2}{4} =\frac{15}{4}\\\\ \frac{15}{4} + \frac{2}{4} =\frac{17}{4} \end{array} In order to find missing numbers in an arithmetic sequence, we use the common difference. This can be useful when you are asked to find large terms in the sequence and you have been given a consecutive number to the term you are trying to calculate. Calculate the common difference between two consecutive terms.Add the common difference to the previous term before the missing value.Subtract the common difference to the term after a missing value. Repeat Steps 2 and 3 until all missing values are calculated. You may only need to use Step 2 or 3 depending on what terms you have been given. Fill in the missing terms in the sequence 5, 8, …, …, 17. Find the common difference between two consecutive terms. Add the common difference to the previous term before the missing value. Subtract the common difference from the term after a missing value. 17 − 3 = 14 The missing terms are 11 and 14. Note: Here, you could repeat Step 2 by using 11 + 3 = 14. Find the missing values in the sequence …, -0.6, …, -1.0, -1.2. Find the common difference between two consecutive terms. d = -1.2 − (-1.0) = -1.2 + 1 = -0.2 Add the common difference to the previous term before the missing value. -0.6 + (-0.2) = -0.6 − 0.2 = -0.8 Subtract the common difference from the term after a missing value. -0.6 − (-0.2) = -0.6 + 0.2 = -0.4 The missing terms are -0.4 and -0.8. Find the missing values in the sequence -6, …, …, 3, …. Find the distance between the two known terms. Calculate the common difference. To get from -6 to 3, we jump 3 terms. This distance has a value of 9. We need to divide the total distance by the number of jumps made. Here, 9 ÷ 3 = 3. This means that the common difference is +3. Add the common difference to the first known term until all terms are calculated. -6 + 3 = -3 -3 + 3 = 0 0 + 3 = 3 (Note: this is one of the terms given) 3 + 3 = 6 The missing terms are -3, 0, and 6. Find the missing values in the sequence \[\ldots, \ldots, \frac{15}{16}, 1 \frac{1}{2}, \ldots\] Write your answers as fractions in their simplest form. Find the common difference between two consecutive terms. \[\begin{aligned} d &=1 \frac{1}{2}-\frac{15}{16} \\\\ &=\frac{3}{2}-\frac{15}{16} \\\\ &=\frac{24}{16}-\frac{15}{16} \\\\ &=\frac{9}{16} \end{aligned}\] Add the common difference to the term before the missing value. \[\begin{aligned} &1 \frac{1}{2}+\frac{9}{16} \\\\ &=\frac{24}{16}+\frac{9}{16} \\\\ &=\frac{33}{16}=2 \frac{1}{16} \end{aligned}\] Subtract the common difference from the term after a missing value. \[\begin{aligned} &\frac{15}{16}-\frac{9}{16} \\\\ &=\frac{6}{16}=\frac{3}{8} \end{aligned}\] Repeat this step to find the first term in this sequence. \[\begin{aligned} &\frac{3}{8}-\frac{9}{16} \\\\ &=\frac{6}{16}-\frac{9}{16} \\\\ &=\frac{-3}{16} \end{aligned}\] The missing terms in the sequence are \[\frac{-3}{16}, \frac{3}{8}, \text { and } 2 \frac{1}{16}\] Practice arithmetic sequence questions: find missing numbers The common difference, d=14-7=7 . 14+7=21 28+7=35 1 \frac{5}{10}, 1 \frac{9}{10} 1 \frac{13}{10}, 1 \frac{17}{10} 1 \frac{3}{10}, 1 \frac{7}{10} 1 \frac{4}{10}, 1 \frac{8}{10} The common difference, d= \frac{9}{10} – \frac{5}{10} = \frac{4}{10} \begin{aligned} \frac{9}{10} + \frac{4}{10} &= \frac{13}{10}\\\\ &=1 \frac{3}{10}\\\\ \frac{13}{10}+\frac{4}{10}&=\frac{17}{10}\\\\ &=1\frac{7}{10} \end{aligned} The common difference, d=1.4-1.9 = -0.5 . 1.4+(-0.5)=0.9 0.9+(-0.5)=0.4 The common difference, d=-4 – – 12 = 8 . Working backwards: 3rd term: -12-8=-20 2nd term: -20-8=-28 1st term: -28-8=-36 In order to generate an arithmetic sequence, we need to know the nth term. The nth term is the name or rule that the sequence must follow to generate an ordered list of numbers. We can work out any number of terms of an arithmetic sequence by substituting values into the nth term. The first term is found when n = 1, the second term when n = 2, the fifth term when n = 5, the tenth term when n = 10, and so on. This is known as the position-to-term rule as you can calculate the term, given its position in the sequence. Find the first term of the sequence by substituting n = 1 into the nth term.Find the second term by substituting n = 2 into the nth term.Continue to substitute values for n until all the required terms of the sequence are calculated. Top tip: After you have calculated the first term in the sequence just keep adding the coefficient n to generate the sequence! Generate the first 5 terms of the sequence 5n − 7. Find the first term in the sequence by substituting n = 1 into the nth term. When n = 1, (5 × 1) − 7 = -2 Find the second term by substituting n = 2 into the nth term. When n = 2, (5 × 2) − 7 = 10 − 7 = 3 Continue to substitute values for n until all the required terms of the sequence are calculated. When n = 3, (5 × 3) − 7 = 15 − 7 = 8 When n = 4, (5 × 4) − 7 = 20 − 7 = 13 When n = 5, (5 × 5) − 7 = 25 − 7 = 18 The first 5 terms of the sequence 5n − 7 are -2, 3, 8, 13, and 18. OR Top tip: nth term = 5n − 7 When n = 1, (5 × 1) − 7 = -2 The coefficient of n is 5, so we are going to add 5 to -2, then keep adding 5 to generate the sequence. Complete the table for the first 5 terms of the arithmetic sequence 6 − n Find the first term in the sequence by substituting n = 1 into the nth term. When n = 1, 6 − 1 = 5. Find the second term by substituting n = 2 into the nth term. When n = 2, 6 − 2 = 4 Continue to substitute values for n until all the required terms of the sequence are calculated. When n = 3, 6 − 3 = 3 When n = 4, 6 − 4 = 2 When n = 5, 6 − 5 = 1 OR Top tip: nth term = 6 – n When n = 1, 6 – 1 = 5 The coefficient of n is -1, so we are going to subtract -1 from 5, then keep subtracting -1 to generate the sequence. Red and blue counters are placed into a sequence shown below. The red counters have an nth term of 2n. The blue counters have an nth term of 3n − 3. State the number of red counters in pattern 4 and pattern 10. State the number of blue counters in pattern 27. Calculate the fourth term in the sequence by substituting n = 4 into the nth term 2n. When n = 4, 2 × 4 = 8 There are 8 red counters in pattern 4. Calculate the tenth term by substituting n = 10 into the nth term 2n. When n = 10, 2 × 10 = 20 There are 20 red counters in pattern 10. Substitute the value for n into the nth term of the sequence 3n − 3. When n = 27, 3n − 3 = (3 × 27) − 3 = 81− 3 = 78 There are 78 blue counters in pattern 27. The nth term of a sequence is (3a + b)n. State the first 5 terms in the sequence in terms of a and b. Find the first term in the sequence by substituting n = 1 into the nth term. When n = 1, (3a + b) × 1 = 3a + b Find the second term by substituting n = 2 into the nth term. When n = 2, (3a + b) × 2 = 6a + 2b Continue to substitute values for n until all the required terms of the sequence are calculated. When n = 3, (3a + b) × 3 = 9a + 3b When n = 4, (3a + b) × 4 = 12a +4 b When n = 5, (3a + b) × 5 = 15a + 5b The first 5 terms of the sequence are:3a + b, 6a + 2b, 9a + 3b, 12a + 4b and 15a + 5b. Practice arithmetic sequences questions: generate a sequence \begin{aligned} 7 \times 1 – 4 &= 3\\ 7 \times 2 – 4 &= 10\\ 7 \times 3 – 4 &= 17\\ 7 \times 4 – 4 &= 24\\ 7 \times 5 – 4 &= 31\\ 7 \times 6 – 4 &= 38 \end{aligned} \begin{aligned} &\quad n \quad \quad 1 \quad \quad 2 \quad \quad 3 \quad \quad 4 \quad \quad 5\\ &2 − 3n \;\; -1 \quad -4 \quad -7 \;\; -10 \;\; -13 \end{aligned} \begin{aligned} &\quad n \quad \quad 1 \quad \quad 2 \quad \quad 3 \quad \quad 4 \quad \quad 5\\ &2 − 3n \;\; -1 \quad -3 \quad -5 \quad -7 \;\; \; -9 \end{aligned} \begin{aligned} &\quad n \quad \quad 1 \quad \quad 2 \quad \quad 3 \quad \quad 4 \quad \quad 5\\ &2 − 3n \;\; 5 \quad 8 \quad 11 \quad \;\; 14 \quad \;17 \end{aligned} \begin{aligned} &\quad n \quad \quad 1 \quad \quad 2 \quad \quad 3 \quad \quad 4 \quad \quad 5\\ &2 − 3n \;\; 1 \quad 4 \quad 7 \quad \;\; 10 \quad \;\; 13 \end{aligned} \begin{aligned} 2-3 \times 1 &= – 1\\ 2-3 \times 2 &= – 4\\ 2-3 \times 3 &= – 7\\ 2-3 \times 4 &= – 10\\ 2-3 \times 5 &= – 13 \end{aligned} 1st term: 4 × 1-25=-21 10th term: (4 × 10)-25=15 100th term: (4 × 100)-25=375 1000th term: (4 × 1000)-25=3975 -21+15+375+3975=4344 Since the number of triangles is 2n and there are 12 triangles, \begin{aligned} 2n&=12\\ n&=6 \end{aligned} There are 12 triangles in pattern number 6 . The number of lines is 4n+1 . When n=6 , (4 \times 6) + 1 = 25 . Arithmetic sequence GCSE questions 1. The nth term of a sequence is 4n + 5 . State the first 5 terms of the sequence. (2 marks) At least 3 terms (1) 9, 13, 17, 21, 25 (1) 2. Work out the missing values in the following sequence: 17, ….., ….., 32, …. (2 marks) \begin{aligned} d&=\frac{32-17}{3}\\\\ d&=5 \end{aligned} (1) 22, 27, 37 (1) 3. Here are the first four terms of an arithmetic sequence 2, 7, 12, 17 Here are the first five terms of another arithmetic sequence -4, -1, 2, 5, 8 Find two numbers that are in both number sequences. (2 marks) Multiplying the value for a term to get another term in the sequenceE.g.Let's look at the sequence 4, 10, 16, 22, 28. The third term in the sequence is 16 . The thirtieth term does not equal the third term multiplied by 10, or 160 (as 16 × 10 = 160). The thirtieth term is equal to 178. Arithmetic sequences with negative terms do not always decreaseE.g.The sequence -48, -40, -32, -24, -16 has a common difference of +8. This means that even though the sequence is showing negative integers rather than positive integers, it is increasing. Adding the constant in the nth term instead of the common differenceE.g.The nth term 3n − 7 will produce a sequence of numbers that have a common difference of 3. The misconception would occur if the next term is found by subtracting 7 rather than adding 3 . Simplifying the nth term incorrectlyE.g. Incorrectly simplifying 6n + 2 to give 8n.This is incorrect for any value other than when n = 1. You have now learned how to: Generate terms of a sequence from either a term-to-term or a position-to-term rule Prepare your KS4 students for maths GCSEs success with Third Space Learning. Weekly online one to one GCSE maths revision lessons delivered by expert maths tutors. Find out more about our GCSE maths revision programme. 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