

3 week Plan

- This week: Permutations & Triangular numbers
- Next week: Closing & Returning to lattices
- Two weeks from now: Triangulating polygons & Complete graphs (returning to triangular numbers)

Permutations

① Provide 4 sets of 3 distinct objects. These can be, for example, some of our board game pieces.

(Emily: If this is done before lunch, there is a vested interest in not losing the board game pieces)

② Ask them, alongside the board, to count the number of orderings.

③ Have them repeat for 2. Do they have a prediction for 4?

They should think of strategies for counting.

For example last time, with the strings, thinking about if there was a 1 first or a zero first.

④ Use this moment to teach the meaning of factorial.

ASK THEM TO KEEP THEIR PERMUTATIONS ON THE BOARD

⑤ What if we had to put the objects in a circle? Draw a picture on the board as an example.

⑥ Maybe introduce a fourth object.

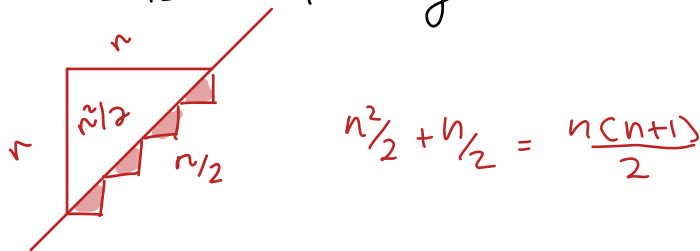
⑦ What is different about arranging in a circle?

Can you choose orderings that "go with" each circle? Draw lines to connect them in the 3 case.

How many orderings "belong with" each circle?

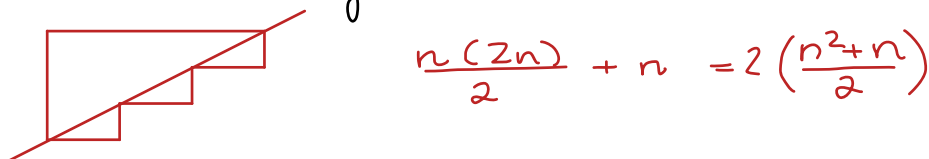
Triangular Numbers

- ① How would you draw the sum $1+2+3+4$?
Hint: Think about last time. Partition shapes.
- ② How would you compute the number of squares in this triangle?

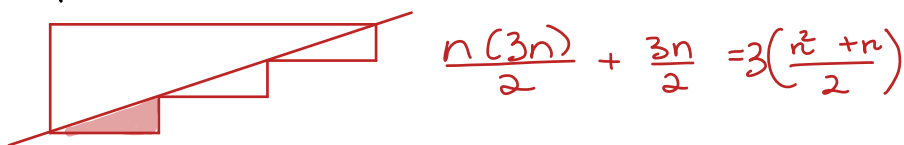


How can you use the fact that these squares make a triangle to come up with an answer to this question?

- ③ Let's do this for 5!
- ④ Make a prediction for 6.
- ⑤ Can you do this "recipe" for a triangle of squares of ANY SIZE? Test it w/ 6.
- ⑥ What about the sum $2+4+6+8, \dots$? Draw it as a triangle



- ⑦ Repeat! for $3+6+9+\dots$ etc.



Do this to keep the fast kids busy. At the end, pull the wool from their eyes.

$$2\left(\frac{n^2+n}{2}\right) = 2(1+2+\dots+n) = 2+4+\dots+2n$$

$$3\left(\frac{n^2+n}{2}\right) = 3(1+2+\dots+n) = 3+6+\dots+3n$$