Here, two high school students have shown their understanding of linear and exponential growth by creating the following poems. As they wrote these, they worked on the writing skills of **idea development** and **word choice**. With a partner, read each poem and talk about where you see each poet's strongest example of both **idea development** and **word choice**.

13 Seconds

by Kelli, twelfth grade math/poet

It takes 13 seconds to blow up a balloon

13(2) seconds is how long it takes to download a song,
but **13^2** seconds is how long it takes to listen to a song

13(3) seconds is the length of a commercial,
but **13^3** seconds is the length of a TV show

13(4) seconds is how long it takes to find a seat on an airplane,
but 13^4 seconds is how long it takes to fly to Maine

13(5) seconds is how long it takes to search for a cruise online,
but **13^5** seconds is how long it takes to go on a short cruise

13(6) seconds is how long it takes to find a recipe for German chocolate cake,
but 13^6 seconds is how long you would have to work to save up a trip to Germany

13(7) seconds is how long it takes to pop a bowl of popcorn,
but 13^7 seconds ago, Orville Redenbacher was celebrating his 40th anniversary for his Gourmet popping corn

13(8) seconds is how long it takes a flower girl to walk down the aisle,
but 13^8 seconds is how long many people wait before they get married

13(9) seconds is how long it takes to mount a horse and prepare for a race,
but 13 seconds ago, the first race in America took place

13(10) seconds is how long it takes rain to fall from 2 redwood trees,
but 13^{10} seconds is how long it takes to decompose 2 redwood trees

Where can I drive in 10 minutes?

by Sean, twelfth grade math/poet

10 minutes is driving to school.

10(2) minutes is driving across town,
but 10^2 is driving to Lovelock.

10(3) minutes is driving to Carson,
but 10^3 is driving to Kansas.

10(4) minutes is driving home from S. Reno during 5-o-clock-traffic,
but 10^4 is a round trip to New York twice.

10(5) minutes is driving to Fallon,
but 10^5 is driving to Auburn and back 500 times.

10(6) minutes is driving to North Tahoe,
but 10^6 is driving around the world 40 times.

10(7) minutes is driving to Zephyr Cove,
but 10^7 is driving to the moon and back 20 times.

10(8) minutes is driving to Mires,
but 10^8 is driving to the sun.

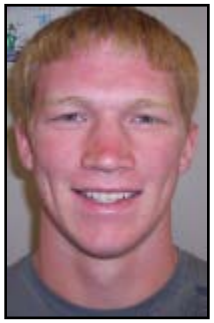
10(9) minutes is driving back from Lovelock,
but 10^9 is driving to and from Jupiter.

10(10) is driving to Gold Run,
but 10^{10} is driving to Pluto and then coming back because you forgot your iPod and then going back to Pluto.

That's where I can go in 10 minutes.

Here, two high school students have shown their understanding of linear and exponential growth by creating the following poems. As they wrote these, they worked on the writing skills of **idea development** and **word choice**. With a partner, read each poem and talk about where you see each poet's strongest example of both **idea development** and **word choice**.

Two Quarters...



by Brandon, twelfth grade math/poet

For 50 cents I can buy some tic-tacs...
for one dollar I can buy a candy bar...

That's where the sameness ends.

For $1.50 I could get a small Slurpee,
for $2.00 I could get a large...

For $2.00 I could get a bottled water,
for $4.00 I could get a large soda...

For $2.50 I could get a small stuffed animal from one of those claw machines,
for $8.00 I could get a cute teddy bear...

For $3.00 I could get three things off the McDonald's dollar menu,
for $16.00 I could get a steak dinner...

For $3.50 I could get a small book,
for $32.00 I could get a movie...

For $4.00 I could get an abacus,
for $64.00 I could get a very good calculator which nearly thinks for me...

For $4.50 I could get two cans and a string,
for $128.00 I could get a cell phone...

For $5.00 I could get a game of jacks,
for $256.00 I could get an Xbox 360.

5 words

by Kylie, twelfth grade math/poet

5 words is one line of verse.

5(2) words are one line of prose,
5^2 words make up a sentence.

5(3) lines are a little above a sonnet,
5^3 are the number of English prepositions.

5(4) syllables are about a haiku,
5^4 words are in "American Pie."

5(5) words are two lines in a magazine,
5^5 are the number of unfulfilled prophesies in the Bible.

5(6) words in "Twinkle, Twinkle, Little Star,"
5^6 lines in the Illiad.

5(7) chapters in Goblet of Fire,
5^7 words in s short novel.

5(8) words to "Itsy, Bitsy Spider,"
5^8 is half the words in the Bible.

5(9) words in a paragraph,
5^9 number of Asia materials alone in the library of Congress.

5(10) words in the first two verses of "Amazing Grace,"
5^{10} words written in a journalist's life.

Here, two high school students have shown their understanding of linear and exponential growth by creating the following poems. As they wrote these, they worked on the writing skills of **idea development** and **word choice**. With a partner, read each poem and talk about where you see each poet's strongest example of both **idea development** and **word choice**.

5 people

by Jerome, eleventh grade math/poet

With 5 people, you can have a family.

With 5(2) people, you can have an AP class.
With 5^2 people, you can have a normal class.

With 5(3) people, you can build a house.
With 5^3 people, you can build a mansion.

With 5(4) people, you can have a little house party.
With 5^4 people, you can have a giant event.

With 5(5) people, you can start a protest.
With 5^5 people, you can run a little revolution.

With 5(6) people, you can fill a classroom.
With 5^6 people, you can fill a stadium.

With 5(7) people, you can have a festive cocktail party.
With 5(7) people, you can have a large festival.

With 5(8) people, you can fill a state legislature.
With 5^8 people, you can populate a state.

With 5(9) people, you can work a Nevada mine at the turn of the millennium.
With 5^9 people, you can be the population of Nevada
at the turn of the millennium.

With 5(10) people, you can fill a pool.
With 5^{10} people, you can create a chain across the ocean.

Hamsters

by Jeanine, twelfth grade math/poet

2(1) hamsters are my hamster plus one.
2^2 hamsters would be able to share a slice of apple pie.

With 2(3) hamsters, a class could watch them race.
With 2^3 hamsters you could have a hamster derby.

You could hide 2(4) hamsters in a cereal box,
but you'd have to hide 2^4 hamsters in a trunk.

2(5) hamsters are how many you should invite to your hamster's party.
2^5 hamsters are enough to give away as party favors.

If you had 2(6) hamsters scurrying on your bed, you'd be annoyed.
If you had 2^6 hamsters on your bed, you'd have a nice mattress.

Your teacher would give you detention for bringing 2(7) hamsters to class,
but you'd run your teacher out of school with 2^7 hamsters.

2(8) hamsters would cover the surface of your desk.
2^8 hamsters, on the other hand, would make a carpet covering your floor.

With 2(9) hamsters, a sink could be filled,
but 2^9 hamsters could fill a kiddie pool.

2(10) hamsters could happily run on your treadmill.
2^{10} hamsters running would generate enough electricity to run a small town.

(Funny, isn't it!)