

MATH TOPICS ADDRESSED:

- Permutations and combinations
- Communication
- Representations

The Scoop on Ice Cream

An ice cream shop offers 30 different flavors in 3 sizes: 1 scoop, 2 scoops, or 3 scoops. The store claims that “over 30,000 different selections are possible.” Let’s explore whether this claim is true. To start, 30 single-scoop servings are possible.

1. For multiple scoops, does the order in which scoops are put in a cone matter? For example, does a cone with vanilla first and chocolate second differ from one with chocolate then vanilla?
2. Assume that order matters. If there were only 8 flavors, how many 2-scoop servings of different flavors can you make? What changes if you assume that the order of the scoops does *not* matter?
3. What happens to the number of 2-scoop servings if a serving can be scoops of the same flavor? Does the order count in this type of serving?
4. Suppose the store has only 4 flavors—strawberry, vanilla, chocolate, and mint. How many 3-scoop servings could you make, with 3 *different* flavors per cone, assuming that order matters? How many of these cones have only strawberry, vanilla, and chocolate?
5. Assume that the order does not matter for 3-scoop servings. How can you get the number of 3-scoop servings quickly using your answer from question 4? What is the number of 3-scoop servings in this situation?
6. If there are only 4 flavors, how many 3-scoop servings are possible when 2 scoops are 1 flavor and the other scoop is another flavor, assuming that order does not matter? What changes if the order matters?
7. How many 3-scoop servings are available altogether (repeating flavors or not) if order matters? If order does not matter?
8. **Challenge:** Use the thinking from the previous questions to see if it is possible to make 30,000 different combinations with 30 flavors.



FLUAT KOSE/ISTOCKPHOTO.COM

Edited by Erik Tillema, etillema@iupui.edu, who teaches at Indiana University in Indianapolis. Readers are encouraged to submit manuscripts through <http://mtms.msubmit.net>.

Download one of the free apps for your smartphone. Then scan this tag to access the Math for Real solutions that are online at www.nctm.org/mtms010.



NCTM 2012 Regional Conferences & Expositions

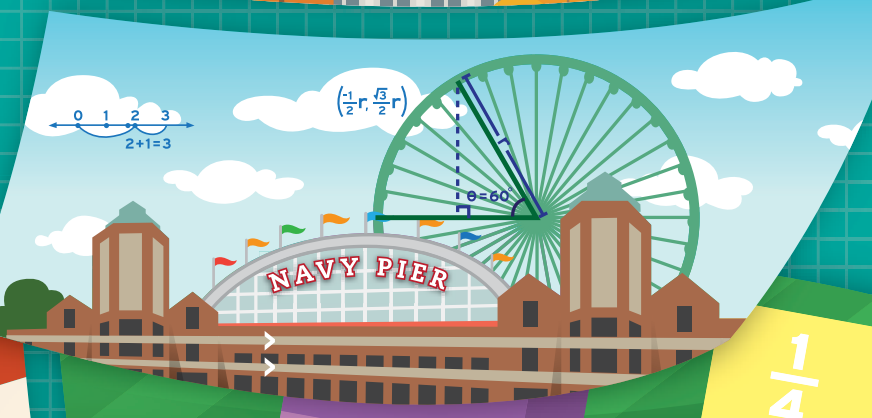
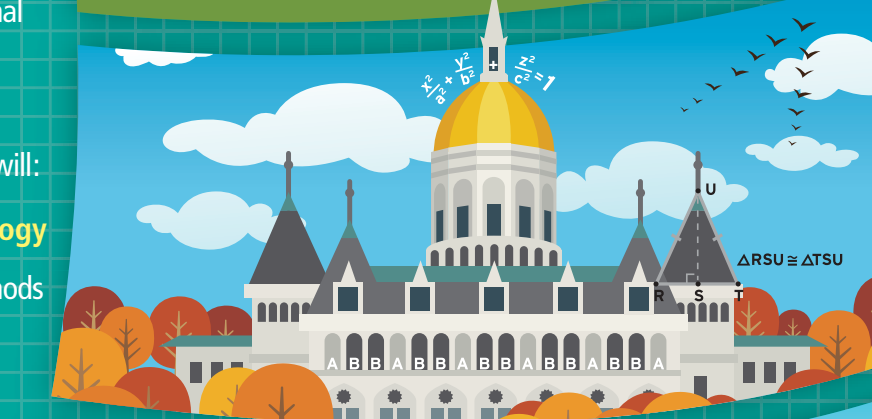
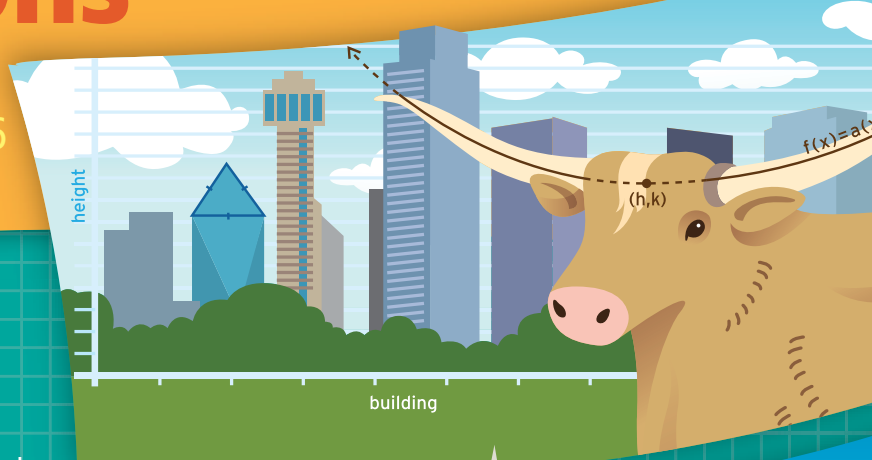
DALLAS, TX | OCTOBER 10–12
HARTFORD, CT | OCTOBER 24–26
CHICAGO, IL | NOVEMBER 28–30

Join the Best & Brightest Math Educators

NCTM's Regional Conferences have the professional development opportunities you need to help your students succeed. Join the best and the brightest and immerse yourself in the latest topics in math education. By attending you and your colleagues will:

- Learn more about and test the latest **technology**
- Discover new and effective **intervention** methods
- Learn practices central to teaching the **Common Core State Standards**
- Refine your **assessment** techniques
- And more!

Whether you're a classroom teacher, coach, administrator, preservice teacher, or math specialist, this conference has something for you.



4

6

1

2/3

1/2

1/4
1/4
1/4
1/4

1

NCTM 2012

PHILADELPHIA, PA | APRIL 25–28, 2012

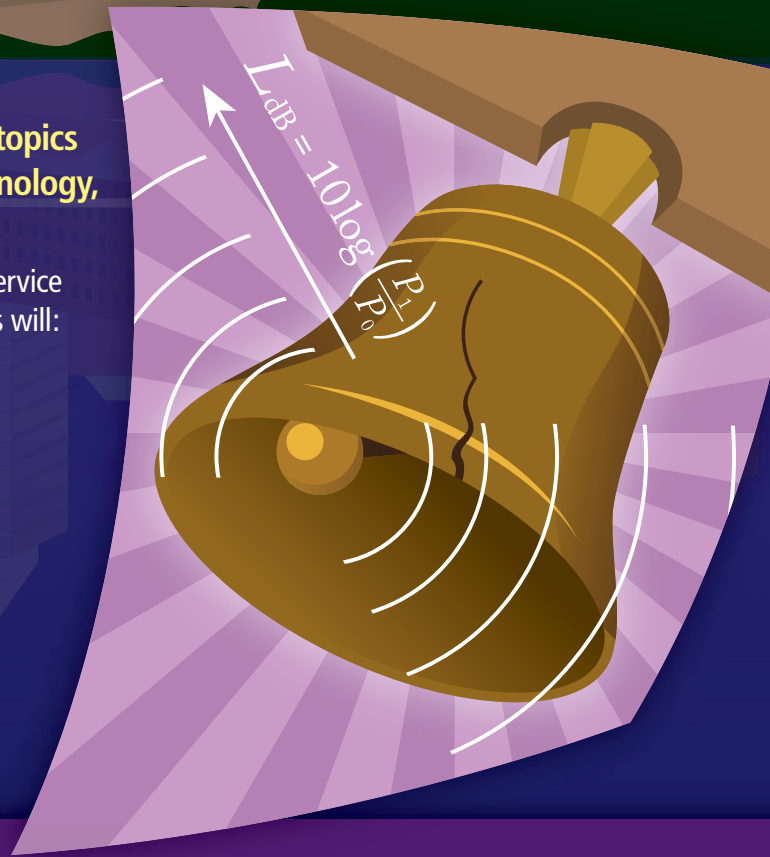
Annual Meeting & Exposition



Hear the latest from math education experts on hot topics such as **Intervention**, **Differentiated Instruction**, **Technology**, **Common Core State Standards**, and much more.

Whether you're a classroom teacher, coach, administrator, preservice teacher, or math specialist there's something for you. Attendees will:

- Develop strategies to relate the **Common Core** to your curriculum.
- Explore different learning styles and **intervention** strategies.
- Refine your **assessment** techniques.
- Discover new ways to use **technology** in your classroom.
- And more!



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS
(800) 235-7566 | WWW.NCTM.ORG

Visit www.nctm.org/meetings for up-to-date information.