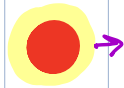


Example 1: Play at $(3,4)$. Look east.

next = $(4,4)$ is empty

Conclusion: 0 pieces flip looking east.



1

2

3

4

5

6

7

1

2

3

4

5

6

7

8

Example 2: play at (3,4) look South.

- a) next square (3,5) has an opponent : 1 flip so far
- b) next square (3,6) has red's piece : answer total one flip



1

2

3

4

5

6

7

1

2

3

4

5

6

7

8

Example 3: Play at (3,4). looking West.

next square (2,4) has opponent's piece. flip-so-far=1

next square (1,4) is empty. actually no pieces flip
⇒ 0



1 2 3 4 5 6 7 8

1

2

3

4

5

6

7

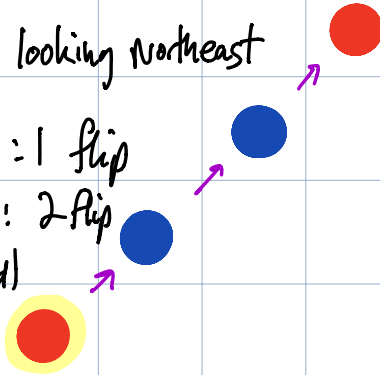
Example: play at (3,4) looking northeast

next (4,3) has opponent: 1 flip

next (5,2) has opponent: 2 flip

next (6,1) has player (red)

answer: 2 flips



1

2

3

4

5

6

7

1

2

3

4

5

6

7

8

Notes

- Practice setting up examples by making pieces and then boards. It is common to find this hard at first.

Questions (more for a teacher to keep in mind)

- Should you just use the whole game model as input?
- How do you determine where the "current" piece comes from?
- Why do you need flip-so-far? Can't you just make a recursive function call with +1 or +0?