Name: _____ Period: _____

Algebra 1

Chapter 3: Linear Functions

Targets	Learning Targets	Got it	Ok	No way
T 3-1	I can find the slope and the rate of change interpret it in the context of problem.	□	□	□
T 3-2	I can graph linear equations using a table.	□	□	□
T 3-3	I can find the x and y intercepts and explain what they mean in real world situations.	□	□	□
T 3-4	I can write equations using slope intercept form.	□	□	□
T 3-5	I can determine independent and dependent variable in real world situations.	□	□	□

Date	Lesson/Activity	Homework Assignment o = only do odd problems	Turned In?
T 3-1	Slopes and Rate of Change	3.3 Pg. 177 #15-35o, Skip 19a, 36-39, 42-45, 47	
T 3-2	Graphing Linear Equations using a Table	Graphing with Tables WKST	
T 3-3	Finding x and y intercepts	3.1 Pg. 159 #13-35all, 51-55o	
T 3-4	Slope-Intercept Form	Writing in Slope Intercept WKST	
T 3-5	Independent and Dependent Variables	Independent and Dependent Variables in the REAL WORLD!! WKST	
	In class *Desk Hop Activity*	(counts for homework)	
	Chapter 3 Review	Review Activity *Rule of 4*	
	Chapter 3 Test	** Homework must be turned in on the day of the test. I will be collecting one homework assignment on the day of the test**	

**** Must have 5 Stamps be to able to Retake****

Name: _____ Period: _____

Retake Problems for Chapter 2

Targets	Learning Targets	Problems
T 2-1	I can translate between sentences and equations	2.1 Writing Equations Worksheet
T 2-2	I can solve multi-step equations.	2.2 Pg. 86 #19-33o, 50-55all 2.3 Pg. 94 #11-22all, 25-29o
T 2-3	I can solve equations with variables on both sides	2.4 Pg. 100 #1-9all, 10-22even
T 2-4	I can interpret and use a proportion to solve a problem.	2.6 Pg. 115 #15-33o, 2.7 Pg. 122 #15-23o, 36-42all

GRAPHING WITH TABLES

First, plug in the x-values to complete the coordinate point.
Second plot points on the graphs below. There will be two lines graphed on each grid.
Third connect the points and describe the type of slope.

1. $y = 3x$

X	$y = 3x$	Y
-9		
-5		
-4		
8		

2. $y = x - 6$

X	$y = x - 6$	Y
1		
5		
6		
8		

3. $y = -3x$

X	$y = -3x$	Y
-7		
-6		
-2		
-1		

4. $y = x - 2$

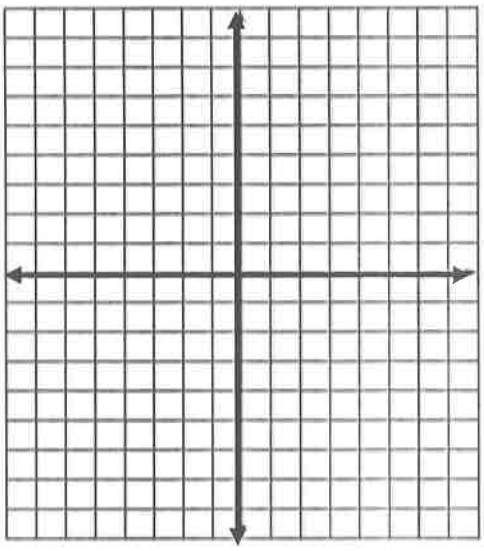
X	$y = x - 2$	Y
-4		
-1		
6		
7		

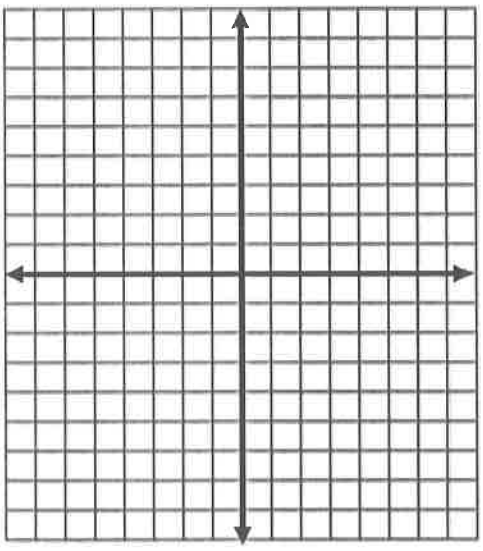
5. $y = x + 4$

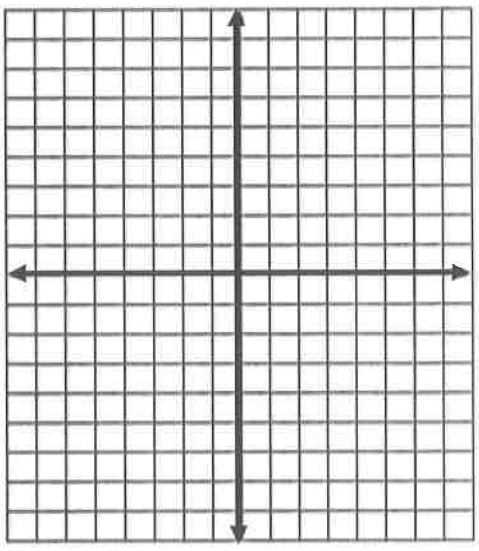
X	$y = x + 4$	Y
-3		
1		
3		
8		

6. $y = -2x$

X	$y = -2x$	Y
-9		
-7		
5		
6		







GRAPHING WITH TABLES

First, plug in the x-values to complete the coordinate point.
Second plot points on the graphs below. There will be two lines graphed on each grid.
Third connect the points and describe the type of slope.

7. $y = -4x + 4$

X	$y = -4x + 4$	Y
-9		
-4		
3		
5		

8. $y = -x - 2$

X	$y = -x - 2$	Y
2		
3		
4		
5		

9. $y = -\frac{1}{4}x + 4$

X	$y = -\frac{1}{4}x + 4$	Y
-8		
4		
5		
6		

10. $y = 4x + 6$

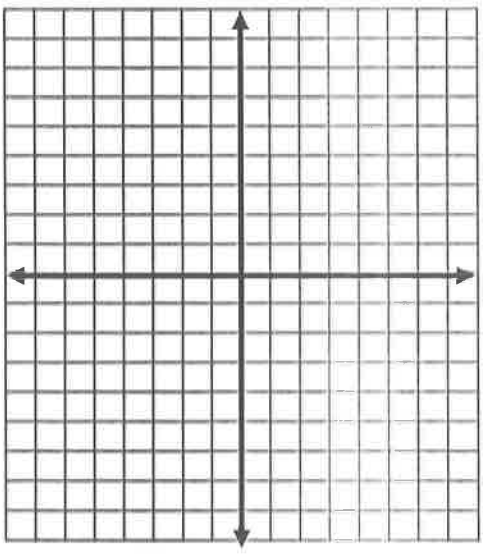
X	$y = 4x + 6$	Y
-9		
$-\frac{9}{2}$		
5		
9		

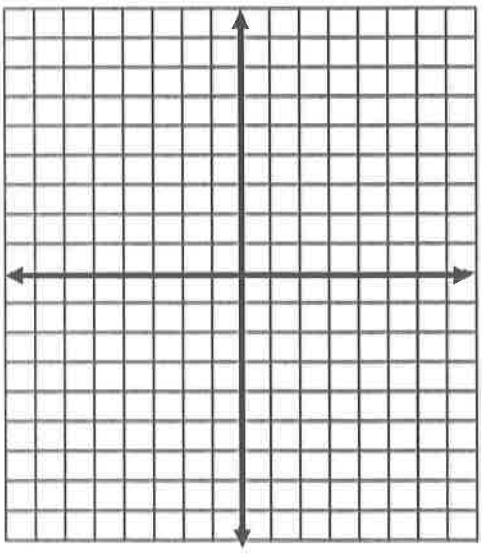
11. $y = -\frac{1}{2}x + 2$

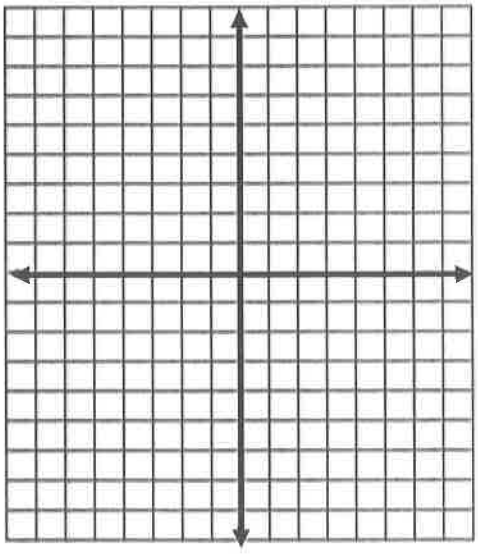
X	$y = -\frac{1}{2}x + 2$	Y
-8		
-3		
2		
3		

12. $y = \frac{1}{3}x + 6$

X	$y = \frac{1}{3}x + 6$	Y
-6		
-3		
0		
5		



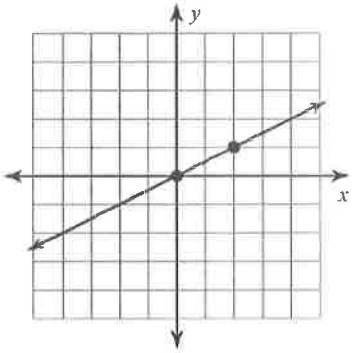




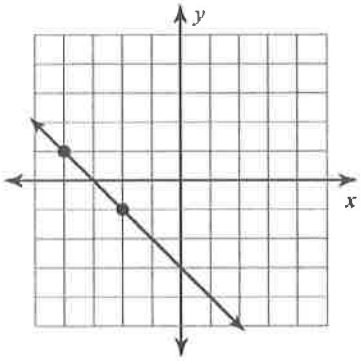
WRITING IN SLOPE INTERCEPT FORM

First determine the slope and y intercept for the following graphs.
Second write and equation for the line in slope intercept form. $(y = mx + b)$

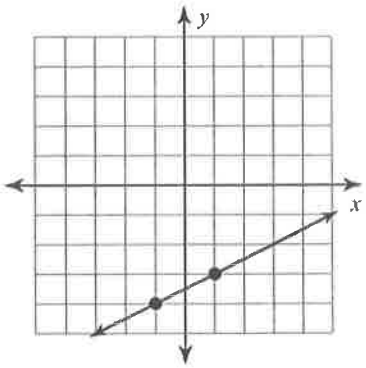
1. Slope: _____
   y-intercept: _____
   Equation: _____



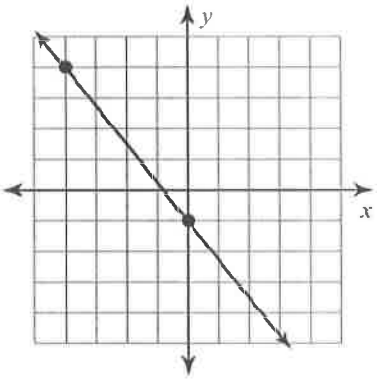
2. Slope: _____
   y-intercept: _____
   Equation: _____



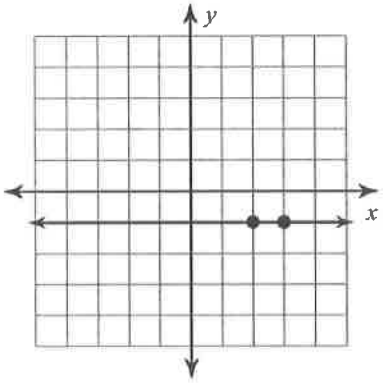
3. Slope: _____
   y-intercept: _____
   Equation: _____



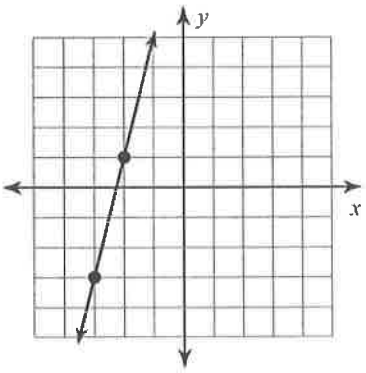
4. Slope: _____
   y-intercept: _____
   Equation: _____



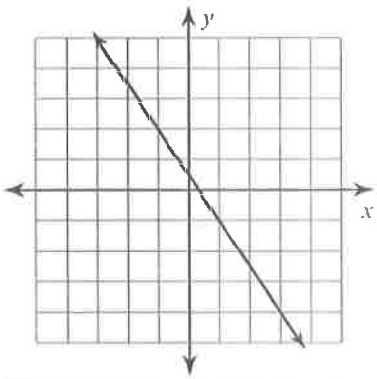
5. Slope: _____
   y-intercept: _____
   Equation: _____



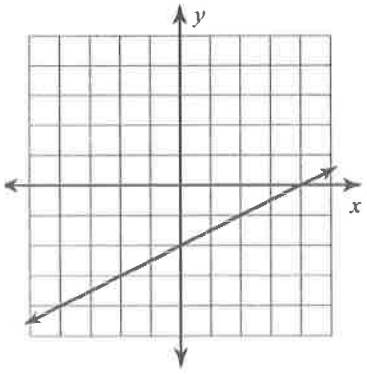
6. Slope: _____
   y-intercept: _____
   Equation: _____



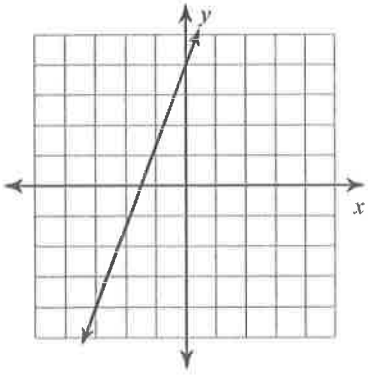
7. Slope: _____
   y-intercept: _____
   Equation: _____



8. Slope: _____
   y-intercept: _____
   Equation: _____



9. Slope: _____
   y-intercept: _____
   Equation: _____



WRITING IN SLOPE INTERCEPT FORM

Write the slope-intercept form of the equation of each line given the slope and y-intercept.

10. Slope = -1, y-intercept = 2

11. Slope = $\frac{3}{2}$, y-intercept = 3

11. Slope = 3, yintercept = -2

13. Slope = $\frac{3}{4}$, y-intercept =1

14. Slope = $\frac{1}{2}$, y-intercept = 1

15. Slope = $-\frac{2}{5}$, y-intercept = 0

16. Slope = 7, y-intercept = 2

17. Slope = $\frac{4}{3}$, y-intercept= -4

18. Find the slope between (10, 6) and (5, 2), the use the y-intercept of -1 to write and equation in slope intercept form.

19. Fine the slope between (-3, -10) and (1, -2), then use the y-intercept of -4 to write and equation in slope intercept form.

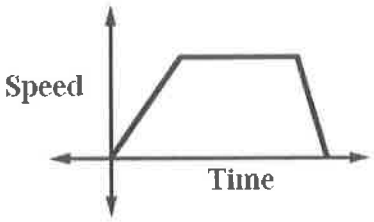
20. Given the following table write and equation in slope intercept form. Find the slope and y-intercept in the table.

X	Y
4	3
2	-4
0	-4
-2	-1

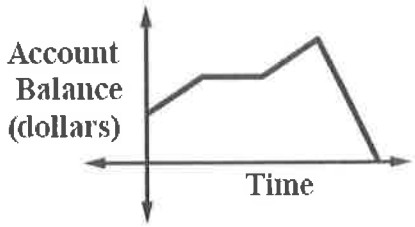
Independent and Dependent Variables in the REAL WORLD!!

Identity the independent and dependent variables for each relation. Then describe what is happening in each graph. Describe what the x and y intercepts mean in context to the problem.

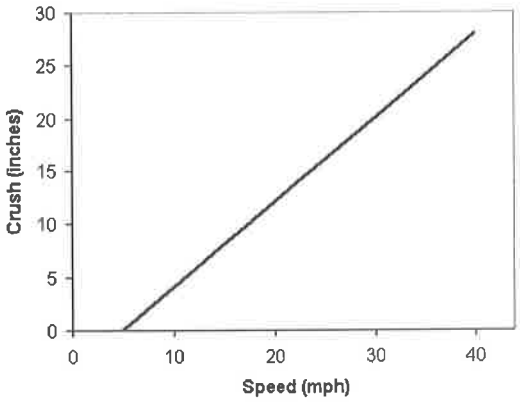
1. The graph represents the speed of a car as it travels to the grocery store.



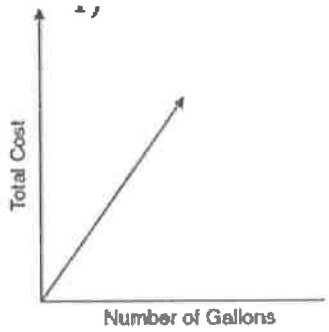
2. The graph represents the balance of a savings account over time.



3. The graph represents crush in inches related to the speed the car was traveling.



4. The graph represents the number gallons you buy and the total cost of the gas.



Independent and Dependent Variables in the REAL WORLD!!

Sketch a graph for the following situations. Identify the independent and dependent variables. Then explain what the x and y intercepts mean in context to the problem.

a. The height of a child at birth and on each birthday from age 1 to age 25

b. The height of a ball that is thrown upward from the top of a building from the time it is thrown until it hits the ground

c. The monthly electric bill for August of one year to July of the next year for a family living in Newberg, Oregon, in a home with central air conditioning. (Assume that July and August are the hottest months and that the family uses natural gas for heating.)

d. My dad drove me to school this morning. We started off by driving for 10 minutes at about 30 miles per hour. We stopped at a stoplight for 2 minutes, and then drove on at 20 mph for about 5 minutes. We got on the expressway and drove at 50 mph for about 30 minutes. We got off the expressway and stopped at a stop sign for a minute. Then we drove into the schoolyard and stopped.