



Part One

Relationship (using symbols): Relationship (table of values): What were the situations and relationships that you thought of? Situation 1 Relationship (in words): Relationship (using symbols): Relationship (using symbols): Relationship (table of values): Relationship (table of values): Relationship (by graphing): Relationship (by graphing):	Relationship (in words): _	e pool, describe the rela		nship (by grap			
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What is a linear equation according to you?	Linear Equations	e using all the equations					
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STUDENT HANDOUT



	NRT TWO Which of the situations/relationships that you thought of formed linear equations?					
2.	What is the significance of the y-intercept (the point at which the line crosses the y-axis) in each situation?					
3.	What is the significance of the x-intercept (the point at which the line crosses the x-axis) in each situation?					
1.	What is the slope in each situation? (How much does the dependent variable change for each unit change in the independent variable?)					
5.	Fill in the following table with the linear equations offered by you and the class:					
	Equation					
	Slope					
	y-intercept y-intercept					
5 .	Explain how you could find the y-intercept by: a) looking at a graph					
	o) looking at an equation					
7.	Explain how you could find the slope by: a) looking at a graph					
	b) looking at an equation					
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8. On a separate sheet of paper, create two examples of linear relationships: one in which the slope is positive and another in which it is negative. Draw rough figures of those situations.

EXTRA CHALLENGE

Have the classmate to your right give you a number, m, and the classmate to your left give you another number, b. Using m as the slope and b as the y-intercept, sketch a graph and think of a situation which it could represent.