	2	2	3	3	4		5		6		7
s bound ha	y 12 nbe ve t	2's. r, li to e	Yo ke esti	u sl 1's, ma	hou , 2's te v	ld a , 5': vhe	lwa s, 10 re ti	ys I's, ne	use 20 poi	e a 's, nts	go
s brown har 13	y 12 nbe ve t	2's. r, li to e	Yo ke esti	u sl 1's, ma	hou , 2's te v	ld a , 5': vhe	lwa s, 10 re tl	ys I's, ne	use 20 poi	e a 's, nts	100 s go
s bound ha	y 12 nbe ve t	2's. r, li to e	Yo ke esti	u sl 1's, ma	hou , 2's te v	ld a , 5': vhe	lwa s, 10 re tl	ys I's, ne	use 20 poi	e a 's, nts	100 s go
s bound ha	y 12 nbe ve t	2's. r, li to e	Yo ke esti	u sl 1's, ma	hou , 2's te v	ld a , 5': vhe	lwa s, 10 re tl	ys I's, ne	use 20 poi	e a 's, nts	100 s go
s brown har 13	y 12 nbe ve t	2's. r, li to e	Yo ke esti	u sl 1's, ma	hou , 2's te v	ld a , 5': vhe	lwa s, 10 re tl	ys I's, ne	use 20 poi	e a 's, nts	100 s go

Worksheet: Linear Situations

<i>,</i> .	.00 saved up already. To earn more money, he p	olans to st	art mo	wing	lawns	s. He	will e	arn \$	12.00
each lawn he mows.									
	equation to represent the situation:		-						
	s (x) represent:	140	TI	TT	TT	TT		TT	
c) The outpu	ts (y) represent:	130 120							
d) The slope	is and it represents			1 1					Н
		100	-		+	++-			Н
e) The v-inte	rcept is and it represents	90	+++	++	++	++-			\forall
<i>z</i> , <i>z</i> , <i>z</i>		80 70							
f) Make a tak			-	-	-	-			Н
i) iviake a tak		50	-	++	-	-			+
ху	g) Graph. Make sure you label your axes.	40	+++	++	++	++-	+	-	+
	h) Should you connect your points?	30					†		П
		20 10							
	Why or why not?	0							Ш
		0	1	2	3	4	5	6	7
		***No	tice: Th	o v-avi	ic ic not	t ccalor	d by 12	's No	hody
			graphs	-			-		-
			non" nu	-			-		
			u will h						
d) The slope	ts (y) represent: is and it represents	-							
e) The y-inte	rcept is and it represents	_							
f) Make a tak									
ху	g) Graph. Make sure you label your axes.	-	-	++	++-	+++	+	-	H
	h) Chauld a a a a a tua a a a a a								Н
	h) Should you connect your points?								
	Why or why not?								Ш
									
			_						
•	at 6:00 AM is 35° F. Each hour, the temperature \circ	•							
	and the second s								
b) The inputs	equation to represent the situation:								
c) The outpu	equation to represent the situation: s (x) represent:								
d) The slope									
	s (x) represent:	_							

х		e.	47 4 5					1		L
	У	g) Graph. Make sure you label your axes.								İ
				-				+	-	ŀ
		h) Should you connect your points?		++-	-	+		\forall	+	t
		Why or why not?								İ
										L
				-				+	+	H
								+		t
				+		\top	\vdash	\forall	T	t
								Ш		
lro is m	aking ch	ocolate chip cookies. He has a bag of chocolate chip	s that cor	ntains	250	chocc	late	chip	s. He	<u>.</u>
	_	ookies, so he makes sure that there are exactly 7 ch						Ċ		
		quation to represent the number of chocolate chip		-						
		(x) represent:	<u> </u>					.,		
		s (y) represent:						-	-	H
								+		H
d) Th	e siope i	s and it represents						+		t
										İ
e) Th	e y-inter	cept is and it represents						\perp		L
				-		-	-	+	+	H
f) Ma	ke a tab	e.		+	\vdash	+	+	$^{+}$	+	t
х	у	g) Graph. Make sure you label your axes.								t
^	7	<u> </u>		Ш				Ш		I
		h) Should you connect your points?		-	-	-	-	+	+	H
		Why or why not?		-		+		+	-	t
		•	25 (10)	-			100			•
		tion as #4.								
a) Wr	ite an ed	quation to represent the number of chocolate chip	s <u>left in th</u>	ne bag	I :					
a) Wr b) Th	rite an eo e inputs	quation to represent the number of chocolate chip (x) represent:	s <u>left in th</u>	ne bag	<u>.</u>					
a) Wr b) Th	rite an eo e inputs	quation to represent the number of chocolate chip	s <u>left in th</u>	ne bag	<u>.</u>					
a) Wr b) The c) The	rite an eo e inputs e output	quation to represent the number of chocolate chip (x) represent:	s <u>left in th</u>	ne bag	I:					
a) Wr b) The c) The	rite an eo e inputs e output	quation to represent the number of chocolate chip (x) represent: s (y) represent:	s <u>left in th</u>	ne bag						
a) Wr b) The c) The d) The	rite an ed e inputs e output e slope i	quation to represent the number of chocolate chip (x) represent: s (y) represent: and it represents	s <u>left in th</u>	ne bag						
a) Wr b) The c) The d) The	rite an ed e inputs e output e slope i	quation to represent the number of chocolate chip (x) represent: s (y) represent:	s <u>left in th</u>	ne bag						
a) Wr b) The c) The d) The e) The	rite an ed e inputs e output e slope i e y-inter	quation to represent the number of chocolate chip (x) represent: s (y) represent: and it represents cept is and it represents	s <u>left in th</u>	ne bag						
a) Wr b) The c) The d) The e) The f) Ma	rite an ed e inputs e output e slope i e y-inter ke a tab	quation to represent the number of chocolate chip (x) represent: s (y) represent: and it represents cept is and it represents	s <u>left in th</u>	ne bag						
a) Wr b) The c) The d) The e) The	rite an ede inputs e output e slope i e y-inter	quation to represent the number of chocolate chip (x) represent: s (y) represent: and it represents cept is and it represents	s <u>left in th</u>	ne bag						
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a) Wr b) The c) The d) The e) The f) Ma	rite an ed e inputs e output e slope i e y-inter ke a tab	quation to represent the number of chocolate chip (x) represent:	s <u>left in th</u>	ne bag						
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a) Wr b) The c) The d) The e) The f) Ma	rite an ed e inputs e output e slope i e y-inter ke a tab	quation to represent the number of chocolate chip (x) represent:	s <u>left in th</u>	ne bag						