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	1			2		3	4	4		5	1	6
s b un ha	y 1 nbe	axis 2's. er, li to e	Yo ike esti	u s 1's ima	hou , 2': te v	ıld s, 5 whe	alw 's, : ere	ays 10's the	s us s, 2 e pc	e a O's, oint	. 10 s g	0's o.*
s b nun ha	y 1 nbe	2's. er, li to e	Yo ike esti	u s 1's ima	hou , 2': te v	ıld s, 5 whe	alw 's, : ere	ays 10's the	s us s, 2 e pc	e a O's, oint	. 10 s g	0's o.*
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			Worksheet: Line	ar Situations										
1) Nap	oleon	าas \$40	0.00 saved up already. To earn more mone	y, he plans to s	tart ı	mov	wing	law	ns. F	le w	ill e	arn \$	12.00) foi
each la	wn he	mows			140	_								
	a) W	rite an	equation to represent the situation:		_130			-	-		-		1	+
	b) Th	e input	cs (x) represent:		120								+	
	c) Th	e outpu	uts (y) represent:	~	110 100									
	d) Th	e slope	e is and it represents	<u> </u>	90		-	-	-	\vdash	+	-	+	+
					80		+			\forall	+			+
	e) Th	e y-inte	ercept is and it represents		70 60 50									
	f) Ma	ke a ta	ble.	Na	40					\vdash				
	х	у	g) Graph.	_	30 20									
					10		-	+	+	Н	+		+	+
			h) Should you connect your points?		0	0	1	2		3	4	5	6	
			Why or why not?					# o	f law	ns ı	mow	red		
				_										
				- ***No	otice:	The	y-axi	is is n	ot sca	aled	by 12	's. No	body	
				_ scales			-				-			
				"com										
				etc. Y	ou wi	II ha	ve to	estir	nate	whe	re the	poin	ts go.	***
mow 1	a) W b) Th c) Th	rite an e input e outpu	et of the grass per minute. equation to represent the how many squa es (x) represent: uts (y) represent:		unn	now	/ed:							
	d) Ih	e slope	e is and it represents			1			+	Н			+	
	 e) Th	e y-inte	ercept is and it represents											
	f) Ma	ke a ta	ble.			H		+	+	Н	+	H	+	
	x	У	g) Graph. <u>Make sure you label your ax</u>	es.										
			h) Should you connect your points?		-	+		+	+	\vdash	+	-	+	
			Why or why not?											
				_										
				_										
	-													
	-			_										
				_										
3) The			at 6:00 AM is 35°F. Each hour, the temper	•										
			equation to represent the situation:		_									
			rs (x) represent:											
			uts (y) represent:											
	a) Ih	e siope	e is and it represents											
	e) Th	e y-inte	ercept is and it represents	(cont	inu	ed o	n ba	ck)					

х	ake a tab					
_ ^	У	g) Graph. Make sure you label your axes.				
		h) Should you connect your points?				
		Why or why not?				
	_					
-	+					
<u> </u>					_	
ro is m	aking ch	ocolate chip cookies. He has a bag of chocolate chi	ns that contains	250 cho	colate c	hins He
	_	ookies, so he makes sure that there are exactly 7 ch				
		quation to represent the number of chocolate chip	•			
			. <u>useu</u> .			
		(x) represent:				
c) Th	e output	s (y) represent:				
d) Th	ie slope i	s and it represents	2 4 3 3 4 3			
e) Th	ie v-inter	cept is and it represents				
σ,	,					
£\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		1-				
f) IVIa	ake a tab					
х	У	g) Graph. Make sure you label your axes.				
		h) Should you connect your points?				
	+	Why or why not?				
<u> </u>			A			
the sa	me situa	tion as #4.				
	rite an ed		s <u>left in the bag</u>	g:		
a) W		quation to represent the number of chocolate chip				
	e inputs					
b) Th		(x) represent:				
b) Th c) Th	e output	(x) represent:				
b) Th c) Th	e output	(x) represent:				
b) Th c) Th d) Th	e output ne slope i	(x) represent: s (y) represent: s and it represents				
b) Th c) Th d) Th	e output ne slope i	(x) represent:				
b) Th c) Th d) Th	e output ne slope i	(x) represent: s (y) represent: s and it represents				
b) Th c) Th d) Th ——— e) Th	e output ne slope i ne y-inter	(x) represent:				
b) Th c) Th d) Th e) Th	e output ne slope i ne y-inter nake a tab	(x) represent:				
b) Th c) Th d) Th ——— e) Th	e output ne slope is ne y-inter nake a tab	(x) represent:				
b) Th c) Th d) Th e) Th	e output ne slope i ne y-inter nake a tab	(x) represent:				
b) Th c) Th d) Th e) Th	e output ne slope i ne y-inter nake a tab	(x) represent:				
b) Th c) Th d) Th e) Th	e output ne slope i ne y-inter nake a tab	(x) represent:				
b) Th c) Th d) Th e) Th	e output ne slope i ne y-inter nake a tab	(x) represent:				
b) Th c) Th d) Th e) Th	e output ne slope i ne y-inter nake a tab	(x) represent:				