## Determine the Slope of a Line <br> Determine the Equation of a Line

## Reporting Category: Equations and Inequalities

Related SOL: A. 6

## Background Information:

Students will need to know how to find the equation of a line given two points on the line or the graph of the line.
Students will need to have used the graph and table functions of the graphing calculator.

## Materials and Equipment:

"CARDS" created by the teacher. (See below for explanation.)

## Notes to Teacher:

- On this card activity, the equation, graph and table are ALREADY matched. You will need to make multiple copies to use this activity fully.
- In this activity students will relate the equation of a line to the graph of the line and to a table of values.
- Each piece of information may be used in more than one way.


## Suggestions:

- Copy the handout, cut up the pieces, tape each on an index card, you will want to number the cards and have a "key" card so you can do a quick check of the students math.
- Each day, hand out the index cards with the tables on them and have students find equations of their own line.
- Repeat card activity at the beginning of class as a quick review daily.
- Repeat the process with the graph.
- Another activity approach is to give students a graph the first day and ask them to write an equation for the graph. Give the students the table the second day and ask them to write the domain and range and determine if there is a function. On the third day provide students with the equation and ask them to graph it. Then, give all three pieces to them for matching.
Bonus Repeat the process with the equation having the students sketch the graph or give you a table of values for the equation that they are holding. Relate the $f(x)$ to the ordinate on the graph.

Card Activity: Match the Equation, Graph and Table


| $X$ | W1 |  |
| :---: | :---: | :---: |
| $\begin{aligned} & \hline 1 \\ & E \\ & 2 \\ & 4 \\ & 5 \\ & 6 \\ & 7 \end{aligned}$ | 1 2 2 4 5 5 7 |  |
| $=1$ |  |  |




| K | W 1 |  |
| :---: | :---: | :---: |
| $\begin{aligned} & \hline \mathbf{1} \\ & 2 \\ & \mathbf{2} \\ & 5 \\ & 5 \\ & 7 \end{aligned}$ | $\begin{aligned} & 2 \\ & 4 \\ & 5 \\ & 6 \\ & 7 \\ & 6 \end{aligned}$ |  |
| $=1$ |  |  |






| X | 1 |  |
| :---: | :---: | :---: |
|  | $\begin{aligned} & -\mathbf{3} \\ & -1 \\ & \frac{1}{2} \\ & \mathbf{5} \\ & \mathbf{7} \\ & 9 \end{aligned}$ |  |
| $=1$ |  |  |










| Y | $\% 1$ |  |
| :---: | :---: | :---: |
| F | $\underline{\square}$ |  |
| $\Sigma$ | $1 \Sigma$ |  |
| 3 | 15 |  |
| 4 | 1 18 |  |
| 5 | 21 |  |
| $\underline{7}$ | EV |  |
| 7 | 27 |  |
| $=1$ |  |  |

$y_{1}=3(X+2)$
$y_{2}=$
$y_{3}=$
$y_{4}=$
$y_{6}=$
$y_{7}=$
$y_{0}=$




| 4 | 17 |  |
| :---: | :---: | :---: |
|  | $\begin{aligned} & 6 \\ & 5 \\ & 12 \\ & 15 \\ & 18 \\ & 24 \\ & 24 \end{aligned}$ |  |
| $n_{1}^{\prime}=1$ |  |  |





|  | $1+1$ |  |
| :---: | :---: | :---: |
| 1 7 7 7 7 7 7 7 7 7 | $\begin{aligned} & -5 \\ & -5 \\ & -4 \\ & -11 \\ & -1 \frac{1}{2} \\ & -15 \\ & -15 \end{aligned}$ |  |
| $1=1$ |  |  |


| $\gamma_{1}=-2 X+3$ |
| :--- |
| $y_{2}=$ |
| $y_{3}=$ |
| $y_{4}=$ |
| $y_{5}=$ |
| $y_{6}=$ |
| $y_{0}=$ |



| $X$ | W1 |  |
| :---: | :---: | :---: |
| F | 1 |  |
| $\underline{z}$ | -1 |  |
| 4 | - |  |
| 5 | -7 |  |
| $\underline{7}$ | -9 |  |
| 7 | -11 |  |
| $=1$ |  |  |



