

PRACTICE: LESSON 4.2 – CALCULATING & INTERPRETING Y-INTERCEPT Name: _____

Learning Goal: I can use a graph, table, or equation to determine and describe the y-intercept of a relationship.

Meta de Aprendizaje: Puedo utilizar un gráfico, tabla o ecuación para determinar y describir la ordenada en el origen de una relación.

Language Goal: I can identify the key information on a graph, table, or equation to describe in words the y-intercept of a relationship.

Lenguaje Objetivo: Puedo identificar la información clave en un gráfico, tabla o ecuación para describir con palabras la ordenada en el origen de una relación.

Directions: Identify the slope and y-intercept of each equation.

1. $y = 2x + 10$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$	6. $y = -0.5x$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$
2. $y = x - 5$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$	7. $y = 15$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$
3. $y = -\frac{2}{3}x + 4$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$	8. $y = -x - 5$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$
4. $y = 6 - 3x$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$	9. $y = -3 - 2x$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$
5. $y = -\frac{1}{2} + \frac{3}{4}x$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$	10. $y = 10 - x$ $m = \underline{\hspace{2cm}}$; $b = \underline{\hspace{2cm}}$

Directions: Calculate the slope and y-intercept of each table.

X	Y
-2	14
-1	8
0	2
1	-4

X	Y
0	-1
2	5
4	11
6	17

X	Y
-1	-2
0	1
1	4
2	7

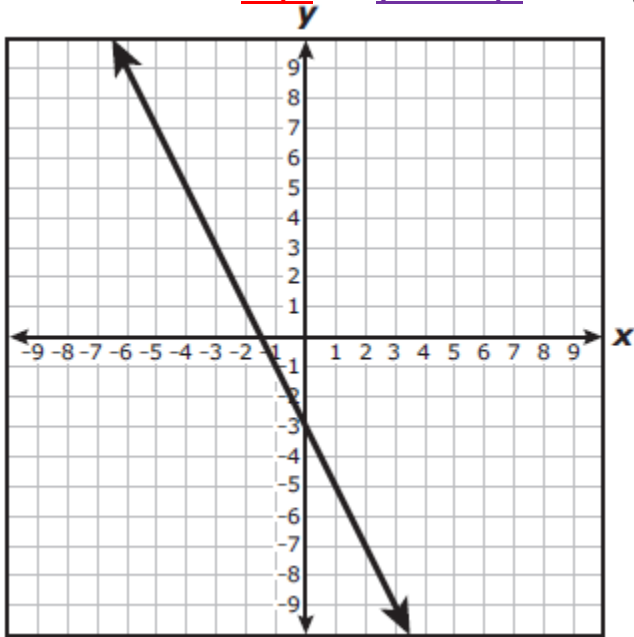
X	Y
-4	10
-3	7.5
-1	2.5
0	0

Slope: $m = \underline{\hspace{2cm}}$ Slope: $m = \underline{\hspace{2cm}}$ Slope: $m = \underline{\hspace{2cm}}$ Slope: $m = \underline{\hspace{2cm}}$

Y – intercept: $b = \underline{\hspace{2cm}}$ Y – intercept: $b = \underline{\hspace{2cm}}$ Y – intercept: $b = \underline{\hspace{2cm}}$ Y – intercept: $b = \underline{\hspace{2cm}}$

Directions: Calculate the **slope** and **y-intercept** of each graph.

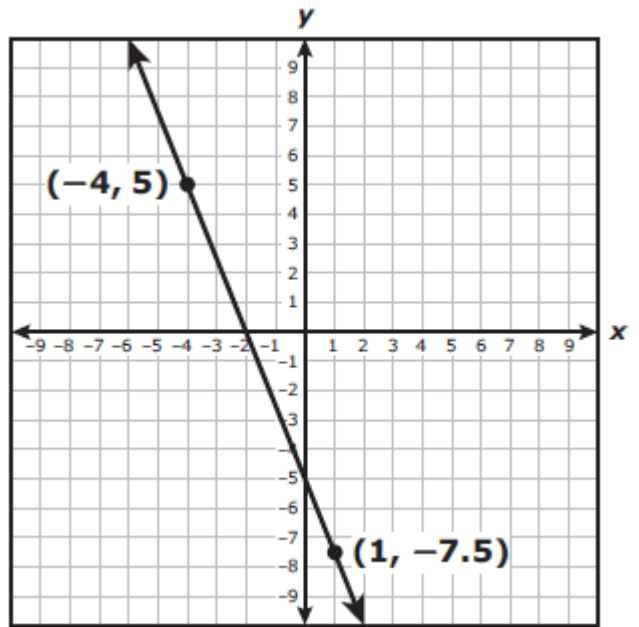
1.



Slope: $m =$ _____

y - intercept: $b =$ _____

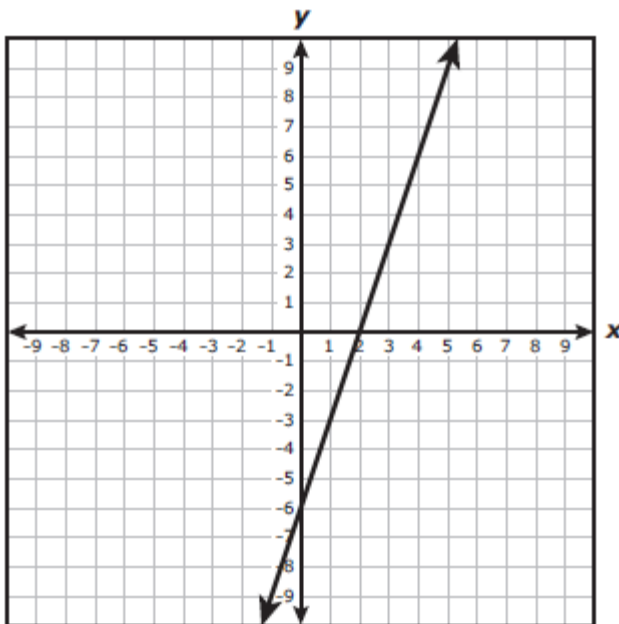
2.



Slope: $m =$ _____

y - intercept: $b =$ _____

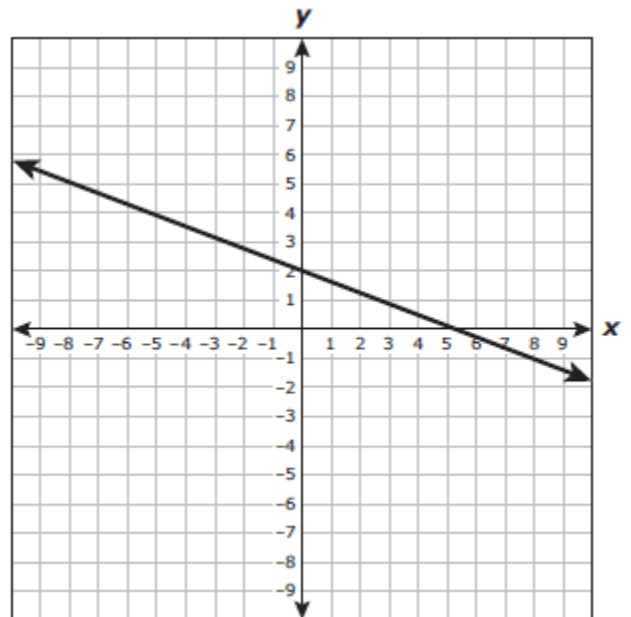
3.



Slope: $m =$ _____

y - intercept: $b =$ _____

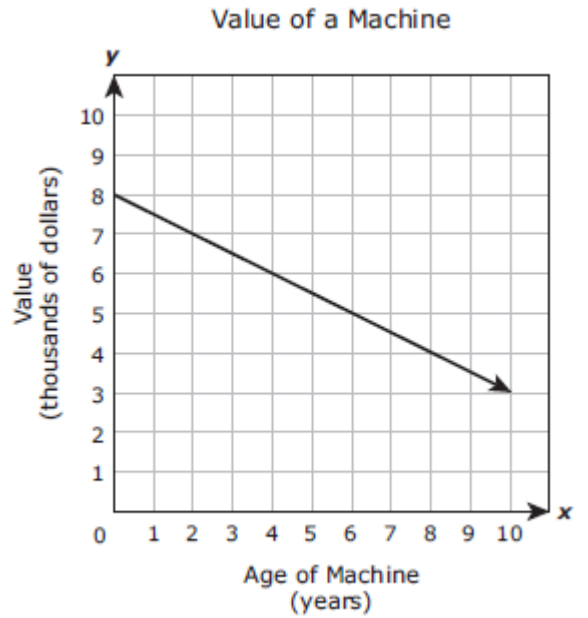
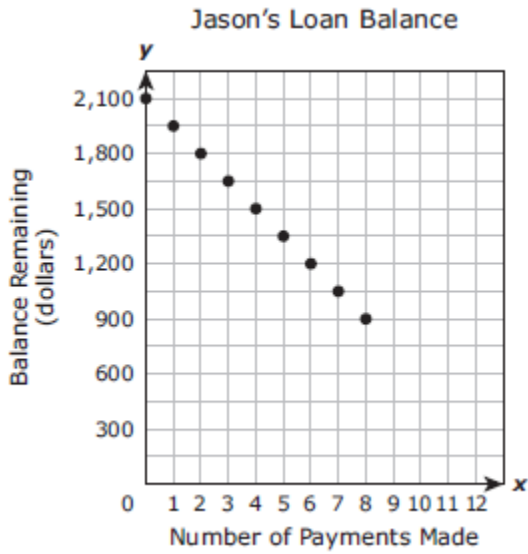
4.



Slope: $m =$ _____

y - intercept: $b =$ _____

Directions: Complete the tables below.

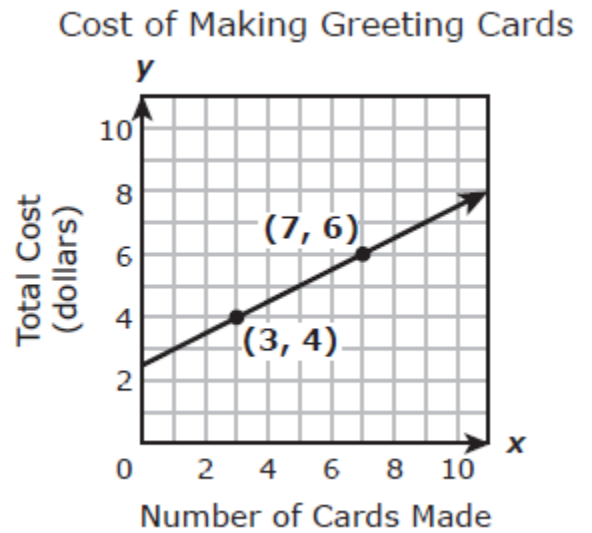
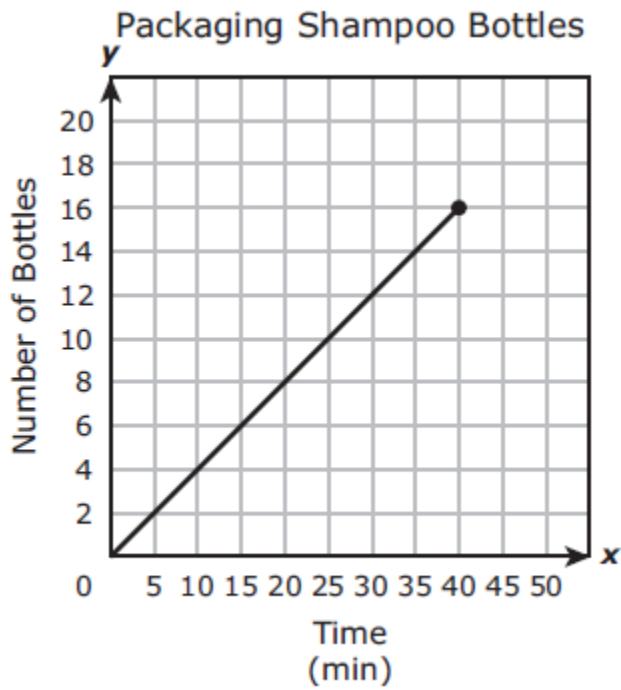


Label for X-Coordinate	Label for Y-Coordinate	Slope and Meaning	Y-Intercept and Meaning

REVIEW QUESTION!

Jill has \$50 and her brother has \$130. Jill saves \$15 per week and her brother saves \$10 per week. After how many weeks, w , will Jill and her brother have the same amount of money?

Write & Solve the Equation (Escribir y resolver la ecuación.)		Check your Answer! (Comprueba tu respuesta!)	
Jill	Brother		



Label for X-Coordinate	Label for Y-Coordinate	Slope and Meaning	Y-Intercept and Meaning

ESSENTIAL QUESTIONS:

Which relationship is *proportional* and *why*? _____

How do you know when a *slope* is positive or negative? _____

What does the *y-intercept* tell us about a relationship? _____

What are some different ways to describe *slope*? _____
