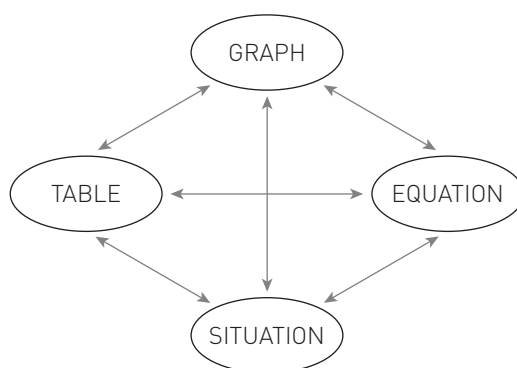


Multiple Representations

GUIDED SKILL SUPPORT

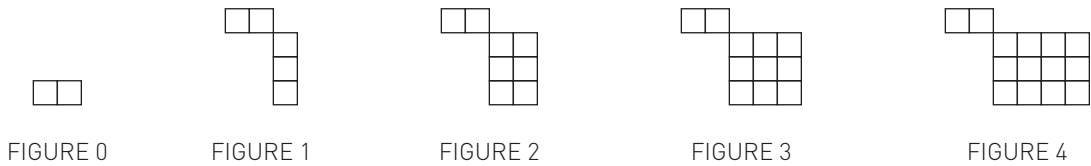
Overview

The first part of Chapter 4 of *Core Connections Course 3* ties together several ways to represent the same relationship. The basis for any relationship is a consistent pattern that connects input and output values. This course uses tile patterns to help visualize algebraic relationships. (Note: In this course, tile patterns are treated as continuous relationships and graph them with a continuous line or curve.) These relationships may also be displayed on a graph, in a table, or as an equation. In each situation, all four representations show the same relationship. Students learn how to use each format to display relationships as well as how to switch from one representation to another. This course uses the following diagram to show the connections between the various ways to display a relationship, and this diagram is called the “Representations Web.” See the Methods & Meanings box in Lesson 4.1.7 of the *Core Connections Course 3* text. For additional examples and practice, see the *Core Connections Course 3* Checkpoint 6 materials.



Examples

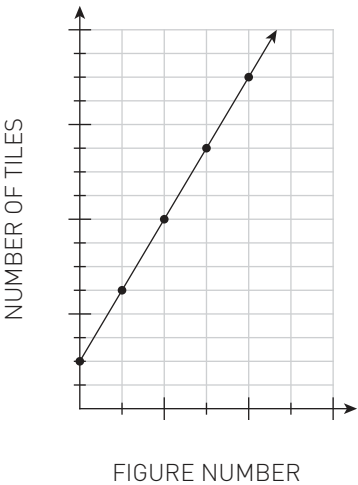
1. Linear relationships represent growth. For example, a simple tile pattern may start with two tiles and grow by three tiles in each successive figure, as shown.



The picture of the tile figures may also be described by an equation in $y = mx + b$ form, where x and y are variables, m represents the growth rate, and b represents the starting value of the pattern. In this example, the equation is $y = 3x + 2$, where 2 represents the number of tiles in the first figure (usually called “Figure 0”), and 3 is the “growth factor” that describes the rate at which each successive figure adds tiles to the previous figure. This relationship may also be displayed in a table, called an “(x, y) table,” as shown.

Figure Number	0	1	2	3	4
Number of Tiles	2	5	8	11	14

Finally, the relationship may be displayed on an xy -coordinate graph by plotting the points in the table, as shown.



The marked points on the graph represent the tile pattern. The line represents all of the points described by the equation $y = 3x + 2$.

2. Use the tile pattern shown to answer parts (a) through (c).

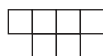


FIGURE 1

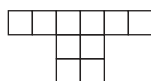


FIGURE 2

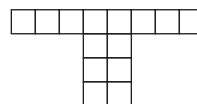


FIGURE 3

- a. Draw Figures 0, 4, and 5.



FIGURE 0

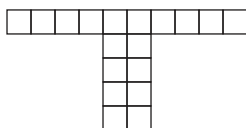


FIGURE 4

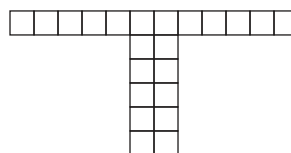


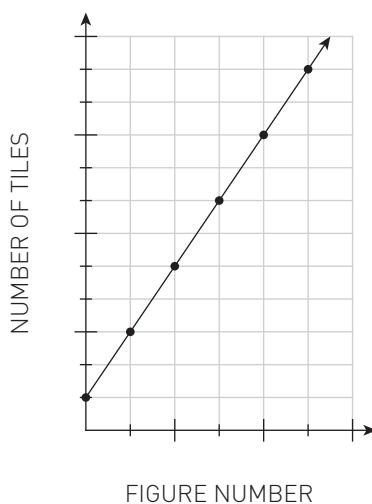
FIGURE 5

- b. Use the pattern to predict the number of tiles in Figure 100, and describe this figure. Write a rule that will give the number of tiles in any figure.

Each figure adds four tiles: two tiles to the top row and two tiles to the lower portion of the figure. Figure 0 has two tiles, so the rule is $y = 4x + 2$, and Figure 100 has $4(100) + 2 = 402$ tiles. There are 202 tiles in the top row and 200 tiles in the lower portion of Figure 100.

- c. Record the data for the first six tiles (Figures 0 through 5) in a table and graph the data.

Figure Number	0	1	2	3	4	5
Number of Tiles	2	6	10	14	18	22



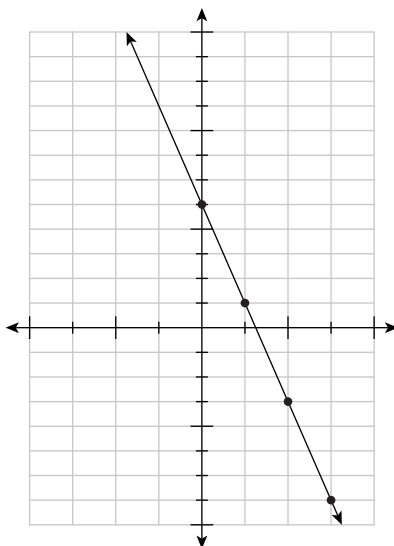
3. Use the table to determine the rule that describes the pattern in $y = mx + b$ form.

In (x)	-2	-1	0	1	2	3	4	5	x
Out (y)	-8	-5	-2	1	4	7	10	13	

$\begin{array}{ccccccc} \curvearrowright & \curvearrowright & \curvearrowright & \curvearrowright & \curvearrowright & \curvearrowright & \curvearrowright \\ +3 & +3 & +3 & +3 & +3 & +3 & +3 \end{array}$

The constant difference between the output values is the growth rate and the value of m . The output value paired with the input value $x = 0$ is the starting value and the value of b . Therefore, this table can be described by the rule: $y = 3x - 2$. Note: If there is not a constant difference between the output values for consecutive integer input values, then the rule for the pattern cannot be written in the form $y = mx + b$.

4. Use the graph to create an (x, y) table, then write a rule for the pattern it represents.



First transfer the coordinates of the points into an (x, y) table.

In (x)	0	1	2	3	x
Out (y)	5	1	-3	-7	

Using the method described in Example 3, that is, noting that the growth rate between the output values is -4 and the value of y at $x = 0$ is 5 , the rule is $y = -4x + 5$.

Practice

1. Based on the following tile pattern, draw Figures 0, 4, and 5. Next, determine a rule that will give the number of tiles in any figure. Then, use it to determine the number of tiles in Figure 100. Finally, display the data for the first six figures (numbers 0 through 5) in a table and on a graph.

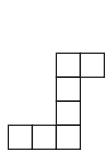


FIGURE 1

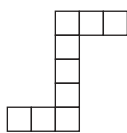


FIGURE 2

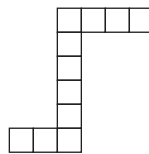


FIGURE 3

2. Based on the following tile pattern, draw Figures 0, 4, and 5. Next, determine a rule that will give the number of tiles in any figure. Then, use the rule to determine the number of tiles in Figure 100. Finally, display the data for the first six figures (numbers 0 through 5) in a table and on a graph.



FIGURE 1

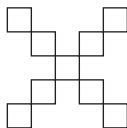


FIGURE 2

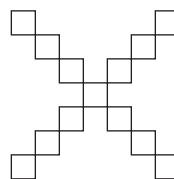


FIGURE 3

Use the patterns in the tables and graphs to write rules for each relationship.

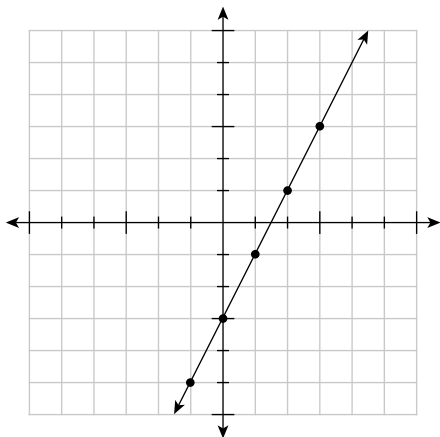
3.

In (x)	-3	-2	-1	0	1	2	3	4	5
Out (y)	-11	-8	-5	-2	1	4	7	10	13

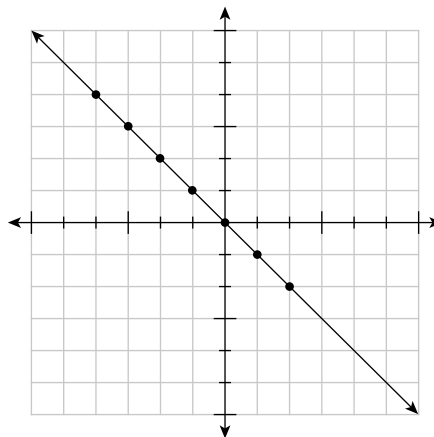
4.

In (x)	-3	-2	-1	0	1	2	3	4	5
Out (y)	10	8	6	4	2	0	-2	-4	-6

5.



6.



Answers

1.



FIGURE 0

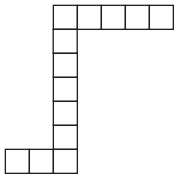


FIGURE 4

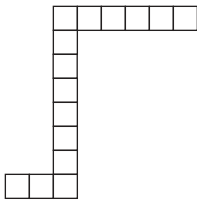
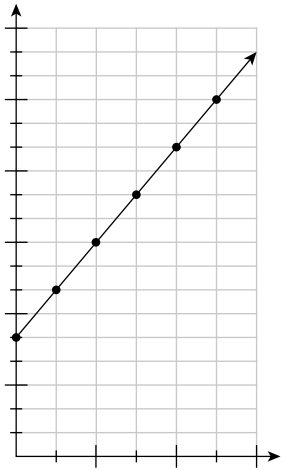


FIGURE 5

The rule is $y = 2x + 5$. Figure 100 will have 205 tiles. It will have a base of three tiles, with 102 tiles extending up from the right tile in the base and 100 tiles extending to the right of the top tile in the vertical extension above the base.

Figure Number	0	1	2	3	4	5
Number of Tiles	5	7	9	11	13	15



2.



FIGURE 0

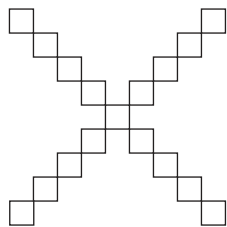


FIGURE 4

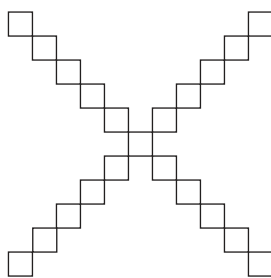
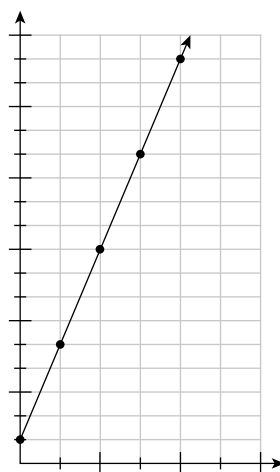


FIGURE 5

The rule is $y = 4x + 1$. Figure 100 will have 401 tiles in the shape of an “X” with 100 tiles on each “branch” of the X, all connected to a single square in the middle.

Figure Number	0	1	2	3	4	5
Number of Tiles	1	5	9	13	17	21



3. $y = 3x - 2$

4. $y = -2x + 4$

5. $y = 2x - 3$

6. $y = -x$

Linear Graphs Using $y = mx + b$

GUIDED SKILL SUPPORT

Overview

Slope (rate of change) is a number that indicates the steepness (or flatness) of a line, that is, its rate of change, as well as its direction (up or down) from left to right. It is determined by the ratio $\frac{\text{change in } y}{\text{change in } x}$ between any two points on a line. Some books and teachers refer to this ratio as the “rise” (y) over the “run” (x).

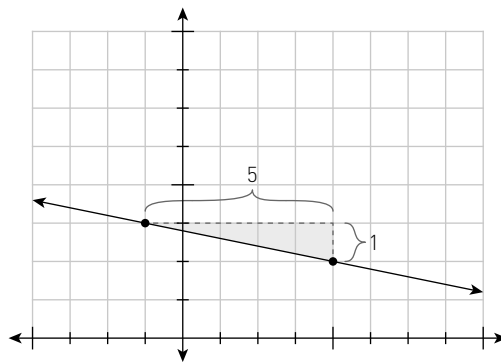
For lines that go up (from left to right), the sign of the slope is positive. For lines that go down (from left to right), the sign of the slope is negative.

Any linear equation written as $y = mx + b$, where m and b are any real numbers, is in slope-intercept form. m is the slope of the line. b is the y -intercept, meaning that the point $(0, b)$ is where the line intersects (crosses) the y -axis.

Examples

- Write the slope of the line containing the points $(-1, 3)$ and $(4, 2)$.

First graph the two points and draw the line through them. Look for and draw a slope triangle using the two given points.



Write the ratio $\frac{\text{vertical change in } y}{\text{horizontal change in } x}$ using the legs of the right triangle: $\frac{1}{5}$.

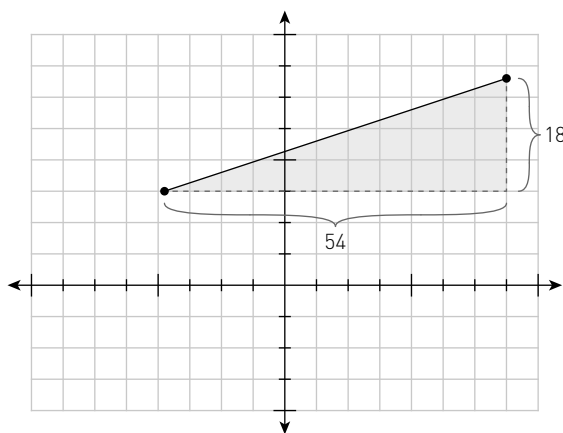
Assign a positive or negative value to the slope depending on whether the line goes up (+) or down (–) from left to right. The slope is $-\frac{1}{5}$.

2. Write the slope of the line containing the points $(-19, 15)$ and $(35, 33)$.

Since these points are inconvenient to graph, use a “generic slope triangle,” visualizing where the points lie with respect to each other and the axes.

Graph the points.

Draw a slope triangle and determine the length of each leg. Write the ratio of y to x : $\frac{18}{54} = \frac{1}{3}$. The slope is $\frac{1}{3}$.



3. Given a table, determine the rate of change (slope) and the equation of the line.

x	-2	0	2	4
y	1	4	7	10

		+2	+2	+2	
		↘	↘	↘	
x	-2	0	2	4	
y	1	4	7	10	
		↗	↗	↗	
		+3	+3	+3	

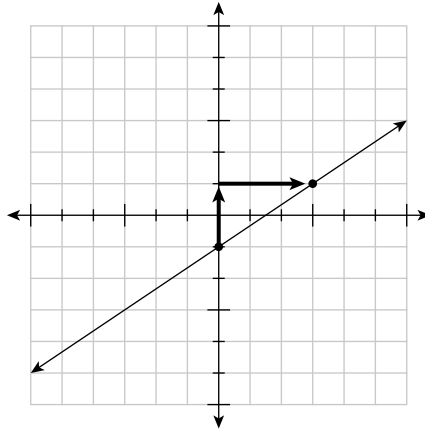
$$\text{rate of change} = \frac{3}{2}$$

$$y\text{-intercept} = (0, 4)$$

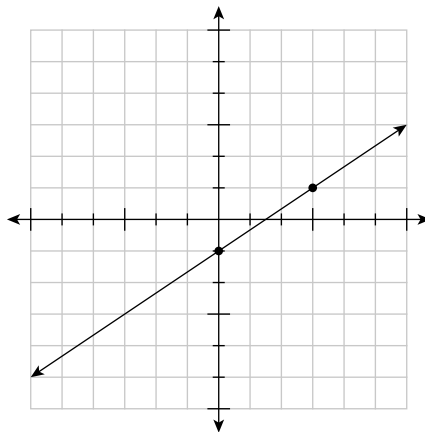
$$\text{The equation of the line is } y = \frac{3}{2}x + 4.$$

4. Graph the linear equation $y = \frac{2}{3}x - 1$.

Using $y = mx + b$, the slope in $y = \frac{2}{3}x - 1$ is $\frac{2}{3}$ and the y -intercept is the point $(0, -1)$. To graph, begin at the y -intercept $(0, -1)$. Remember that slope is $\frac{\text{vertical change}}{\text{horizontal change}}$, so go up 2 units (since 2 is positive) from $(0, -1)$ and then move right 3 units. This gives a second point on the graph.



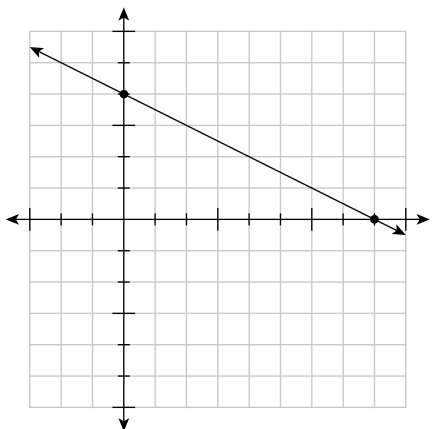
To create the graph, draw a straight line through the two points.



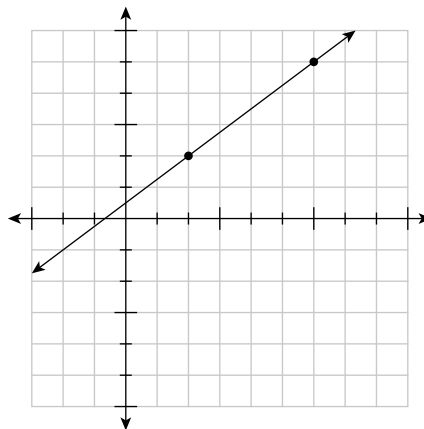
Practice

Determine the slope of each line using the marked points.

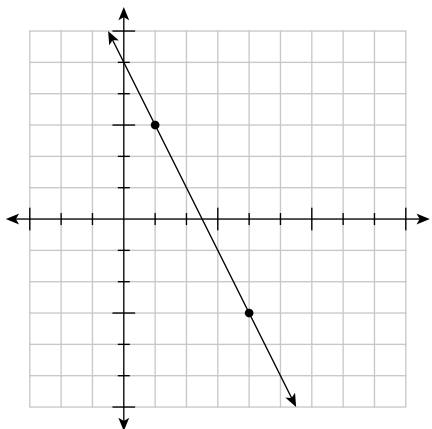
1.



2.



3.



Determine the slope of the line containing each pair of points. Sketch a slope triangle to visualize the vertical and horizontal change.

4. $(2, 3)$ and $(5, 7)$

5. $(2, 5)$ and $(9, 4)$

6. $(1, -3)$ and $(7, -4)$

7. $(-2, 1)$ and $(3, -3)$

8. $(-2, 5)$ and $(4, 5)$

9. $(5, 8)$ and $(3, 5)$

Use a slope triangle to determine the slope of the line containing each pair of points.

10. $(50, 40)$ and $(30, 75)$

11. $(10, 39)$ and $(44, 80)$

12. $(5, -13)$ and $(-51, 10)$

Identify the slope and y -intercept in each equation.

13. $y = \frac{1}{2}x - 2$

14. $y = -3x + 5$

15. $y = 4x$

16. $y = -\frac{2}{3}x + 1$

17. $y = x - 7$

18. $y = 5$

Draw a graph to determine the equation of the line with the specified features.

19. slope = $\frac{1}{2}$ and passing through (2, 3)

20. slope = $\frac{2}{3}$ and passing through (3, -2)

21. slope = $-\frac{1}{3}$ and passing through (3, -1)

22. slope = -4 and passing through (-3, 8)

For each table, determine the rate of change and the equation. Be sure to record whether the rate of change is positive or negative for *both* x and y .

23.

x	-2	-1	0	1	2
y	-5	-2	1	4	7

24.

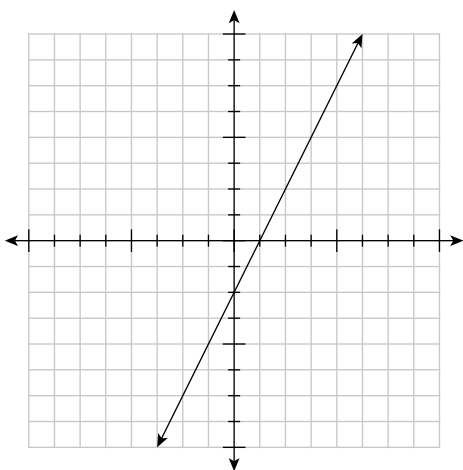
x	-2	0	2	4	6
y	7	3	-1	-5	-9

25.

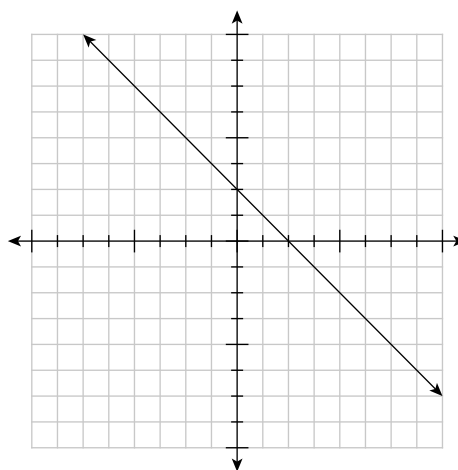
x	-6	-3	0	3	6
y	-3	-1	1	3	5

Using the slope and y -intercept, determine the equation of the line.

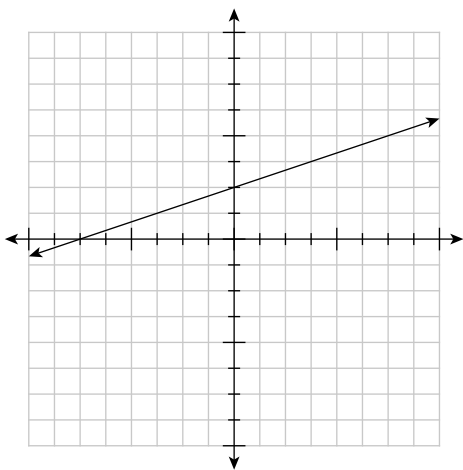
26.



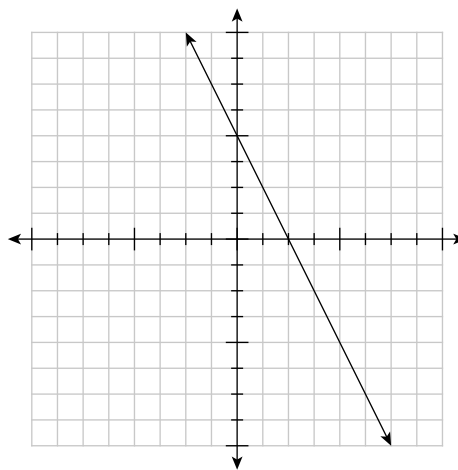
27.



28.



29.



Graph the following linear equations on graph paper.

30. $y = \frac{1}{2}x + 2$

31. $y = -\frac{3}{5}x + 1$

32. $y = -4x$

33. $y = -2x + \frac{1}{2}$

34. $3x + 2y = 12$

Answers

1. $-\frac{1}{2}$

2. $\frac{3}{4}$

3. -2

4. $\frac{4}{3}$

5. $-\frac{1}{7}$

6. $-\frac{1}{6}$

7. $-\frac{4}{5}$

8. 0

9. $\frac{3}{2}$

10. $-\frac{35}{20} = -\frac{7}{4}$

11. $\frac{41}{34}$

12. $-\frac{23}{56}$

13. $\frac{1}{2}; (0, -2)$

14. $-3; (0, 5)$

15. $4; (0, 0)$

16. $-\frac{2}{3}; (0, 1)$

17. $1; (0, -7)$

18. $0; (0, 5)$

19. $y = \frac{1}{2}x + 2$

20. $y = \frac{2}{3}x - 4$

21. $y = -\frac{1}{3}x$

22. $y = -4x - 4$

23. $3; y = 3x + 1$

24. $-2; y = -2x + 3$

25. $\frac{2}{3}; y = \frac{1}{2}x + 2$

26. $y = 2x - 2$

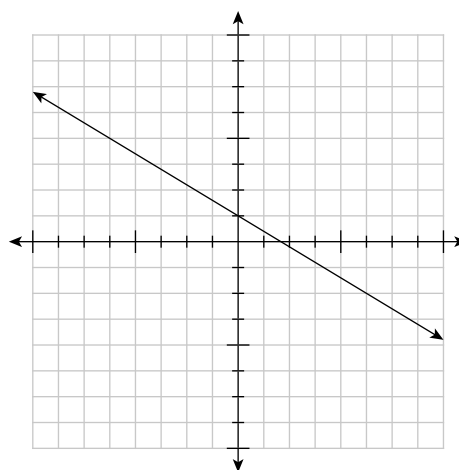
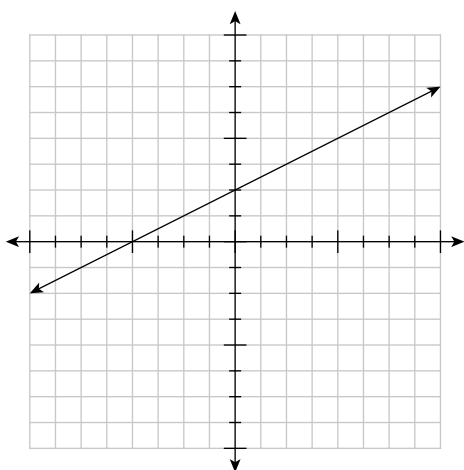
27. $y = -x + 2$

28. $y = \frac{1}{3}x + 2$

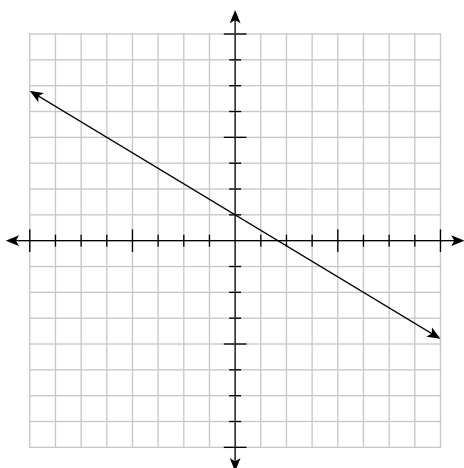
29. $y = -2x + 4$

30. $y = \frac{1}{2}x + 2$

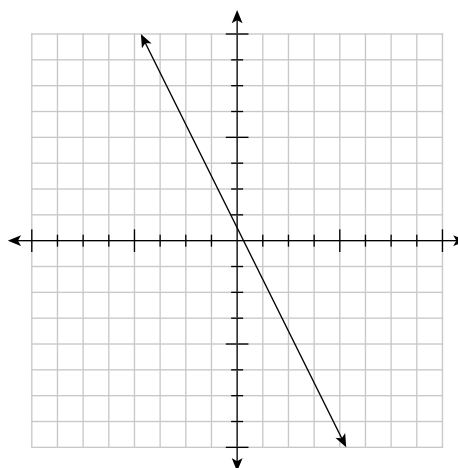
31. $y = -\frac{3}{5}x + 1$



32. $y = -4x$



33. $y = -2x + \frac{1}{2}$



34. $y = -\frac{3}{2}x + 6$

