Strand:	Algebra	Name:				
Skill Addressed – L	Inderstanding Functions and their	Graphs	Blk:			
Activity:	Part 5: Graph					

Save this grid for future use:

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Given the x-values { 1, 2, 3, 4, 5, 6,... 14, 15}, make a T-Table of Values for y = 3x + 10

Graph each ordered pair on the grid at the top of the page.

For every input value, the function makes an output value which always gives a <u>height</u> on the graph.

As x increases to the right, the <u>height</u> of the graph changes \rightarrow that's the y-value.

Should you connect the dots? Why or why not?

Think about a context... If this was the graph of the possible costs for the Address Sign that Emily was going to buy for her parents' new house, which *x*- and *y*- values are possible and which are not?

Look up the definitions of Continuous and Discrete. Do you think this graph is continuous? Discrete? Other? Explain. _____