Strand: Algebra

Name:
Skill Addressed - Understanding Functions and their Graphs Blk: $\qquad$
Activity: Part 5: Graph

Save this grid for future use:

number of terms


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

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 height on the graph.

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

Should you connect the dots? Why or why not?
$\qquad$

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. $\qquad$

