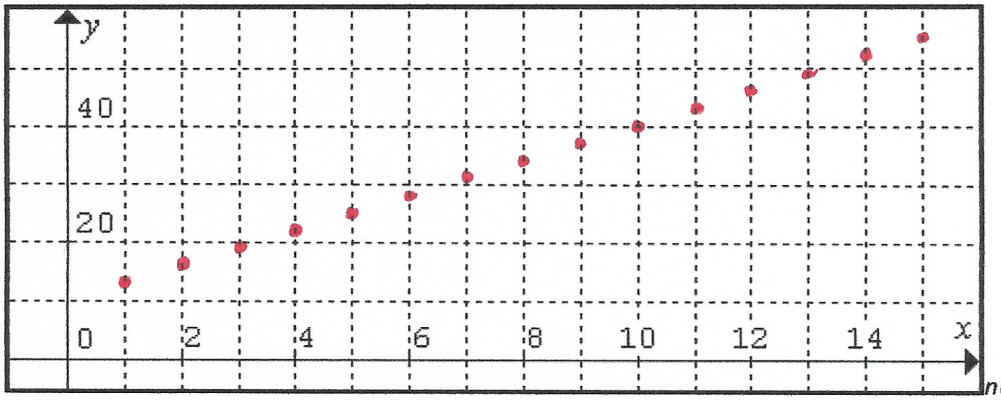
Strand: **Algebra** **Name:** *KEY*

Skill Addressed – Understanding Functions and their Graphs **Blk:** ___

Activity: *Part 5: Graph*

Save this grid for future use:

term value



number of terms

x	y
1	13
2	16
3	19
4	22
5	25
6	28
7	31
8	34
9	37
10	40
11	43
12	46
13	49
14	52
15	55

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 height on the graph.

As *x* increases to the right, the height of the graph changes → that's the y-value.

Should you connect the dots? Why or why not? ___*it depends on the context*_____

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. ___*If the graph is for the address sign, then we cannot connect the dots; the domain and range are discrete.*_____