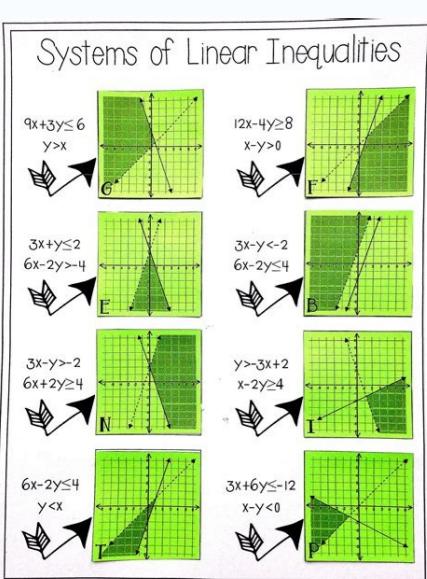


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### Systems of Linear Equations- Graphing Method Guided Notes

**Systems of Linear Equations:** \_\_\_\_\_ or more simultaneous equations with the same \_\_\_\_\_.

Example:  $y = 2x + 1$   
 $y = 3x - 3$

\_\_\_\_\_ the ordered pair  $(x, y)$  that satisfies both equations in the system

Example:  $(2, 3)$

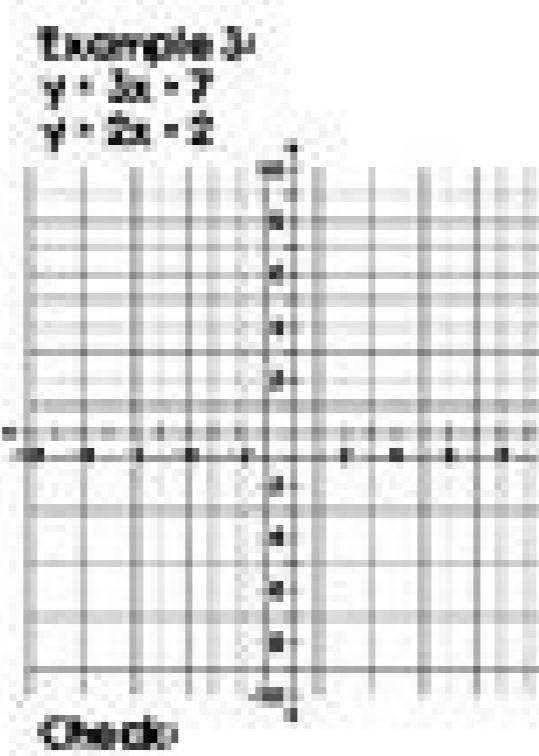
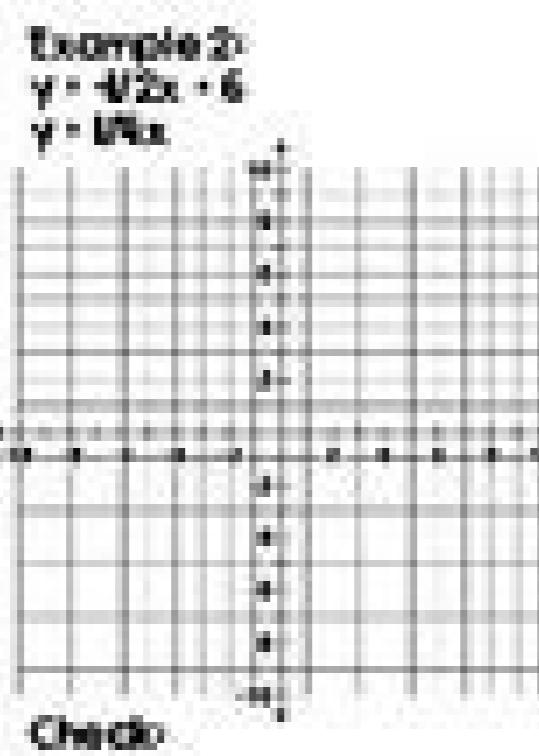
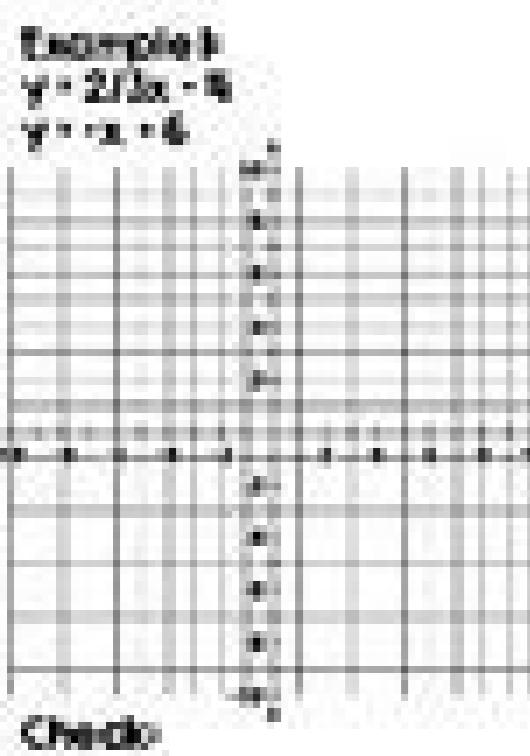
$y = 2x + 1$   
 $y = 3x - 3$

#### Solving Systems of Equations by Graphing

1) \_\_\_\_\_ each equation.

2) Determine where the lines \_\_\_\_\_.

3) \_\_\_\_\_ your solution.



**5-2 Slope-Intercept Form**

Graph the following linear equations by making a table of values for each.

a.  $y = 2x - 1$       b.  $y = -3x + 1$

What is the slope of this line? \_\_\_\_\_  
Where does this graph cross the y-axis? \_\_\_\_\_

What is the slope of this line? \_\_\_\_\_  
Where does this graph cross the y-axis? \_\_\_\_\_

Compare the slope of each line to its equation. Do you notice any patterns?

Compare the point where each graph crosses the y-axis to its equation. Do you notice any patterns?

**Vocabulary**

The \_\_\_\_\_ of a line is its rate of change from left to right and is referred to as \_\_\_\_\_.  
The slope of the given graph is \_\_\_\_\_.  
\* The \_\_\_\_\_ of a line is the point at which the line crosses the y-axis and is referred to as \_\_\_\_\_.  
The y-intercept of the given graph is \_\_\_\_\_.  
The slope-intercept form of a linear equation is:  $y = mx + b$ .  
So, the slope-intercept form of the line above is: \_\_\_\_\_.

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

**Lesson 10: Solving Systems of Inequalities****Guided Notes****Standard and Skills**

A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

SWBAT graph a linear inequality on a coordinate plane

SWBAT graph a systems of linear inequalities and find a solution

**Part I: Graphing Inequalities****Graphing Linear Inequalities**

Step 1: Graph the \_\_\_\_\_, which is the equation of the line.

Step 2: By looking at our \_\_\_\_\_, determine how to draw the line.

> or < will give us a \_\_\_\_\_ line.  
≤ or ≥ will give us a \_\_\_\_\_ line.

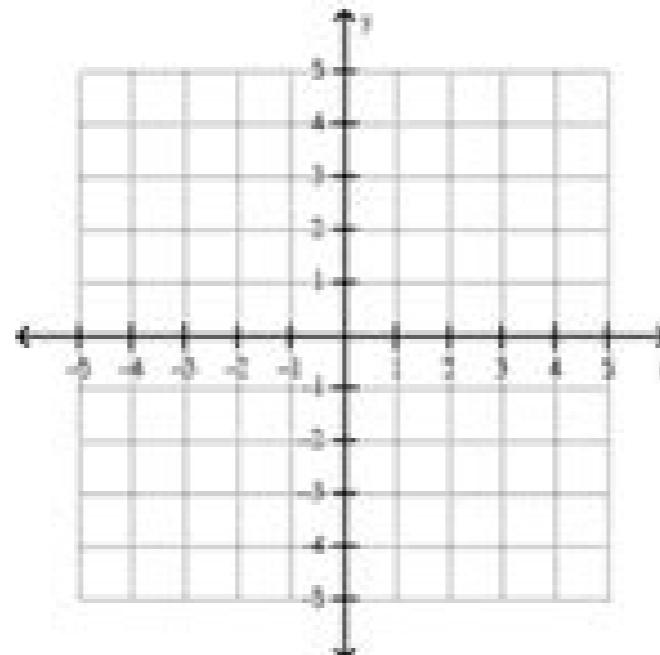
Step 3: Determine which side of the boundary to \_\_\_\_\_ in order to represent our \_\_\_\_\_.

**How do we know which side of the boundary to shade?**

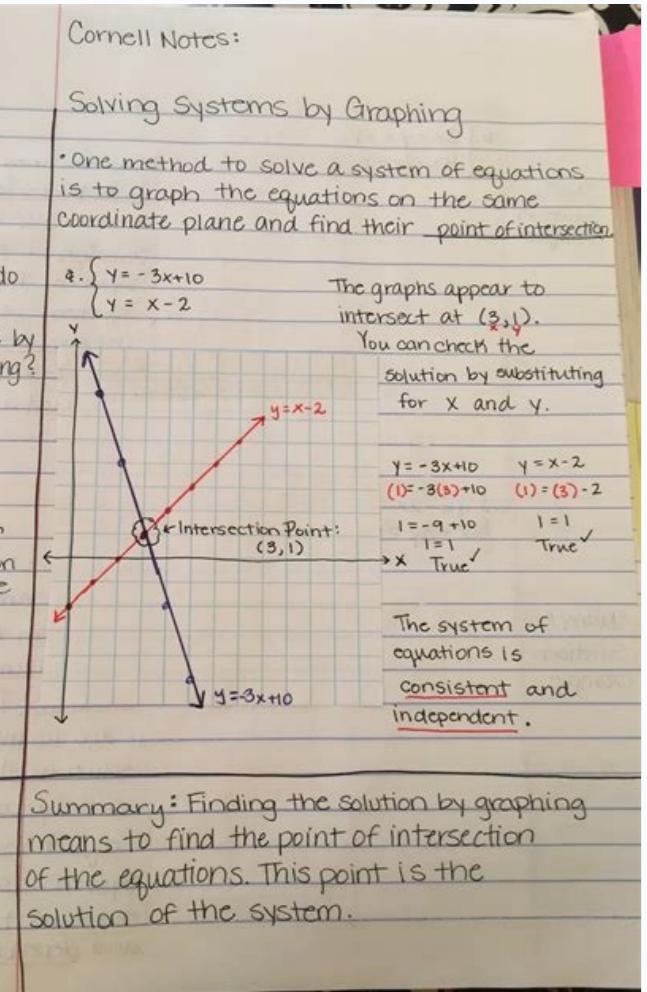
Step 1: We must pick an ordered pair to \_\_\_\_\_.

Step 2: We must \_\_\_\_\_ the ordered pair into our inequality to determine if it makes a \_\_\_\_\_ statement or a \_\_\_\_\_ statement.

Step 3: If our statement is true we will shade \_\_\_\_\_ the point. If our statement is false we will shade \_\_\_\_\_ the point.

**Example 1:** Graph the inequality. $y > -3x + 2$ .

Name two possible solutions for the system.



Solving systems of linear inequalities by graphing guided notes.

Your goal is to stop behavioral problems before they start. CHAMPS focuses on communicating expectations in the following areas: C - Conversation (not speaking, whispering voice, introductory voice, etc.) H - Help - (Raise your hand, ask a neighbor, ask 3 before me, etc.) A - Activity - ( Seats, centers, science, etc.) M - Movement - (Stay in your seat, toss page 20) Students will learn about Diwali, Puja, the caste system, Brahma, The Bhagavad Gita, and much more with this 6660-question website! Some questions are straight from the text, but others require critical analysis, opinion, evaluation, and organization. Earthquakes (Causes, Page 5) This scientific graphic organizer includes the identification and definition of parts of the digestive system including the teeth, mouth, esophagus, stomach, liver, gallbladder, pancreas, small intestine, large intestine, and rectum. With which standard is this resource aligned? This resource will help students move toward the MS-LS1-3 NGSS domain. What are doodle notes? Doodle notes are a visual aid that will increase the retention of the student's concept, focus, creativity and engagement. 3.3 x 4.7 in) Image card: 8.5 x 9 cm (approx. 3.3 x 3.5 in) Card label: 8.5 x 3 cm (approx. 3.3 x 1.1 in) WHAT WILL RECEIVE Size A4 (21 x 29.7 cm) PDPage 3 involve students with this book of circles of the planet and the solar system. Students use systems of linear functions to describe a real-world situation, and use mathematics to make an informed decision. Students will dissect a dictionary using fractions, percentages and decimals. Go to the "My purchases" page of the teachers' page for the teachers' page 18A system of integral organization tags and a digital/printable subject planner to help organize your speech therapy room, classroom or game room easily. You can reach your students and learn the standards without all the preparation and the status of the creation materials! These are: TEKS: 8.4A, 8.4B, 8.4C, 8Pugina 26A 14-day linear relations TEKS-Full Alignment Including: identification functions, slope and exchange rate, pending formula, multiple representations, systems of equations and direct variation. Students will practice with both problems based on



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