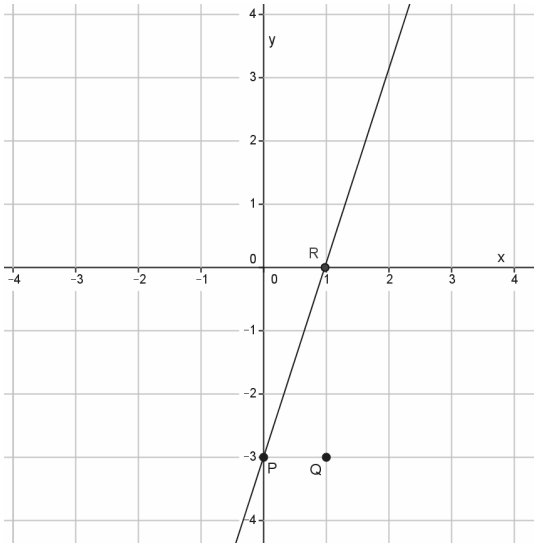
Name _____ Date _____

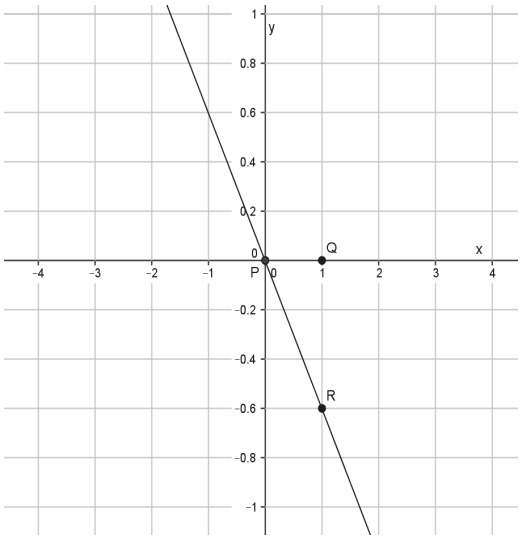
Lesson 15: The Slope of a Non-Vertical Line

Exit Ticket

1. What is the slope of this non-vertical line? Use your transparency if needed.



2. What is the slope of this non-vertical line? Use your transparency if needed.

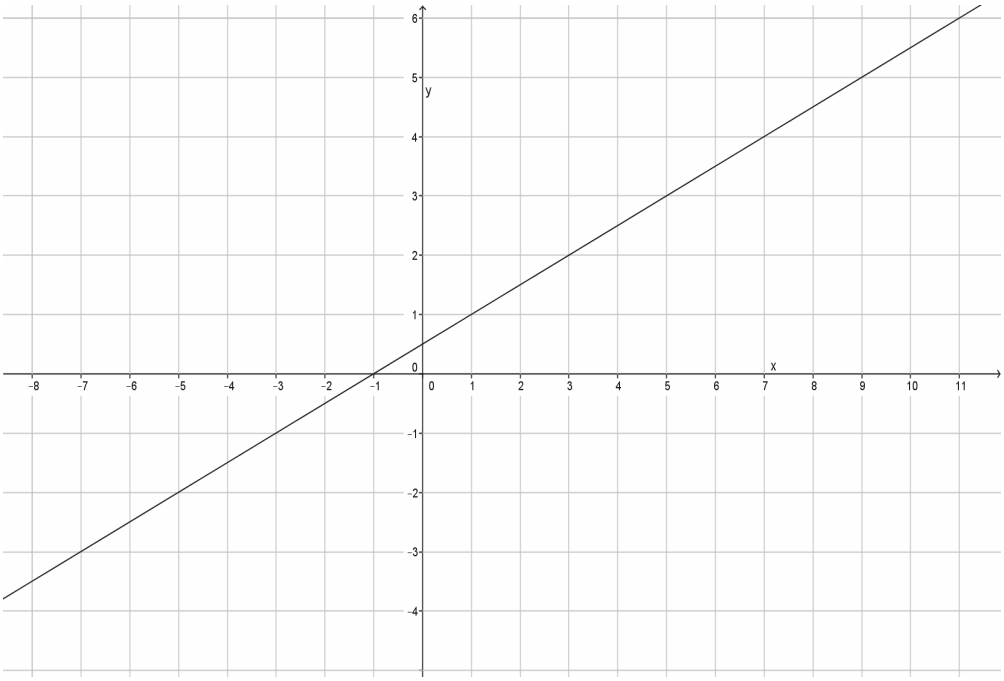


Name _____ Date _____

Lesson 16: The Computation of the Slope of a Non-Vertical Line

Exit Ticket

Find the rate of change of the line by completing parts (a) and (b).



a. Select any two points on the line to label as P and R. Name their coordinates.

b. Compute the rate of change of the line.

Name _____ Date _____

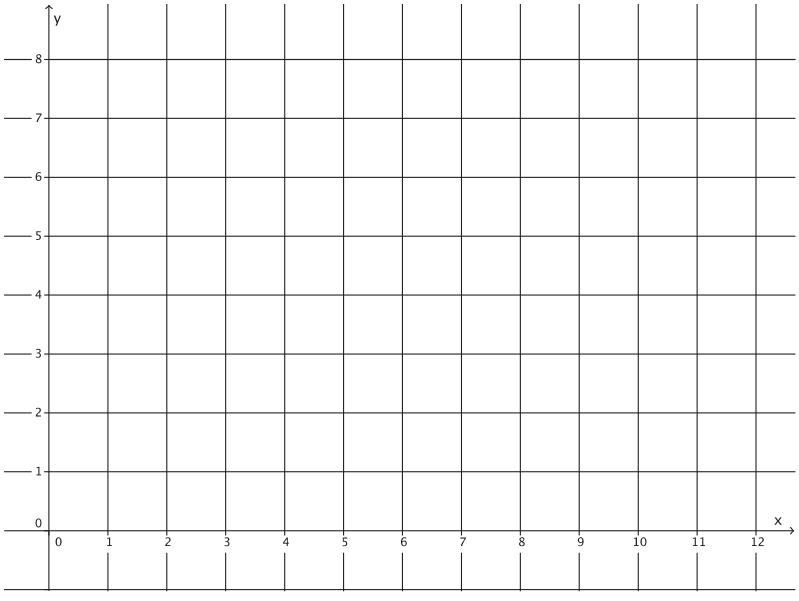
Lesson 17: The Line Joining Two Distinct Points of the Graph $y = mx + b$ Has Slope m

Exit Ticket

1. Solve the following equation for y: $35x - 7y = 49$.

2. What is the slope of the equation in Problem 1?

3. Show, using similar triangles, why the graph of an equation of the form $y = mx$ is a line with slope m.



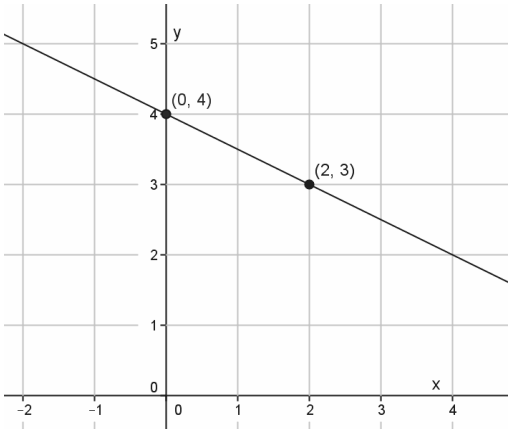
Name _____ Date _____

Lesson 18: There Is Only One Line Passing Through a Given Point with a Given Slope

Exit Ticket

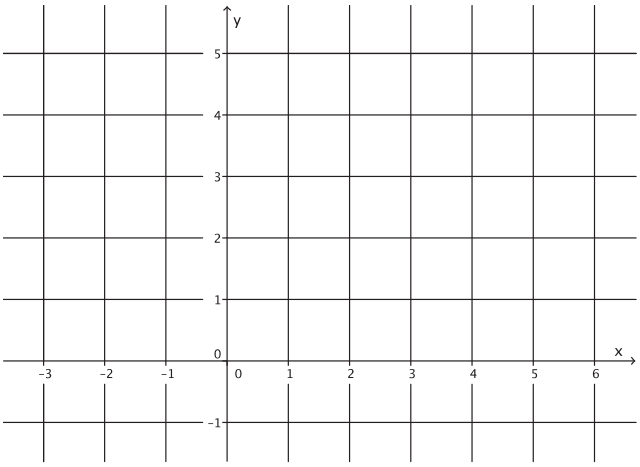
Mrs. Hodson said that the graphs of the equations below are incorrect. Find the student's errors, and correctly graph the equations.

1. Student graph of $y = \frac{1}{2}x + 4$:

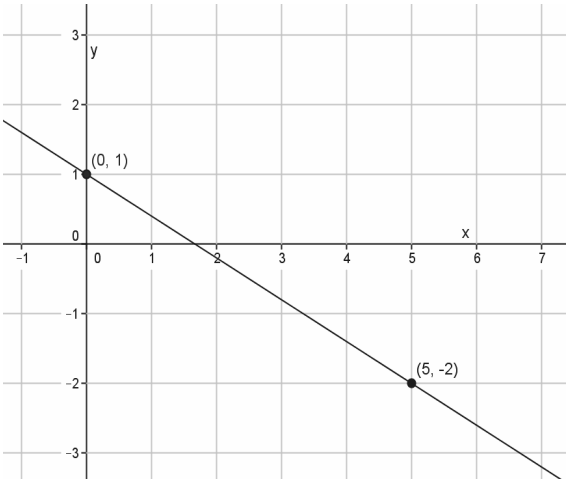


Error:

Correct graph of the equation:

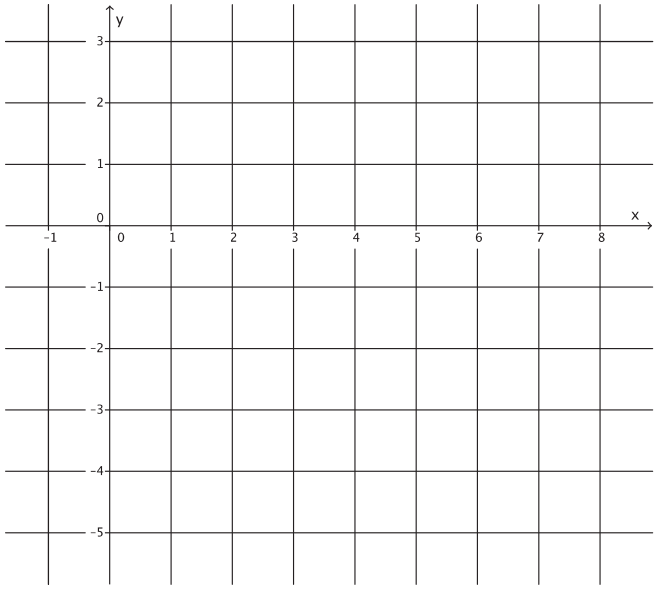


2. Student graph of $y = -\frac{3}{5}x - 1$:



Error:

Correct graph of the equation:

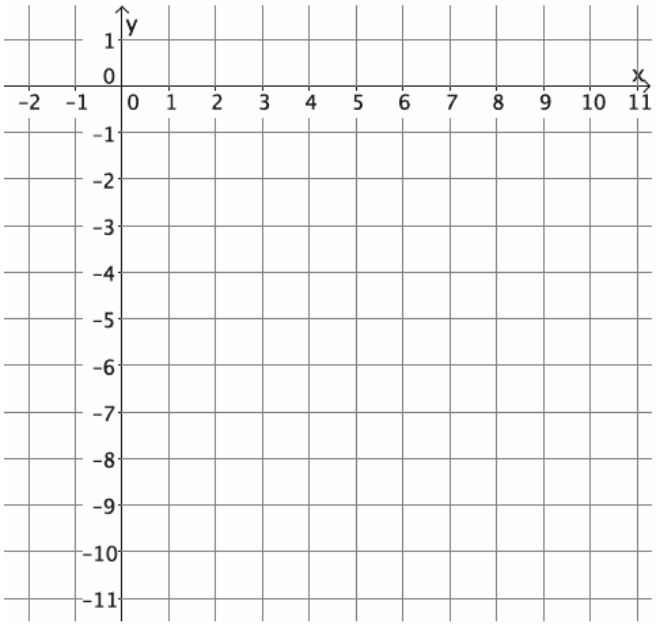


Name _____ Date _____

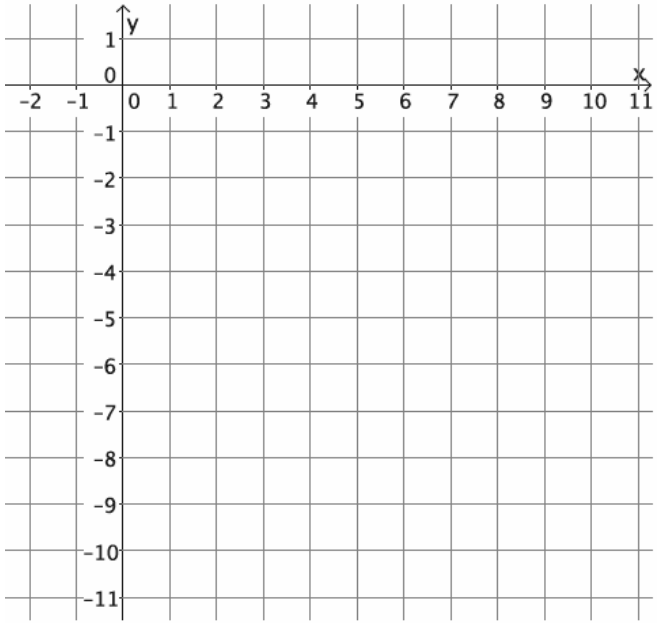
Lesson 19: The Graph of a Linear Equation in Two Variables Is a Line

Exit Ticket

1. Graph the equation $y = \frac{5}{4}x - 10$ using the y-intercept point and slope.



2. Graph the equation $5x - 4y = 40$ using intercepts.



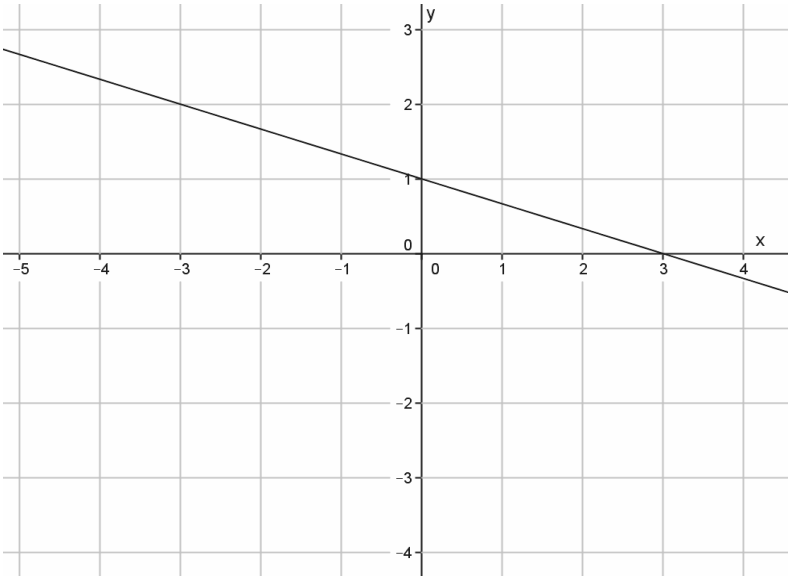
3. What can you conclude about the equations $y = \frac{5}{4}x - 10$ and $5x - 4y = 40$?

Name _____ Date _____

Lesson 20: Every Line Is a Graph of a Linear Equation

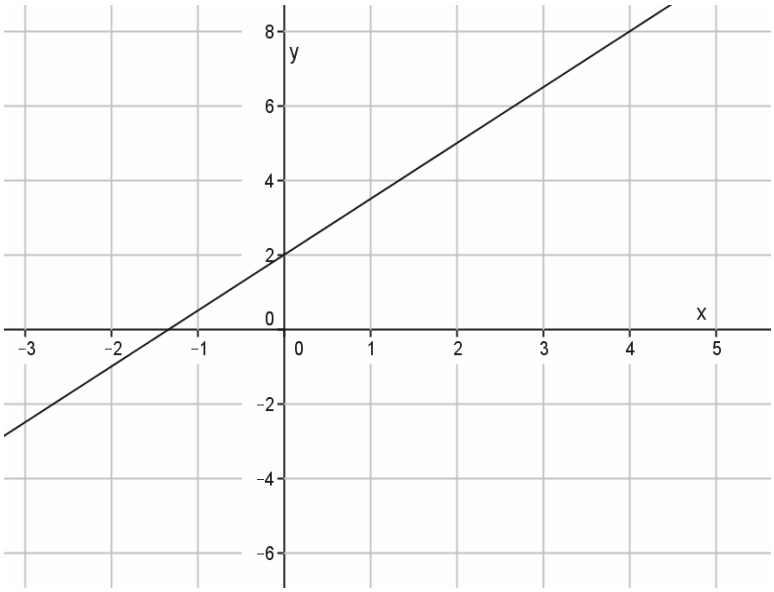
Exit Ticket

1. Write an equation in slope-intercept form that represents the line shown.



2. Use the properties of equality to change the equation you wrote for Problem 1 from slope-intercept form, $y = mx + b$, to standard form, $ax + by = c$, where a, b, and c are integers, and a is not negative.

3. Write an equation in slope-intercept form that represents the line shown.



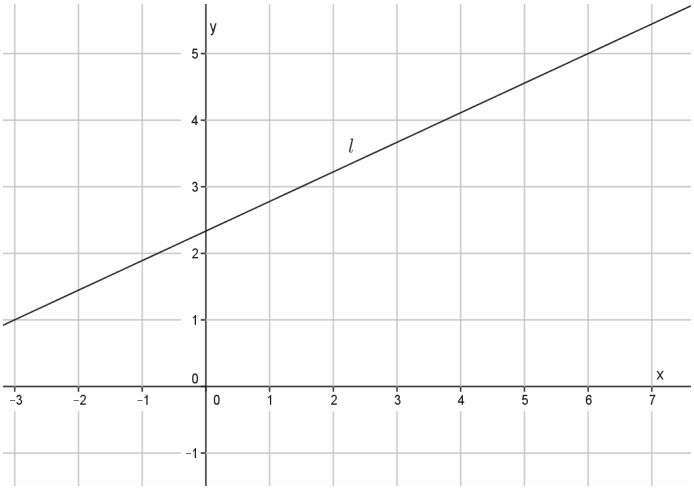
4. Use the properties of equality to change the equation you wrote for Problem 3 from slope-intercept form, $y = mx + b$, to standard form, $ax + by = c$, where a, b, and c are integers, and a is not negative.

Name _____ Date _____

Lesson 21: Some Facts About Graphs of Linear Equations in Two Variables

Exit Ticket

1. Write the equation for the line l shown in the figure below.



2. A line goes through the point $(5, -7)$ and has slope $m = -3$. Write the equation that represents the line.

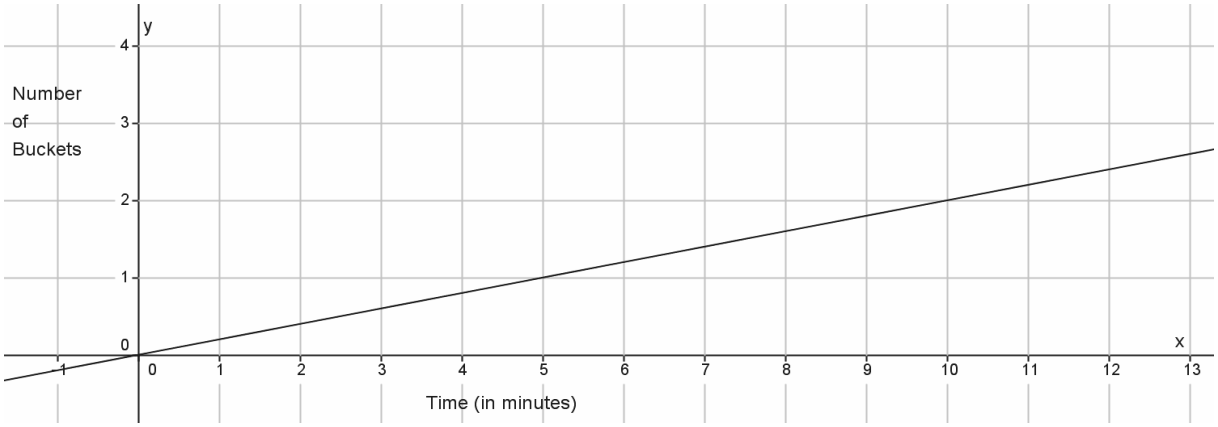
Name _____ Date _____

Lesson 22: Constant Rates Revisited

Exit Ticket

1. Water flows out of Pipe A at a constant rate. Pipe A can fill 3 buckets of the same size in 14 minutes. Write a linear equation that represents the situation.

2. The figure below represents the rate at which Pipe B can fill the same-sized buckets.



Which pipe fills buckets faster? Explain.

Name _____ Date _____

Lesson 23: The Defining Equation of a Line

Exit Ticket

1. Do the graphs of the equations $-16x + 12y = 33$ and $-4x + 3y = 8$ graph as the same line? Why or why not?

2. Given the equation $3x - y = 11$, write another equation that will have the same graph. Explain why.