## Unit 2 Lesson 11: Connecting Equations to Graphs (Part 2)

### 1 Rewrite These! (Warm up)

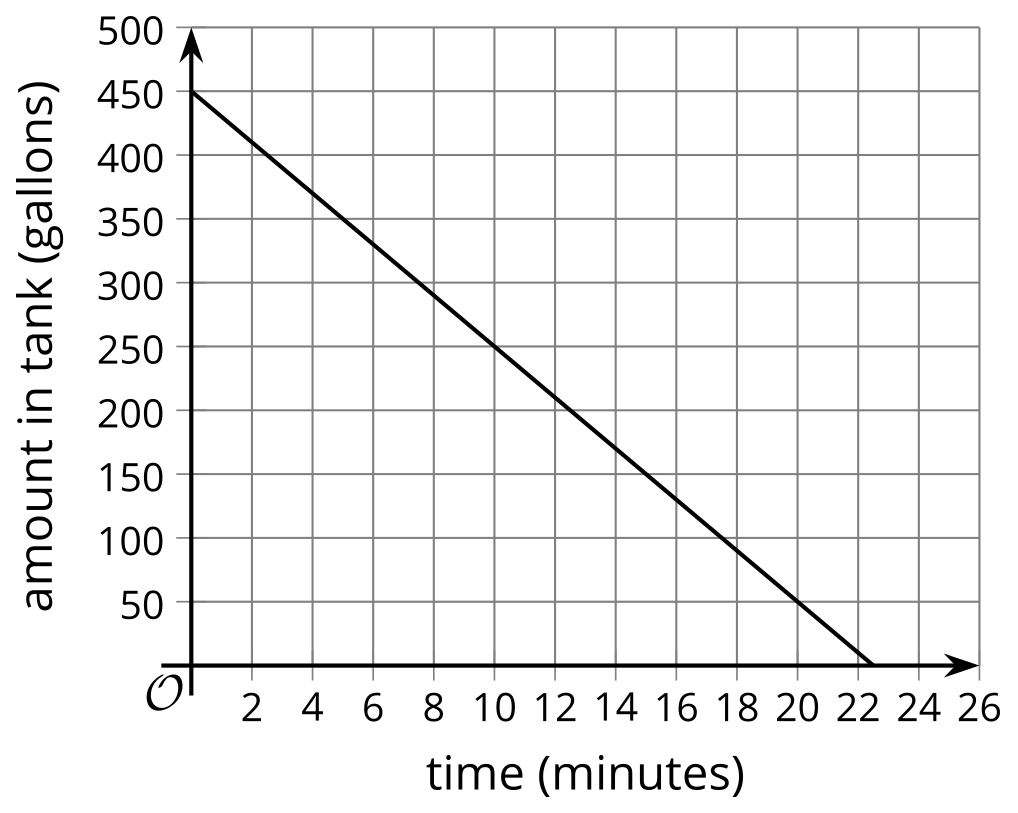
#### Student Task Statement

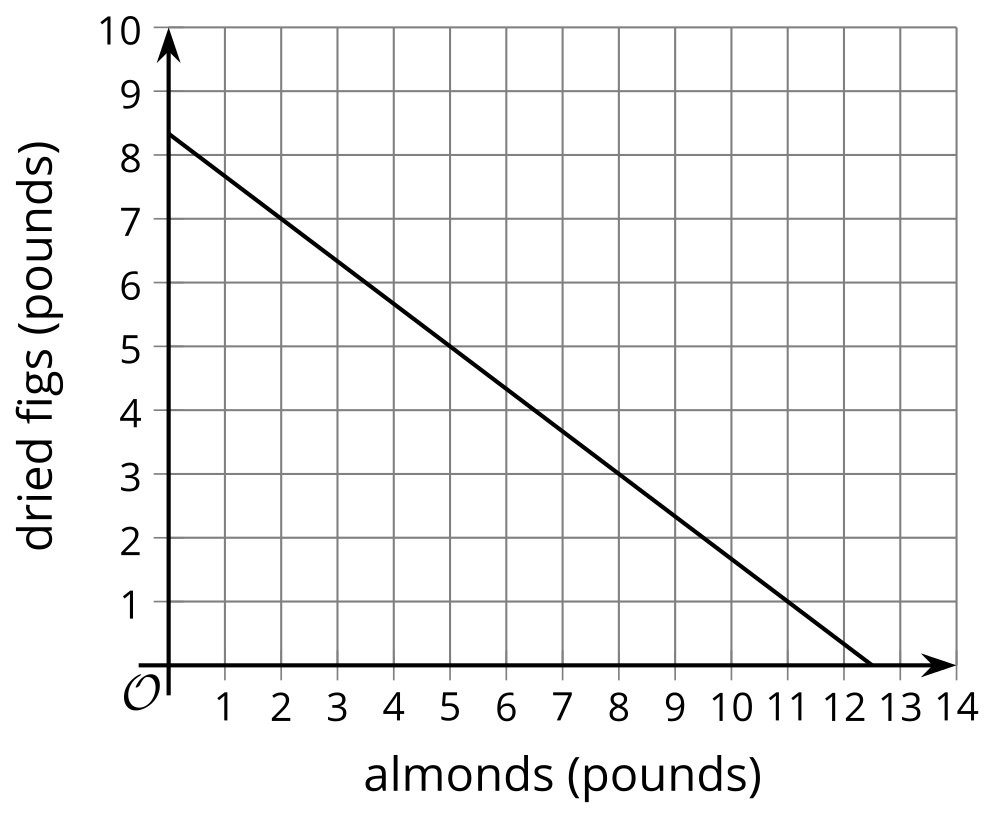
Rewrite each quotient as a sum or a difference.

### 2 Graphs of Two Equations

#### Student Task Statement

Here are two graphs that represent situations you have seen in earlier activities.





1. The first graph represents , which describes the relationship between gallons of water in a tank and time in minutes.
   1. Where on the graph can we see the 450? Where can we see the -20?
   2. What do these numbers mean in this situation?
2. The second graph represents . It describes the relationship between pounds of almonds and figs and the dollar amount Clare spent on them.

* Suppose a classmate says, “I am not sure the graph represents because I don’t see the 6, 9, or 75 on the graph.” How would you show your classmate that the graph indeed represents this equation?

### 3 Slope Match

#### Student Task Statement

Match each of the equations with the slope and -intercept of its graph.

A: ,

B: ,

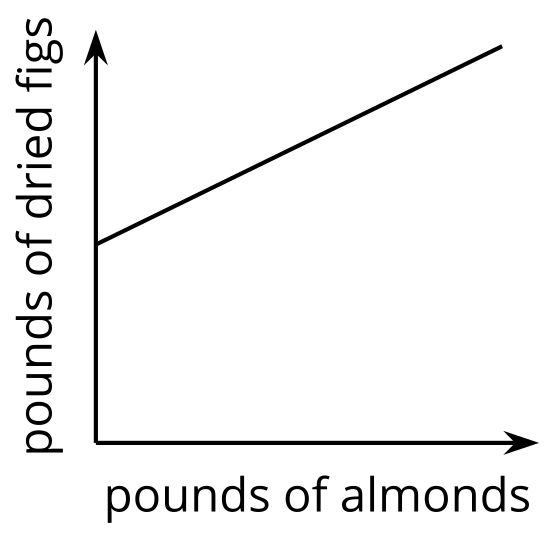
C: ,

D: ,

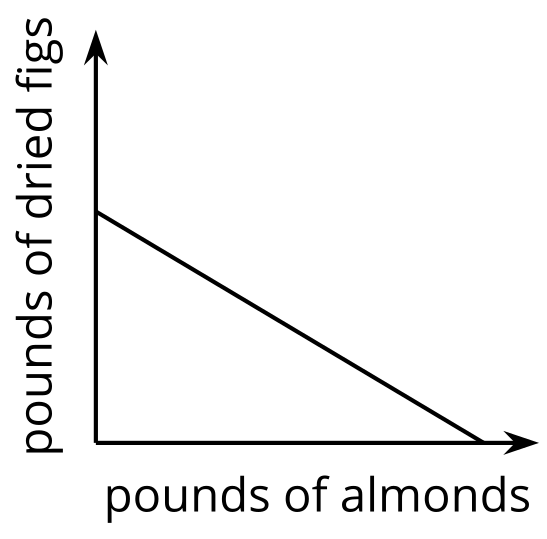
E: ,

#### Images for Activity Synthesis

Graph A



Graph B





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