## Unit 4 Lesson 5: Function Representations

### 1 Notice and Wonder: Representing Functions (Warm up)

#### Student Task Statement

What do you notice? What do you wonder?

$f(x)=\frac{2}{3}x−1$



|  |  |
| --- | --- |
| $x$ | $y$ |
| -1 | $-\frac{5}{3}$ |
| 0 | -1 |
| 1 | $-\frac{1}{3}$ |
| 2 | $\frac{1}{3}$ |
| 3 | 1 |

### 2 A Seat at the Tables

#### Student Task Statement

Use the equations to complete the tables.

1. $y=3x−2$

|  |  |
| --- | --- |
| * $x$
 | * $y$
 |
| * 1
 | *
 |
| * 3
 | *
 |
| * -2
 | *
 |

1. $y=5−2x$

|  |  |
| --- | --- |
| * $x$
 | * $y$
 |
| * 0
 | *
 |
| * 3
 | *
 |
| * 5
 | *
 |

*
1. $y=\frac{1}{2}x+2$

|  |  |
| --- | --- |
| * $x$
 | * $y$
 |
| * -4
 | *
 |
| * 3
 | *
 |
| * 6
 | *
 |

*

|  |  |
| --- | --- |
| 1. $x$
 | 1. $y=2x−10$
 |
| 1. 3
 | 1.
 |
| 1. 7
 | 1.
 |
| 1. -8
 | 1.
 |

*

### 3 Function Finder

#### Student Task Statement

1. Use the values in the table to graph a possible function that would have the values in the table.

|  |  |
| --- | --- |
| * 1. $x$
 | * 1. $y$
 |
| * 1. 1
 | * 1. 3
 |
| * 1. 2
 | * 1. 5
 |
| * 1. 3
 | * 1. 7
 |
| * 1. 5
 | * 1. 11
 |

* + 

|  |  |
| --- | --- |
| * 1. $x$
 | * 1. $y$
 |
| * 1. -2
 | * 1. 0
 |
| * 1. 0
 | * 1. 1
 |
| * 1. 2
 | * 1. 2
 |
| * 1. 4
 | * 1. 3
 |

* + 

|  |  |
| --- | --- |
| * 1. $x$
 | * 1. $y$
 |
| * 1. -2
 | * 1. 14
 |
| * 1. -1
 | * 1. 12
 |
| * 1. 1
 | * 1. 8
 |
| * 1. 2
 | * 1. 6
 |

* + 
1. For each of the tables and graphs, write a linear equation (like $y=ax+b$) so that the table can be created from the equation.
2. Invent your own linear equation. Then, create a table or graph, including at least 4 points, to trade with your partner. After getting your partner’s table or graph, guess the equation they invented.



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