

**CH. 1, L4 – DO NOW**

**Objective:** Given a real-world scenario, I will describe function notation statements in context.

**Do Now:** Jamie is saving money for an upcoming trip. She starts out with \$300 in the bank and adds \$50 each week. The following function represents the total amount she has saved as a function of the number of weeks she has been saving  $f(w) = 50w + 300$ .

**Step A:** What are the inputs and outputs of this context?

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**Step B:** What does  $f(3)$  represent given this context? (do not solve)

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**Step C:** What does  $f(a) = 800$  represent given this context? (do not solve)

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**Big Idea:**

CFS:

1. Highlight important information and circle the question/prompt.
2. Input and output are annotated with units
3. When needed, an equality statement of the input and output is written
4. Inputs and outputs are described in the context of the problem in a complete sentence

## CH. 1, L4 – DO NOW

**Objective:** Given a function related to a real-world scenario, I will describe function notation statements in context.

**Do Now:** Jamie is saving money for an upcoming trip. She starts out with \$300 in the bank and adds \$50 each week. The following function represents the total amount she has saved as a function of the number of weeks she has been saving  $f(w) = 50w + 300$ .

Step A: What are the inputs and outputs of this context?

In this context, the inputs are \_\_\_\_\_  
and the outputs are \_\_\_\_\_

Step B: What does  $f(3)$  represent given this context? (do not solve)

$f(3)$  represents \_\_\_\_\_

Step C: What does  $f(a) = 800$  represent given this context? (do not solve)

$f(a) = 800$  represents \_\_\_\_\_

**Big Idea:**

**CFS:**

1. Highlight important information and circle the question/prompt.
2. Input and output are annotated with units
3. When needed, an equality statement of the input and output is written
4. Inputs and outputs are described in the context of the problem in a complete sentence