# CH. 2, L3 EXIT TICKET

Objective: Given an equation, I will determine and interpret the intercepts of a linear function/equation.

Self-Assessment	I mastered the learning objective today.	I am almost there.	Need more practice and feedback.
Teacher Feedback	You mastered the learning objective today.	You are almost there.	You need more practice and feedback.

1. Consider the line $x + 2y = 6$.

   a. Find the *x*- and *y*-intercepts of the line algebraically.

   b. Sketch a graph of the line and identify the x and y-intercepts.
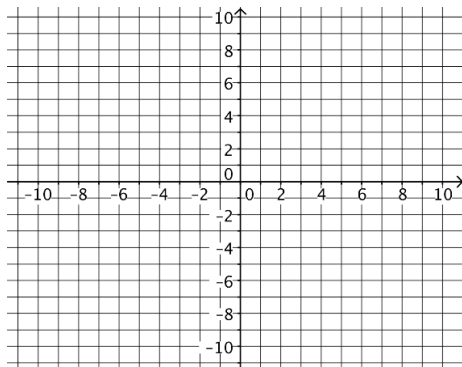
   c. If the slope of the line were doubled, would the new *x*-intercept be the same, smaller, or larger than before?

2. The solid line on the graph below represents the number of packs of soda sold at a fundraiser (*x*) and the amount of money ($) in the cash box (*y*).

   a. How much cash was in the cash box prior to the start of the fundraiser? How do you know?

   b. What was the cost of each pack of soda? How do you know?

   c. If the dashed line were used instead of the solid line to represent the situation, what about the situation would be different?

   Packs of soda sold
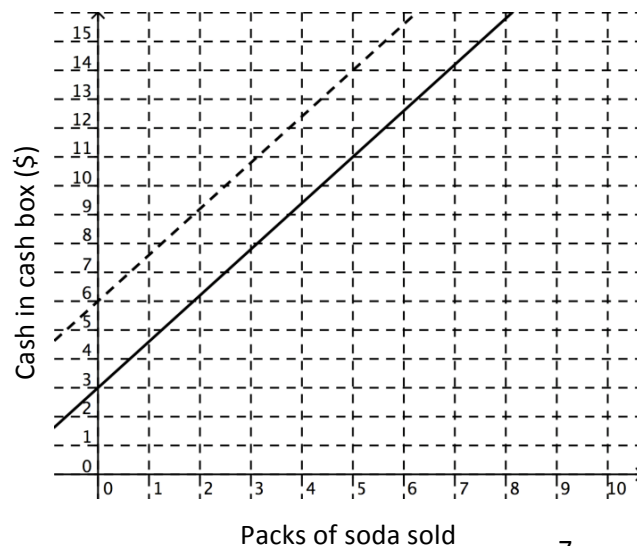
CFS:
1. Important information is highlighted and question/prompt is circled
2. Intercepts are solved algebraically *(using equation)* by substituting zero for inputs *(x)* and outputs *(y or f(x))*
3. If provided, intercepts are given meaning in context
4. If provided, intercepts are checked graphically *(using coordinate grid)*