CH. 1, L5 – EXIT SLIP

Aim: Given a graph of a function and function notation statements, SWBAT describe the meaning of a given statement in context using focused annotation.
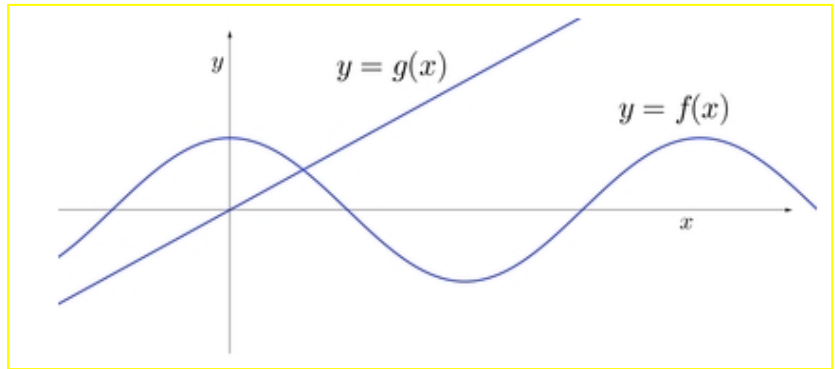
Self-Assessment	I mastered the learning objective today.	I am almost there.	Need more practice and feedback.
Teacher Feedback	You mastered the learning objective today.	You are almost there.	You need more practice and feedback.

1. Use the graph (for example, by marking specific points) to illustrate the statements in parts (a)-(c). if possible, label the coordinates of any points you draw.
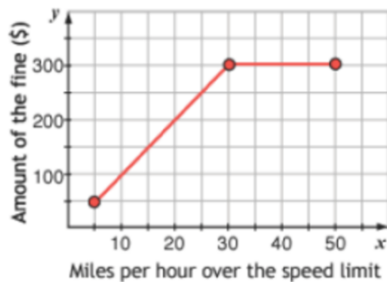
   a. $f(-3) = f(3) = f(9) = 0$

   b. $f(2) = g(2)$

   c. $g(x) > f(x)$ for $x > 2$

2. The graph below shows the relation of the number of miles over the speed limit a person is driving and the cost of the ticket (fine).

   Describe the meaning in context of the following statements:

   a. $f(10) =$ ____ _____
   _____

   b. $f(x) = 200$
   _____
   _____

   c. $f(30) = f(50)$
   _____
   _____

CFS:
1. Highlight important information and circle the question/prompt.
2. Annotate inputs and outputs for graph and function notation
3. Corresponding points are graphed and labeled
4. Inputs and outputs are described in the context of the problem in a complete sentence

Integrated Math I   Name: _____   Period: _____ Date: _____

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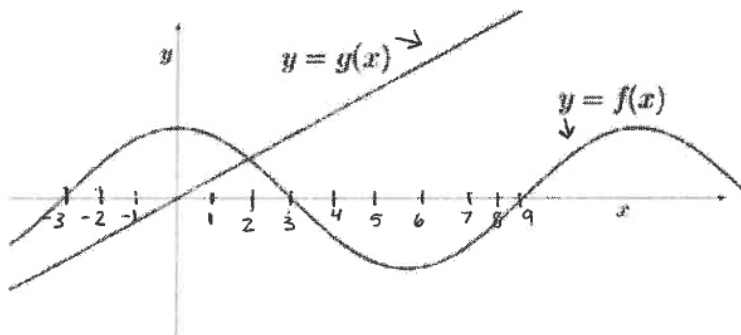
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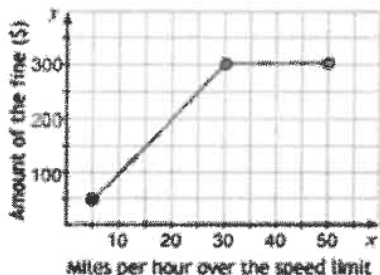
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2. The graph below shows the relation of the number of miles over the speed limit a person is driving and the cost of the ticket (fine).

Amount of the fine ($)
Miles per hour over the speed limit

Describe the meaning in context of the following statements:

a. $f(10) =$ _____ means that _____

_____

b. $f(x) = 200$

$f(\_\_\_) = 200$ means that _____

_____

c. $f(30) = f(50)$

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