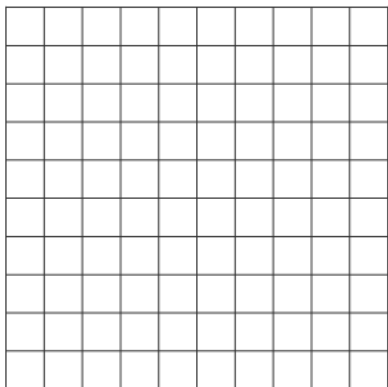
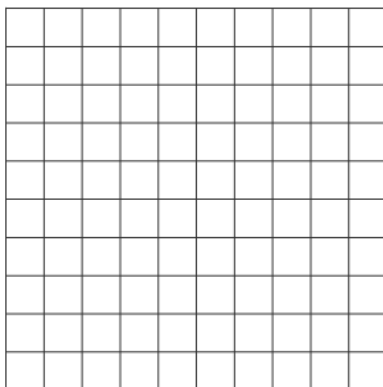


Graph each equation.

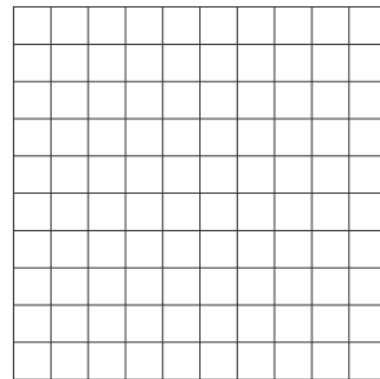
1. $x = -2$



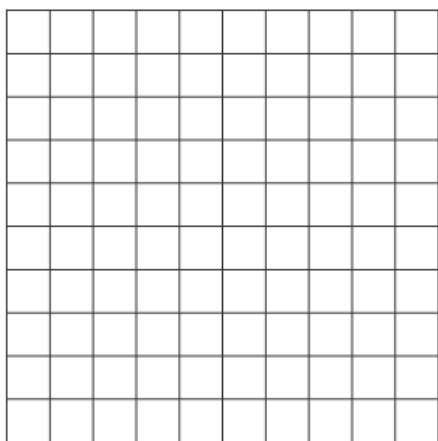
2. $y = -x$



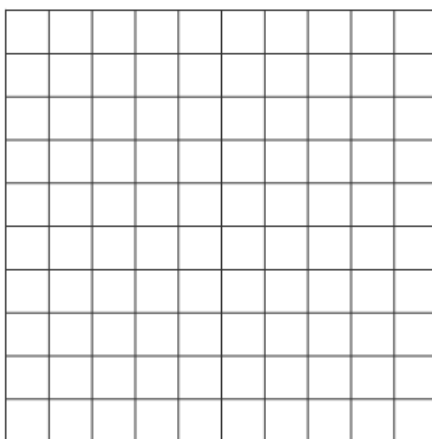
3. $y + 6 = x$



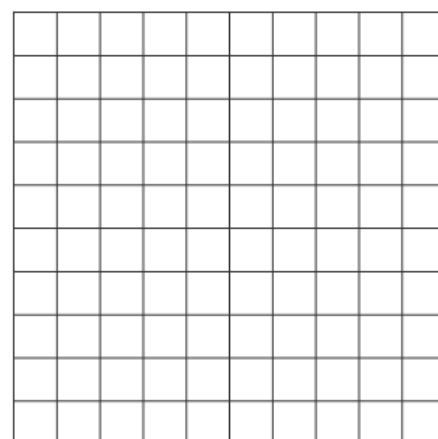
4. $y = \frac{1}{2}x - 4$



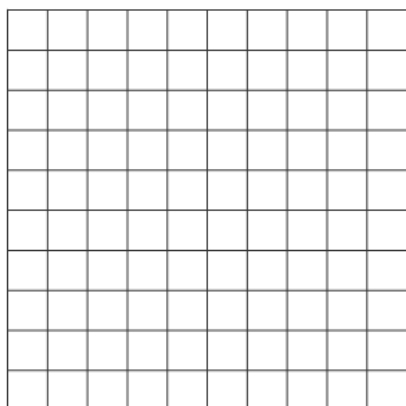
5. $2x + 8y = 16$



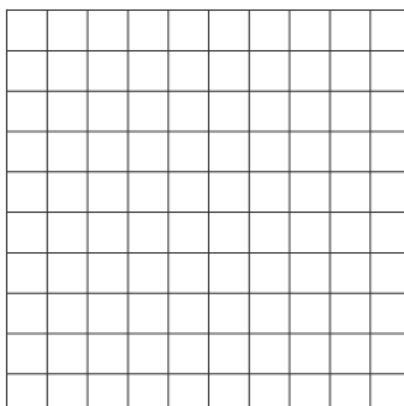
6. $y = -2x$



7. $2x - 3y = 9$

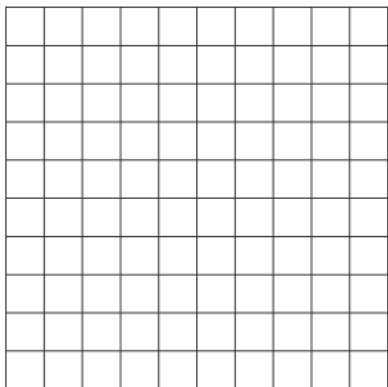


8. $x - y = -5$

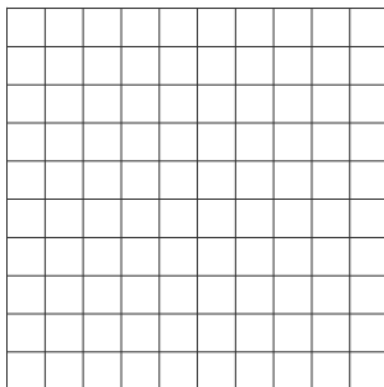


Graph each equation.

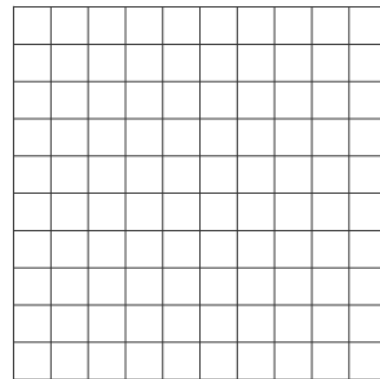
1. $x = -2$



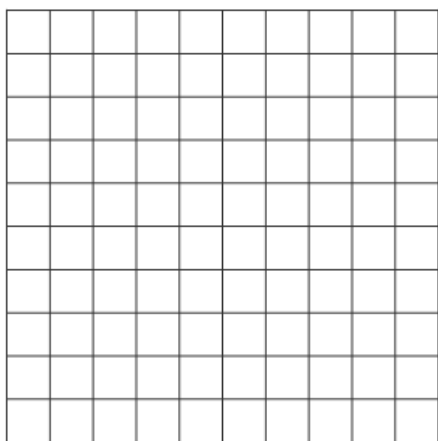
2. $y = -x$



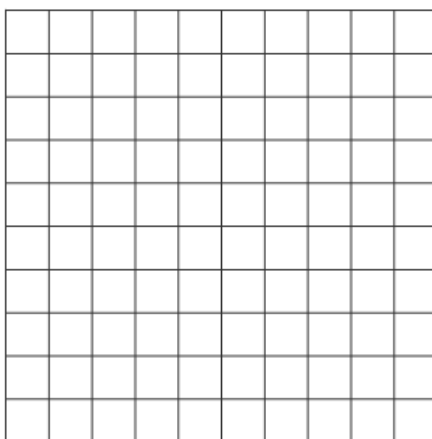
3. $y + 6 = x$



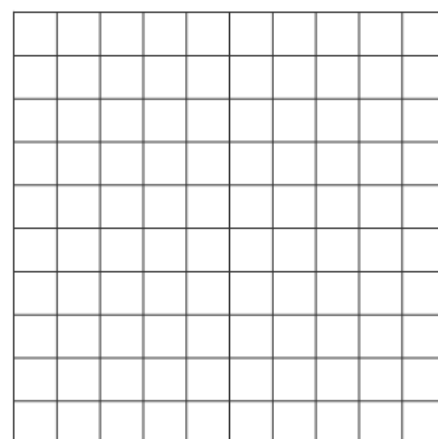
4. $y = \frac{1}{2}x - 4$



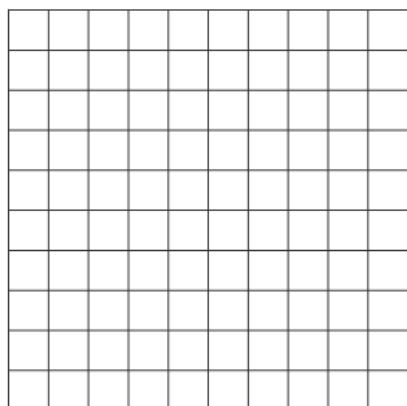
5. $2x + 8y = 16$



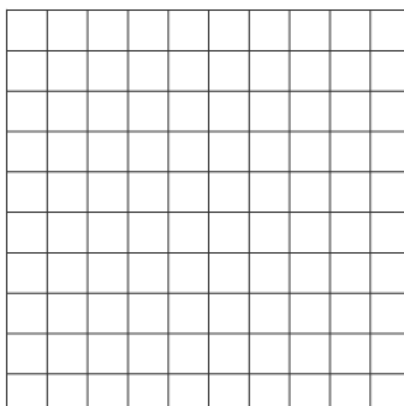
6. $y = -2x$



7. $2x - 3y = 9$

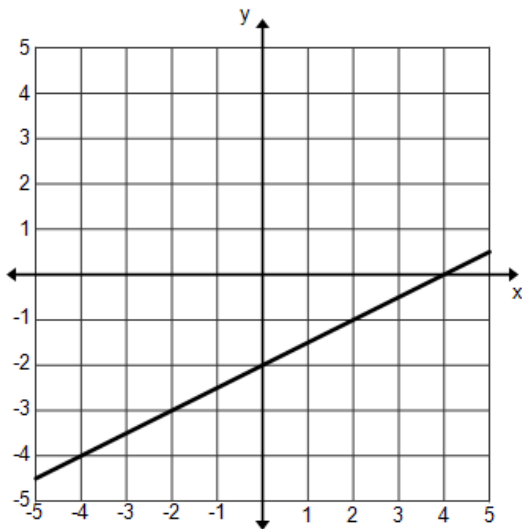


8. $x - y = -5$

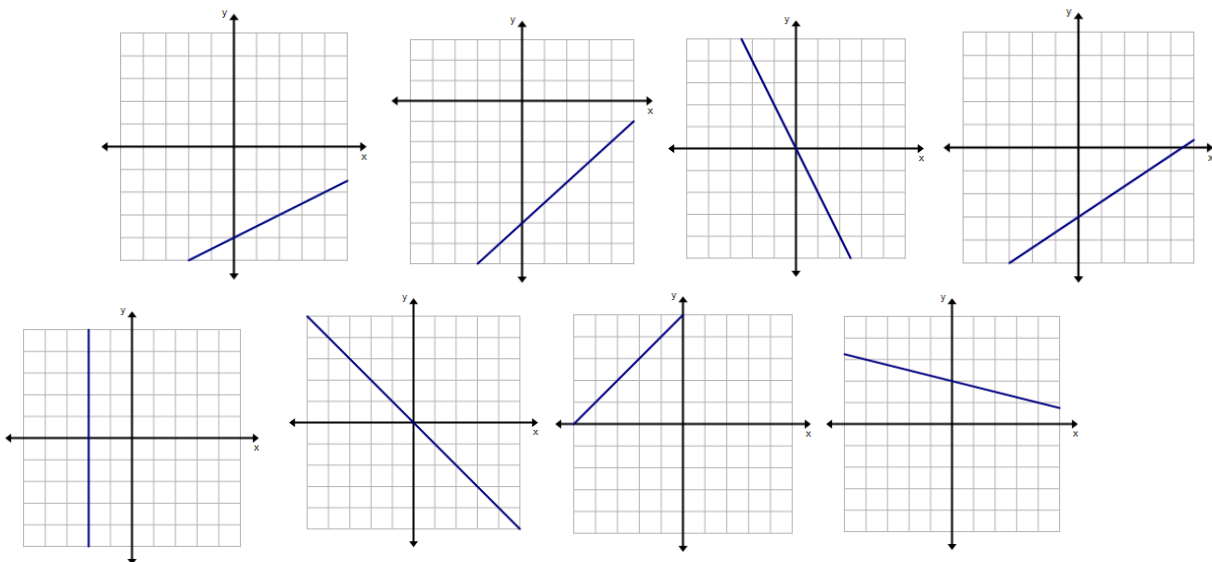


9. Why do we not always find the x and y intercepts to graph standard form equations? (The answer is NOT in the answer key.)

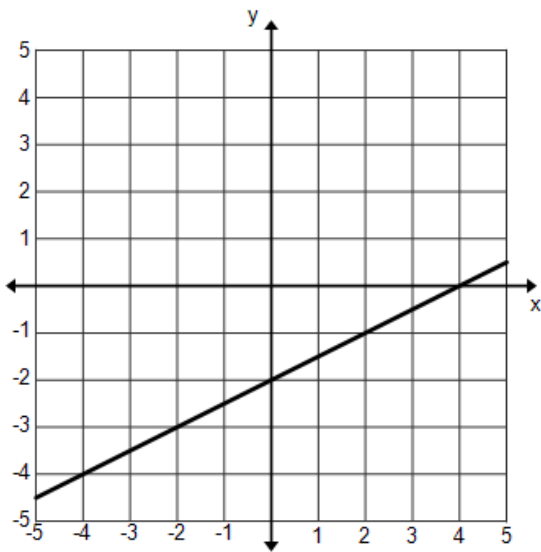
10. Write the equation that would be used the model the following graph. (You must write one in slope-intercept form AND one in standard form.) (The answer is NOT in the answer key.)



Answers:



9. Why do we not always find the x and y intercepts to graph standard form equations? (The answer is NOT in the answer key.)
10. Write the equation that would be used the model the following graph. (You must write one in slope-intercept form AND one in standard form.) (The answer is NOT in the answer key.)



Answers:

