

## Lesson 1-7

# Words, Equations, Tables, and Graphs



### Interactive Study Guide

See pages 19–20 for:

- Getting Started
- Real-World Link
- Notes



### Essential Question

How can you use numbers and symbols to represent mathematical ideas?



### Common Core State Standards

Content Standards  
7.EE.4

Mathematical Practices  
1, 3, 4, 8



### Vocabulary

equation

### What You'll Learn

- Use multiple representations to represent relations.
- Translate among different verbal, tabular, graphical, and algebraic representations of relations.



### Real-World Link

**Fireworks** Physics can be used to calculate the path of fireworks. In general, for every 1-inch increase in shell diameter, a firework's height increases by about 100 feet. This relationship can be represented using an equation, a table, or a graph.



## Represent Relations

You have already seen that a relation may be represented as a set of ordered pairs. You can also write a rule for the operation(s) performed on the domain value to get the range value. A table may list the  $x$ -coordinates (domain values), the rule, and the  $y$ -coordinates (range values).

### Example 1

In a game of *What's My Rule?* Kinna picked the card shown at the right. Make a table for four different domain values and write an algebraic expression for the rule. Then state the domain and range of the relation.

**Step 1** Create a table showing the  $x$ -coordinates, the rule, and the  $y$ -coordinates. Enter four different domain values.

**Step 2** The rule “double a number, then add three” translates to  $2x + 3$ . Use the rule to complete the table.

**Step 3** The domain is  $\{1, 2, 3, 4\}$ . The range is  $\{5, 7, 9, 11\}$ .

$x$	Rule: $2x + 3$	$y$
1	$2(1) + 3$	5
2	$2(2) + 3$	7
3	$2(3) + 3$	9
4	$2(4) + 3$	11

What's My Rule?

double a number,  
then add three

**Got It?** Do this problem to find out.

- Jenna picked the game card shown. Make a table for four different domain values and write an algebraic expression for the rule. Then state the domain and range of the relation. **See Answer Appendix.**

What's My Rule?

triple the number  
and subtract one

**Equation** An equation always contains an equal sign. For example,  $60t$  is an expression, but  $d = 60t$  is an equation.

## Multiple Representations

Words, equations, tables, and graphs can be used to represent relations. An **equation** is a mathematical sentence stating that two quantities are equal. Relations are often written as equations with two variables—one to represent domain values and one to represent range values.

### Concept Summary Multiple Representations

Words	Equation										
Distance is equal to 60 miles per hour times the number of hours.	$d = 60t$										
Table	Graph										
<table border="1"> <thead> <tr> <th>Time (h)</th><th>Distance (mi)</th></tr> </thead> <tbody> <tr> <td>1</td><td>60</td></tr> <tr> <td>2</td><td>120</td></tr> <tr> <td>3</td><td>180</td></tr> <tr> <td>4</td><td>240</td></tr> </tbody> </table>	Time (h)	Distance (mi)	1	60	2	120	3	180	4	240	
Time (h)	Distance (mi)										
1	60										
2	120										
3	180										
4	240										



### Example 2



**STEM** The navigation message from a satellite to a GPS in an airplane is sent once every 12 minutes.

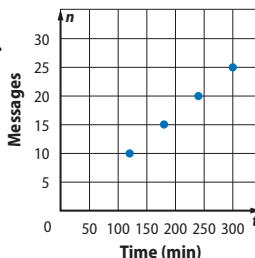
- a. Write an equation to find the number of messages sent in any number of minutes.

Let  $t$  represent the time and  $n$  represent the number of messages. The equation is  $n = t \div 12$ .

- b. Make a table to find the number of messages in 120, 180, 240, and 300 minutes. Then graph the ordered pairs.

$t$	$t \div 12$	$n$
120	$120 \div 12$	10
180	$180 \div 12$	15
240	$240 \div 12$	20
300	$300 \div 12$	25

GPS Messages

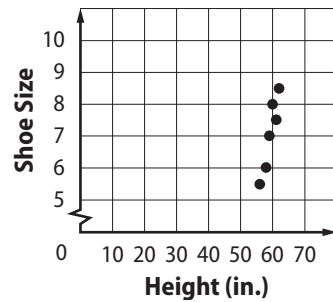


**Got It?** Do this problem to find out.

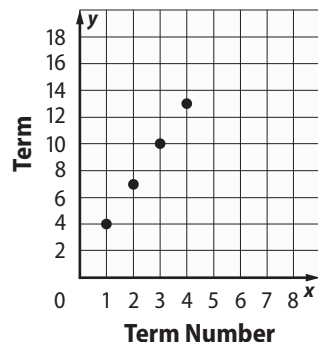
- Sound travels at about 1088 feet per second at  $32^{\circ}\text{F}$  in dry air at sea level.
  - Write an equation to find the distance traveled by sound for any number of seconds. **Sample answer:**  $y = 1088x$
  - Make a table to find the distance sound travels in 0, 1, 2, and 3 seconds. Then graph the ordered pairs. **See Answer Appendix.**

- 34c.** The points appear to lie in a straight line that slants down from left to right.
- 34d.** Sample answer: (12, 18); 12 minutes spent playing the piano, 18 minutes spent studying for the test

**35a. Mr. Maloney's Students**



**36b. Arithmetic Sequence**



- 39.** Exercise 33; Sample answer: By connecting the points on the graph in Exercise 33, you could determine how far Aaron will have hiked at any time other than a whole number of hours. In Exercise 32, the points do not need to be connected because you would not need to know how much a portion of a pizza would cost.
- 40.** Sample answer: Point *M* is 4 units to the right on the *x*-axis and 3 units up on the *y*-axis. Point *N* is 3 units to the right on the *x*-axis and 4 units up on the *y*-axis.

**Pages 37–38 Lesson 1-7 Got It?**

- 1.** Sample answer:

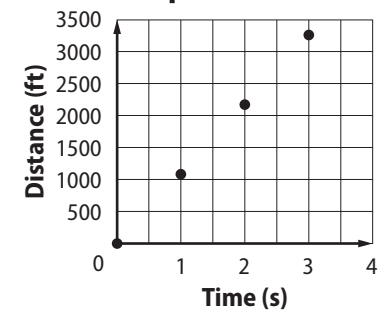
$x$	$3x - 1$	$y$
2	$3(2) - 1$	5
4	$3(4) - 1$	11
6	$3(6) - 1$	17
8	$3(8) - 1$	23

$$D = \{2, 4, 6, 8\}, R = \{5, 11, 17, 23\}$$

- 2b.**

$x$	$1088x$	$y$
0	$1088(0)$	0
1	$1088(1)$	1088
2	$1088(2)$	2176
3	$1088(3)$	3264

**Speed of Sound**



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- 3b.**

$p$	$16p$	$z$
5	$16(5)$	80
8	$16(8)$	128
11	$16(11)$	176
13	$16(13)$	208

- 3c.**

**Conversions**

