

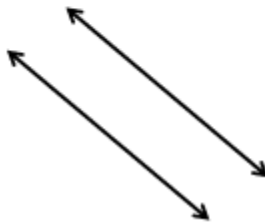
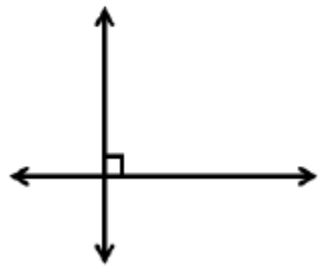
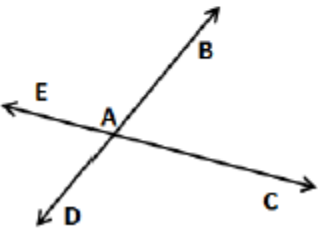
Systems of Linear Equations - Featured Resources

RF SO9 - Parallel, Perpendicular or Neither Activity

(Download: [ParallelPerpendicularNeitherActivity.pdf](#))

Students must cut out and sort the cards to determine if graphs or function equations on a card are parallel, perpendicular or neither. An alternative to this activity is to have students create their own cards.

Teacher Cards (cut out each card):

Parallel	Perpendicular	Neither
$y = 2x + 5$ $-2x + y = 12$	$y = 2x + 4$ $y = -\frac{1}{2}x - 9$	$y = 3x + 11$ $y = \frac{1}{3}x - 3$
		

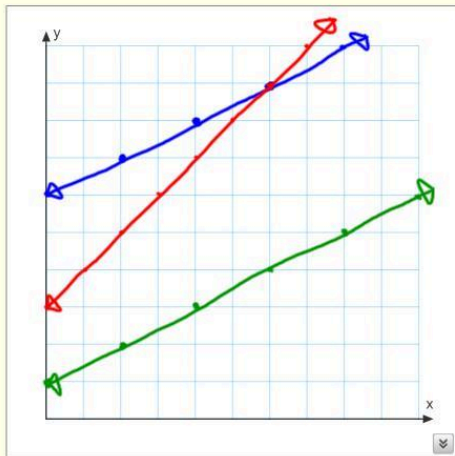
7 Processes focus: **Reasoning**. Visit the [Reasoning](#) Process section for more ideas of how to incorporate Reasoning in your teaching.

RF SO9 - Think-Pair-Share: System of Linear Equations

The "What do you see?" slide may be presented to students and then they may do a Think-Pair-Share to come up with as many mathematical things they can think of. The results of one class' Think-Pair-Share brainstorming are also below. Students should already know how to solve a system of linear equations graphically and this activity works as a nice review of this as well as a transition into the number of solutions to a system.

What do you see? Think-Pair-Share

Look at the graph below and write down anything that you see that is relevant to Systems of Linear Equations. Be prepared to share with the class.



B+G are //
| never intersect - no sol'n.
m = (both = $\frac{1}{2}$)
B+R intersect at $(6,9)$
R+G will eventually intersect!
y-ints of 1,3,6
Domain + Range is all real #'s.
All 3 are functions.
All 3 have x-ints even though we can't see them.
B - $y = \frac{1}{2}x + 6$
G - $y = \frac{1}{2}x + 1$
R - $y = x + 3$

7 Processes focus: Communication, Reasoning. Visit the [Communication](#) and [Reasoning](#) Process sections for more ideas of how to incorporate these processes in your teaching.