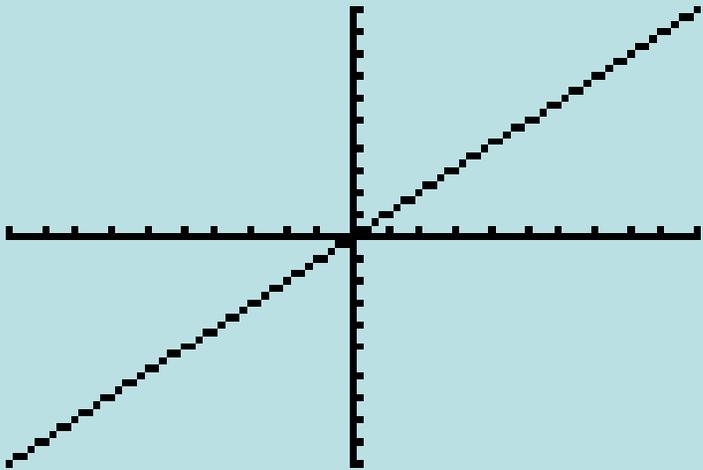


# •Shakin' Our Groove Line



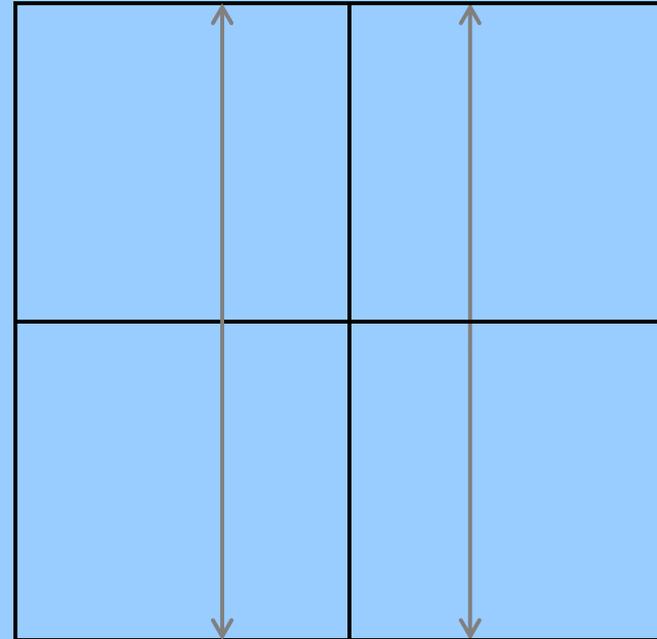
$$y = x$$

When  $y = 1$ ,  $x = 1$ , and so on  
and so on.



# •Positive Slope

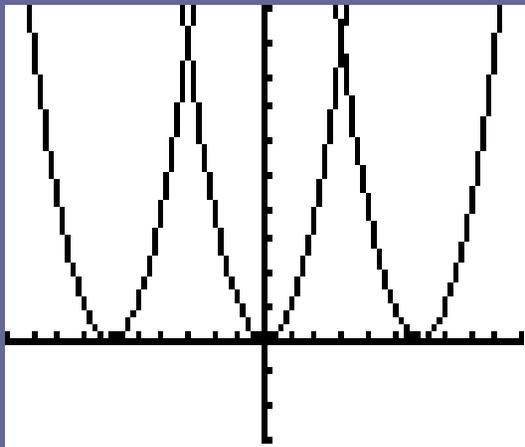
$$X=3, \quad X=6$$



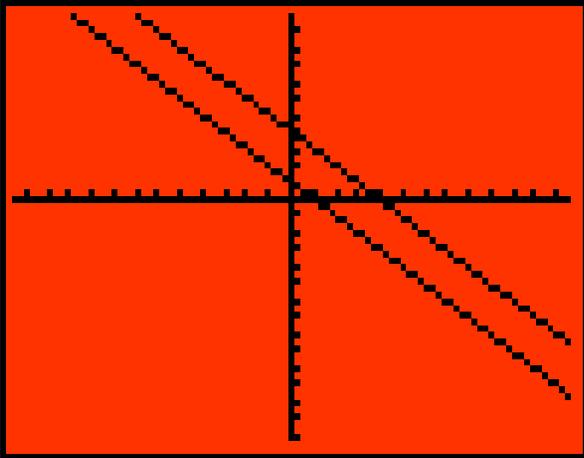
These lines are parallel. Their slope is undefined.

$$X^2, (X+6)^2, (X-6)^2$$

```
Plot1 Plot2 Plot3
\Y1 = X^2
\Y2 = (X+6)^2
\Y3 = (X-6)^2
\Y4 =
```



$$y_1 = -x + 1, y_2 = -x + 4$$



Notice that the two slopes at the left are negative. That is why the two lines are going down and to the right. In the two equations above, the slope is being added to a number. That number determines where the lines cross on the y-axis!

# Communicating Ideas Through Movement

- We found that you can communicate math ideas through dance moves.
- You need a common language to communicate and we had one, but we used different ways of representing our equations:
  - Graphs (on calculator and paper)
  - Tables
  - Dance moves