

LESSON



Bridge (Optional, 5 minutes)

Building On: NC.8.F.4

Before students relate x -intercepts to zeroes of quadratic functions in this lesson, they will determine the x -intercept and y -intercept of a linear function and relate them to a context in the bridge task. This bridge is aligned to Check Your Readiness question 7.

Student Task Statement

Mrs. Gillis gives her class a set of 36 math challenges to complete during the first quarter. Andre decides to complete four each week. The function $y = 36 - 4x$ represents the number of challenges Andre has remaining to complete, y , after x weeks.

1. What is the y -intercept of this function? What does it represent?
2. What is the x -intercept of this function? What does it represent?