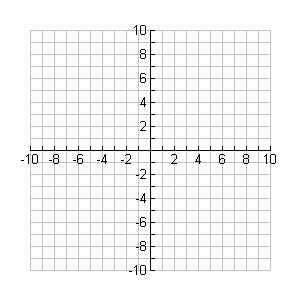
Graphing Linear Inequalities

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| --- | --- |
| Student Learning Objective: | Essential Question: |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_

**Bell Work**

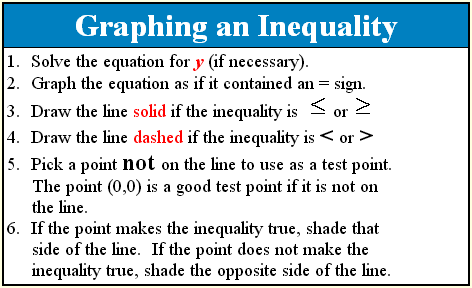
Graph the inequality.



**Mini-Lesson (Guided Notes)**

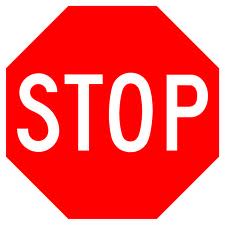
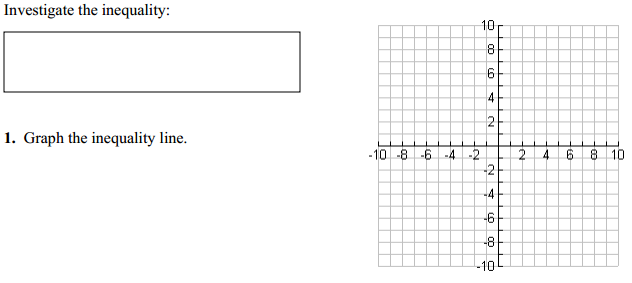
**Recall the steps to graphing linear inequalities:**

**Steps:**

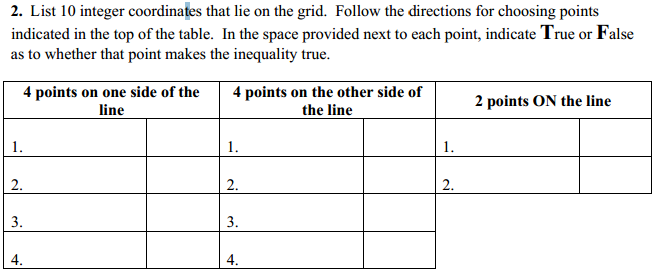
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**Work Period**

Complete the Linear Inequalities Shading Investigation below.

****

**STOP!** Once you have graphed your line, raise your hand to be checked before moving on

****

**3.** What does testing the points ON the line tell you about using a solid/dotted line? Explain.

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**4.** Based upon your findings in the chart above, shade the graph to indicate where the answers to the inequality lie.

**Closing:**

(Think, Pair, Share)

What makes testing points important when graphing linear inequalities?

What I Will Share:

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**Regents Prep:**

