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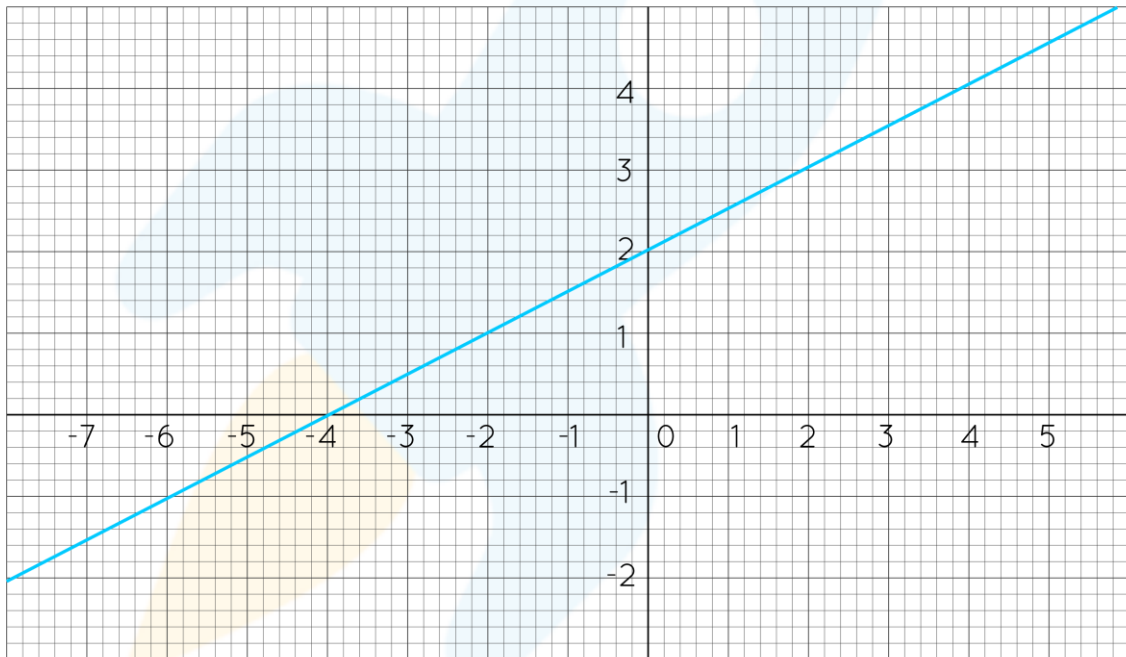
SLOPE-INTERCEPT FORM WORKSHEETS

For the questions from 1-3, write the slope and intercept of each line.

1. $y = 3x + 2$

2. $3x + 2y = 3$

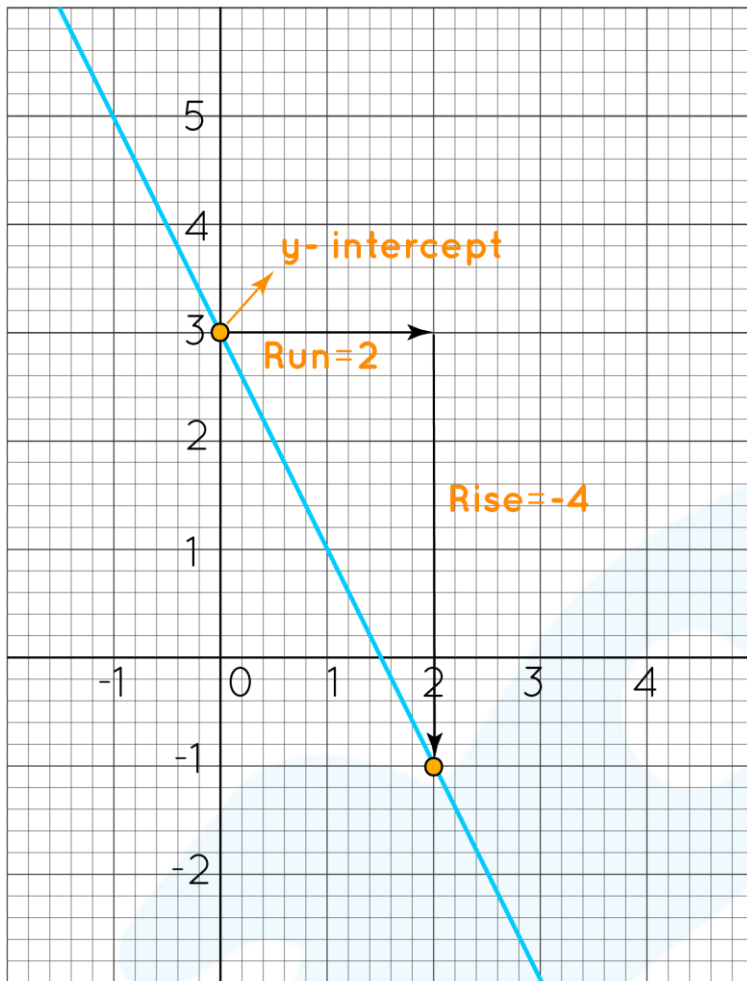
3.



For the questions from 4-6, write the equation of the line in the slope-intercept form using its slope and y-intercept.

4. Slope = $-\frac{3}{4}$; y-intercept = 2

5. Slope = -4; y-intercept = $\frac{1}{2}$



6.

7. Write the equation of the line that passes through the point $(5, -2)$ and whose slope is $\frac{-3}{5}$.

For the questions from 8-9, draw the graphs of each line by using the slope-intercept form.

8. $y = \frac{2}{3}x + 5$

9. $-2x + 5y = 10$

10. A car rental in a city rents its cars for an upfront fee of \$6 and a daily fee of \$35 based on the number days the car was rented. If x is the number of days and y is the total fee then write the linear relationship between x and y using the

slope-intercept form.



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Why choose Cuemath?

"Cuemath is a valuable addition to our family. We love solving puzzle cards. My daughter is now visualizing maths and solving problems effectively!"

- Gary Schwartz

"Cuemath is great because my son has a one-on-one interaction with the teacher. The instructor has developed his confidence and I can see progress in his work. One-on-one interaction is perfect and a great bonus."

- Kirk Riley

"I appreciate the effort that miss Nitya puts in to help my daughter understand the best methods and to explain why she got a problem incorrect. She is extremely patient and generous with Miranda."

- Barbara Cabrera

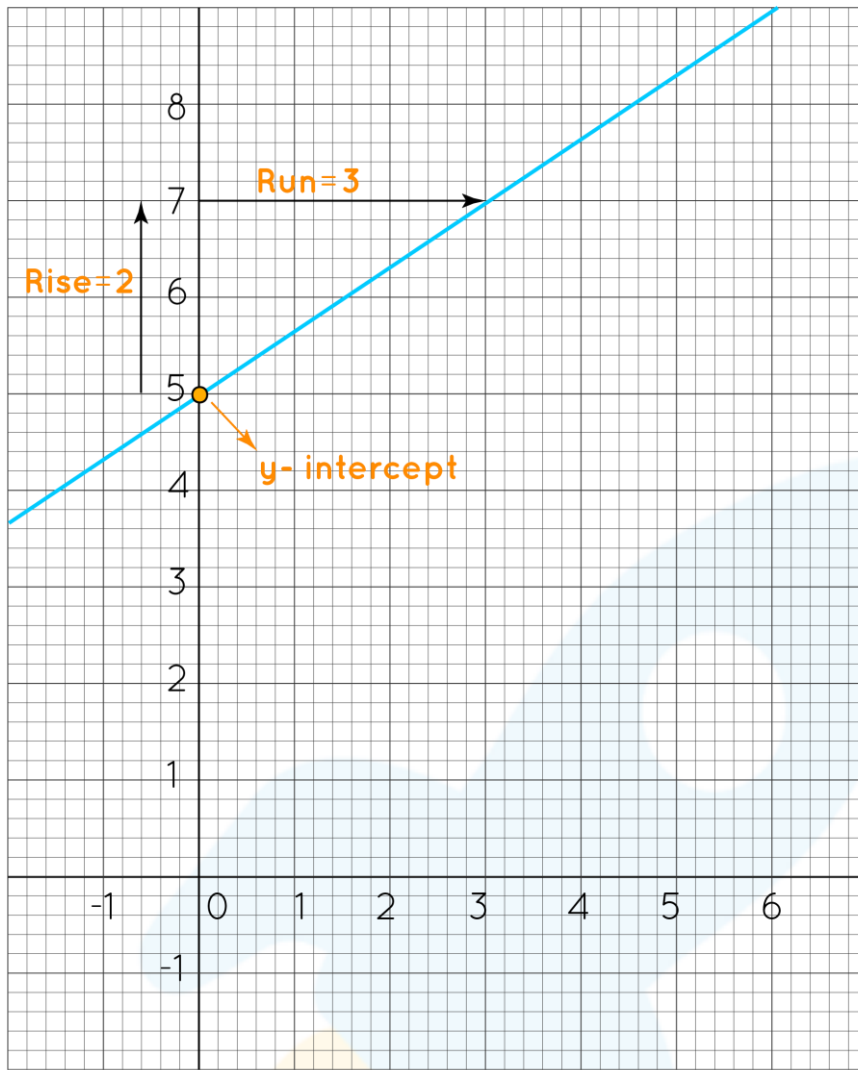
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**ANSWERS**

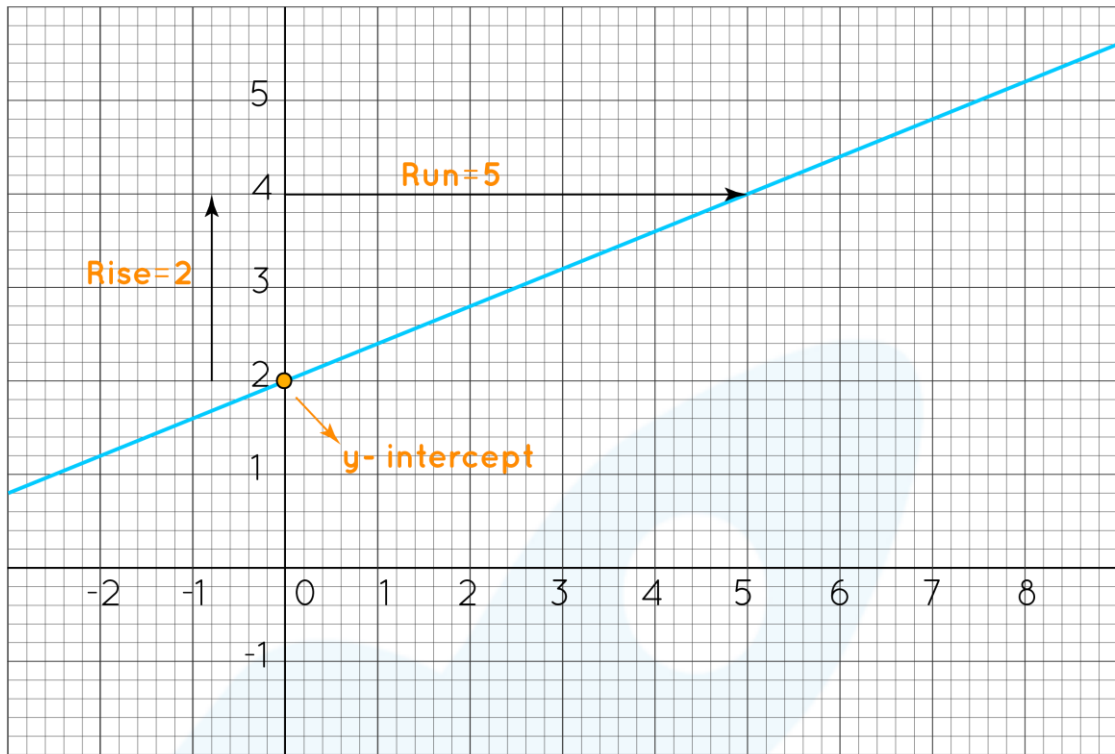
1)	Slope = 3; y-intercept = 2
2)	Slope = $-\frac{3}{2}$; y-intercept = $\frac{3}{2}$
3)	Slope = $\frac{1}{2}$; y-intercept = 2
4)	$y = -\frac{3}{4}x + 2$
5)	$y = -4x + \frac{1}{2}$
6)	$y = -2x + 3$
7)	$y = -\frac{3}{5}x + 1$

8)



9)

$$y = \frac{2}{5}x + 2$$



10)

$$y = 6x + 35$$

FUN FACT

1. If the line is increasing, the slope is positive.
2. If the line is decreasing, the slope is negative.
3. If the line is horizontal, the slope is 0.

