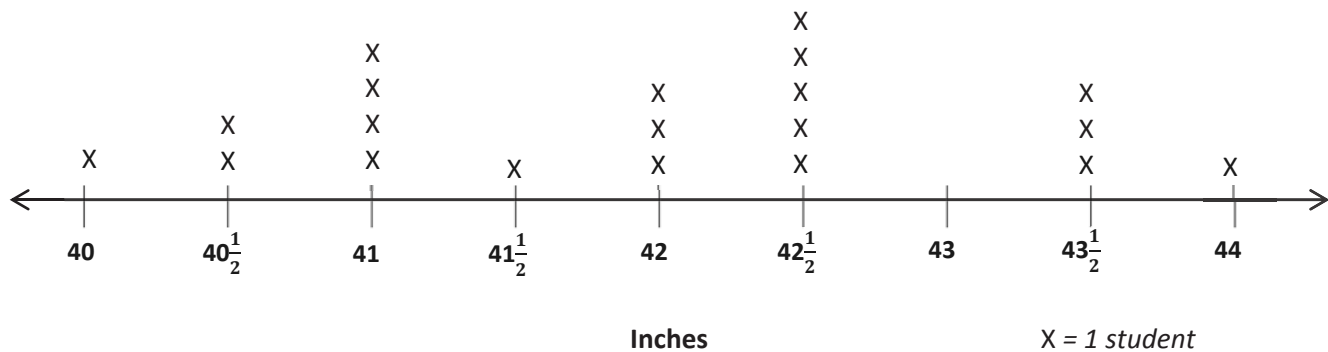Name _____   Date _____

1. Ms. Leal measures the heights of the students in her kindergarten class. The heights are shown on the line plot below.

Heights of Students in Ms. Leal's Kindergarten Class

Inches   X = 1 student

a. How many students in Ms. Leal's class are 41 inches tall?

   4 students

b. How many students are in Ms. Leal's class? How do you know?
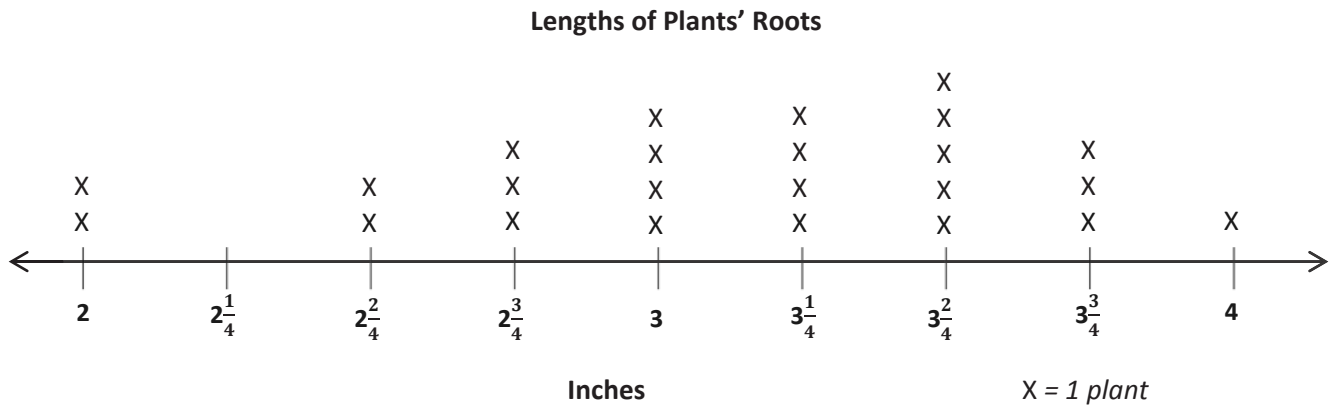
   There are 20 students because there are 20 X's.

c. How many students in Ms. Leal's class are more than 42 inches tall?

   9 students are taller than 42 inches.

d. Ms. Leal says that for the class picture students in the back row must be at least $42\frac{1}{2}$ inches tall. How many students will be in the back row?

   9 students will be in the back row.

2. Mr. Stein's class is studying plants. They plant seeds in clear plastic bags and measure the lengths of the roots. The lengths of the roots in inches are shown in the line plot below.

Lengths of Plants' Roots

Inches   X = 1 plant

a. How many roots did Mr. Stein's class measure? How do you know?

They measured 24 roots because there are 24 X's.

b. Teresa says that the 3 most frequent measurements in order from shortest to longest are $3\frac{1}{4}$ inches, $3\frac{2}{4}$ inches, and $3\frac{3}{4}$ inches. Do you agree? Explain your answer.

I disagree with Teresa. It should be 3, $3\frac{1}{4}$, and $3\frac{2}{4}$. $3\frac{3}{4}$ is not one of the three most common measurements.

c. Gerald says that the most common measurement is 14 quarter inches. Is he right? Why or why not?

Gerald is correct. $3\frac{2}{4}$ is the most common measurement. $3\frac{2}{4}$ is equal to 14 quarter inches.

Lesson 6:   Interpret measurement data from various line plots.