Name _____   Date _____

Mrs. Felter's students build a model of their school's neighborhood out of blocks. The students measure the heights of the buildings to the nearest $\frac{1}{4}$ inch and record the measurements as shown below.

Heights of Buildings (in Inches)				
$3\frac{1}{4}$	$3\frac{3}{4}$	$4\frac{1}{4}$	$4\frac{1}{2}$	$3\frac{1}{2}$
4	3	$3\frac{3}{4}$	3	$4\frac{1}{2}$
3	$3\frac{1}{2}$	$3\frac{3}{4}$	$3\frac{1}{2}$	4
$3\frac{1}{2}$	$3\frac{1}{4}$	$3\frac{1}{2}$	4	$3\frac{3}{4}$
3	$4\frac{1}{4}$	4	$3\frac{1}{4}$	4

a.   Use the data to complete the line plot below.

Title: _____ Heights of Buildings _____

Label: _____ Inches _____ X =
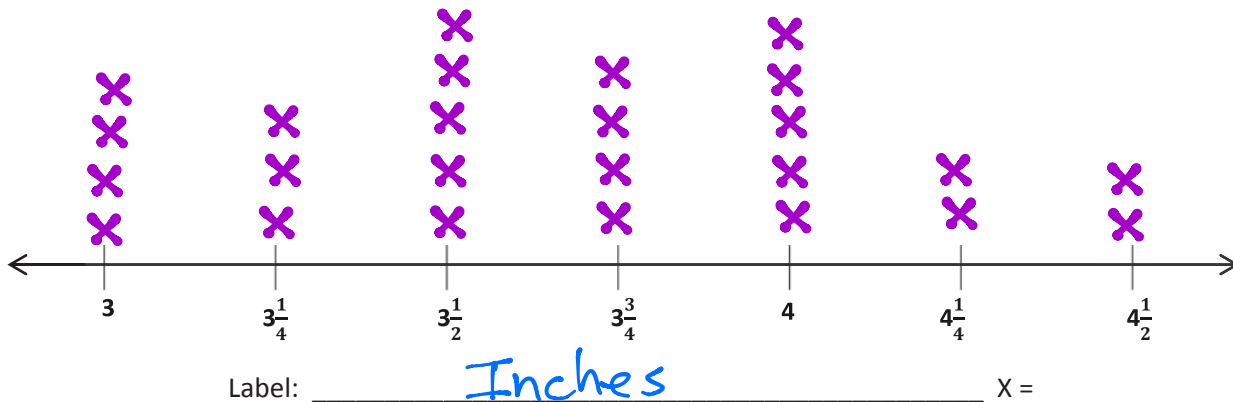
b.   How many buildings are $4\frac{1}{4}$ inches tall?

2

c.   How many buildings are less than $3\frac{1}{2}$ inches?

7

d.   How many buildings are in the class model? How do you know?

There are 25 buildings in the class model. We know this because there are 25 X's. Also, the data is in a table with 5 columns and 5 rows.

e.   Brook says most buildings in the model are at least 4 inches tall. Is she correct? Explain your thinking.

The line plot shows that more buildings are less than 4 inches tall, rather than being 4 inches or taller.