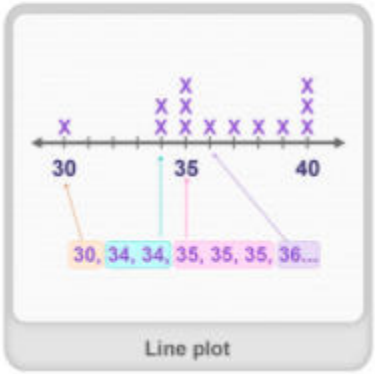
Objective: Interpret measurement data from various line plots

What is a line plot?

Line plot

A graph that displays data as points above a number line or some other line of characteristics or attributes.



Line plot

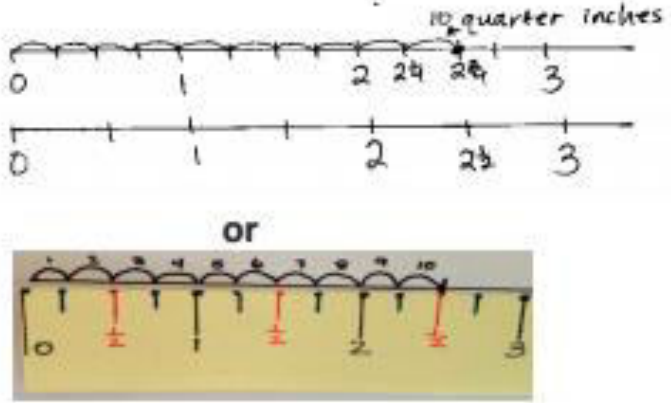
Get ready for your pattern sheet!

You will have three minutes!

Timer

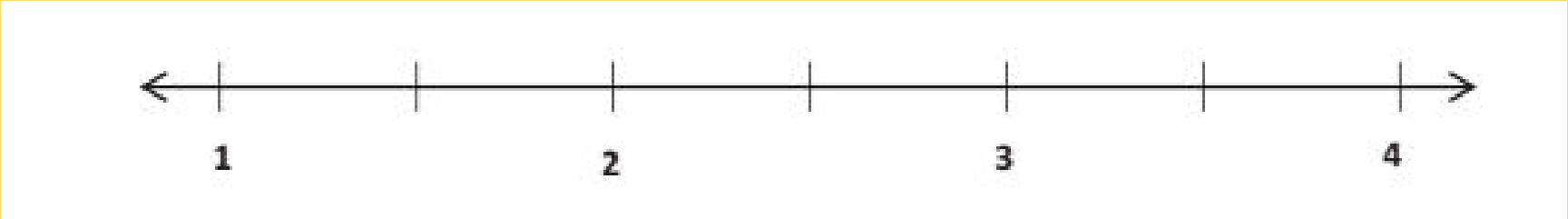
Application Problem

Katelynn measures the height of her bean plant on Monday and again on Friday. She says that her bean plant grew 10 quarter inches. Her partner records $2\frac{1}{2}$ inches on his growth chart for the week. Is her partner right? Why or why not?



Yes, her partner is right. I drew a ruler divided into quarter inches and 10 quarter inches is $2\frac{1}{2}$ inches. Then I drew another ruler divided into half inches. I can see that $2\frac{1}{2}$ is the same as $2\frac{1}{2}$ on my rulers.

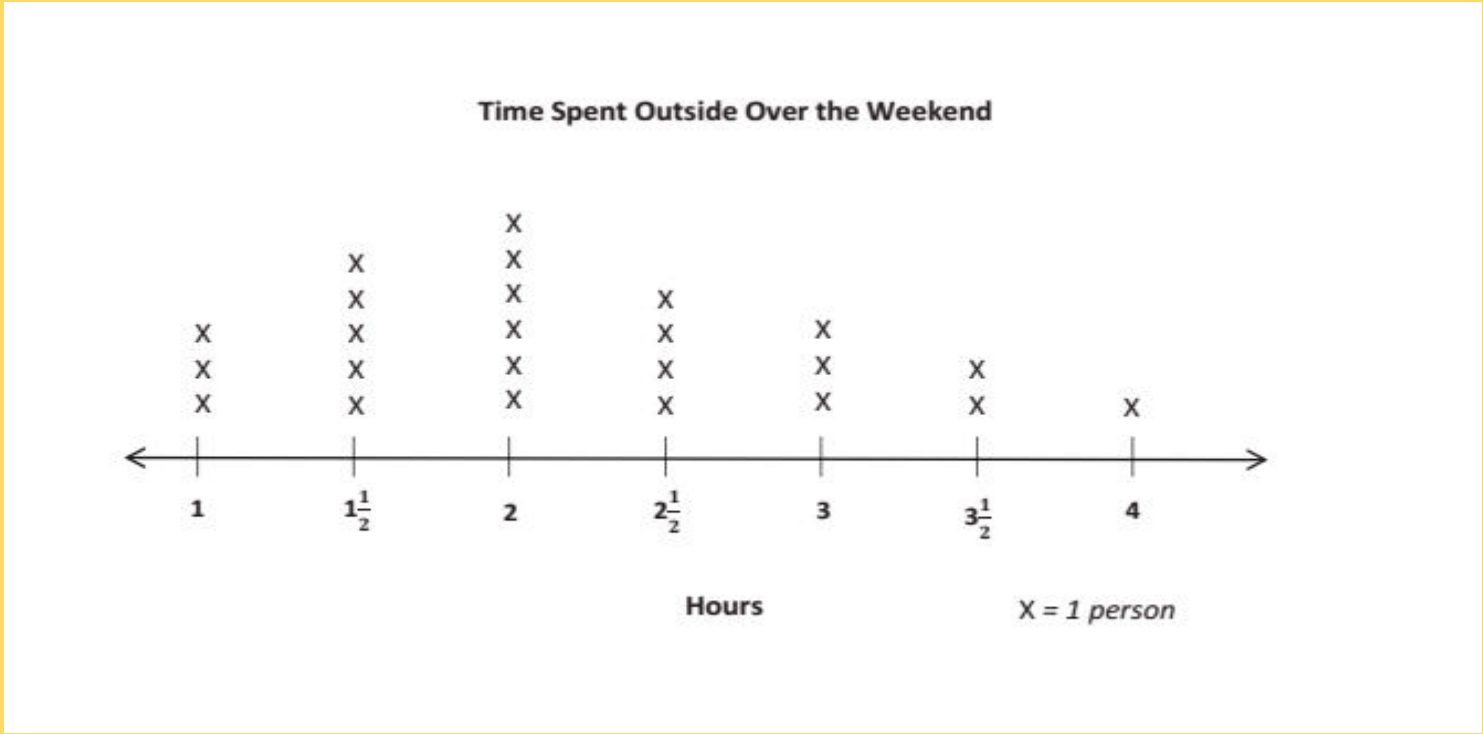
What should I label the tick mark between the 1 and the 2?



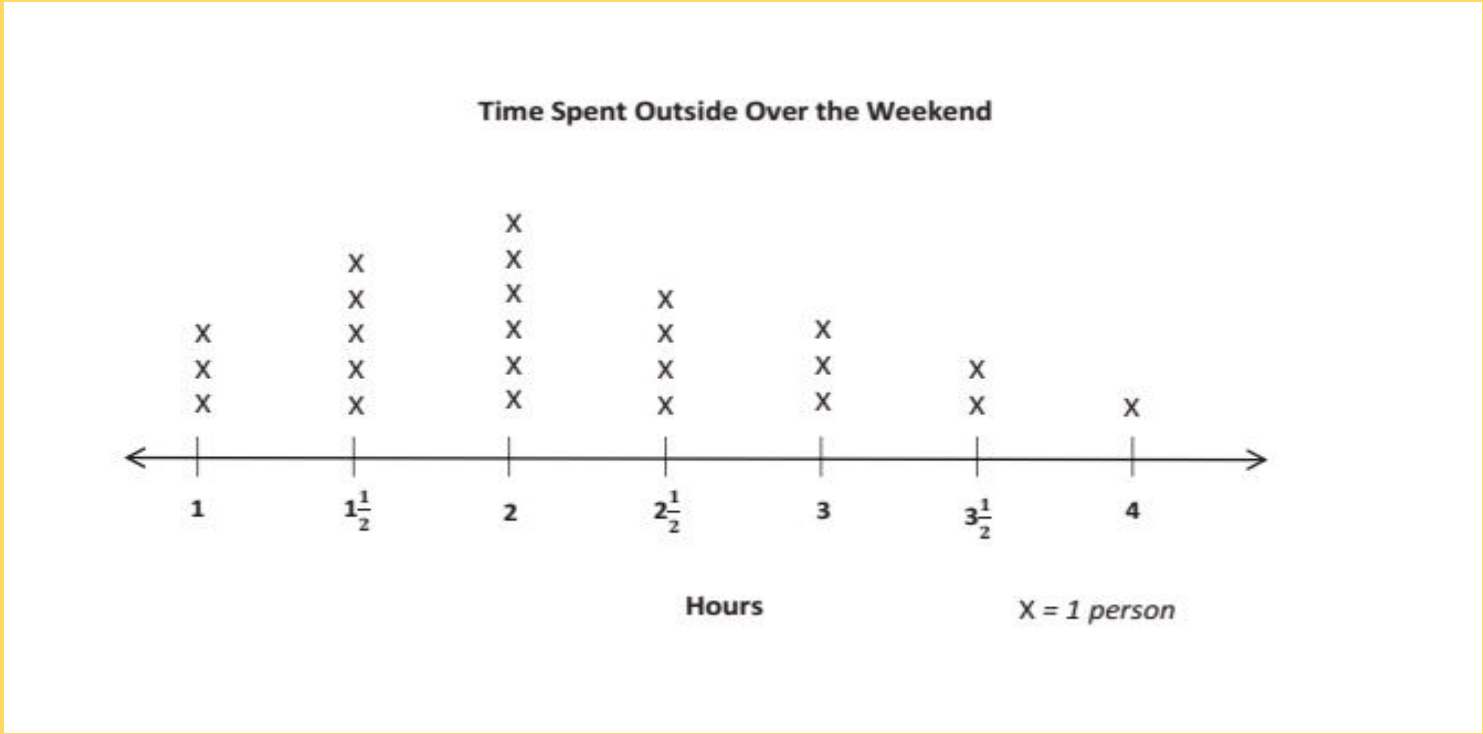
When I point to the tick mark, tell me what you would write.

Talk to a partner. How is this number line similar to the ruler we made yesterday? How is it different?

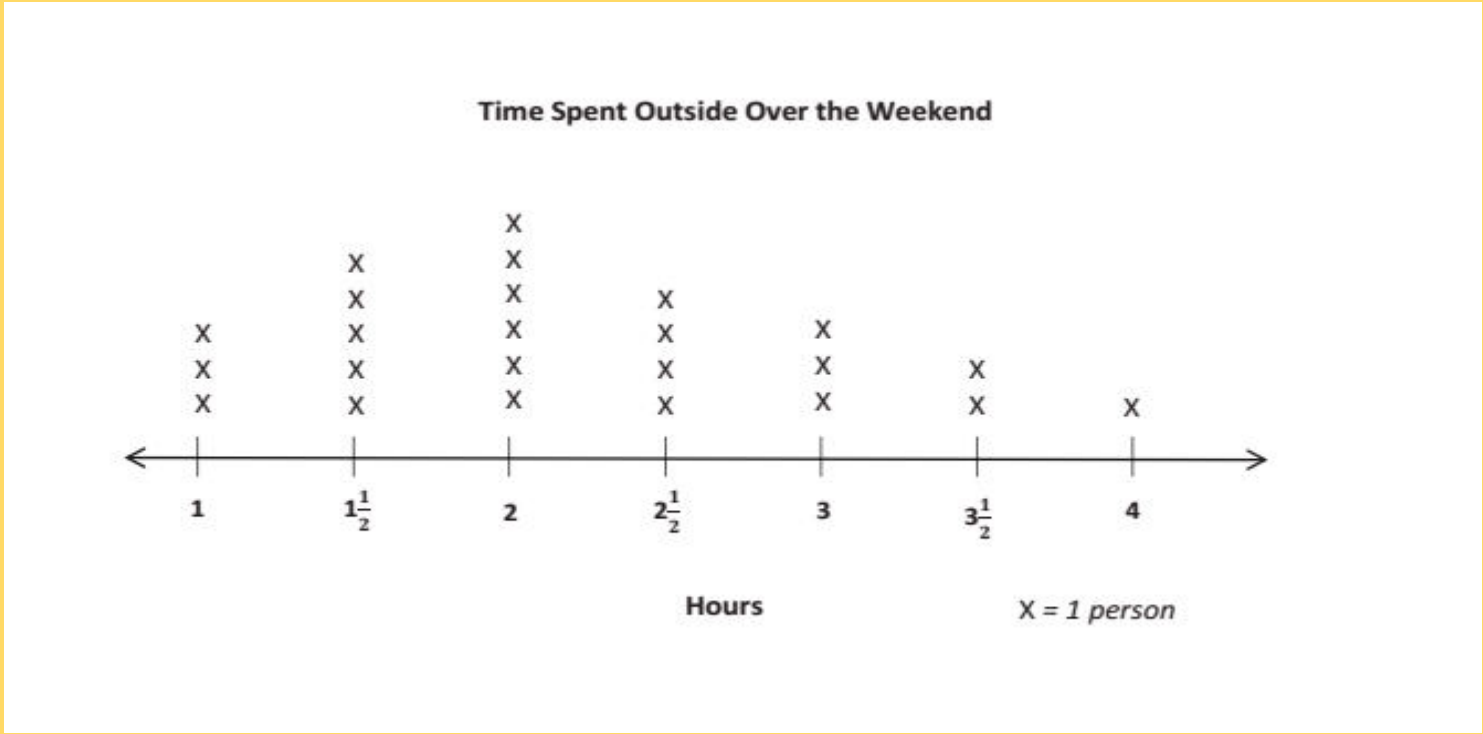
Let’s look at the whole line plot



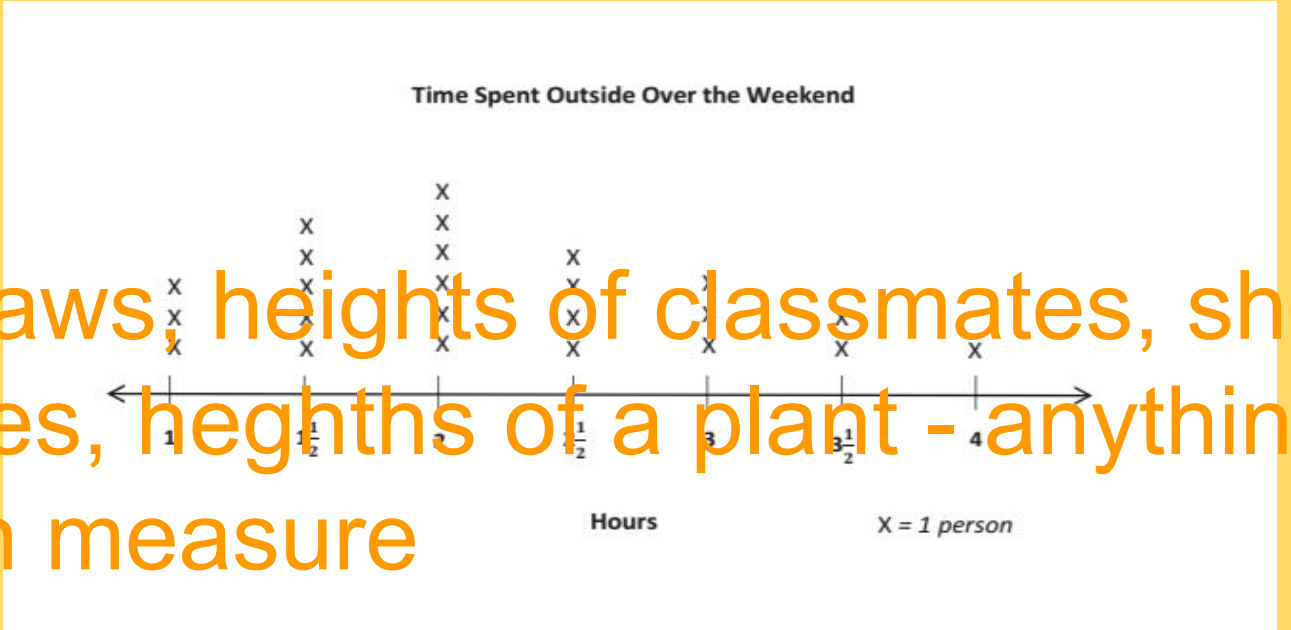
What does the number 1 on this line plot represent?



What does the number 1 ½ represent?



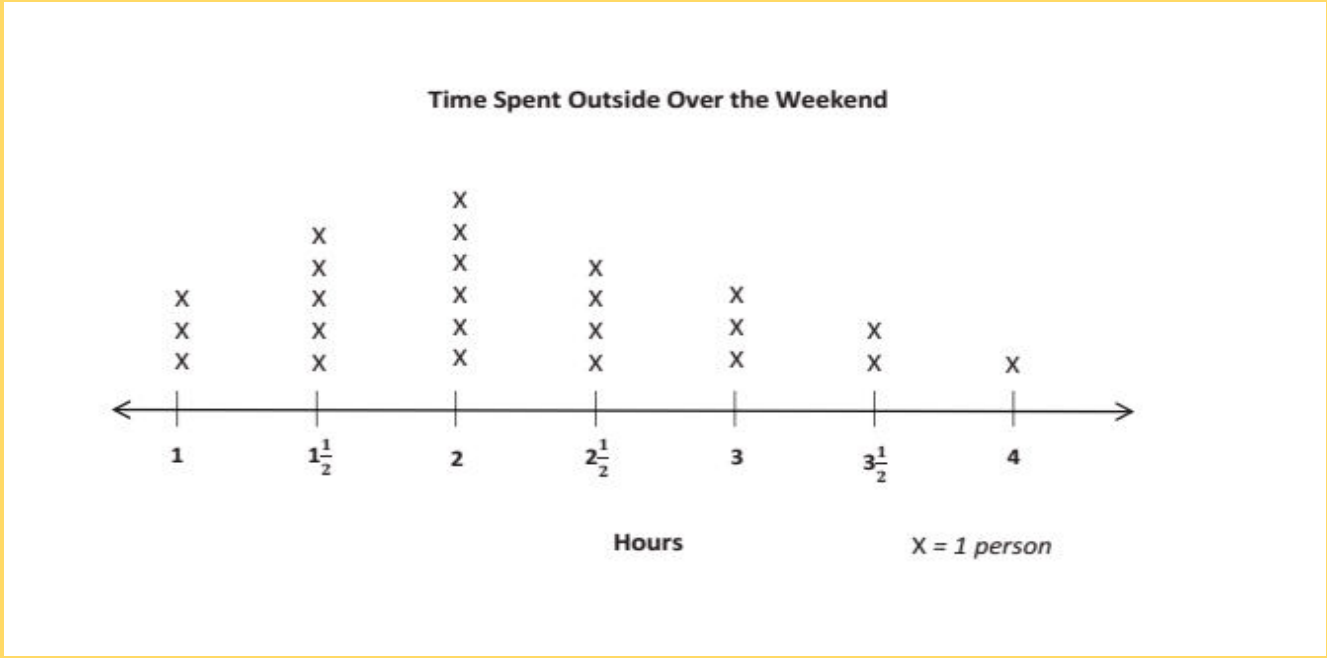
Turn and talk - If the label on the line plot was people instead of hours, could we have fractions? Why?



Straws, heights of classmates, shoe sizes, heghths of a plant - anything you can measure

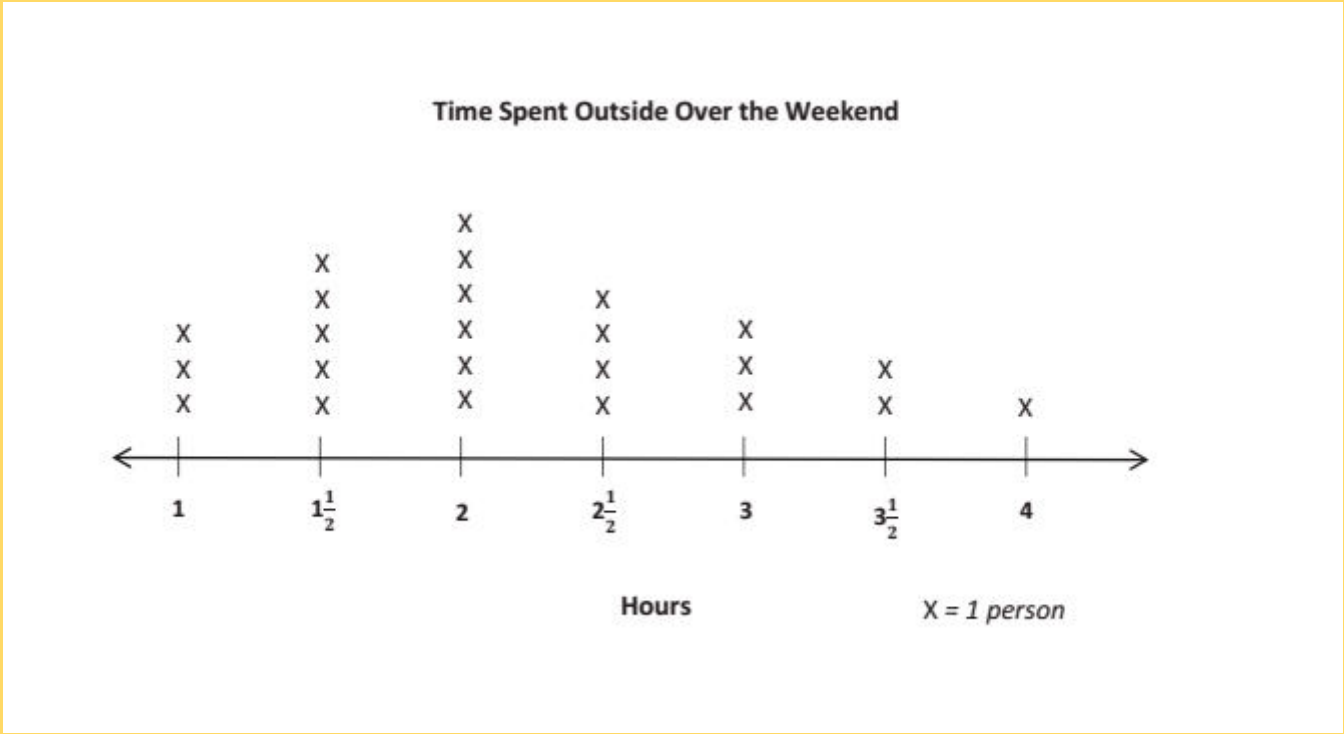
When you use fractions on line plots, we need to make sure that it makes sense for the units to be given as fractions. Talk to a partner, can you think of anything else that can be represented as a fractions?

How is a line plot like a bar graph or tape diagram?

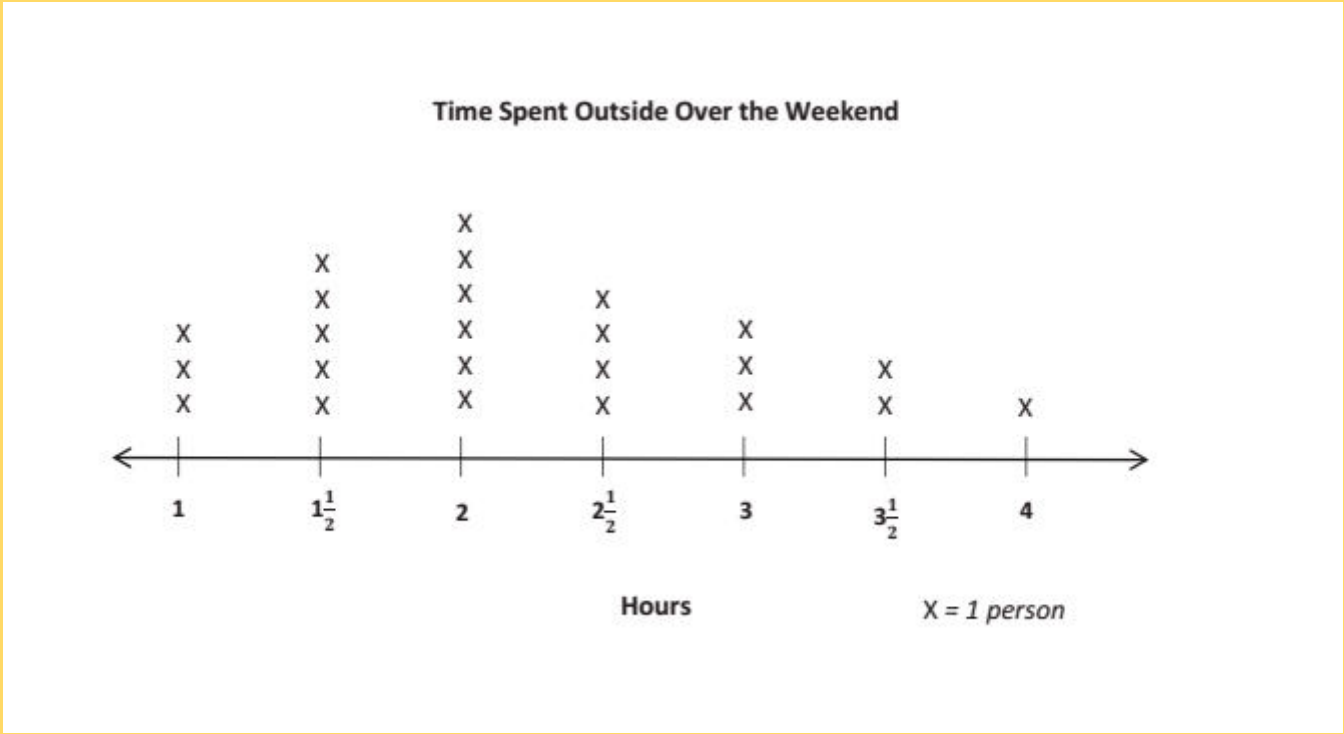


The x's are like the units of a tape diagram, they end up looking like columns. The tallest shows the most

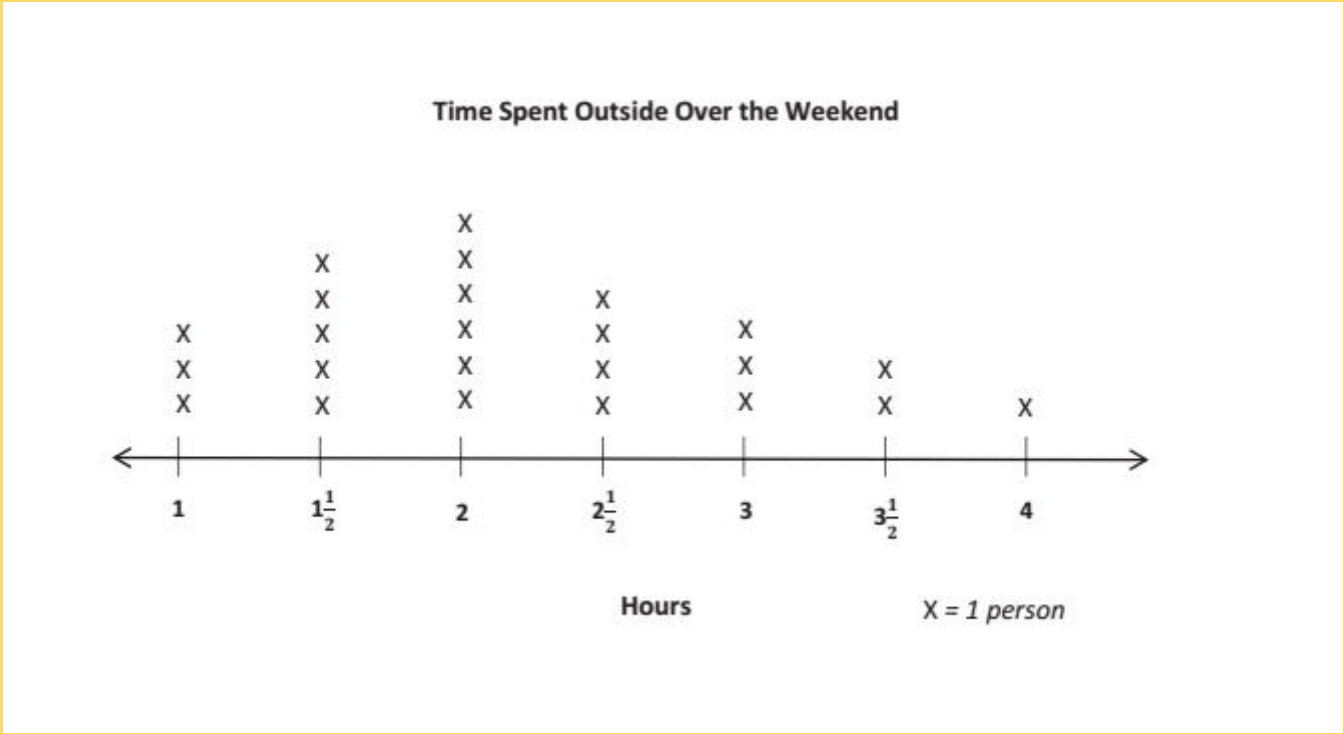
At least 1 - Least How do you know



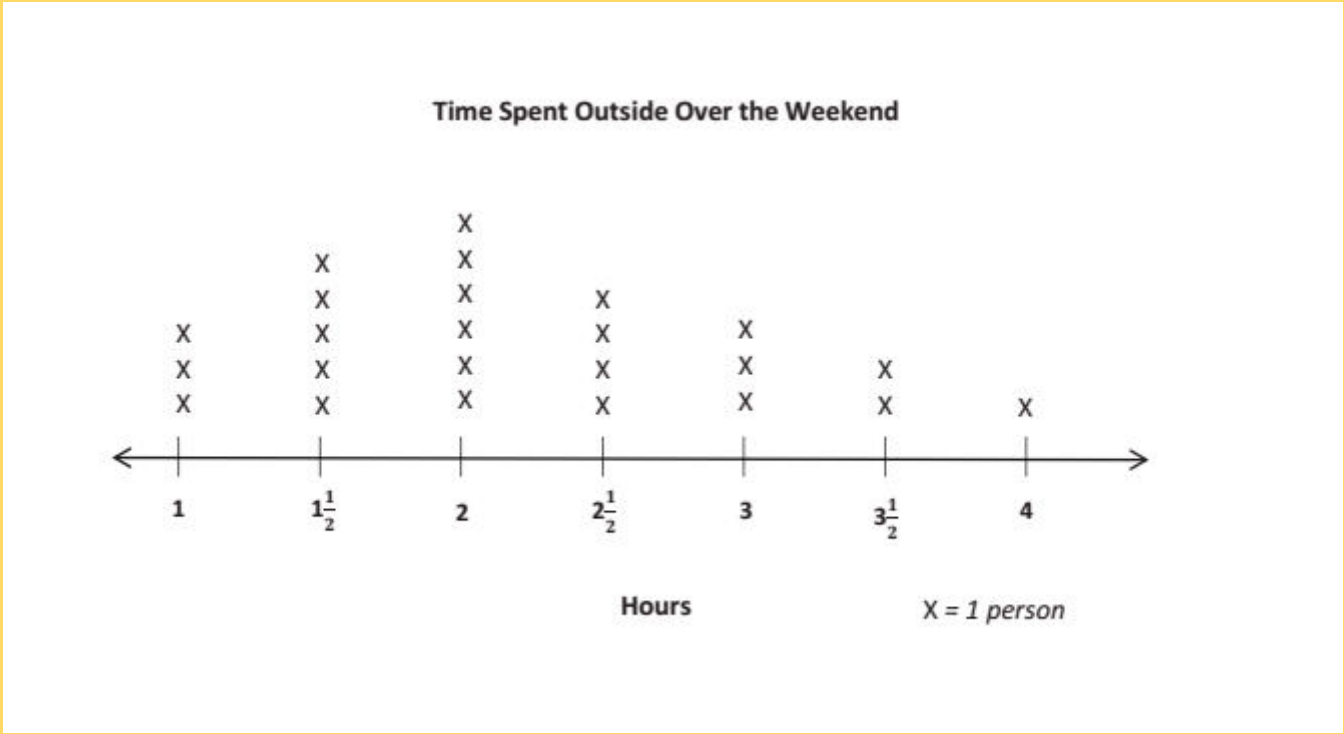
Frequent - As in least or most -



LESS THAN - Everything including and below



MORE THAN - Everything including and Above



Problem set - 12 minute timer

Debrief

Use your answers from Problems 1(a) and (b), what subtraction sentence could you use to find the number of children who are at least 53 inches tall?

15-6 = 9

What is the most frequent length of the worms in problem 2? How do you know?