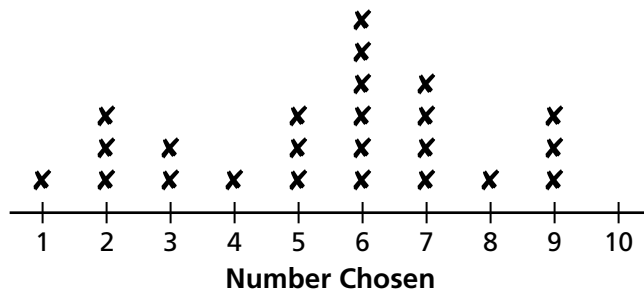


Additional Practice

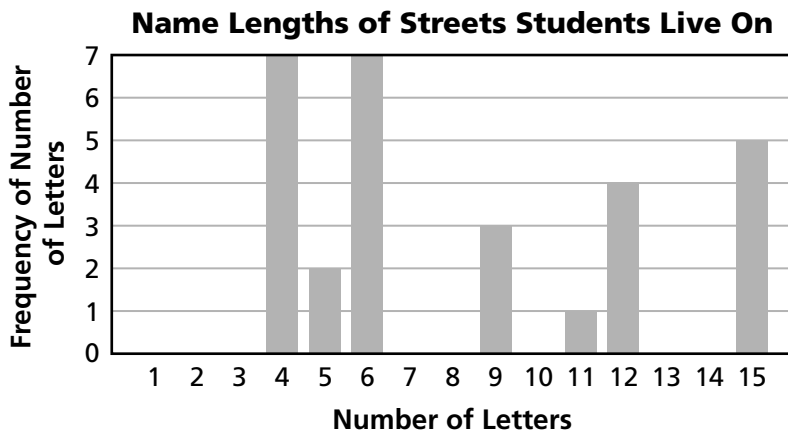
Investigation 1

Data About Us

1. Ms. Snow's students wrote down a whole number between 1 and 10 on a slip of paper. She collected the numbers and displayed the data in the line plot below.



- What is the typical number chosen by students in this class?
 - If two students were absent on the day Ms. Snow collected the data, how many students are enrolled in the class? Explain your reasoning.
2. Mr. Watkins arranged the quiz scores of his afternoon math class from least to greatest: 5, 5, 6, 6, 6, 7, 7, 7, 7, 7, 8, 8, 8, 8, 8, 8, 9, 9, 9, 10, 10
- How many students are in Mr. Watkins's afternoon math class?
 - How do the quiz scores vary?
 - What is the mode of the scores?
 - What is the median of the scores?
3. The students in Mr. Furgione's math class counted the letters in the names of the streets where they lived. Then they made the bar graph below.



Additional Practice *(continued)***Investigation 1****Data About Us**

- a. Use the bar graph on page 116 to make a table showing each name length and the number of students who live on streets with names of that length. Then make a line plot showing these name lengths.
- b. Nobody was absent when the data were collected. How many students are in Mr. Furgione's class? Explain your reasoning.
- c. What is the typical street-name length for this class? Use the mode, median, and range to help you answer this question.

For Exercises 4–7, make a line plot or a bar graph of a set of name-length data that fits the description.

4. 24 names that vary from 6 letters to 18 letters
5. 9 names with a median of 12 letters

Additional Practice *(continued)*

Investigation 1

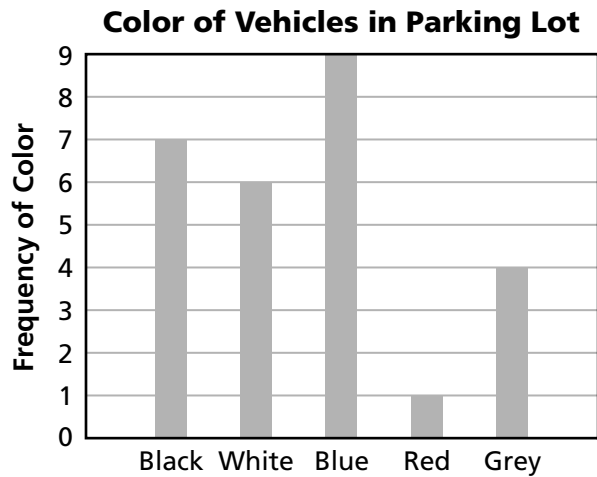
Data About Us

6. 11 names that vary from 6 to 15 letters and a median of 13 letters

7. 14 names with a median of 12 letters and a range of 7 letters to 17 letters

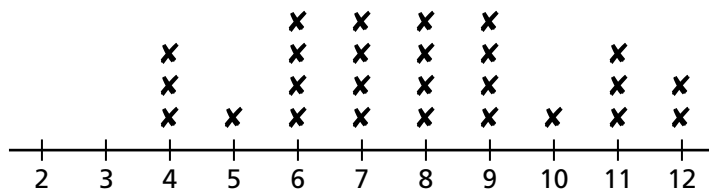
8. Mr. Wanko’s classroom looks out over one of the school’s parking lots. His class made the bar graph at right of the colors of the vehicles parked in the lot.

- a. Does the bar graph show categorical or numerical data? Explain.
- b. How many vehicles are parked in the lot?
- c. Which vehicle color seems most popular? Explain.
- d. Suppose Mr. Wanko’s class collected data on the colors of vehicles parked in the same lot next week and represented the data in a bar graph. Would you expect this new bar graph to be the same as the one above? Why or why not?



9. Edna rolled a pair of six-sided number cubes several times and recorded the sums on the line plot at right.

- a. Which roll(s) occurred most often? Explain your reasoning.



Additional Practice *(continued)*

Investigation 1

Data About Us

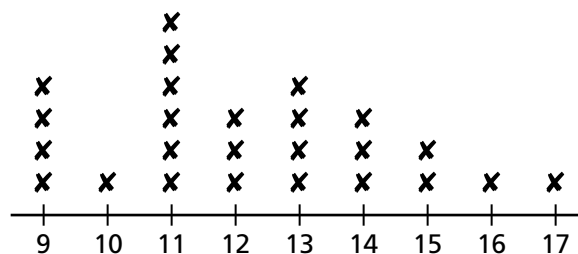
- b. How many times did Edna roll the cubes? Explain how you found your answer.
- c. How do the sums on Edna's line plot vary?
- d. What is the median sum? Explain.
- e. Does Edna's line plot show categorical or numerical data? Explain.
- f. Suppose you roll a pair of number cubes the same number of times as Edna did. Would you expect a line plot of your results to look exactly like Edna's? Explain.

Tell whether the answers to the question are numerical or categorical data.

- 10. What is your foot length in centimeters?
- 11. How many hand spans are needed to measure the length of your desk?
- 12. What is your favorite movie?
- 13. On a scale of 1 to 5, with 1 being poor and 5 being excellent, rate how you felt in your last gym class.
- 14. Are more students born in January or in August?
- 15. What is the typical amount of sleep students in your class had last night?

Use this line plot for questions 16 and 17 below.

Name Lengths of Mr. Samuel's Students



- 16. What is the median name length for this class?
 A. 13 B. 12 C. 11 D. 3
- 17. How do the name lengths for this class vary?
 F. 1 to 6 G. 9 to 17 H. 4 to 1 J. none of these