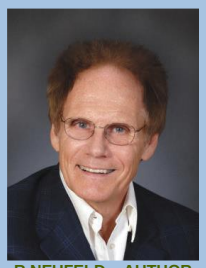
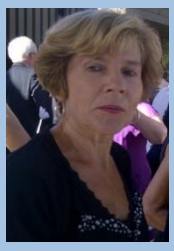
LINE GRAPH – Introduction, Creation, Interpretation

We are transitioning to the new UMathXI

The "U" in UMathX and UMathXI … is … "UNDERSTANDING"



R.NEUFELD – AUTHOR



B.NEUFELD

webinar/workshop following UMathX Learning Resources are available as we transition to new UMathXI:

- Support Sheets (with Solutions)
- Frameworks for Learning (some with answers)
- Interactive Videos at www.umathx.com in 6,7
- Previous versions of UMathX K to 10(available to some)
  1. Click to download: Understanding Numeration … **gr K to 3**
     Serial Number: **3-B18652928-465**
  2. **Click to download: Understanding Math … gr 4 to 10**
     Serial Number: **5-B17611264-681**

Contact us at **info@umathx.com** if you would like a webinar.

L.Skjold – OH - Author

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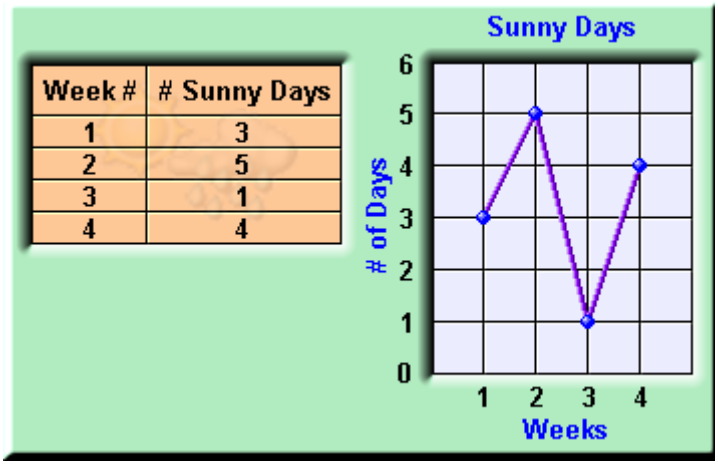
Begin with .. Click on Support Sheets (with solutions)
Graphing Section 2 – Part A – page 3 #4

If you have access to UMathX 2008

On Computer: Select **– Understanding Graphing**
Then select item 2 **– Statistics**
Then work through menu to **Introduction – Line Graph 1**
Then – Line Graph 2



Now proceed to .. **Click on the link Frameworks for Learning.**

As a start, select .. Line Plot - Introduction.

Print it or print the copy below

Then select additional frameworks online based on following content.

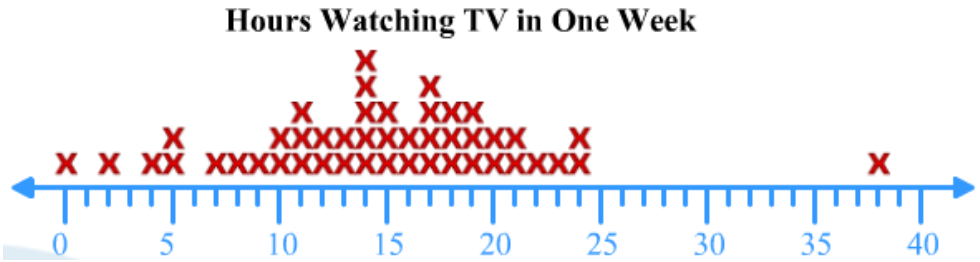
Getting Started:

Log into UMathXI

In the Content Menu, follow the path below:

Graphing> Statistics> Line Plot> Select and complete the Lesson: Introduction

(if you have not been given access, continue without a computer)



Use the **line plot** above to complete the following.

The data is **clustered** between _____ and _____. **Circle** the **cluster** in the **line plot** in **red**.

There is a **gap** in the data between _____ and _____. **Circle** the **gap** in the **line plot** in **blue**.

The **outlier(s)** in the data set is/are: _____. **Circle** the **outlier(s)** in the **line plot** in **green**.

Number of Children in Family	Tally
1	𝍸
2	𝍸
3	𝍸
4	𝍸
5	
6	𝍸

Create a **line plot** for the data shown in the **tally chart** using the number line provided below.

Survey your classmates regarding the number of pets they own.

Record your survey results in the **tally chart** shown here.

Create a **line plot** using the data in the space provided below

# of Pets in Household	Tally

The data is **clustered** between _____ and _____. **Circle** the **cluster** in **red**.

There is a **gap** in the data between _____ and _____. **Circle** the **gap** in **blue**.

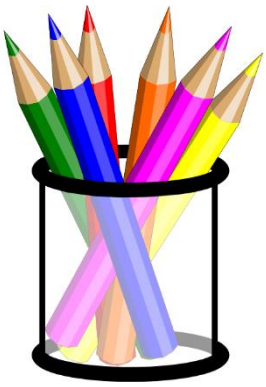
Length of Colored Pencils (in)	Tally
4 ¼	//
4 ¾	////
5 ¼	///
5 ½	//
5 ¾	/
6	///
6 ¼	//
6 ½	///
7 ¼	/

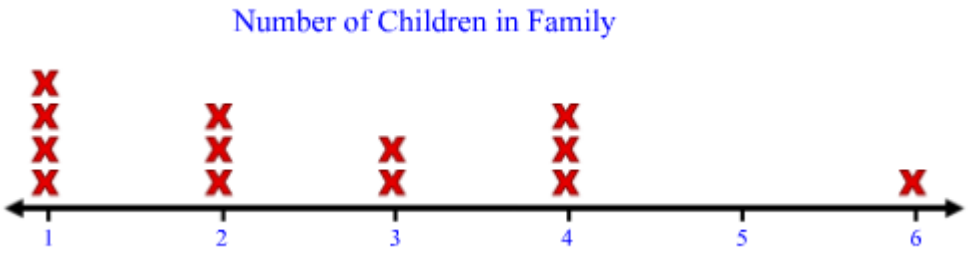
Use the tally chart to create the line plot.

Calculate the following **measures of central tendency** using the **line plot**.

Round to the nearest hundredth if necessary.

Median: _____ Mode: _____ Range: _____



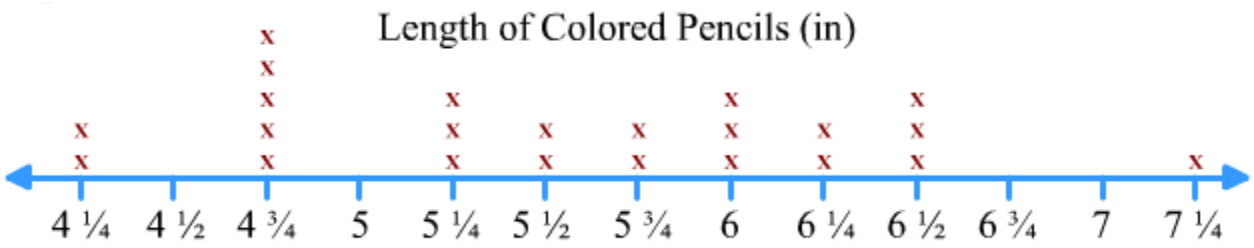


Calculate the following **measures of central tendency** using the **line plot above**.

Round to the nearest hundredth if necessary.

Mean: _____ Median: _____ Mode: _____ Range: _____

Example 1:



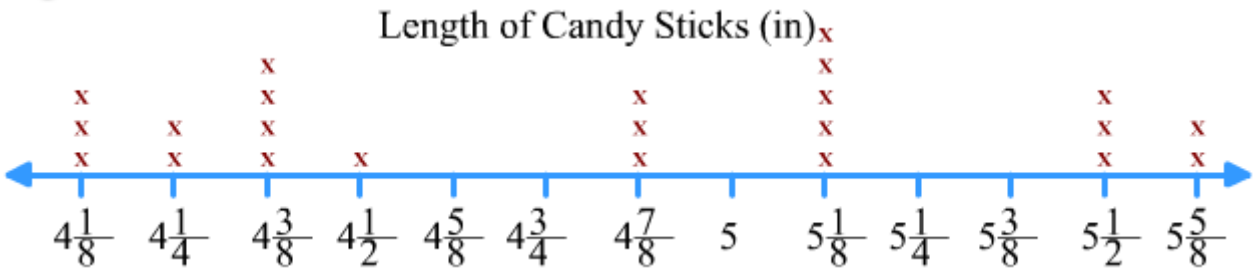
Difference between most popular length and least popular length as an improper fraction: _____

Math sentence **justifying** my answer:

Total length of train of colored pencils measuring greater than 5 in and less than 6 in: _____

Math sentence **justifying** my answer:

Example 2:



Difference in length between the most popular length of candy stick and the least popular length: _____

Math sentence **justifying** my answer:

Total length of train of candy sticks measuring 4 ½ in to 4 ⅞ in: _____

Math sentence **justifying** my answer:
