Contents

Lesson 1 Data and Questions ......................................................... 4
Lesson 2 Collecting Data ............................................................. 6
Lesson 3 Tables ........................................................................... 8
Lesson 4 Understanding Tallies and Tables ................................. 10
Lesson 5 Using Frequency Tables .................................................. 12
Lesson 6 More Frequency Tables .................................................. 14
Lesson 7 Making Frequency Tables ............................................. 16
Lesson 8 Understanding Pictographs ........................................... 18
Lesson 9 Using Pictographs .......................................................... 20
Lesson 10 More Pictographs ......................................................... 22
Lesson 11 Making Pictographs ...................................................... 24
Lesson 12 Understanding Bar Graphs .......................................... 26
Lesson 13 Using Bar Graphs ......................................................... 28
Lesson 14 More Bar Graphs .......................................................... 30
Lesson 15 Making Bar Graphs ...................................................... 32
Lesson 16 Understanding Line Plots ........................................... 34
Lesson 17 Using Line Plots .......................................................... 36
Lesson 18 More Line Plots .......................................................... 38
Lesson 19 Making Line Plots ........................................................ 40
Lesson 20 Outcomes .................................................................. 42
Lesson 21 Sample Space .............................................................. 44
Lesson 22 Probability ................................................................. 46
How to Answer Constructed Response Questions .......................... 48
LESSON 15  Making Bar Graphs

To make a bar graph, write the categories on the side or bottom of the graph. Write a scale on the other side. Then draw a bar for each category to the correct number on the scale.

Sandra has 6 caps. Jaime has 3 caps.

Read each problem. Circle the letter of the best answer.

1 Which set of data is shown in this graph?
   A  Jasmine–70
      Ryan–80
      Dwayne–100
   B  Jasmine–70
      Ryan–100
      Dwayne–80
   C  Jasmine–80
      Ryan–90
      Dwayne–100
   D  Jasmine–80
      Ryan–100
      Dwayne–90

Ms. Chan wants to make a bar graph to compare the number of hours some student volunteers worked at cleaning up a park. She has this data: Mick–4 hours, Aaron–6 hours, Larissa–8 hours, Keiko–5 hours, Madison–9 hours, Sanjay–6 hours. Use this data to answer questions 3 and 4.

3 Which of these scales would be best for Ms. Chan to use?
   A  0 1 2 3 4 5 6
   B  0 2 4 6 8 10
   C  0 4 8 12 16
   D  0 5 10 15 20

4 How many bars will Ms. Chan need to draw?
   A  4
   B  5
   C  6
   D  9

2 Drew wants to make a bar graph to show the number of coins he has in a jar. He has 30 pennies, 15 nickels, and 20 dimes. What size scale intervals would be best?
   A  1's
   B  3's
   C  4's
   D  5's
Read each problem. Write your answers.

5 The pictograph shows the number of flowers three girls planted.

A How can you change the data in the pictograph into bars for a bar graph?

___________________________________________________________________________________
___________________________________________________________________________________

B How many flowers did Kristi plant?

Answer: __________

6 The foods some students ate for breakfast are listed at the right.

A Angelina wants to make a bar graph showing how many people ate each breakfast food. How many bars will Angelina need to draw?

Answer: __________

B On the grid, make a bar graph to show how many people ate each type of food for breakfast.

Be sure to
• title the graph
• label the axes
• graph all the data
• provide a scale for the graph