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Unit 8, Lesson 3: Representing Data Graphically

Let's represent data with dot plots and bar graphs.

3.1: Curious about Caps

Clare collects bottle caps and keeps them in plastic containers.



Write one statistical question that someone could ask Clare about her collection. Be prepared to explain your reasoning.

3.2: Estimating Caps

1. Write down the statistical question your class is trying to answer.
2. Look at the dot plot that shows the data from your class. Write down one thing you notice and one thing you wonder about the dot plot.
3. Use the dot plot to answer the statistical question. Be prepared to explain your reasoning.

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3.3: Been There, Done That!

Priya wants to know if basketball players on a men’s team and a women’s team have had prior experience in international competitions. She gathered data on the number of times the players were on a team before 2016.

men’s team	3	0	0	0	0	1	0	0	0	0	0	0
women’s team	2	3	3	1	0	2	0	1	1	0	3	1

1. Did Priya collect categorical or numerical data?
2. Organize the information on the two basketball teams into these tables.

Men’s Basketball Team Players

Women’s Basketball Team Players

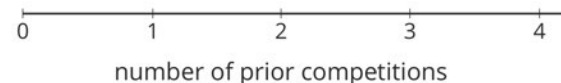
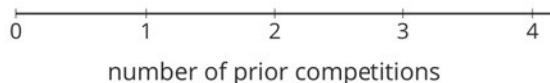
number of prior competitions	frequency (number)
0	
1	
2	
3	
4	

number of prior competitions	frequency (number)
0	
1	
2	
3	
4	

3. Make a dot plot for each table.

Men’s Basketball Team Players

Women’s Basketball Team Players



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4. Study your dot plots. What do they tell you about the competition participation of:

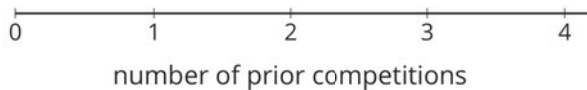
a. the players on the men's basketball team?

b. the players on the women's basketball team?

5. Explain why a dot plot is an appropriate representation for Priya's data.

Are you ready for more?

Combine the data for the players on the men's and women's teams and represent it as a single dot plot. What can you say about the repeat participation of the basketball players?



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3.4: Favorite Summer Sports

Kiran wants to know which three summer sports are most popular in his class. He surveyed his classmates on their favorite summer sport and collected these responses:

swimming	gymnastics	track and field	volleyball	swimming	swimming
diving	track and field	gymnastics	basketball	basketball	volleyball
track and field	track and field	volleyball	gymnastics	diving	gymnastics
volleyball	rowing	track and field	track and field	soccer	swimming
gymnastics	track and field	swimming	rowing	diving	soccer

1. Did Kiran collect categorical or numerical data?
2. Organize the responses in a table to help him find which summer sports are most popular in his class.

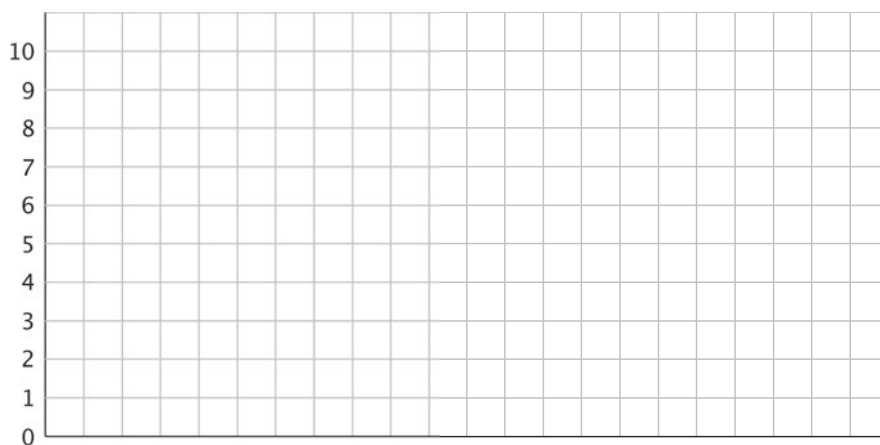
sport	frequency

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3. Represent the information in the table as a bar graph.



4. a. How can you use the bar graph to find how many classmates Kiran surveyed?

b. Study your bar graph, and answer Kiran’s question about the top three summer sports in his class. Then, make at least one other observation, based on your bar graph, about his classmates’ preferred summer sports.

5. Could a dot plot be used to represent Kiran’s data? Explain your reasoning.

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Lesson 3 Summary

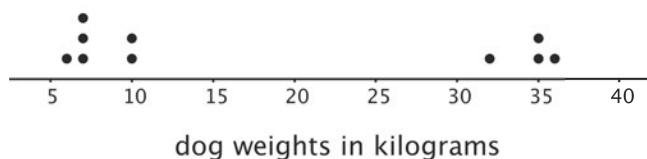
When we analyze data, we are often interested in the **distribution**, which is information that shows all the data values and how often they occur.

In a previous lesson, we saw data about 10 dogs. We can see the distribution of the dog weights in a table such as this one.

weight in kilograms	frequency
6	1
7	3
10	2
32	1
35	2
36	1

The term **frequency** refers to the number of times a data value occurs. In this case, we see that there are three dogs that weigh 7 kilograms, so “3” is the frequency for the value “7 kilograms.”

Recall that dot plots are often used to represent numerical data. Like a frequency table, a dot plot also shows the distribution of a data set. This dot plot, which you saw in an earlier lesson, shows the distribution of dog weights.



A dot plot uses a horizontal number line. We show the frequency of a value by the number of dots drawn above that value. Here, the two dots above the number 35 tell us that there are two dogs weighing 35 kilograms.

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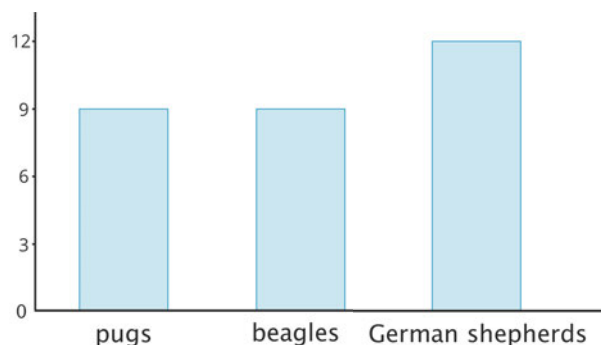
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The distribution of categorical data can also be shown in a table. This table shows the distribution of dog breeds.

breed	frequency
pug	9
beagle	9
German shepherd	12

We often represent the distribution of categorical data using a bar graph.



A bar graph also uses a horizontal line. Above it we draw a rectangle (or “bar”) to represent each category in the data set. The height of a bar tells us the frequency of the category. There are four German shepherds in the data set, so the bar for this category is 4 units tall. Below the line we write the labels for the categories.

In a dot plot, a data value is placed according to its position on the number line. A weight of 10 kilograms must be shown as a dot above 10 on the number line.

In a bar graph, however, the categories can be listed in any order. The bar that shows the frequency of pugs can be placed anywhere along the horizontal line.

Lesson 3 Glossary Terms

- frequency
- distribution

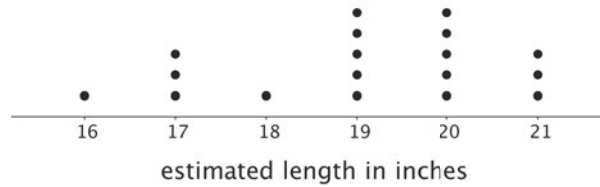
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Unit 8, Lesson 3: Representing Data Graphically

1. A teacher drew a line segment that was 20 inches long on the blackboard. She asked each of her students to estimate the length of the segment and used their estimates to draw this dot plot.



- a. How many students were in the class?
- b. Were students generally accurate in their estimates of the length of the line? Explain your reasoning.
2. Here are descriptions of data sets. Select **all** descriptions of data sets that could be graphed as dot plots.
- A. Class size for the classes at an elementary school
 - B. Colors of cars in a parking lot
 - C. Favorite sport of each student in a sixth-grade class
 - D. Birth weights for the babies born during October at a hospital
 - E. Number of goals scored in each of 20 games played by a school soccer team
3. Priya recorded the number of attempts it took each of 12 of her classmates to successfully throw a ball into a basket. Make a dot plot of Priya's data.

1	2	1	3	1	4	4	3	1	2	5	2
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4. Solve each equation.

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a. $9v = 1$

d. $12.1 = 12.1 + y$

b. $1.37w = 0$

e. $\frac{3}{5} + z = 1$

c. $1 = \frac{7}{10}x$

(from Unit 6, Lesson 4)

5. Find the quotients.

a. $\frac{2}{5} \div 2$

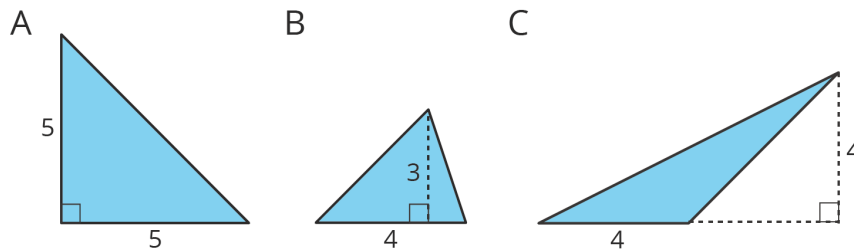
c. $2 \div \frac{2}{5}$

b. $\frac{2}{5} \div 5$

d. $5 \div \frac{2}{5}$

(from Unit 4, Lesson 11)

6. Find the area of each triangle.



(from Unit 1, Lesson 9)