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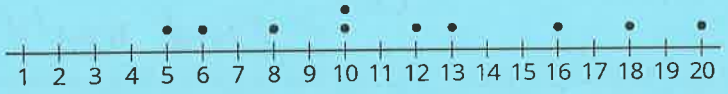
Unit 8, Lesson 1: Got Data?

1. Tyler asked 10 students at his school how much time in minutes it takes them to get from home to school. Determine if each of these dot plots could represent the data Tyler collected. Explain your reasoning for each dot plot.

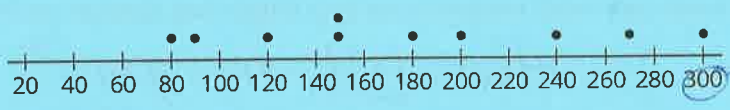
/4

dot plot 1



yes possible 5-20 minutes

dot plot 2

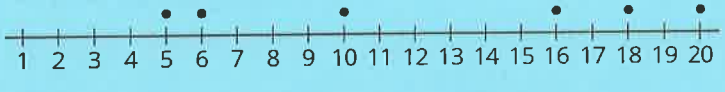


hopefully not- 5 hours is a LONG time

dot plot 3

No, negative time doesn't make sense

dot plot 4



only 6 students?

2. Here is a list of questions. For each question, decide if the responses will produce numerical data or categorical data and give two possible responses.

/5

a. What is your favorite breakfast food? C

b. How did you get to school this morning? C

c. How many different teachers do you have? N

d. What is the last thing you ate or drank? C

e. How many minutes did it take you to get ready this morning—from waking up to leaving for school? N

3. a. Write two questions that you could ask the students in your class that would result in categorical

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data. For each question, explain how you know that responses to it would produce categorical data.

1. What is your favorite color? red, blue etc. are categories

½

2. What type of books do you like? Kind would give a categorr

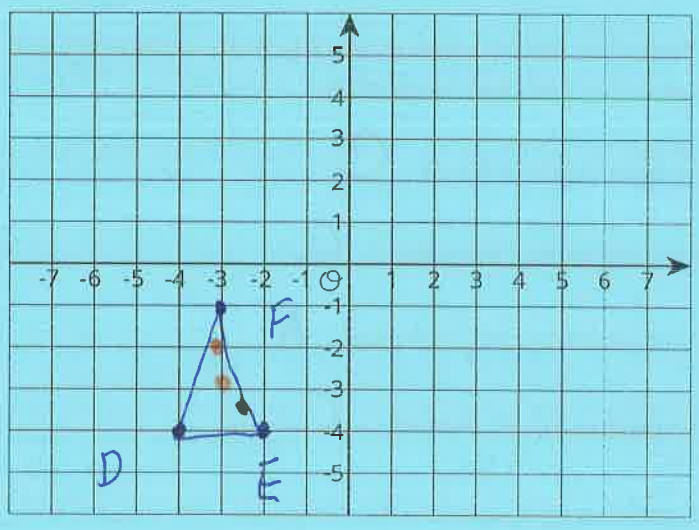
b. Write two questions that you could ask the students in your class that would result in numerical data. For each question, explain how you know that responses to it would produce numerical data.

1. How tall are you? answer in inches or feet = numbers

½

2. How many siblings do you have? answer would be a count = a number

4. Triangle DEF has vertices $D = (-4, -4)$, $E = (-2, -4)$, and $F = (-3, -1)$.



⅓ a. Plot the triangle in the coordinate plane and label the vertices. ✓

1/1 b. Name the coordinates of 3 points that are inside the triangle. -3, -2 , -3, -3, -2.5, -3.5

1/1 c. What is the area of the triangle? Show your reasoning. $\frac{1}{2} \cdot b \cdot h = \frac{1}{2} \cdot 2 \cdot 3 =$ 3 units^2

(from Unit 7, Lesson 15)