

ALL ABOUT US

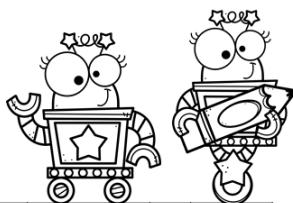
Graphing Activities

My Hand Hurts

Divide the class into 5 groups. Students will try to write the numbers from 1-100 in order. Each group will have a different amount of time to see how far they can get. Group 1 writes for 10 seconds, Group 2 for 15 seconds, Group 3 for 20 seconds, Group 4 for 25 seconds and Group 5 for 30 seconds.

Calculate how far the last number you wrote is from 100 by subtracting the last number you wrote from 100.

Record each student's data in the tables. Each column in the table represents one student's data. We must know how long the student had to write and the distance from 100 of the last number written.



Raw Data:

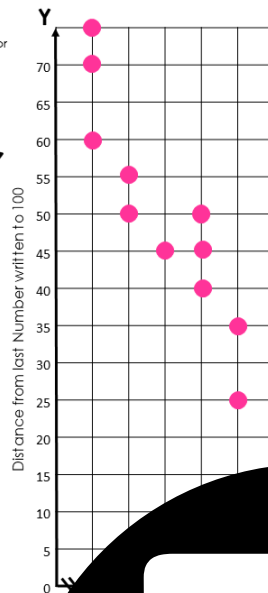
Amount of Time x , (seconds)	10	25	15	25	30	10	30	25	15	20	10
Distance from last # written to 100, y	75	45	50	40	25	60	35	50	55	45	70

Amount of Time x , (seconds)											
Distance from last # written to 100, y											

Amount of Time x , (seconds)											
Distance from last # written to 100, y											

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Make a Scatter Plot:



5th GRADE

MARVEL Math

Students collect, organize, and analyze data about their class!



Snap in 10

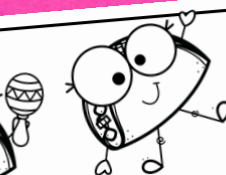
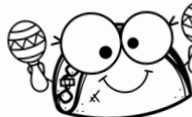
How many times can you snap in 10 seconds?

Raw Data:

Make a Stem and Leaf Plot:

Stem	Leaves
0	
1	
2	
3	
4	
5	

KEY: 1 | 4 = 14



Write the data in order from least to greatest:

Work It

Divide the class into 5 groups. Group 1 does jumping Jacks for 5 seconds, Group 2 for 10 seconds, Group 3 for 15 seconds, Group 4 for 20 seconds and Group 5 for 25 seconds.

Record each student's data in the tables. Each column in the table represents one student's data. We must know how long the student jumped and how many jumping jacks were completed.

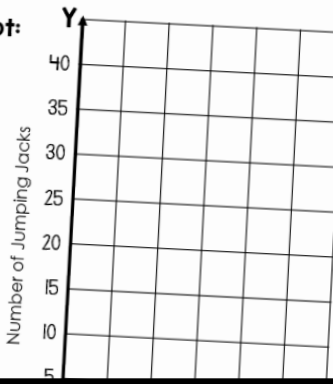
Amount of Time
x, (seconds)

Number of
jumping jacks, y

Amount of Time
x, (seconds)

Number of
jumping jacks, y

Make a Scatter Plot:



1. What type of relationship did you see in your scatterplot?
As the amount of time increased, the number of jumping jacks _____.
2. How many students completed 20 jumping jacks?
3. What fraction of the class completed 10 jumping jacks?

Includes activities for

- Stem-and-Leaf Plots
- Scatterplots
- Dot Plots

Thumbs Up

Measure the length of your thumbnail to the nearest tenth of a cm.

Raw Data:	0.7	1.3	0.8	1.1	0.9	0.7	1.4	2
	1.3	1.7	1.3	1.2	0.9	1.1	1.2	1.5
	0.6	1.7						

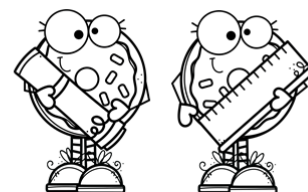
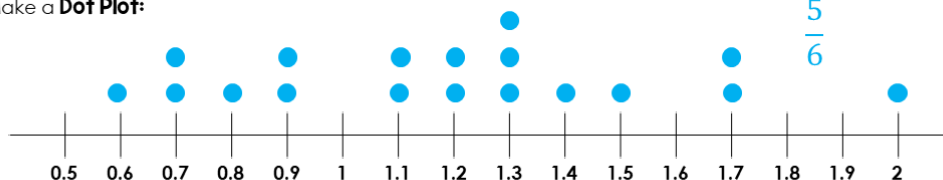
Order your Data from **Least to Greatest**:

0.6, 0.7, 0.7, 0.8, 0.9, 0.9, 1.1, 1.1,

1.2, 1.2, 1.3, 1.3, 1.3, 1.4, 1.5, 1.7,

1.7, 2

Make a **Dot Plot**:



1. What is the difference between the longest and shortest thumbnail?

1.4 cm

2. What fraction of the class had a thumbnail length longer than 1.2 cm?

$\frac{4}{9}$

3. What fraction of the class had a thumbnail that was 1.5 cm or shorter?

$\frac{5}{6}$

No-Prep Activities

Just Print and Go!

Pick a Number, Any Number

1 2 3 4 5 6 7 8

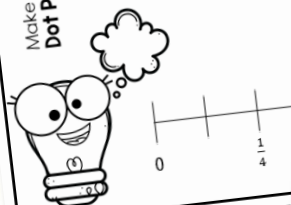
Pick a number between 1 and 8. That number will be your numerator. Your denominator will be 8. Record every student's fraction below.

Make a frequency table with your data:

$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{5}{8}$	$\frac{6}{8}$	$\frac{7}{8}$	$\frac{8}{8}$

Raw Data:

Make a
Dot Plot



GRAPHS

SCATTERPLOTS
DOT PLOTS
STEM AND LEAF PLOTS
FREQUENCY TABLES

About our CLASS



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Meaningful Practice

In this activity will tie meaningful experience and develop a lasting ability to create graphs.



Snap in 10



How many times can you snap in 10 seconds?

Raw Data:

Write the c

Make a **Stem and Leaf Plot**:

Stem	Leaves
0	
1	
2	
3	
4	
5	

KEY: 1 | 4 = 14

Cover up
these que

1. What
num'
2. Ho
- 3.

My Hand Hurts

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Raw Data:

Amount of Time x , (seconds)	Distance from last # written to 100, y																		
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Amount of Time x , (seconds)

Distance from last # written to 100, y

Amount of Time x , (seconds)

Distance from last # written to 100, y

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Fun Real Life Activates

Thumbs Up

Measure the length of your thumbnail to the nearest tenth of a cm.

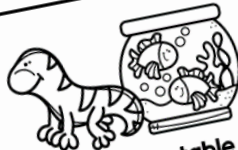
Raw Data:

Order your Data from Least



We Love Our Pets

How many pets do you have?
Raw Data:



Make a **frequency table** with your data:

0	1	2	3	4	5	6

1. How many students have 4 or more pets?
2. What fraction of the class has 4 or more pets?
3. What fraction of the class has 2 or more pets?

4. What is the difference between the greatest number of pets and the number of pets owned by students in the class?



Make a **Dot Plot**:

About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.



MARVEL Math