

Guided Notes

Name _____ Class _____ Date _____

1. What will you learn to do in this lesson?
2. What's another name for categorical data?
3. What's the difference between categorical data and quantitative data?
4. According to the frequency table for favorite pizza toppings, did more students choose ham or sausage?
5. How do you find a relative frequency?
6. Which color of M&M'S had the highest relative frequency? What was the value?
7. When would you add relative frequencies?
8. What do the dots represent on a dot plot?
9. According to the dot plot, what was the students' least favorite food?
10. According to your dot plot on student hobbies, what was the most popular hobby?
11. How does a histogram differ from a dot plot?
12. What information does the x- and y-axis of a histogram represent?
13. According to the histogram, how many of Coach Bennett's students weighed 180 pounds or more?

14. What numbers make up the five-number summary?
15. Why should data be arranged in order before finding the five-number summary?
16. Seventy-five percent of data is at or above _____.
- Twenty-five percent of data is at or above _____.
17. How do you determine if a value is an outlier? Explain.
18. If the upcoming Super Bowl's attendance is 74,100 people, would the value be an outlier? Explain.

Lesson Check:

What new skill(s) did you learn from the lesson?

On a scale of 1-5, rate how well you understood Lesson 5-1: Graphing One-Variable Data.

Scale: 1 = I need more examples; 5 = I've got it.

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|---|---|---|---|---|---|
| ✓ I understand how to represent data with a dot plot, histogram, and box plot. | 1 | 2 | 3 | 4 | 5 |
| ✓ I understand how to determine the five-number summary for a data set. | 1 | 2 | 3 | 4 | 5 |
| ✓ I understand how to use the interquartile range of a data set to identify outliers. | 1 | 2 | 3 | 4 | 5 |

If your rating for any of the skills/concepts was 3 or lower, indicate what you are still having trouble with.