|  |  |
| --- | --- |
| **Topic: Graphs and when we use them.** | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| When should we use line graphs? | We use the \_\_\_\_\_\_\_\_\_\_\_\_ graph to show changes over time.  Example: Rain amounts in January, February, March, April, etc.   |  |  | | --- | --- | | Rain Amount | Month | | 5 inches | January | | 2 inches | February | | 2 inches | March | | 8 inches | April | |
| When should we use bar graphs? | We use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ graph to compare data.  Example: What language do you speak?   |  |  | | --- | --- | | Language | Number of people | | Spanish | 3 | | Karen | 10 | | Thai | 2 | | Swahili | 4 | |
| When should we use double bar graphs? | We use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ graph to compare two sets of data.  Example: What are the girls’ favorite sport? What are the boys’ favorite sport?   |  |  |  | | --- | --- | --- | | Favorite Sport | Boys | Girls | | Hockey | 3 | 1 | | Football | 5 | 8 | | Soccer | 15 | 21 | |
| When should we use pie charts/circle graphs? | We use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to show parts to a whole.  Example: What languages do students speak at school 45?   |  |  | | --- | --- | | Language | Number of students | | Burmese | 14 | | Thai | 3 | | Spanish | 10 | | Swahili | 2 | |
| When should we use pictographs? | We use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to show images to represent data.  Example: How many pieces of pizza can you eat?   |  |  | | --- | --- | | Number of pieces of pizza | Number of students | | 0 | 3 | | 1 | 3 | | 2 | 7 | | 3 | 7 | |
| When should we use stem and leaf plots? | We use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to show larger sets of information.  Example: How did students do on the math test?   |  |  | | --- | --- | | Stem | Leaf | | 0 | 3 | | 1 | 3, 5, 7, 9 | | 2 | 7, 8, 9 | | 3 | 7, 8, | |