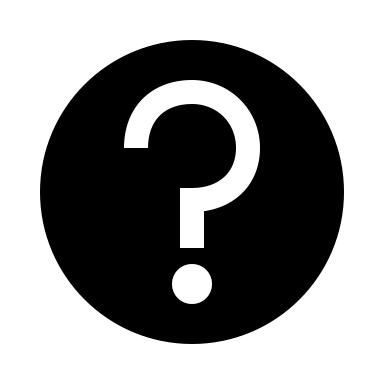
**LESSON - CONSTRUCTING GRAPHS**

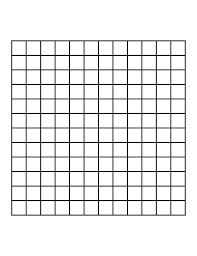
Resource: See ***Types of Graphs Reference Sheet*** handout

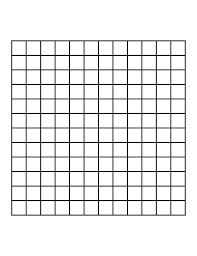
**GUIDED PRACTICE: CONSTRUCTING GRAPHS**

**Question #1: How many Skittles are there of each colour?**

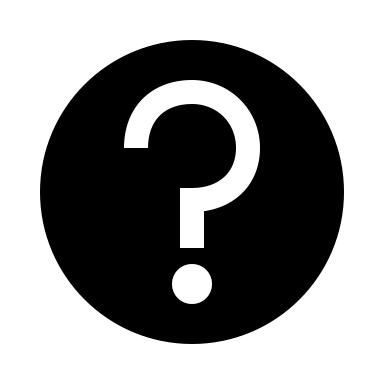
1. Decide: What type of graph makes the most sense to use and why?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Let’s create a data table that works to collect our data.
2. Now let’s create the graph to represent the data



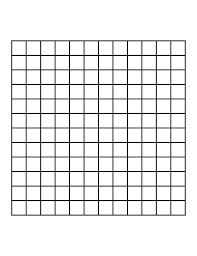
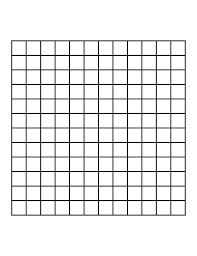
1. Analyze: What does this graph tell us at a glance?

**Question #2: What colour of Skittle does our class enjoy?**

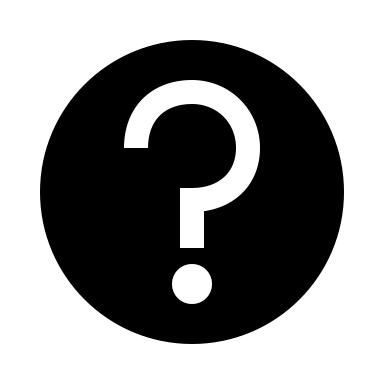
1. Decide: What type of graph makes the most sense to use and why?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Let’s create a data table that works to collect our data.
2. Now let’s create the graph to represent the data



1. Analyze: What does this graph tell us at a glance?

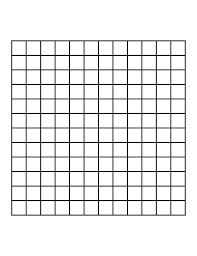
**Question #3: What effect does consuming Skittles have on blood sugar levels??**

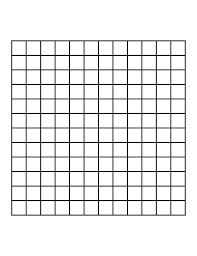
1. Decide: What type of graph makes the most sense to use and why?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

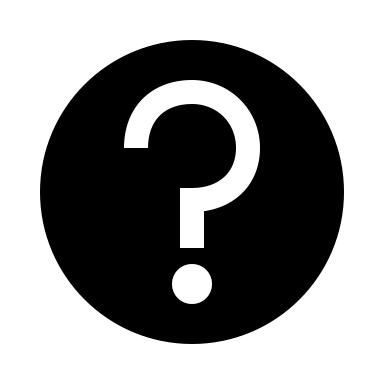
1. Let’s look at a (totally made up) data table:

|  |  |
| --- | --- |
| Number of Skittles | Blood Sugar Level (mg/dl) |
| 5 | 100 |
| 10 | 120 |
| 18 | 140 |
| 31 | 200 |

1. Now let’s create the graph to represent the data



1. Analyze: What does this graph tell us at a glance?
2. Estimate the blood sugar level after 25 skittles: \_\_\_\_\_\_\_\_ 0 skittles? \_\_\_\_\_\_\_
   * This skill is called :

**Question #4: What trend do we see of Skittles given out to Trick-or-Treaters at Halloween over a 5-year period in Willoughby?**

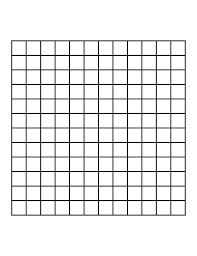
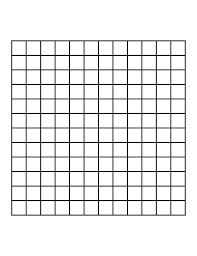
1. Decide: What type of graph makes the most sense to use and why?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Let’s look at a data table:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | 2014 | 2015 | 2016 | 2017 | 2018 |
| # Skittles distributed | 8,000 | 8,200 | 8,400 | 9,200 | 9,500 |

1. Now let’s create the graph to represent the data



1. Analyze: What does this graph tell us at a glance?

**SCATTER PLOT – TRENDLINES & CORRELATION**

Calendar

Description automatically generated



Instructions: Draw the trendline on each of the following graphs and indicate the correlation

