

Rolling Along with Links



Draw a picture of the experiment setup. Include the parts of the experiment that must remain the same.

What are you trying to find out? _____



How far did each type of car roll? Record the distance in the data table below.

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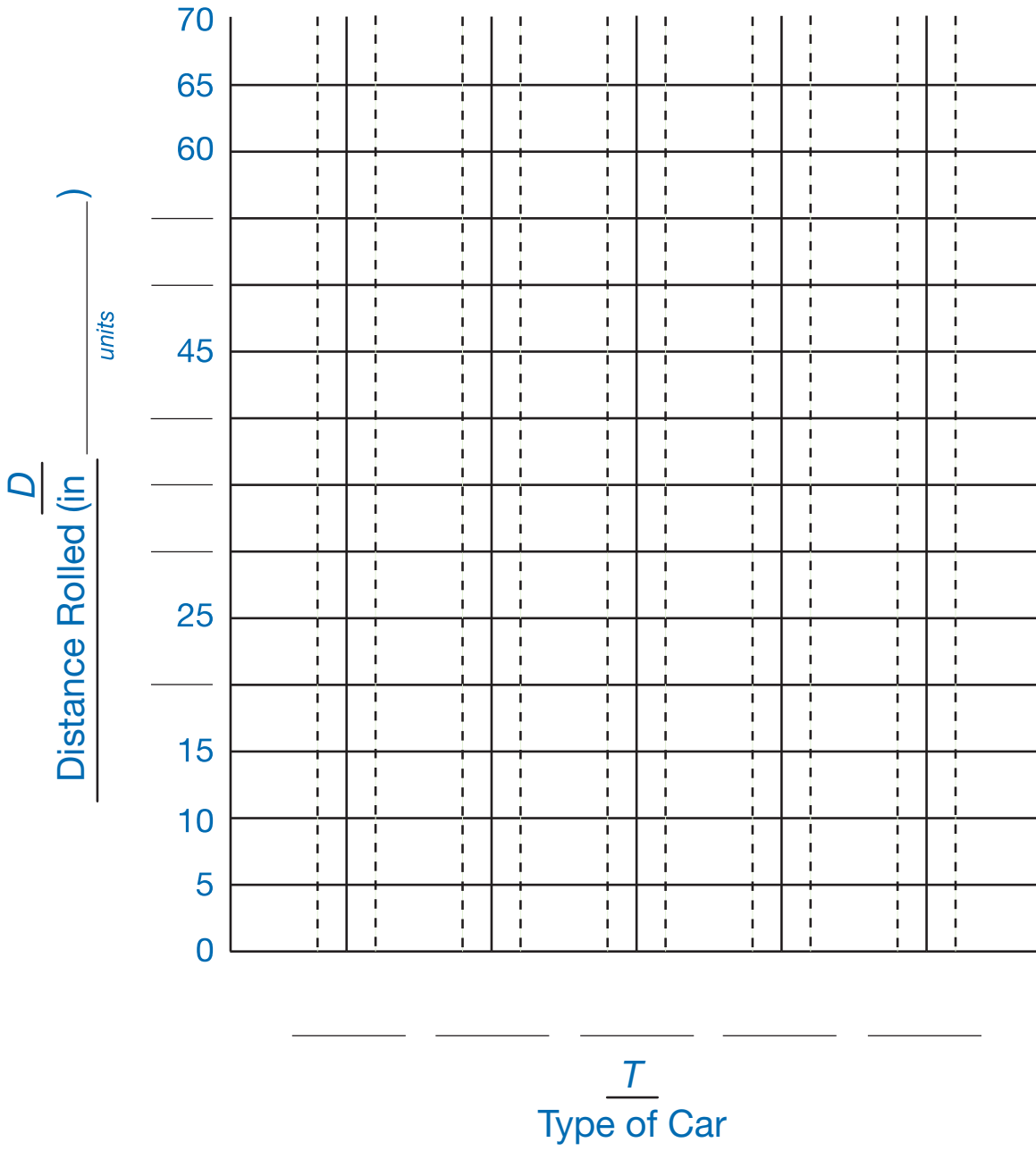
<i>T</i> Type of Car	<i>D</i> Distance Rolled (in links)



Graph

Make a bar graph of your data. Fill in the proper units.

Rolling Along with Links





Answer the questions below. Use your data table and graph. Include labels. If needed, write a number sentence.

1. Which car was the best roller? _____
2. How far did the best roller go? _____
3. Which car was the worst roller? _____
4. How far did the worst roller go? _____
5. How much farther did the best roller go than the worst roller?

Number sentence _____

6. Susan's car rolled 20 links. David's car rolled 12 links farther than Susan's. How far did David's car roll?

Number sentence _____

7. Tom's car rolled 17 links. Rico's car rolled 20 links. How much farther did Rico's car roll?

Number sentence _____

8. Show or tell how you solved Question 7.

Name _____ Date _____

Rolling Along with Links Feedback Box	Expectation	Check In	Comments
Compare and order quantities (e.g., lengths using comparative language: shorter, longer, shortest, longest). [Q# 1, 3, 5–8]	E5		
Solve addition problems involving length and whole numbers whose sums are less than 30 using tools (e.g., connecting links, tables, graphs). [Q# 5–8]	E6		
Make a bar graph to find information about a data set. [Graph]	E10		
Read a table or bar graph to find information about a data set. [Q# 2, 4]	E11		

Yes . . .

Yes, but . . .

No, but . . .

No . . .

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 7–8]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 7–8]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 2, 4–8]				