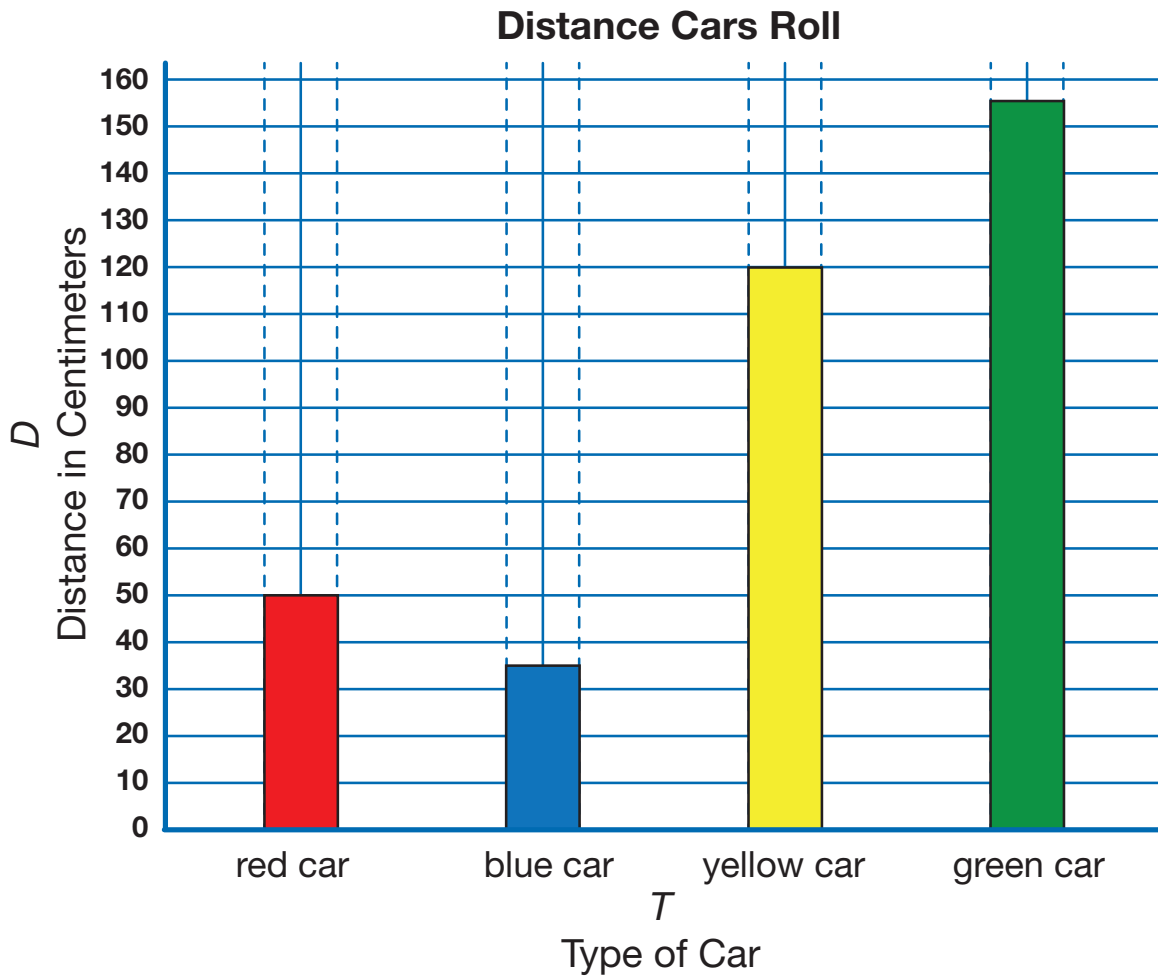


John's Data

Use the data on the graph to make a table.



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Solve these problems by looking at the graph of John's Data. You may use your *200 Chart*, number line, or other tools to help you.

1. Michael said the green car went farther than the red car, blue car, and the yellow car all added together. Is he right? Show or tell how you know.
2. Linda said the yellow car rolled more than twice as many centimeters as the red car rolled. Is she right? Show or tell how you know.



Check-In: Questions 3–10

3. How far did the yellow car roll?
4. How far did the blue car roll?
5. How much farther did the green car roll than the yellow car?

Show or tell how you know.

6. How much farther did the yellow car roll than the blue car?

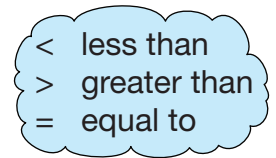
Show or tell how you know.

Compare the distances the cars rolled.

7. 120 cm ○ 155 cm

8. 35 cm ○ $155 \text{ cm} - 120 \text{ cm}$

9. 50 cm ○ 35 cm



10.A. How many cars rolled farther than 1 meter?

B. Which ones? _____

C. How many centimeters more than a meter did each of the cars in Question 10B roll? Show or tell how you know. You can write on the graph as part of your answer.

Name _____ Date _____

John's Data Check-In: Questions 3–10 Feedback Box Teacher-to-Student		Expectation	Check In	Comments
Use words and symbols (e.g., <, >, =) to show comparisons of quantities. [Q# 7–9]		E1		
Use and apply place value concepts and comparative language to compare and order lengths (e.g., shorter, longer, shortest, longest). [Q# 5–6, 10A]		E2		
Solve word problems (e.g., compare) involving length. [Q# 5–6, 10A, C]		E3		
Read a table and bar graph to find information about a data set. [Q# 3–6, 10A–B]		E9		
Use a table and bar graph to solve problems about a data set. [Q# 5–6, 10A–C]		E10		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 3–6, 10A, C]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 5–6, 10C]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 3–6, 10A, C]				

Name _____ Date _____

**John's Data Check-In: Question 10
Feedback Box**

Student-to-Student	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 10C]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 10C]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 10A–C]				