## 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.

- 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

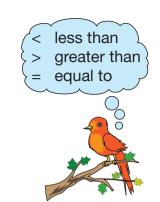
- 3. How far did the yellow car roll?
- 4. How far did the blue car roll?
- 5. How much farther did the green car roll than the yellow car?
  - Show or tell how you know.
- 6. How much farther did the yellow car roll than the blue car?
  - Show or tell how you know.

## Compare the distances the cars rolled.

**7.** 120 cm 155 cm



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.

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Data
 Date

John's Data Check-In: Questions 3–10 Feedback Box	Expectation	Check In	Comments
Teacher-to-Student			
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]				

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## 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]				