

# Pockets at St. Crispin's

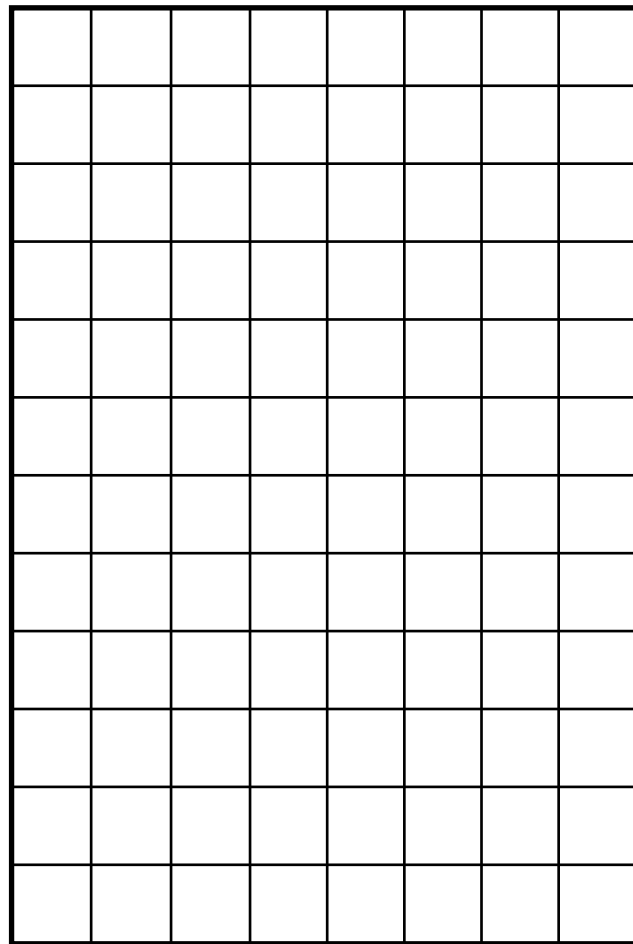
One day, the students in Mrs. Judd's fifth-grade class at St. Crispin School counted the pockets on their clothes. The table on the left shows their data.

To understand this data, you must know that the students at St. Crispin's wear uniforms. The girls wear white blouses and plaid skirts; the boys wear dark blue pants and light blue shirts.

- Make a bar graph of the data.

**Students per  
Number of Pockets**

<i>N</i> Number of Pockets	<i>S</i> Number of Students
0	0
1	5
2	6
3	0
4	0
5	12
6	0
7	0



- How many students are in Mrs. Judd's class?  
\_\_\_\_\_

Show or tell how you know.

- What is the mode? \_\_\_\_\_

4. Describe the shape of the graph.
  - A. How many bars are on your graph?
  - B. Are all the bars about the same height or are some bars much taller than the others?
  - C. Which is the tallest bar?
  - D. Why do you think the bars on the graph are where they are?
  
5. Describe how the pocket graph might change if the girls wore pants instead of skirts.



**Pockets at St. Crispin’s  
Feedback Box**

	Expectation	Check In	Comments
Make a bar graph using numerical data. [Q# 1]	E4		
Find the mode of a data set. [Q# 3, 4C]	E6		
Read a table or bar graph to find information about a data set. [Q# 2, 4A–C]	E7		
Model real-world situations with bar graphs. [Q# 4D, 5]	E8		

Yes ...

Yes, but ...

No, but ...

No ...

<p><b>MPE5. Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 4–5]</p>				
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