Teacher Guide - Page 1

Name _____ Date _____

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.

1. Make a bar graph of the data.

Students per Number of Pockets

N Number of Pockets	S Number of Students
0	0
1	5
2	6
3	0
4	0
5	12
6	0
7	0

2. How many students are in Mrs. Judd's class?
_____
Show or tell how you know.

3. What is the mode? _____

Assessment Master   TG · Grade 5 · Unit 1 · Lesson 1   **1**

Teacher Guide - Page 1

Teacher Guide - Page 2

Name _____ Date _____

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.

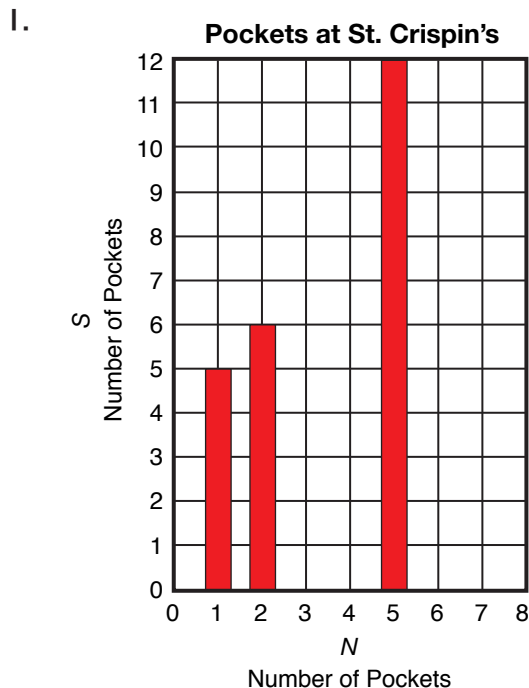| Pockets at St. Crispin's Feedback Box	Expec-tation	Check In	Comments
Make a bar graph using numerical data. [Q# 1]	E4		
Find the mode of a data set. [Q# 3, 4C]	E6		
Read a table or bar graph to find information about a data set. [Q# 2, 4A–C]	E7		
Model real-world situations with bar graphs. [Q# 4D,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

	Yes . . .	Yes, but . . .	No, but . . .	No. . .
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 4–5]				

2 TG · Grade 5 · Unit 1 · Lesson 1   Assessment Master

Teacher Guide - Page 2

Teacher Guide

Pockets at St. Crispin's (TG pp. 1–2)
Questions 1–5

1.

Pockets at St. Crispin's

(Bar graph: N Number of Pockets on x-axis, S Number of Pockets on y-axis. Bars: 1 pocket = 5, 2 pockets = 6, 5 pockets = 12)

2. 23 students. Explanations will vary. Students may use a variety of strategies to add $5 + 6 + 12$. One possible mental math strategy is $5 + 6 = 11$, $12 + 10 = 22$, $22 + 1 = 23$.

3. 5 pockets

4. Descriptions will vary.

  A. There are 3 bars on the graph.

  B. Each bar is a different height

  C. The tallest bar is for 5 pockets.

  D. Answers will vary. One possible description is: Since students wear uniforms, then the number of pockets depends on the style of uniform each student wears. For example, five pockets may be a boy wearing pants and a dress shirt. The pants could have two side pockets and one rear pocket. The shirt could have two front pockets. A girl could wear a skirt with no pockets and a shirt with one or two pockets.

5. The girls' clothing would have more pockets. The bars representing 1 or 2 pockets would be shorter. More students would have 3, 4, or 5 pockets and so there would be more bars and a higher bar for 5 pockets.

Name _____ Date _____

Unit 1: Home Practice

Part 1 Variables and Values

1. **A.** David asks each of his family members what their favorite vegetable is. Is he collecting data on a numerical or categorical variable?

   B. List four possible values for this variable.

2. **A.** Alexis asks her classmates how long it takes them to get to school. What variable is she studying? Is it numerical or categorical?

   B. List four possible values for this variable. (*Hint:* How long does it take you to get to school? How long does it take your friends?)

3. **A.** Brandon asks his friends what type of sandwiches they are going to order at the restaurant. Is he collecting data on a numerical or categorical variable?

   B. List four possible values for this variable.

TG • Grade 5 • Unit 1 • Home Practice |

Teacher Guide - Page 1

Teacher Guide

Home Practice
Part 1. Variables and Values (TG p. 1)
Questions 1–3

1. **A.** Type of vegetable; categorical
   B. Answers will vary. Possible responses: carrots, broccoli, celery, cauliflower
2. **A.** Time in minutes or hours; numerical
   B. Answers will vary. Possible responses: 15 minutes, 20 minutes, 1 hour, 5 minutes
3. **A.** Type of sandwich; categorical
   B. Answers will vary. Possible responses: ham, turkey, tuna, cheese

---

Name _____ Date _____

Part 2 Find the Median

Find the median for each set of data given below. Show how you decided.

1. Roberto, David, Nila, Lee Yah, and Romesh compare the number of movies their families own. Roberto owns 47 movies while David only owns 4. Nila owns 23 movies, Lee Yah owns 18 movies, and Romesh owns 15 movies. What is the median number of movies? (*Hint:* First list the number of movies owned by each family in order from smallest to largest. You should list five numbers.)

2. Brandon compares five different types of basketball shoes. His favorite brand has 24 eyelets. His least favorite has 32 eyelets. Two brands have pairs of shoes with 20 eyelets. Another brand has 28 eyelets. What is the median number of eyelets? (*Hint:* List the number 20 twice since two pairs of shoes have 20 eyelets.)

3. There are seven people in Felicia's family. Four members of her family have 5 pairs of shoes. Two members of her family have 3 pairs of shoes. Her mother has 15 pairs of shoes. What is the median number of pairs of shoes in Felicia's household? What is the mode?

4. Four people in David's family celebrate birthdays in September. David buys 4 cards. The card for his mother costs $2.25. The cards for his two brothers are $1.25 and $1.40. The card for his cousin is $1.50. What is the median price of the birthday cards?

5. What is the median height in your household? How did you decide?

2 **TG • Grade 5 • Unit 1 • Home Practice**

Teacher Guide - Page 2

Part 2. Find the Median (TG p. 2)
Questions 1–5

1. 18 movies
2. 24 eyelets
3. 5 pairs of shoes, 5 pairs of shoes
4. $1.45
5. Answers will vary. Everyone in the family can line up by height, then measure the person with the middle height.