



**Master 5.10**

**Step-by-Step 1**

**Lesson 1, Question 4**

**Step 1** Look at the graph on page 159.  
 Which vegetable has the highest bar? \_\_\_\_\_  
 Which vegetable takes the longest to grow? \_\_\_\_\_

**Step 2** What is the greatest number of days? \_\_\_\_\_  
 What is the least number of days? \_\_\_\_\_

The range of the data is the greatest number minus the least number.

What is the range of this data? \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

**Step 3** Use the graph on page 159.  
 Find the number of days each vegetable grows before harvesting.

Vegetable	Number of Days
Cabbage	
Leek	
Lettuce	
Onion	
Spinach	

Vegetable	Number of Symbols
Cabbage	
Leek	
Lettuce	
Onion	
Spinach	

What number divides into each number in the second column? \_\_\_\_\_

What key would you use? \_\_\_\_\_

**Step 4** If you used that key, how many symbols would you need for each vegetable?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Master 5.11**

**Step-by-Step 2**

**Lesson 2, Question 5**

Use the graph on page 162.

**Step 1** Which sports have the same length bars?

\_\_\_\_\_

Which sports are equally popular?

\_\_\_\_\_

**Step 2** The mode of a set of data is the number that occurs most often. Which bars on the graph are the same length?

\_\_\_\_\_

What does that tell you about these sports?

\_\_\_\_\_

How could you use the graph to find the mode?

\_\_\_\_\_

**Step 3** Estimate the length of each bar in the graph. Fill in the missing numbers.

Sport	Number of People	Sport	Number of People
Volleyball		Hockey	
Tennis		Golf	
Swimming		Cycling	
Soccer		Basketball	
Skiing		Baseball	
<b>Total</b>		<b>Total</b>	

**Step 4** The mean is an average for the data. One way to calculate the mean is to find the total number of people and divide by the number of sports.

What is the total number of people? \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

How many sports are there altogether? \_\_\_\_\_

Calculate the mean: \_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_

**Master 5.12**

**Step-by-Step 3**

**Lesson 3, Question 4**

**Step 1** See the data on page 168. What is the greatest number? \_\_\_\_\_

What is the least number? \_\_\_\_\_

The range is the difference between the greatest and least numbers.

What is the range of the data? \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

**Step 2** Choose 5 equal intervals. \_\_\_\_\_

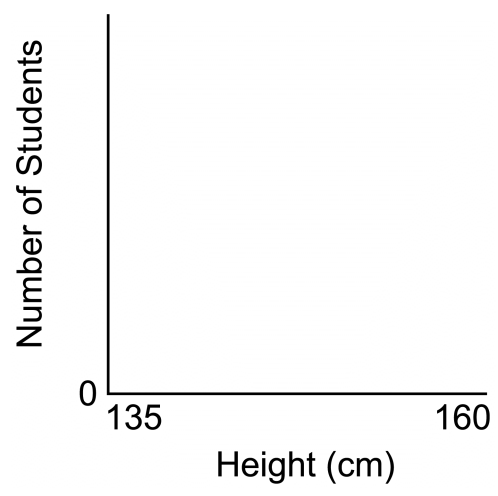
Do your intervals cover the entire range? \_\_\_\_\_

Are they completely separate (with no overlap)? \_\_\_\_\_

**Step 3** Fill in the table below.

<b>Interval (Heights in cm)</b>					
<b>Number of Students</b>					

**Step 4** Construct a bar graph using the data in the table.



**Step 5** Write 2 things you can learn from your graph.

1. \_\_\_\_\_
2. \_\_\_\_\_

**Master 5.13**

**Step-by-Step 4**

**Lesson 4, Question 3**

Look at the table on page 175.

**Step 1** What is the greatest number? \_\_\_\_\_

What is the least number? \_\_\_\_\_

What is the range of the data? \_\_\_\_\_

**Step 2** Use the range from *Step 1*.  
Choose a scale for the vertical axis.  
How many beekeepers for 1 square on the grid? \_\_\_\_\_  
Use a scale of 1 square for 1 year on the horizontal axis.

**Step 3** On grid paper, draw a line graph to display the data.

**Step 4** How does the number of beekeepers change?

\_\_\_\_\_

How does the graph show this change?

\_\_\_\_\_

**Step 5** How many beekeepers do you think there will be in Ontario in 2004?  
Explain.

\_\_\_\_\_

\_\_\_\_\_

**Master 5.14**

**Step-by-Step 5**

**Lesson 5, Question 3**

Look at the graph on page 180.

**Step 1** What does the graph show?

\_\_\_\_\_

**Step 2** What were the possible answers to the survey question?

\_\_\_\_\_

**Step 3** What might the survey question have been?

\_\_\_\_\_

**Step 4** How many students gave each answer? Fill in the chart.

Location	Number of Students
Kitchen	
Bedroom	
Family room	
No computer	

**Step 5** How many students were surveyed altogether? \_\_\_\_\_

**Step 6** How many students are usually in a classroom? \_\_\_\_\_

How many students are usually in a school? \_\_\_\_\_

Do you think a sample or an entire group was surveyed? \_\_\_\_\_

**Step 7** Write 2 things you learned from this survey.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Master 5.15**

**Step-by-Step 6**

**Lesson 6, Question 3**

Look at the graphs on page 185.

**Step 1** Use Graph A. Fill in the table below.

Brands	Number of People
Krunchie	
Tasty Tater	
Delish	

**Step 2** Use Graph B. Fill in the table below.

Brands	Number of People
Krunchie	
Tasty Tater	
Delish	

**Step 3** Look at Graph B.  
 Is Krunchie twice as popular as the others? \_\_\_\_\_  
 Look at the table you completed in *Step 2*.  
 Is Krunchie twice as popular? \_\_\_\_\_

Why do the graph and the table appear to show different data?

\_\_\_\_\_

**Step 4** Which graph makes Krunchie look more popular?

\_\_\_\_\_

If you were advertising Krunchie, which graph would you use? Why?

\_\_\_\_\_