6th Grade Week 7 Packet

May 11th-May 15th, 2020

Parent/Student Work Directions: Math

Paquete de la Semana 6 de Sexto Grado

11 de Mayo - 15 de Mayo

Instrucciones de Trabajo para Padres/Estudiantes: Matemáticas

Parent/Student Directions - Instrucciones para padres / estudiantes

Math: May 11th-May 15th, 2020

Monday/Lunes:

- Today's lesson will focus on box plots. Box plots are a way to organize and analyze data.
- Start on p. 879 and complete the Real-World Link questions based on the football!
- Then, read and answer the questions on p. 880-882. Please read and complete ALL examples, making sure to focus on the concept box if you need help.
- After these pages have been completed, complete the Guided Practice problems on p. 882, the Independent Practice problems 1-5 on p. 883 and then Hot Problems #6-8 on p. 884.
- If you are having trouble, here is a link to a video explaining the topic: https://www.youtube.com/watch?v=GQX9nVcQNwQ

- La lección de hoy se centrará en las parcelasdecaja. Las gráficas de caja son una forma de organizar y analizar datos.
- ¡Comienza en la página 879 y completa las preguntas de Real-World Link basadas en el fútbol!
- A continuación, lea y responda las preguntas en p. 880-882. Por favor, lea y complete TODOS los ejemplos, asegurándose de centrarse en el cuadro de concepto si necesita ayuda.
- Una vez completadas estas páginas, complete los problemas de la Práctica Guiada en la página 882, los problemas deLa Práctica Independiente 1-5 en la página 883 y luego Los Problemas Calientes 66-8 en la página 884.
- Si tienes problemas, aquí tienes un enlace a un video que explica el tema: https://www.youtube.com/watch?v=GQX9nVcQNwQ

Tuesday/Martes:

- Today's lesson will focus on Shape of Data Distribution, lesson 4.
- Starting on p. 891, complete the Real-World Link questions about parasailing.
- Then, read and answer the questions on p. 892-893 making sure to focus on the concept box if you need help.
- After these pages have been completed, complete the Guided Practice problems on p. 894, the Independent Practice problems 1-5 on p. 895, and Hot Problems #6-8.
- If you are having trouble, here is a link to a video explaining the topic: https://www.youtube.com/watch?v=qTjA9pM6nnU

- La lección de hoy se centrará en la forma de la distribución de datos, lección 4.
- A partir de la página 891,complete las preguntas de Real-World Link sobre el parasailing..
- Luego, lea y responda las preguntas en la página 892-893 asegurándose de centrarse en la caja de concepto si necesita ayuda.
- Una vez completadas estas páginas, complete los problemas de la Práctica Guiada en la página 894, los problemas de La Práctica Independiente 1-5 en la página 895, y los Problemas Calientes 6-8.
- Si tiene problemas, aquí hay un enlace a un video que explica el tema: https://www.youtube.com/watch?v=qTjA9pM6nnU

Wednesday/Miercoles:

- Today's lesson will focus on interpreting line graphs.
- Starting on p. 901, complete the Real-World Link questions based on the golf description.
- Then, read and answer the questions on p. 902-903, and the top of 904. Make sure to focus on the concept box if you need help.
- After these pages have been completed, complete the Guided Practice problems on p. 904, the Independent Practice problems 1-4 on p. 905, and then Hot Problems #5-8 on p. 906.
- If you are having trouble, here is a link to a video explaining the topic: https://www.youtube.com/watch?v=e1ldK9AeOnw

- La lección de hoy se centrará en la interpretación de gráficos de líneas.
- A partir de la página 901, complete las preguntas de Real-World Link basadas en la descripción del golf.
- A continuación, lea y responda las preguntas en la página 902-903, y la parte superior de 904. Asegúrese de centrarse en el cuadro conceptual si necesita ayuda.
- Una vez completadas estas páginas, complete los problemas de la Práctica Guiada en la página 904, los problemas dePráctica Independiente 1-4 en p. 905, y luego Problemas calientes5-8 en p. 906.
- Si tiene problemas, aquí hay un enlace a un video que explica el tema: https://www.youtube.com/watch?v=e1ldK9AeOnw

Thursday/Jueves:

- This is a catch-up day.
- Students can use the day complete any unfinished assignments and get any questions answered they may have by their teacher.
- You can ask me questions through phone, email or Dojo. Use the rest of your day to "sharpen the saw!"

- Este es un día de recuperación.
- Los estudiantes pueden usar el día para completar cualquier tarea no terminada y obtener cualquier pregunta que su maestro pueda responder.
- Puede hacerme preguntas por teléfono, correo electrónico o Dojo. Use el resto de su día para "afilar la sierra".

Friday/Viernes:

- Today's lesson will focus on determining the mean, median, mode, and range.
- Using the ATI Galileo pages, read through each slide and answer the questions that go with each slide.
- The information in the slides before the questions will help you if you are having trouble.
- This is all review of what you completed last week. When you are done, please complete the test on Mean, Median, Mode, and Range. Be sure to do all four parts of the question.

- La lección de hoy se centrará en determinar la media, la mediana,el modo y elrango.
- Usando las páginas de ATI Galileo, lea cada diapositiva y responda a las preguntas que van con cada diapositiva.
- La información en las diapositivas antes de las preguntas le ayudará si usted está teniendo problemas.
- Esta es toda la revisión de lo que completó la semana pasada. Cuando haya terminado, complete la prueba en Media, Mediana, Modo y Alcance. Asegúrese de hacer las cuatro partes de la pregunta.

Lesson 3

Box Plots

Real-World Link

Football The table shows the number of touchdowns scored by each of the 16 teams in the National Football Conference in a recent year.

Number of Touchdowns							
47	41	35	38	28	54	49	24
49	44	27	34	37	44	26	36

1. Plot the data on a line plot.

Number of Touchdowns

2. Find the median, lower extreme, upper extreme, first quartile and third quartile of the data. Place a star on the number line for each value.

median: _____ first quartile: _____

lower extreme: _____ third quartile: _____

upper extreme: _____

3. What percent of the teams scored less than 31 touchdowns?

_____

4. What percent of the teams scored more than 37.5 touchdowns?

_____

Which MP Mathematical Practices did you use? Shade the circle(s) that applies.

1. Persevere with Problems
2. Reason Abstractly
3. Construct an Argument
4. Model with Mathematics
5. Use Math Tools
6. Attend to Precision
7. Make Use of Structure
8. Use Repeated Reasoning

Essential Question

WHY is it important to carefully evaluate graphs?

Vocabulary

box plot

Common Core State Standards

Content Standards
6.SP.2, 6.SP.4, 6.SP.5, 6.SP.5b, 6.SP.5c

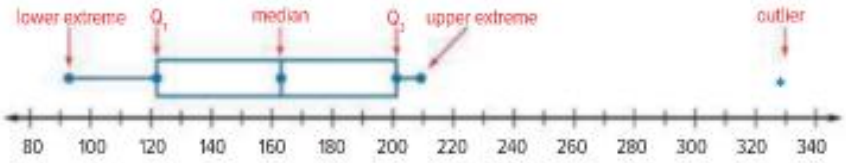
MP Mathematical Practices
1, 2, 3, 4, 7

Work Zone

Construct a Box Plot

Watch

A **box plot**, or box-and-whisker plot, uses a number line to show the distribution of a set of data by using the median, quartiles, and extreme values. A *box* is drawn around the quartile values, and the *whiskers* extend from each quartile to the extreme data points that are not outliers. The median is marked with a vertical line. The figure below is a box plot.



Box plots separate data into four parts. Even though the parts may differ in length, each contains 25% of the data. The box shows the middle 50% of the data.

Example

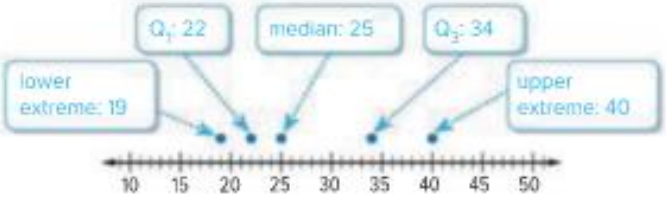
Watch Tutor

1. **Draw a box plot of the car speed data.**

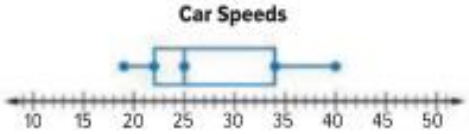
25 35 27 22 34 40 20 19 23 25 30

Step 1 Order the numbers from least to greatest. Then draw a number line that covers the range of the data.

Step 2 Find the median, the extremes, and the first and third quartiles. Mark these points above the number line.



Step 3 Draw the box so that it includes the quartile values. Draw a vertical line through the box at the median value. Extend the whiskers from each quartile to the extreme data points. Include a title.



Common Misconception

You may think that the median always divides the box in half. However, the median may not divide the box in half because the data may be clustered toward one quartile.

Got it? Do this problem to find out.

a. Draw a box plot of the data set below.

{$20, $25, $22, $30, $15, $18, $20, $17, $30, $27, $15}

a. _____

Interpret Data

Though a box plot does not show individual data, you can use it to interpret data.

Examples

Tutor

Refer to the box plot in Example 1.

2. **Half of the drivers were driving faster than what speed?**

Half of the 11 drivers were driving faster than 25 miles per hour.

3. **What does the box plot's length tell about the data?**

The length of the left half of the box plot is short. This means that the speeds of the slowest half of the cars are concentrated. The speeds of the fastest half of the cars are spread out.

Box Plots

- If the length of a whisker or the box is short, the values of the data in that part are concentrated.
- If the length of a whisker or the box is long, the values of the data in that part are spread out.

Got it? Do this problem to find out.

b. What percent were driving faster than 34 miles per hour?

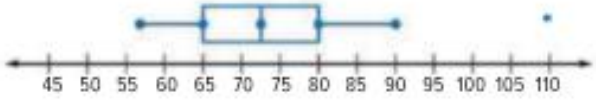
b. _____

Example

Tutor

4. **The box plot below shows the daily attendance at a fitness club. Find the median and the measures of variability. Then describe the data.**

Fitness Club Attendance



The median is 72.5. The first quartile is 65 and the third quartile is 80. The range is 54 and the interquartile range is 15. There is an outlier at 110. Both whiskers are approximately the same size so the data, without the outlier, is spread evenly below and above the quartiles.

Outliers

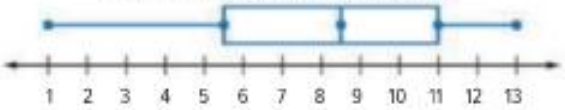
If the data set includes outliers, then the whiskers will not extend to the outliers, just to the previous data point. Outliers are represented with an asterisk (*) on the box plot.

c. _____

Got it? Do this problem to find out.

c. The number of games won in the American Football Conference in a recent year is displayed below. Find the median and the measures of variability. Then describe the data.

American Football Conference Wins



Guided Practice

1. Use the table. (Examples 1–3)

a. Make a box plot of the data.

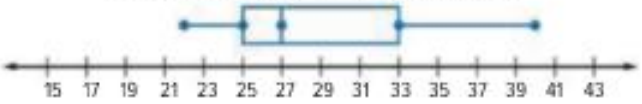
Depth of Recent Earthquakes (km)						
5	15	1	11	2	7	3
9	5	4	9	10	5	7

b. What percent of the earthquakes were between 4 and 9 kilometers deep? _____

c. Write a sentence explaining what the length of the box plot means. _____

2. Find the median and the measures of variability for the box plot shown. Then describe the data. (Example 4)

Average Gas Mileage for Various Sedans



3. **Building on the Essential Question** How is the information you can learn from a box plot different from what you can learn from the same set of data shown in a line plot?

Rate Yourself!

How confident are you about making and interpreting box plots? Check the box that applies.

For more help, go online to access a Personal Tutor.

Tutor

FOLDABLES Time to update your Foldable!

Name _____ My Homework _____

Independent Practice

Go online for Step-by-Step Solutions

Draw a box plot for each set of data. (Example 1)

1. {65, 92, 74, 61, 55, 35, 88, 99, 97, 100, 96}

2.

Cost of MP3 Players ($)	
95	55
105	100
85	158
122	174
165	162

3. The table shows the length of coastline for the 13 states along the Atlantic Coast. (Examples 1–3)

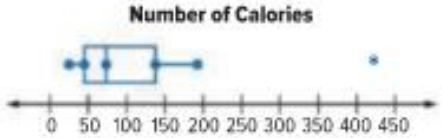
Length of Coastline (mi)	
28	130
580	127
100	301
228	40
31	187
192	112
13	

a. Make a box plot of the data.

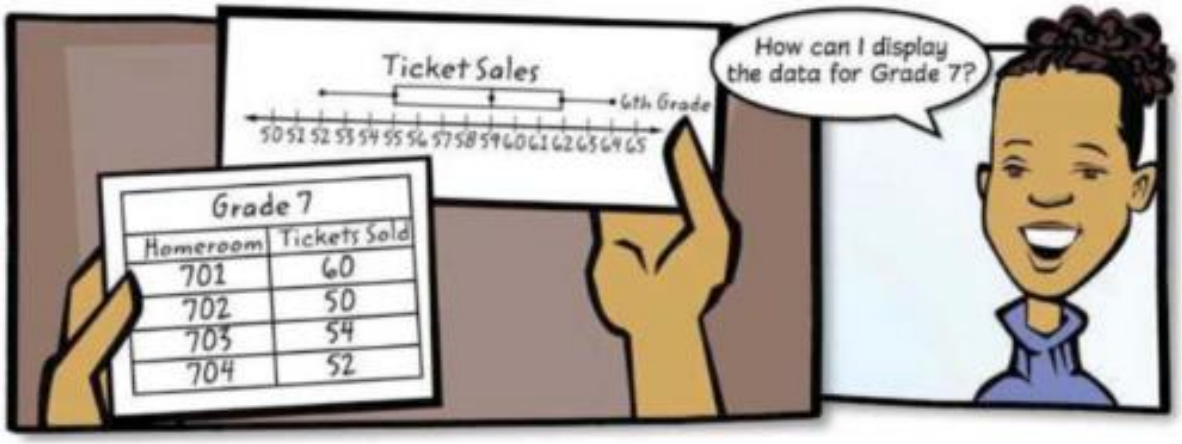
b. Half of the states have a coastline less than how many miles?

c. Write a sentence describing what the length of the box plot tells about the number of miles of coastline for states along the Atlantic coast.

4. The amount of Calories for a serving of certain fruits is displayed. Find the median and the measures of variability. Then describe the data. (Example 4)



5. **Model with Mathematics** Refer to the graphic novel frame below for Exercises a–b.



a. Draw a box plot using the data for Grade 7.

b. Compare the box plots. Which grade sold more tickets? Explain.

H.O.T. Problems Higher Order Thinking

6. **Persevere with Problems** Write a set of data that contains 12 values for which the box plot has no whiskers. State the median, first and third quartiles, and lower and upper extremes.

7. **Reason Abstractly** Write a set of data that, when displayed in a box plot, will result in a long box and short whiskers. Draw the box plot.

8. **Reason Inductively** What can you conclude from a box plot where the length of the left box and whisker is the same as the length of the right box and whisker?

Shape of Data Distributions

Vocabulary Start-Up

The **distribution** of a set of data shows the arrangement of data values. The words below show some of the ways the distribution of data can be described. Match the words below to their definitions.

cluster	The left side of the distribution looks like the right side.
gap	The numbers that have no data value.
peak	The most frequently occurring values, or mode.
symmetry	Data that are grouped closely together.

Essential Question

WHY is it important to carefully evaluate graphs?

Vocabulary

distribution
symmetric distribution
cluster
gap
peak

Common Core State Standards

Content Standards
6.SP.2, 6.SP.5, 6.SP.5d

Mathematical Practices
1, 3, 4, 5, 7

Real-World Link

Parasailing The line plot shows the costs in dollars for parasailing for different companies on a certain beach.

1. Draw a vertical line through the middle of the data. What do you notice?

2. Use one of the words shown above to write a sentence about the data.

Which **Mathematical Practices** did you use? Shade the circle(s) that applies.

1. Persevere with Problems
2. Reason Abstractly
3. Construct an Argument
4. Model with Mathematics
5. Use Math Tools
6. Attend to Precision
7. Make Use of Structure
8. Use Repeated Reasoning

Work Zone

Describe the Shape of a Distribution

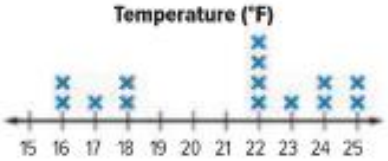
Data that are evenly distributed between the left side and the right side have a **symmetric distribution**. The distribution shown has a **cluster** of several data values within the interval 10–12. The **gaps** 9 and 13 have no data values. The value 10 is a **peak** because it is the most frequently-occurring value.

Examples

Tutor

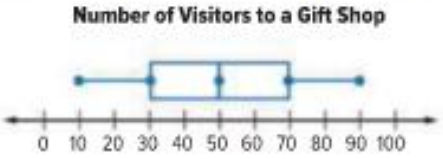
Describe the shape of each distribution.

1. **The line plot shows the temperature in degrees Fahrenheit in a city over several days.**



You can use clusters, gaps, peaks, outliers and symmetry to describe the shape. The shape of the distribution is not symmetric because the left side of the data does not look like the right side of the data. There is a gap from 19–21. There are clusters from 16–18 and 22–25. The distribution has a peak at 22. There are no outliers.

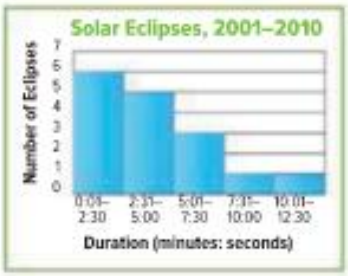
2. **The box plot shows the number of visitors to a gift shop in one month.**



You cannot identify gaps, peaks, and clusters.
Each box and whisker has the same length. So, the data is evenly distributed. The distribution is symmetric since the left side of the data looks like the right side. There are no outliers.

Got it? **Do this problem to find out.**

a. Use clusters, gaps, peaks, outliers, and symmetry to describe the shape of the distribution at the right.



Measures of Center and Spread

Key Concept

Use the following flow chart to decide which measures of center and spread are most appropriate to describe a data distribution.

Is the data distribution symmetric?

- Yes → Use the **mean** to describe the center. Use the **mean absolute deviation** to describe the spread.
- No → Use the **median** to describe the center. Use the **interquartile range** to describe the spread.

STOP and Reflect

Explain below which measures are most appropriate to describe the center and spread of a symmetric distribution.

If there is an outlier, the distribution is not usually symmetric.

Example

Tutor

3. **The line plot shows the number of states visited by students in a class.**

a. Choose the appropriate measures to describe the center and spread of the distribution. Justify your response based on the shape of the distribution.

The data are not symmetric and there is an outlier, 19. The median and interquartile range are appropriate measures to use.

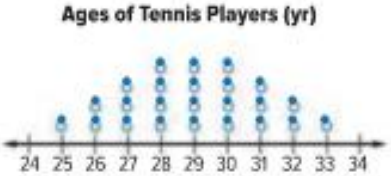
b. Write a few sentences describing the center and spread of the distribution using the appropriate measures.

The median is 12 states. The first quartile is 11. The third quartile is 13. The interquartile range is 13–11, or 2 states.

The data are centered around 12 states. The spread of the data around the center is about 2 states.

Got it? **Do this problem to find out.**

b. Choose the appropriate measures to describe the center and spread of the distribution. Justify your response based on the shape of the distribution. Then describe the center and spread.

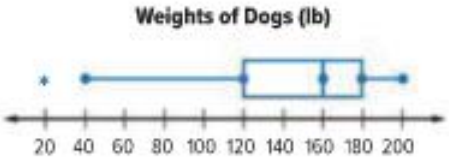


b. _____

Guided Practice

1. The histogram shows the wait times in minutes for entering a concert. Describe the shape of the distribution. (Example 1)

2. The line plot shows the weights in pounds of several dogs. Describe the shape of the distribution. (Example 2)



3. The line plot shows the number of hours several students spent on the Internet during the week. (Example 3)

   a. Choose the appropriate measures to describe the center and spread of the distribution. Justify your response based on the shape of the distribution.

   b. Write a few sentences describing the center and spread of the distribution using the appropriate measures. Round to the nearest tenth if necessary.

4. **Building on the Essential Question** Why does the choice of measure of center and spread vary based on the type of data display?

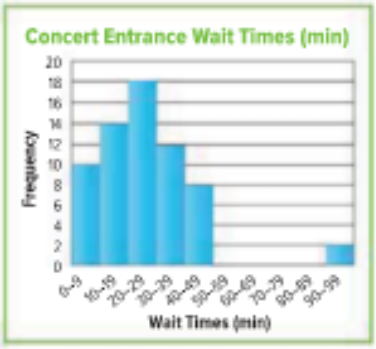
Rate Yourself!

How well do you understand how to describe the shape of a distribution? Circle the image that applies.

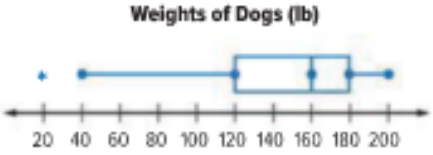
For more help, go online to access a Personal Tutor.

Guided Practice

1. The histogram shows the wait times in minutes for entering a concert. Describe the shape of the distribution. (Example 1)



2. The line plot shows the weights in pounds of several dogs. Describe the shape of the distribution. (Example 2)



3. The line plot shows the number of hours several students spent on the Internet during the week. (Example 3)

   a. Choose the appropriate measures to describe the center and spread of the distribution. Justify your response based on the shape of the distribution.

   b. Write a few sentences describing the center and spread of the distribution using the appropriate measures. Round to the nearest tenth if necessary.

4. **Building on the Essential Question** Why does the choice of measure of center and spread vary based on the type of data display?

Rate Yourself!

How well do you understand how to describe the shape of a distribution? Circle the image that applies.

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Lesson 5

Interpret Line Graphs

Real-World Link

Golf The table shows the prize money for winners of the Masters Tournament.

Money Won by Masters Tournament Winners	
Year	Amount ($)
2005	1,170,000
2006	1,225,000
2007	1,305,000
2008	1,305,000
2009	1,350,000
2010	1,350,000

1. Fill in the dollar difference between each consecutive year on the lines above.

2. If the data were plotted, would the points (year, amount) form a straight line? Explain.

3. The Masters Tournament is held once a year. If a *line graph* is made of these data, will there be any realistic data values between tournament dates? Explain.

Essential Question

WHY is it important to carefully evaluate graphs?

Vocabulary

line graph

Common Core State Standards

Content Standards
Extension of 6.SP.4

Mathematical Practices
1, 3, 4

Which MP Mathematical Practices did you use? Shade the circle(s) that applies.

1. Persevere with Problems
2. Reason Abstractly
3. Construct an Argument
4. Model with Mathematics
5. Use Math Tools
6. Attend to Precision
7. Make Use of Structure
8. Use Repeated Reasoning

Work Zone

Make a Line Graph

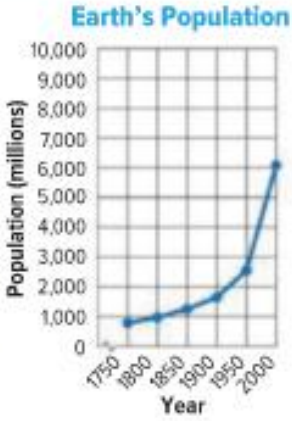
A **line graph** is used to show how a set of data changes over a period of time. To make a line graph, decide on a scale and interval. Then graph pairs of data and draw a line to connect each point.

Example

Tutor

1. **Make a line graph of the data of Earth's Population. Describe the change in Earth's population from 1750 to 2000.**

Earth's Population						
Year	1750	1800	1850	1900	1950	2000
Population (millions)	790	980	1,260	1,650	2,555	6,080



Step 1 The data include numbers from 790 million to 6,080 million. So, a scale from 0 to 10,000 million and an interval of 1,000 million are reasonable.

Step 2 Let the horizontal axis represent the year. Let the vertical axis represent the population. Label the horizontal and vertical axes.

Step 3 Plot and connect the points for each year.

Step 4 Label the graph with a title.

Earth's population has increased drastically from 1750 to 2000.

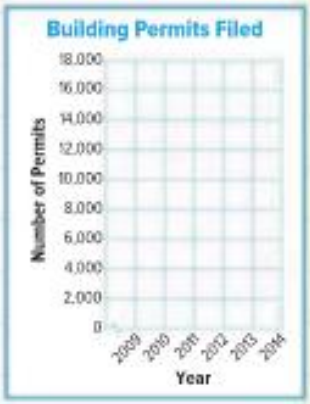
Got it? **Do this problem to find out.**

a. Make a line graph of the data. Describe the change in the number of building permits filed from 2005 to 2010.

Number of Building Permits Filed in a Major City						
Year	2009	2010	2011	2012	2013	2014
Building Permits Filed	16,000	15,500	13,900	11,000	8,200	5,900

Line Graphs

The lines in a line graph are used to show the differences between data values and may not show precise values between data points.



a. _____

Interpret Line Graphs

By observing the upward or downward slant of the lines connecting the points, you can describe trends in the data and predict future events.

Example

Watch Tutor

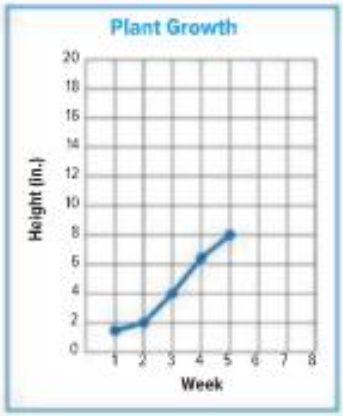
2. **The line graph below shows the cost of tuition at a college during several years. Describe the trend. Then predict how much tuition will cost in 2020.**

Notice that the increase from 2002 through 2012 is fairly steady. By extending the graph, you can predict that tuition in 2020 will cost a student about $11,500.

Got it? **Do this problem to find out.**

b. The line graph shows the growth of a plant over several weeks. Describe the trend. Then predict how tall the plant will be at 7 weeks.

b. _____



Example

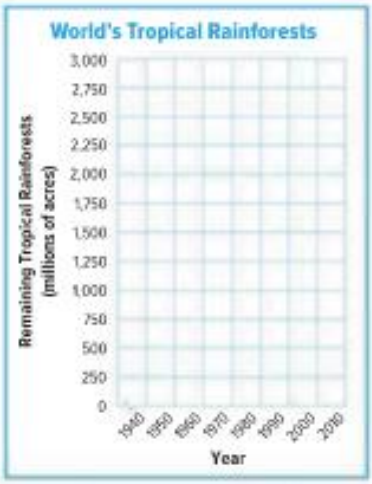
3. **What does the graph tell you about the popularity of skateboarding?**

The graph shows that skateboard sales have been increasing each year. You can assume that the popularity of the sport is increasing.

Guided Practice

1. Make a line graph of the data. (Example 1)

World's Tropical Rainforests								
Year	1940	1950	1960	1970	1980	1990	2000	2010
Remaining Tropical Rainforests (millions of acres)	2,875	2,740	2,600	2,375	2,200	1,800	1,450	825



2. Describe the change in the world's remaining rainforests from 1940 to 2010. (Example 1) _____

3. Describe the trend in the remaining tropical rainforests. (Example 2) _____

4. Predict how many millions of acres there will be left in 2020. (Example 2) _____

5. What does the graph tell you about future changes in the remaining rainforests? (Example 3) _____

6. **Building on the Essential Question** How can you use line graphs to predict data?

_____

_____

Rate Yourself!

☐ I understand how to interpret line graphs.

Great! You're ready to move on!

☐ I still have some questions about interpreting line graphs.

No Problem! Go online to access a Personal Tutor.

FOLDABLES Time to update your Foldable!

Name _____ My Homework _____

Independent Practice

Go online for Step-by-Step Solutions

Make a line graph of the data. Then describe the change in the total amount Felisa saved from Week 1 to Week 5. (Example 1)

Felisa's Savings	
Week	Total Amount ($)
1	50
2	54
3	75
4	98
5	100

2. Use the graph at the right. (Examples 2–3)

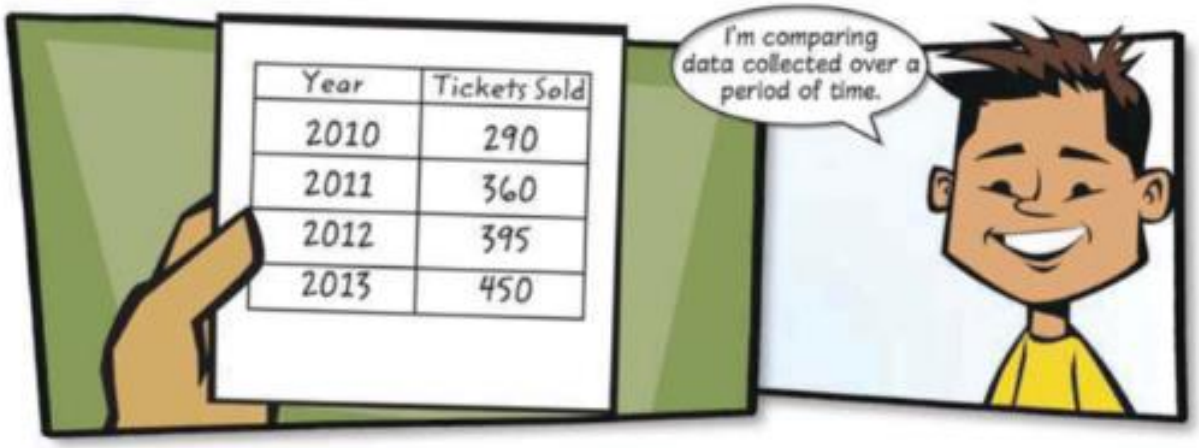
a. Describe the change in the winning times from 2006 to 2010.

b. Predict the winning time in 2015.

c. Predict when the winning time will be less than 500 minutes.

Copy and Solve **For Exercise 3, show your work on a separate piece of paper.**

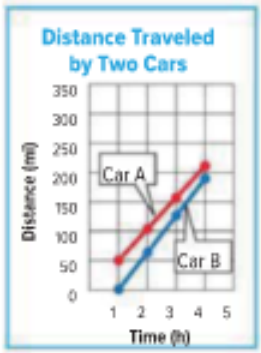
3. MP **Model with Mathematics** Refer to the graphic novel frame below for Exercises a–b.



a. Use the information in the table and draw a line graph to show the changes in ticket sales over the past four years.

b. Predict what the ticket sales will be in 2015.

4. Use the graph that shows the distance traveled by two cars on the same freeway headed in the same direction.



a. Predict the distance traveled by Car A after 5 hours.

b. Predict the distance traveled by Car B after 5 hours.

c. How many miles do you think Car A will have traveled after 8 hours?

d. Based on the graph, after how many hours will Car B have traveled about 360 miles?

e. Based on the graph, which car will reach a distance of 500 miles first? Explain your reasoning.

H.O.T. Problems Higher Order Thinking

5. MP **Justify Conclusions** Can changes to the vertical scale or interval affect the appearance of a line graph? Justify your reasoning with examples.

6. MP **Persevere with Problems** Refer to the graph for Exercise 4. What can you conclude about the point at which the red and blue lines cross?

7. MP **Construct an Argument** Explain why line graphs are often used to make predictions.

8. MP **Model with Mathematics** Give an example of a set of data that is best represented in a line graph. Then make a line graph that could represent that data.

Find the Mean, Median, Mode & Range of a Set

Slide 1

What You Will Learn

You will learn how to find the mean, median, mode, and range of a set of data.

Slide 2

Key Words

data - information collected from a survey or experiment

Slide 3

Height of Your Classmates

The height of each student in your class is measured and recorded. The measurements were 62, 51, 60, 58, 62, 46 inches.

What is the mean, median, mode, and range of the students' heights?

Slide 4

Mean

The mean is the average of the values in the data set.

To find the mean, you must add all of the values of the data set together and then divide by the number of values in the data set.

We can find the mean of the values from our example (62, 51, 60, 58, 62, and 46) as 56.5 from the work below.

$$\frac{62 + 51 + 60 + 58 + 62 + 46}{6} = \frac{339}{6} = 56.5$$

Slide 5

What is the mean of the list of test scores?

75, 82, 83, 92, 98

A) 75

B) 83

C) 86

D) 98

Slide 6

Median

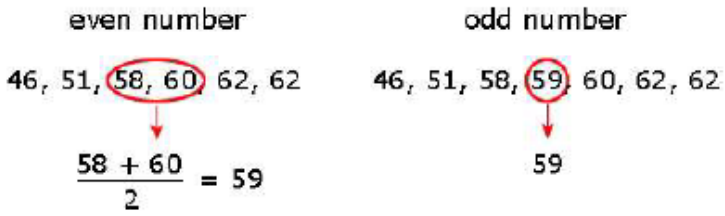
The median is the value in the middle of a set of ordered data. The data values must be in order from least to greatest or greatest to least.

The median depends upon the number of values in the data set.

- If there is an odd number of values in the data set, then the median is the number in the middle of the data set.
- If there is an even number of data values, then you must take the two values in the middle of the data set and take the mean of them.

The median could be a number that is not in the data set.

Taking our data set and ordering it from least to greatest, we get 46, 51, 58, 60, 62, 62. We can find that the median of the data set is 59. An example with 59 included in the data set is also shown.



Slide 7

What is the median of the list of numbers?

95, 87, 91, 77, 88, 91, 89

A) 88

B) 89

C) 91

D) 95

Slide 8

Mode

The mode is the number that appears most often in the data set. More than one value can be the mode.

To find the mode, you must count how many times each value appears in the data set. The value that appears the most is the mode.

Since 62 is the only value that appears more than once in the data set of 62, 51, 60, 58, 62, and 46, it is the mode of the data set.

Slide 9

What is the mode of the list of numbers?

2, 3, 4, 1, 2, 2, 3, 4, 1, 2

A) 1

B) 2

C) 3

D) 4

Slide 10

Range

The range is the length of the interval that contains all of the data values.

To find it, you must subtract the small data value from the largest data value.

Looking at our data set of 62, 51, 60, 58, 62, and 46, we find 62 is the largest value and 46 is the smallest value in the data set. Subtracting the two values, we find that the range of the data set is 16.

Slide 11

What is the range of the numbers?

15, 64, 64, 16, 78, 24

A) 43

B) 62

C) 63

D) 64

Slide 12

What You Learned

You learned how to find the mean, median, mode, and range of a set of data.