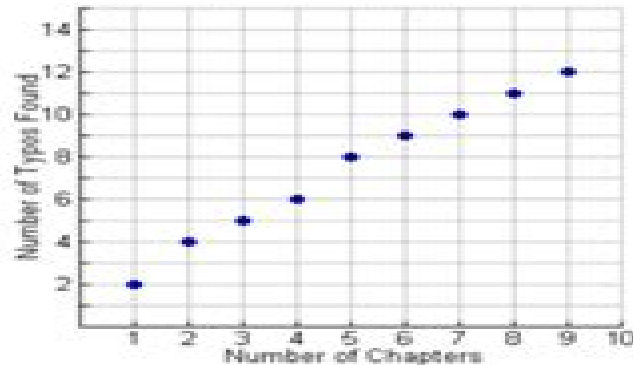


Interpreting Graphs Worksheet Answer Key

1. Given the graph below, answer the following questions:



a. What is the independent variable for this graph?

The independent variable is the number of chapters.

b. What is the dependent variable for this graph?

The dependent variable is the numbers of typos found.

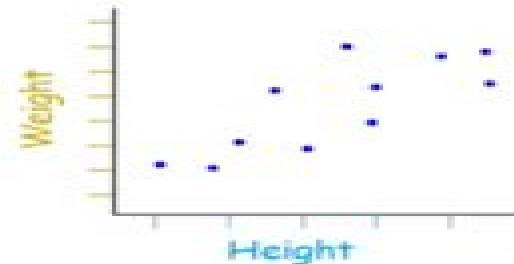
c. What can you assume about the relationship between number of chapters in a book and the amount of typos found?

Based on the graph's trend, I can assume that as the number of chapters in a book increases, the number of typos found in the book also increases.

d. About how many typos would you assume to be in a book with 10 chapters?

Based on the graph, I would estimate about 13 typos in a book with 10 chapters.

2. Given the graph below, answer the following questions:



a. What is the independent variable for this graph?

The independent variable is height.

b. What is the dependent variable for this graph?

The dependent variable is weight.

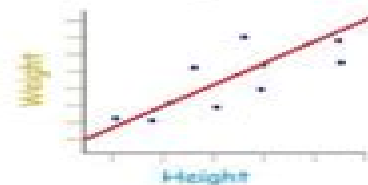
c. Write a two-sentence explanation for what the graph is attempting to describe.

The graph describes the relationship between a person's height and a person's weight. The graph's trend shows that taller people tend to be heavier, while shorter people tend to weigh less.

d. Assume that the increments for weight are 20 pounds, starting with 50 pounds, and the height increment is by 5 inches, starting with 50 inches. What would you expect a person to weigh if s/he was 80 inches tall?

Based on the graph, I would assume that a person that is 80 inches tall would weigh about 220-230 pounds.

e. Draw a line on the graph that you believe represents the best fit for weight and height.



Science Skills Interpreting Graphs Answer Key

**Andrew Friedland, Rick Relyea, David
Courard-Hauri**



Science Skills Interpreting Graphs Answer Key:

Spotlight Science Keith Johnson, Sue Adamson, Gareth Williams, 2002 This Spiral Edition Teacher Support Pack offers comprehensive support and guidance providing the best possible learning experience for your students and saving time for everyone in the department

Understanding Primary Science Roy Phipps, 2000-07-01 Many primary teachers need help with their personal subject knowledge in science Now that there is a nationally published scheme of work for science in primary schools many teachers also need help in constructing lesson plans in order to cover all of the themes and possible activities in the scheme Designed with those needs in mind this book provides practical help in the form of sample lesson plans together with linked background subject knowledge for each of the science topics in the primary national curriculum Each chapter has sample lesson plans for four different age groups reception years 1 2 years 3 4 and years 5 6 The Essential Guide to ACT Success (Combo Pkg--w/Zero Hour Threat Game, SAT, ACT & Guide to College Financing Admissions) Dawn Burnette, 2008 This comprehensive package includes a paperback book filled with charts tips and ideas Zero Hour Threat Game SAT ACT and Guide to College Financing Admissions Walch Science Literacy Glen Phelan, Susan Phelan, 1997 Address important health topics including self esteem stress nutrition fitness smoking infectious and non infectious diseases STDs and more See other Walch Science Literacy titles Science Formative Assessment, Volume 2 Page Keeley, 2014-10-16 Deepen scientific understanding with formative assessment Only by really knowing what your students are thinking can you design learning opportunities that deepen content mastery and meet their individual needs In this highly engaging resource internationally respected expert Page Keeley shares 50 new techniques to pinpoint student understanding before during and after instruction In addition to promoting best practices in the classroom the techniques shared here support learning and link instruction to the Next Generation Science Standards These flexible assessments can be used with any science curriculum along with Practical strategies for use throughout the instruction cycle Considerations for implementation and suggestions for modification An explanation of how each technique promotes learning **Spotlight Science** Lawrie Ryan, Keith Johnson, 2004 This Framework Edition Teacher Support Pack offers support and guidance Progression in Primary ICT Richard Bennett, Andrew Hamill, Tony Pickford, 2007 Guidance on how to teach ICT effectively within subject contexts includes a definition of progress in ICT Includes case studies *Prentice Hall Science Explorer: Teacher's ed*, 2005 Spotlight Science Teacher Support Pack 9 Keith Johnson, Lawrie Ryan, Sue Adamson, 2004 This Framework Edition Teacher Support Pack offers support and guidance *Psychology for VCE Units 3 and 4, 8e learnON and Print* John Grivas, 2023-01-04 Jacaranda Psychology VCE Units 3 and 4 Everything your students need to succeed Victoria's most trusted VCE Psychology resource streamlined Expert author John Grivas provides essential knowledge and clear guidance to help you navigate the new Study Design and get students exam ready Get exam ready past VCAA exam questions all since 2013 Students can start preparing from lesson one with past VCAA exam questions embedded in every lesson

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Principles of Science Charles H. Heimler,1983 *The GLOBE Program Teacher's Guide* ,2002 **The ERIC Review** ,1991 Provides information on programs research publications and services of ERIC as well as critical and current education information *Environmental Science: Foundations and Applications* Andrew Friedland,Rick Relyea,David Courard-Hauri,2011-02-25 Watch a video clips and view sample chapters at www.whfreeman.com/friedlandpreview Created for non majors courses in environmental science environmental studies and environmental biology *Environmental Science Foundations and Applications* emphasizes critical thinking and quantitative reasoning skills Students learn how to analyze graphs measure environmental impact on various scales and use simple calculations to understand key concepts With a solid understanding of science fundamentals and how the scientific method is applied students are able to evaluate information objectively and draw their own conclusions The text equips students to interpret the wealth of data they will encounter as citizens professionals and consumers

Just Think! Grade 4 (eBook) Cindy Barden,2000-09-01 The goals of the educational process were classified by Benjamin Bloom into a hierarchy of educational objectives This classification system known as Bloom s Taxonomy divides cognitive objectives into subdivisions ranging from simple to complex Although other systems have been proposed Bloom s remains widely recognized by educators and utilized in Critical Thinking curriculum The six subdivisions include knowledge comprehension application analysis synthesis and evaluation This book is divided into six sections to match the subdivisions of Bloom s Taxonomy and designed to teach critical thinking skills by providing a variety of across the curriculum activities in math language arts science social studies history geography art and music An answer key is included

Science 5-11 Alan Howe,Christopher Collier,Kendra McMahon,Sarah Earle,Dan Davies,2017-07-14 This third edition of the bestselling textbook *Science 5 11* has been fully updated to provide a synthesis of research and best practice in teaching and learning that focuses on successful ways to engage and motivate young scientists Responding to the new curriculum particularly Working Scientifically this edition now includes New sections on whole school assessment mentoring transitions and a topics based approach Reference to the big ideas of biology chemistry and physics with chapters clearly related to this new subject structure Updated tables of progression in each topic area and reference to cross curricular contexts New self assessment questions for teachers the option for higher level thinking and further reading An updated chapter on subject leadership with an increasing emphasis on monitoring progress Bringing together research undertaken from a range of activities in the field this book forms a

comprehensive and clear guide outlining the subject knowledge that a teacher needs the curriculum requirements and the best ways to go about teaching A practical guide ideal for students trainees mentors and other practising teachers the book provides information on appropriate science topics for Key Stage 1 and 2 *Reading Essentials, Grades 6 & Up* Kristine Brown,2008-01-04 The first part of the book explains key reading skills such as scanning predicting and inferring The second part lets students apply those skills on a variety of texts including novel excerpts cartoons web pages and more

Assessment and Teaching of 21st Century Skills Patrick Griffin,Barry McGaw,Esther Care,2011-10-20 Rapid and seemingly accelerating changes in the economies of developed nations are having a proportional effect on the skill sets required of workers in many new jobs Work environments are often technology heavy while problems are frequently ill defined and tackled by multidisciplinary teams This book contains insights based on research conducted as part of a major international project supported by Cisco Intel and Microsoft It faces these new working environments head on delineating new ways of thinking about 21st century skills and including operational definitions of those skills The authors focus too on fresh approaches to educational assessment and present methodological and technological solutions to the barriers that hinder ICT based assessments of these skills whether in large scale surveys or classrooms Equally committed to defining its terms and providing practical solutions and including international perspectives and comparative evaluations of assessment methodology and policy this volume tackles an issue at the top of most educationalists agendas *Resources in Education* ,1997-04 **Workplace Essential Skills** ,2000

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