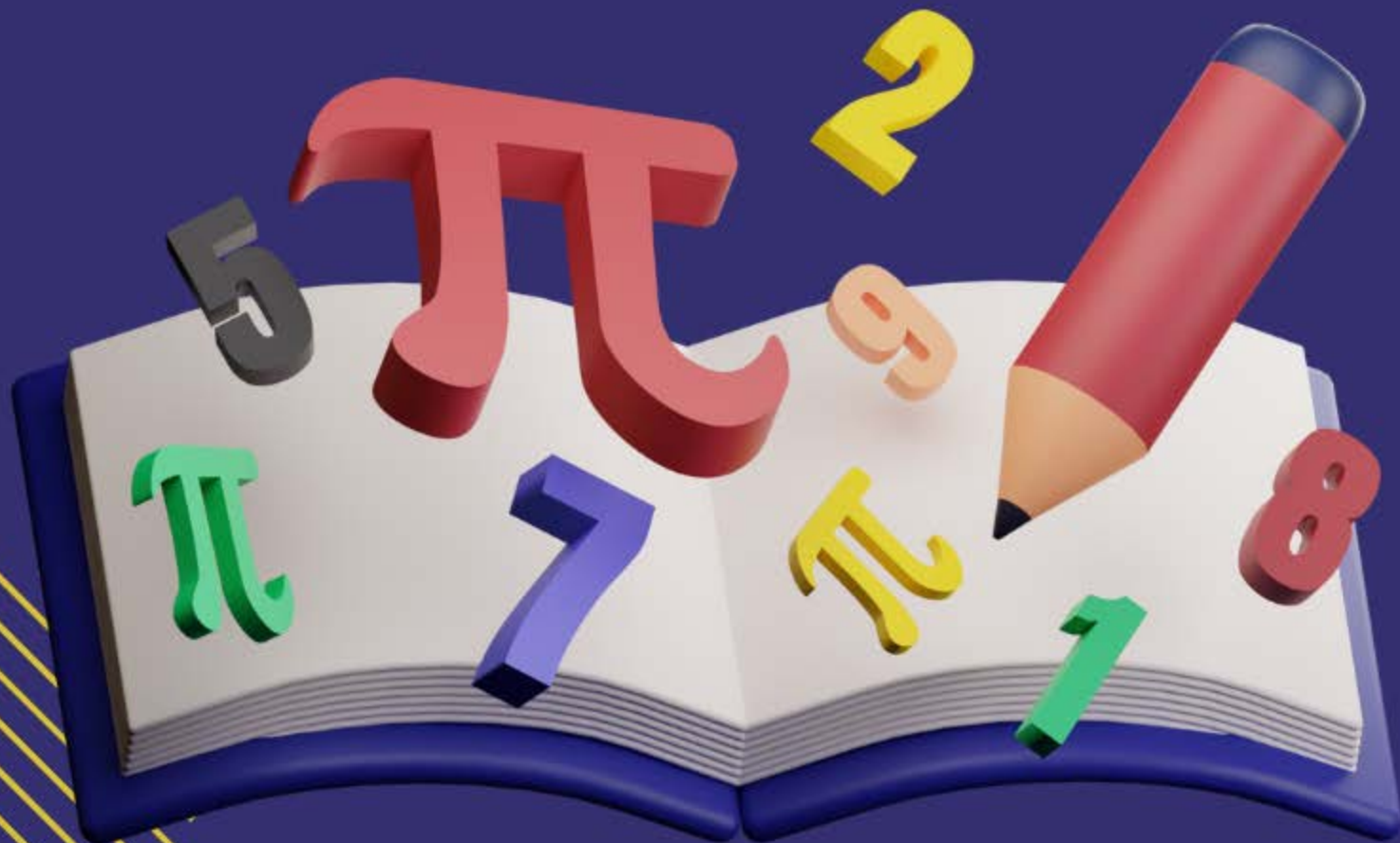


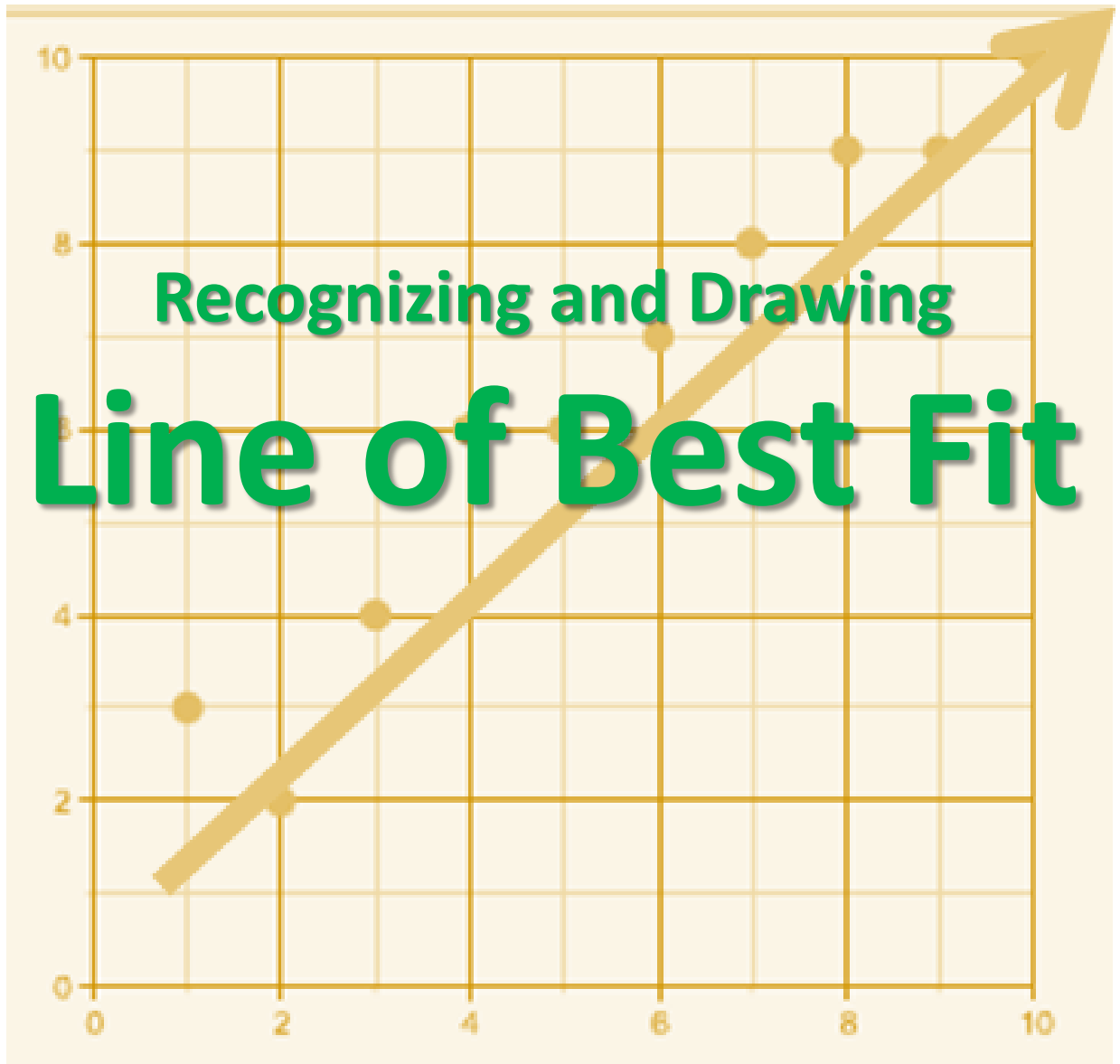
DTA SCHOOLS

Math: Line of Best Fit

Middle School/High School
Adaptive Standards Based
Mathematics Activity Sets

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Adapted Informational Textbook



AYC&M Academic Series: Juanita Pritchard/DTA Schools

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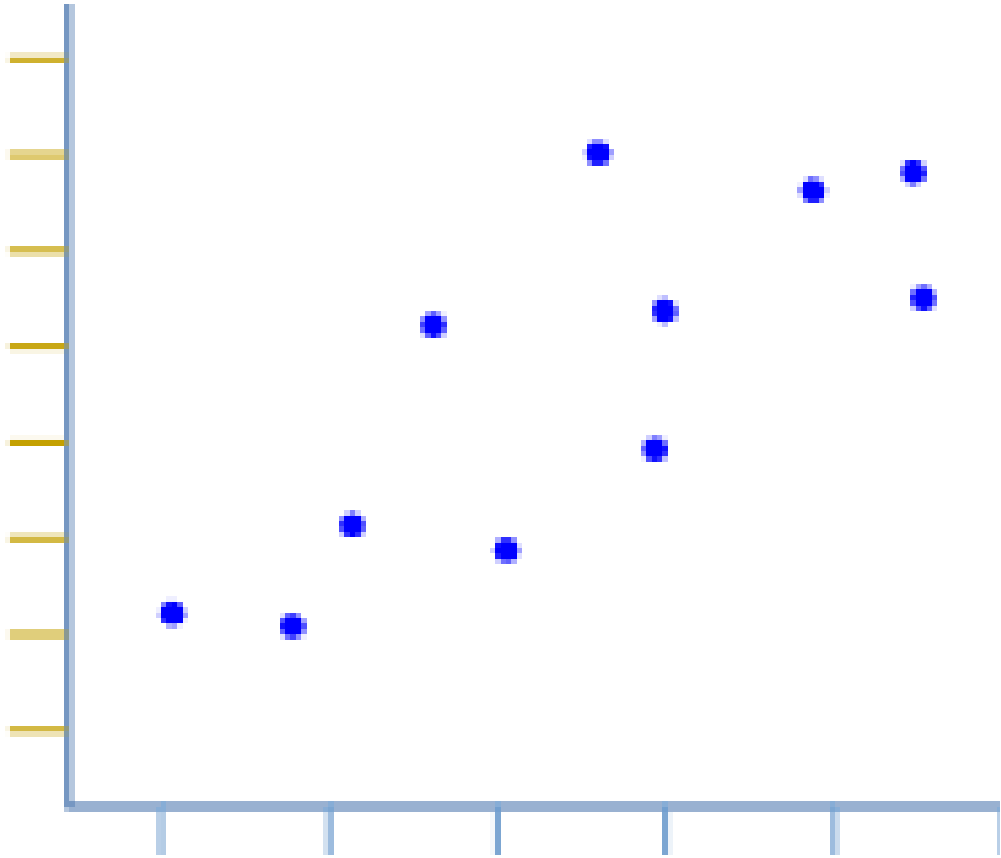
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+Note to teacher: The measure of this standard/indicator is to place the line of best fit, it does not include interpreting the data.

This informational text is designed to provide background knowledge and vocabulary for the study of motion graphs. The extended standard focus is on identifying data on the graph.

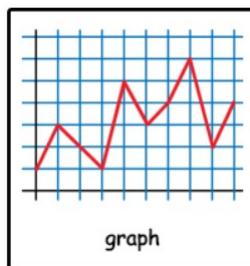
**What is a
scatter plot?**

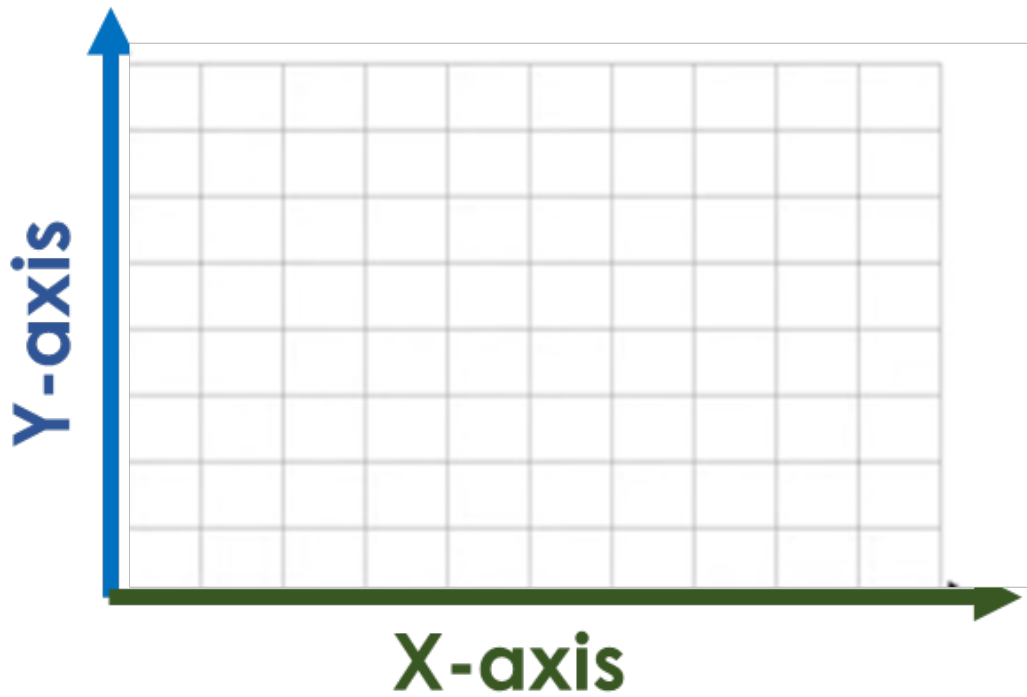




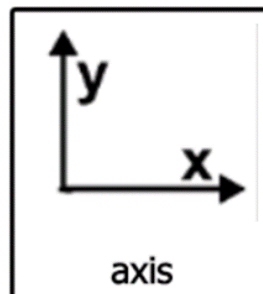
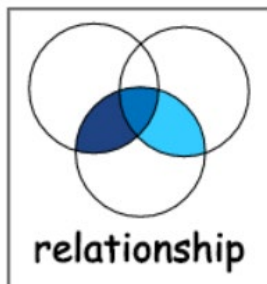
A scatter plot is a kind of graph.

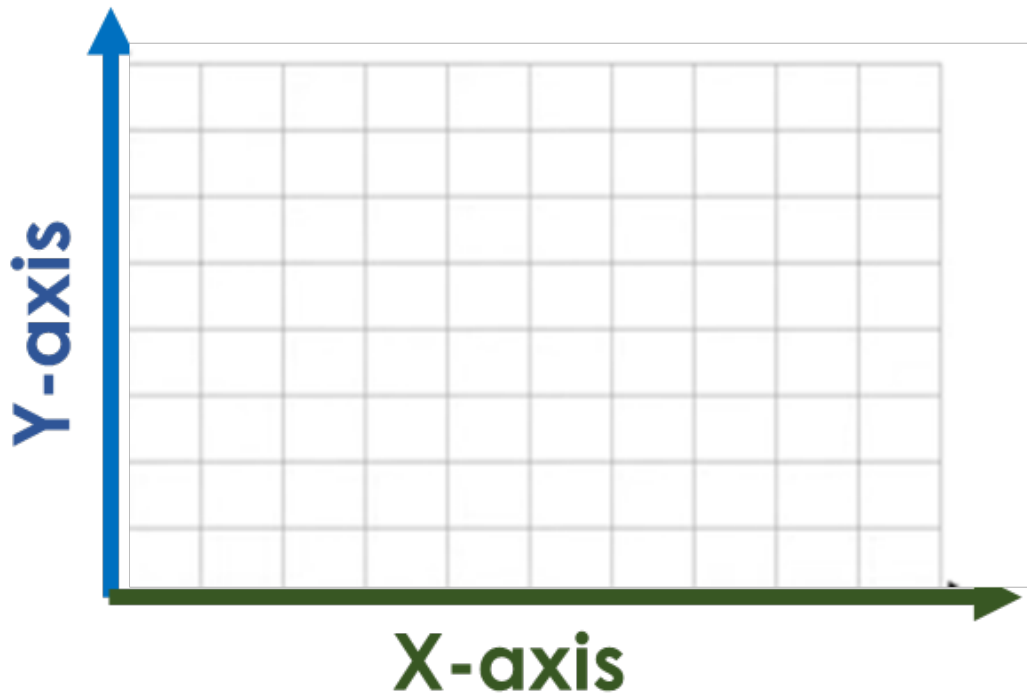
A graph is a diagram that shows how 2 changing things relate to each other.





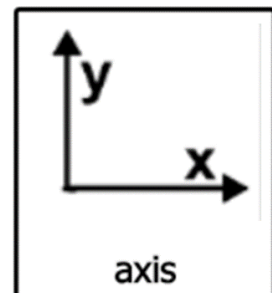
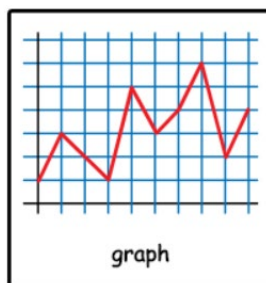
A scatter plot uses an **X-axis** and a **Y-axis** to show the relationship between 2 things or 2 sets of data.

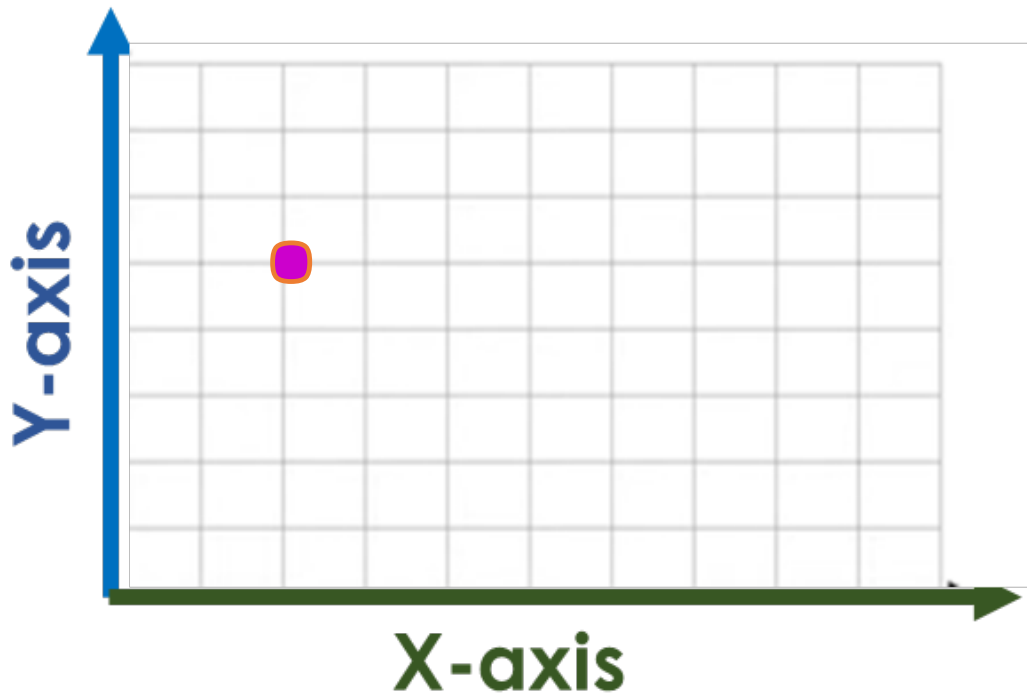




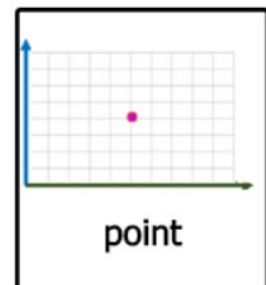
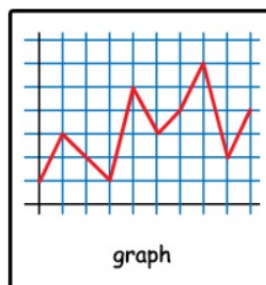
The **X-axis** is the line across the bottom of the graph.

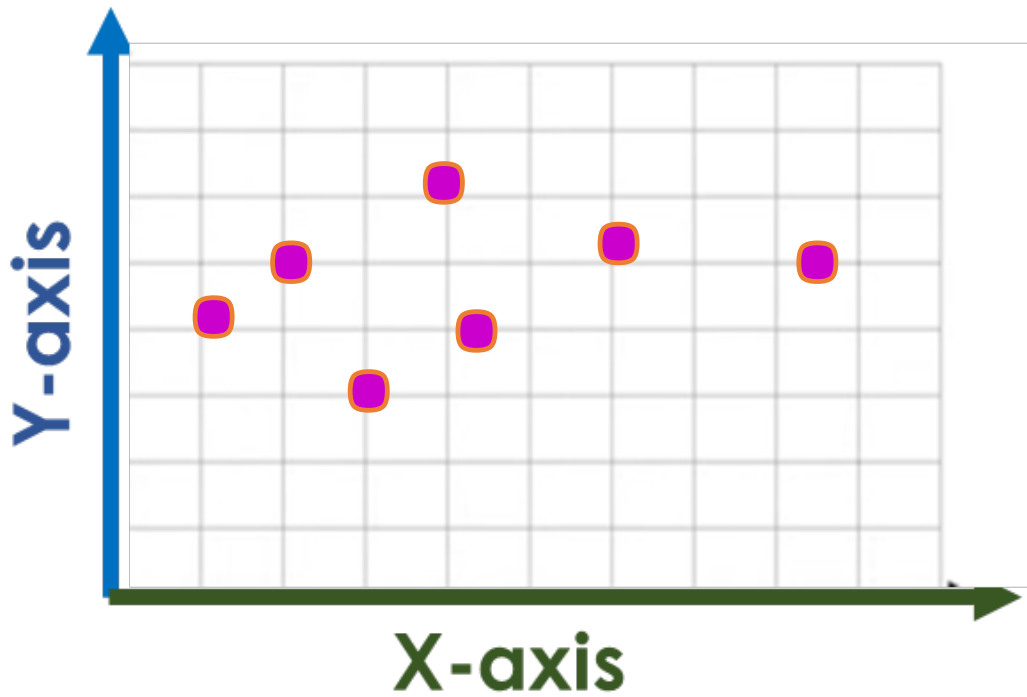
The **Y-axis** is the line on the left that goes up.



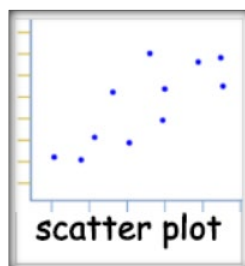


A **point** is the place on the graph that show how 2 pieces of data relate to each other.

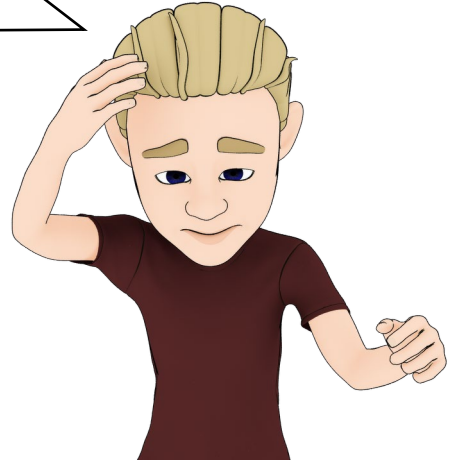




**A scatter plot shows many points.
Each point is a specific relationship.**

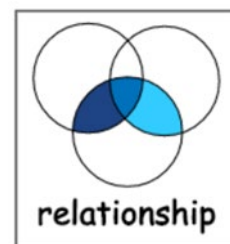


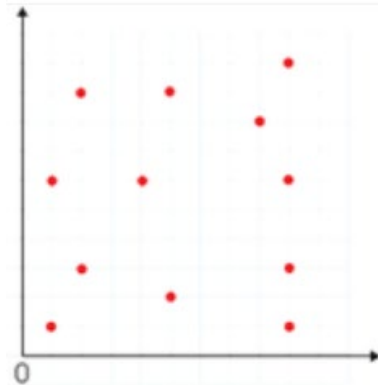
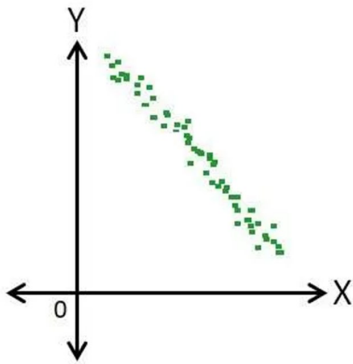
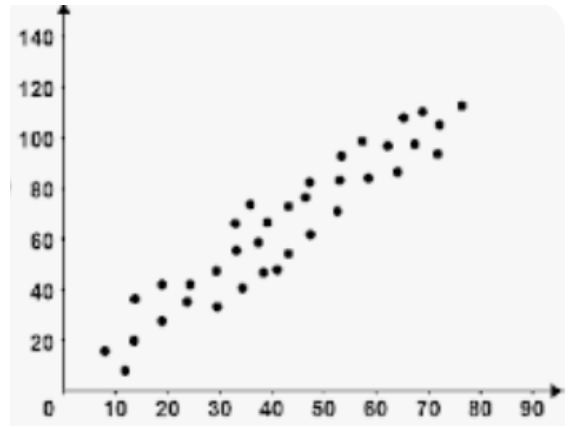
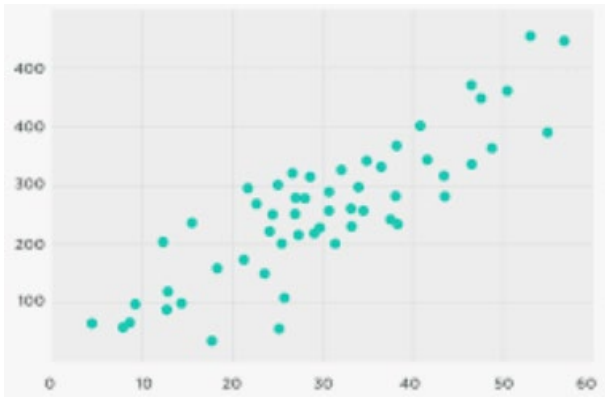
**Remind me what
data is.**



**Data is another word for
information.**

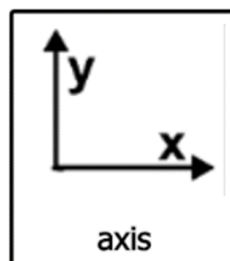
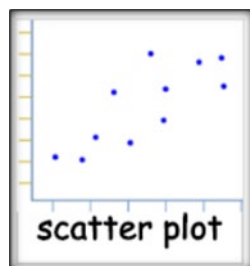
**On the scatter plot, the data is
shown with points.**



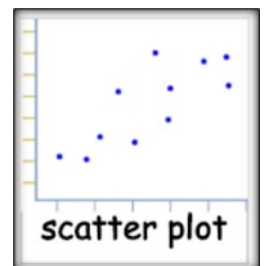


Scatter plots may look different.

They all have an X-axis and a Y-axis and points to show data.



**Show me a real life
example of a
scatter plot**





John goes to the mall one Saturday.

Each hour he counts the money in his wallet.

1



2



Number of hours at the mall	Amount of money in his wallet at end of the hour
1	100
2	90
3	70
4	50
5	30

This chart shows 2 things:

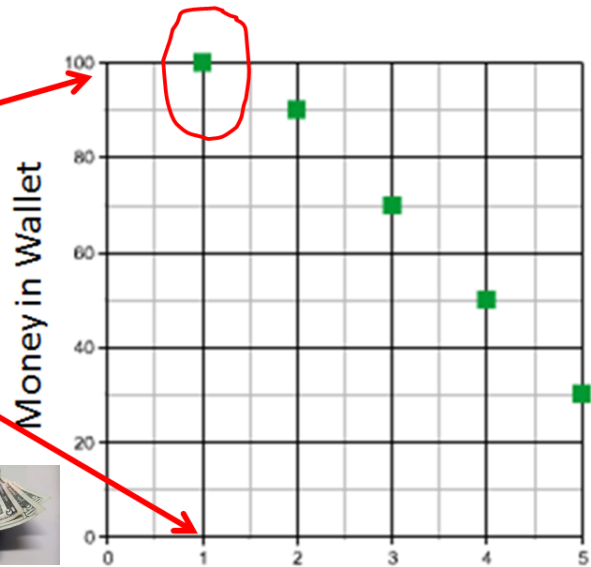
1. How long John stayed at the Mall



2. How much money is in his wallet each hour



Number of hours at the mall	Amount of money in his wallet at end of the hour
1	100
2	90
3	70
4	50
5	30

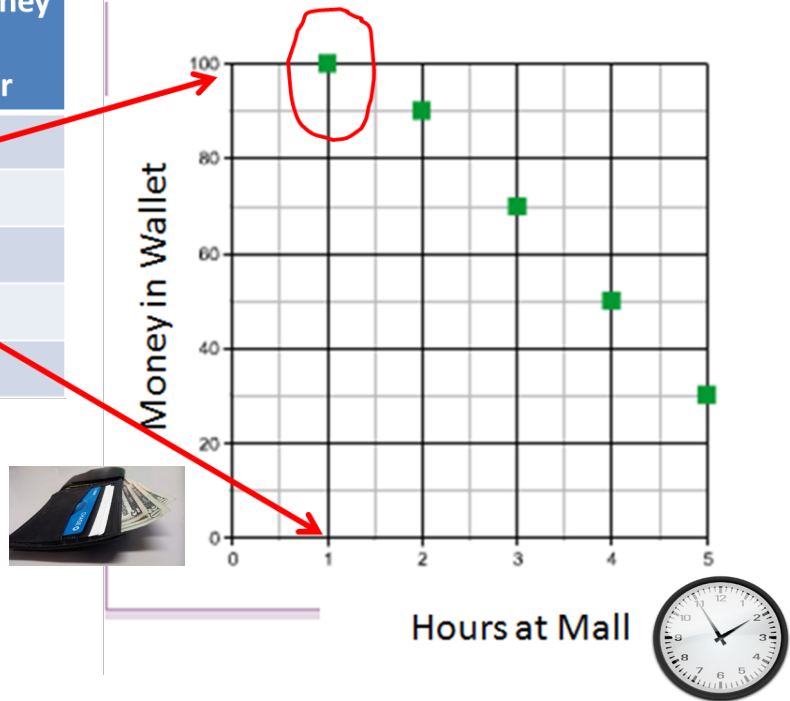


Hours at Mall



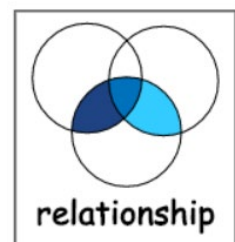
We can make a graph of this chart.

Number of hours at the mall	Amount of money in his wallet at end of the hour
1	100
2	90
3	70
4	50
5	30

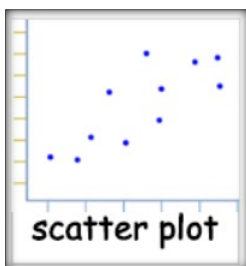


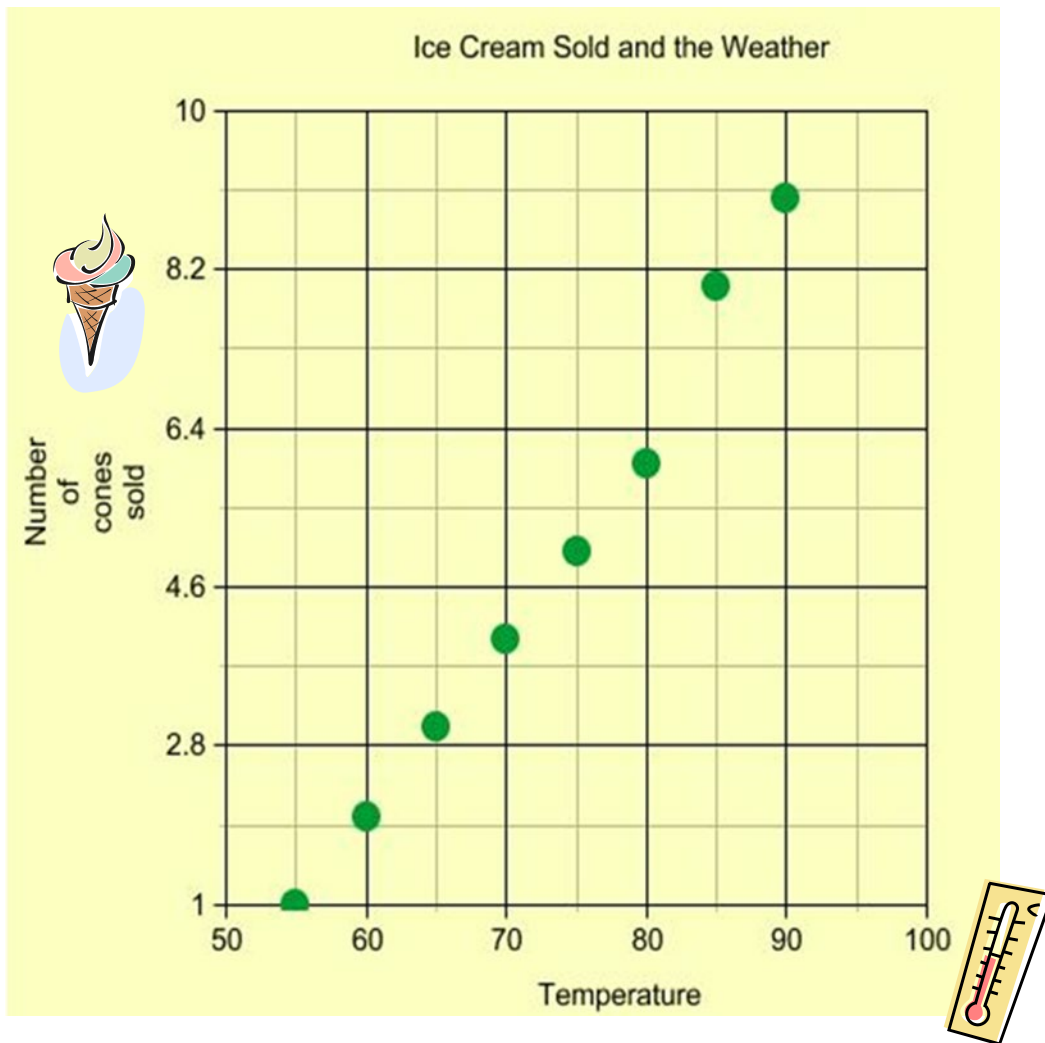
This graph is a scatter plot.

It shows the **relationship** between the money in John's wallet and the number of hours he was at the mall.

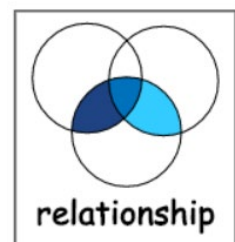


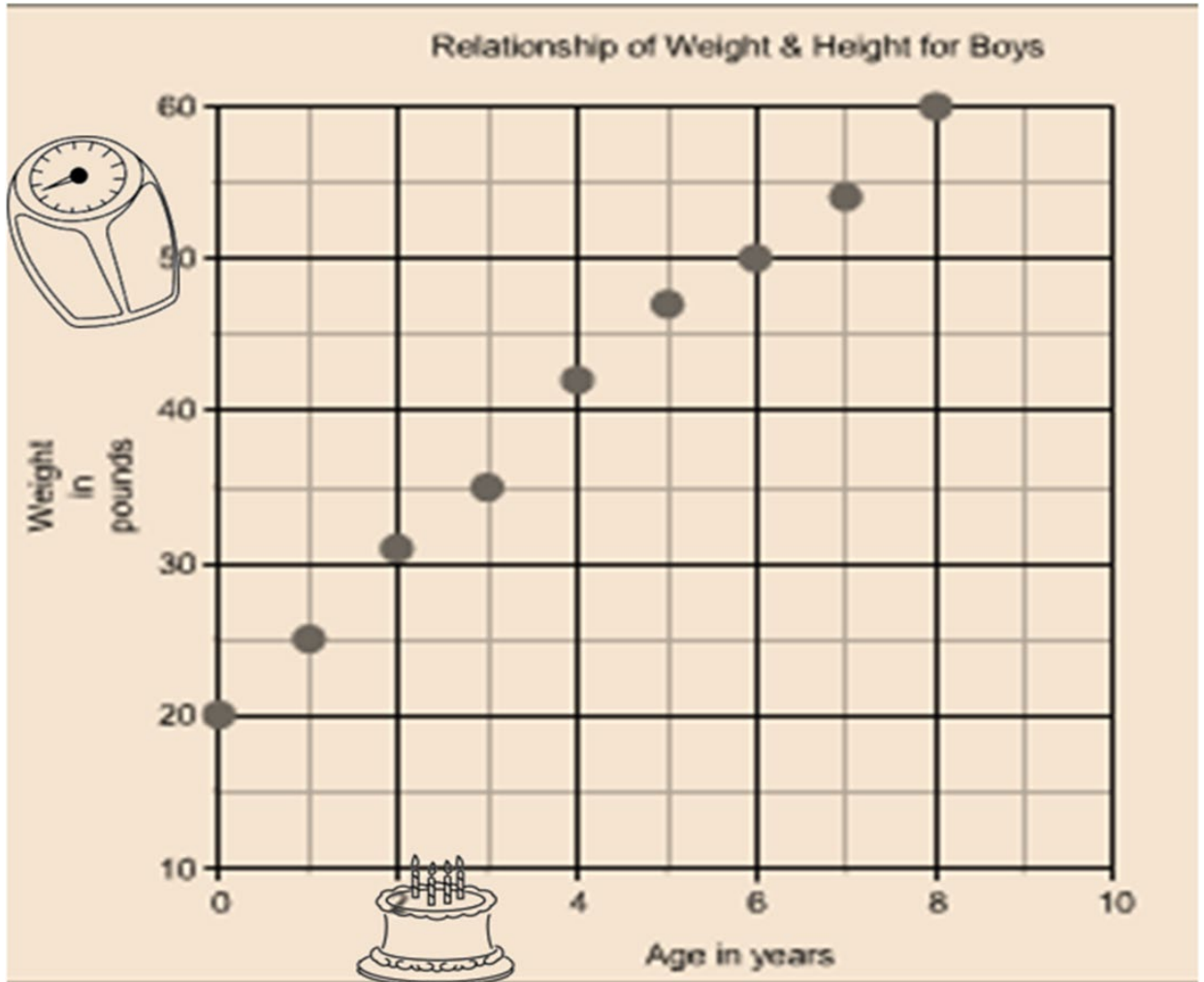
Can you show
me more
scatter plots?



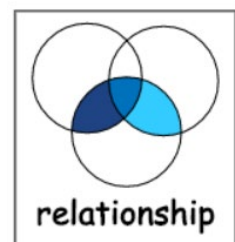


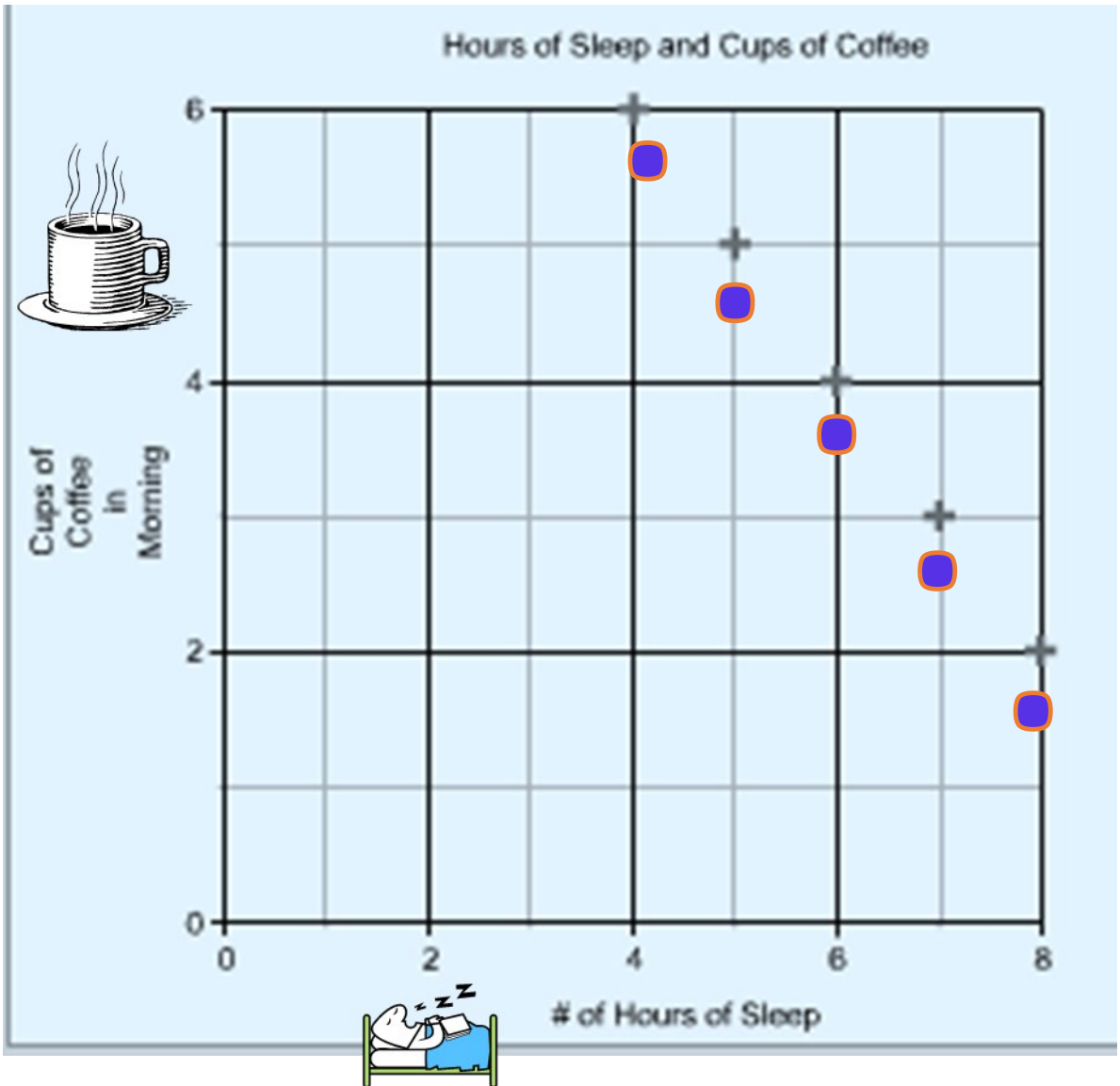
This scatter plot shows the **relationship** between the temperature and the number of ice cream cones sold.



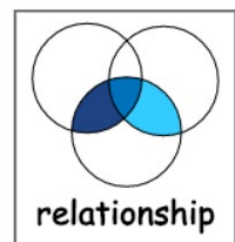


This scatter plot shows the **relationship** between the ages of boys and their weight.

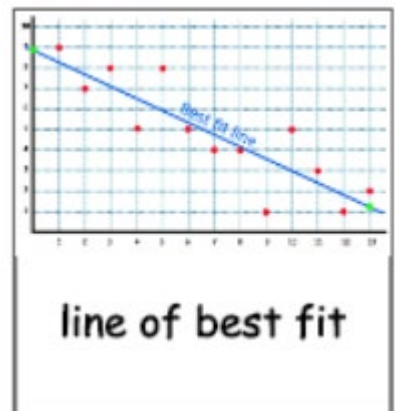


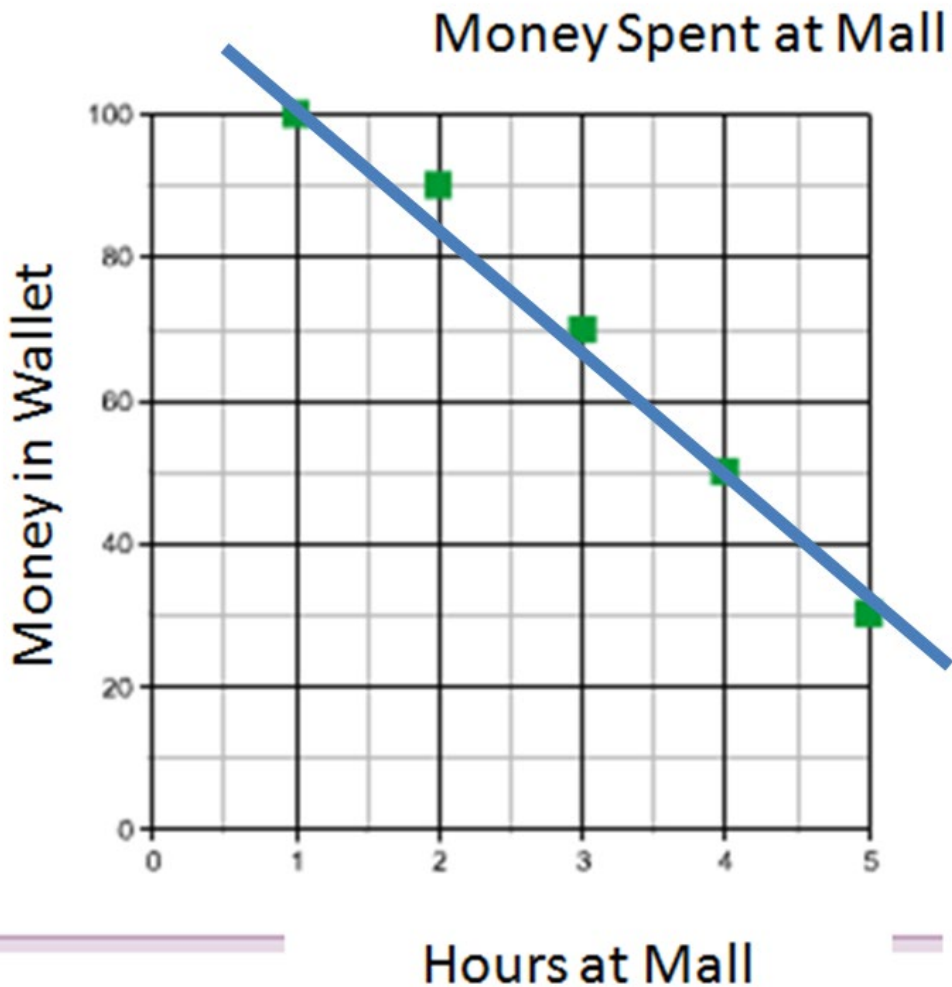


This scatter plot shows the **relationship** between the number of hours of sleep and the number of cups of coffee in the morning.



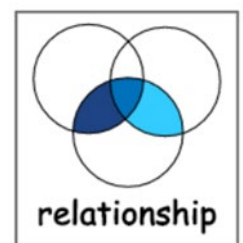
What is a line of best fit?

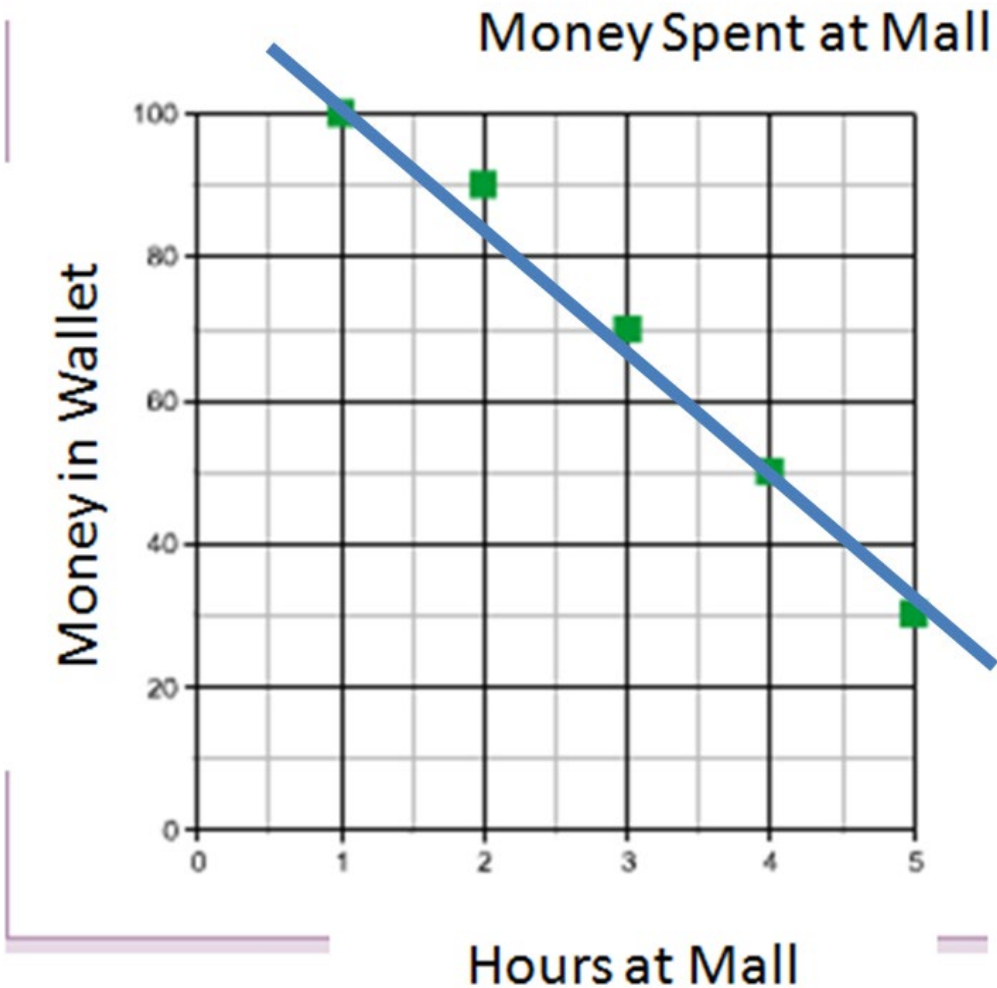




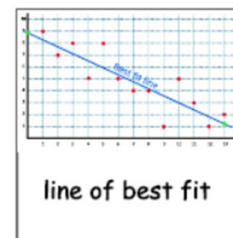
We can draw a straight line to show how all these points relate to each other.

How do they go together?



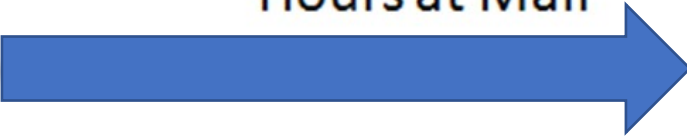
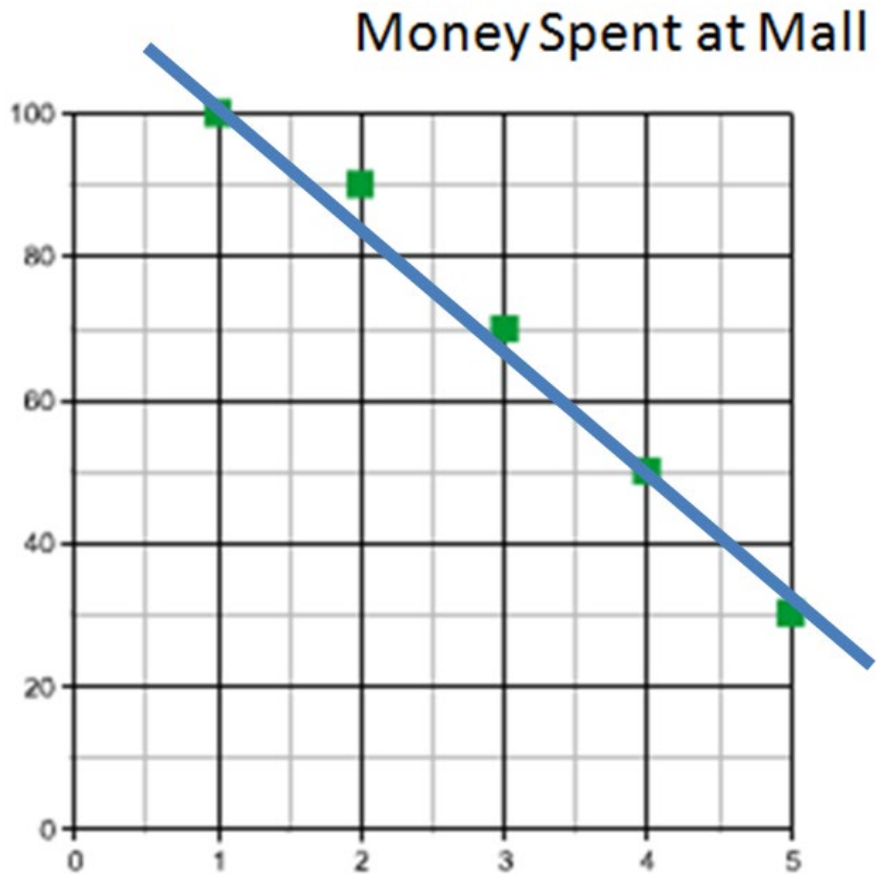


A line that shows how points on a graph relate to each other is called a **Line of Best Fit**.





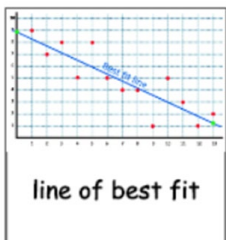
Money in Wallet

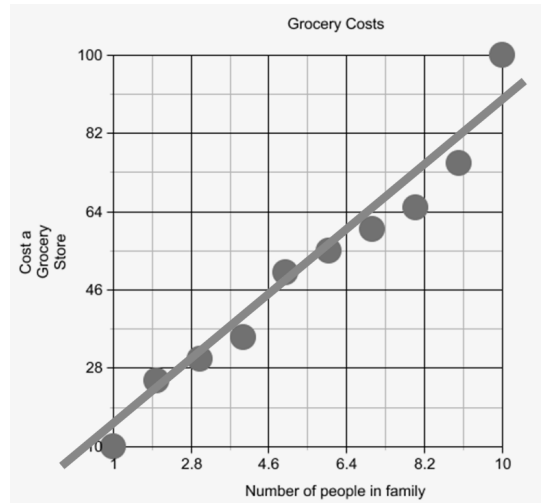
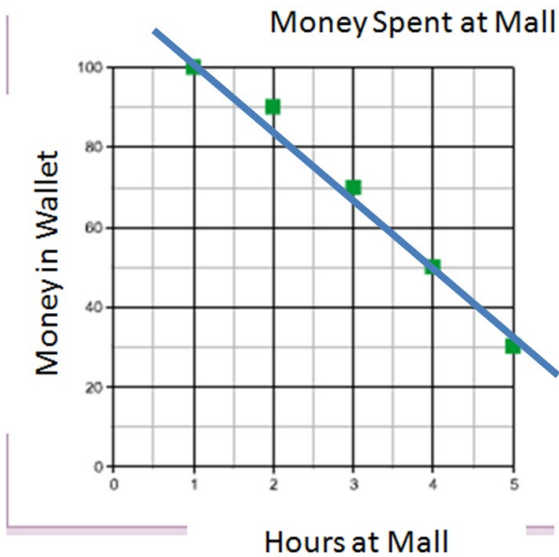


Hours at Mall

We can tell from the line of best fit on this graph that as the hours John spent in the mall went up, the amount of money in his wallet went down.

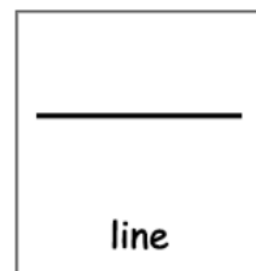
**Show me more
about Line of
Best Fit.**

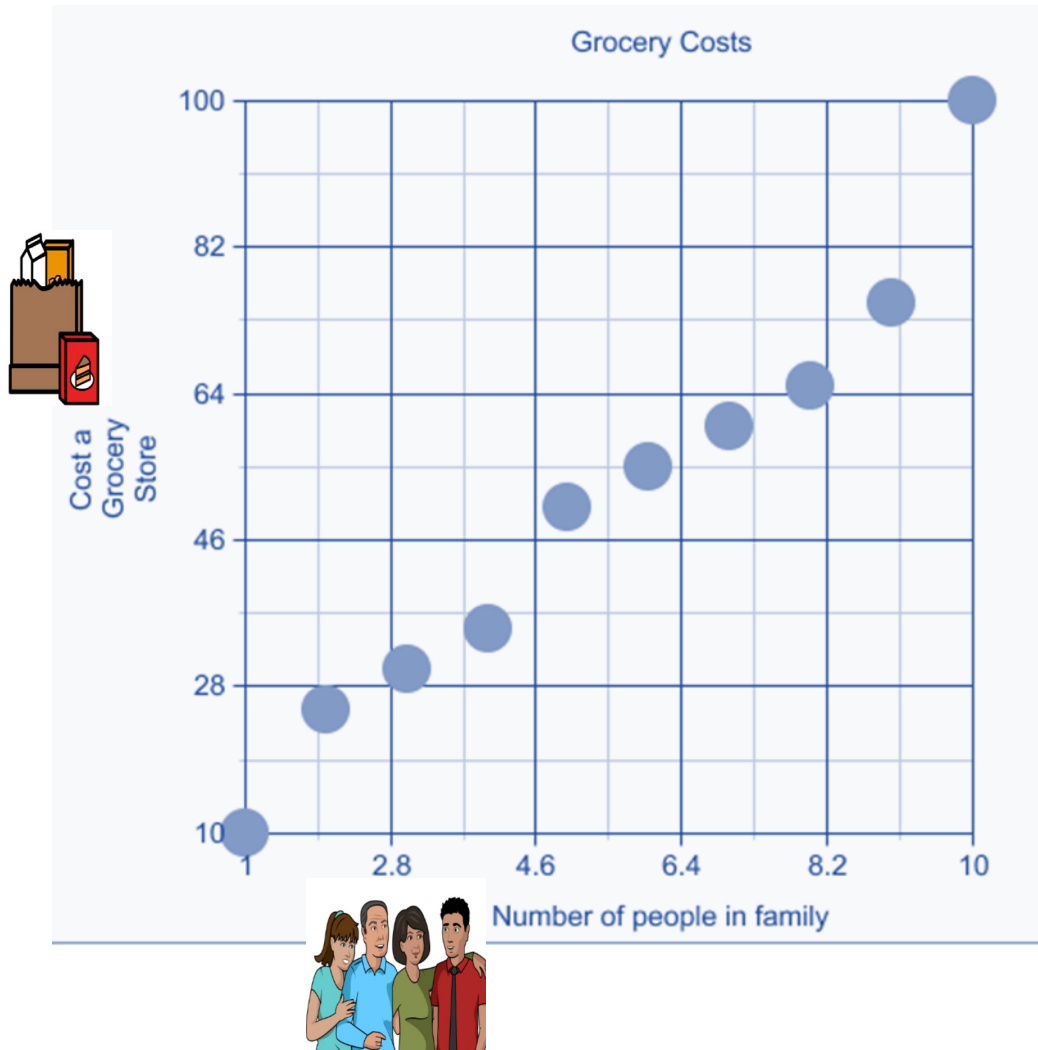




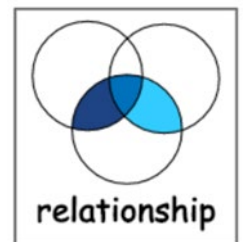
Remember that the **Line of Best Fit** shows the relationship of points on a graph.

It is a straight line drawn to show how the points are related.



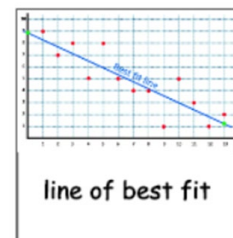


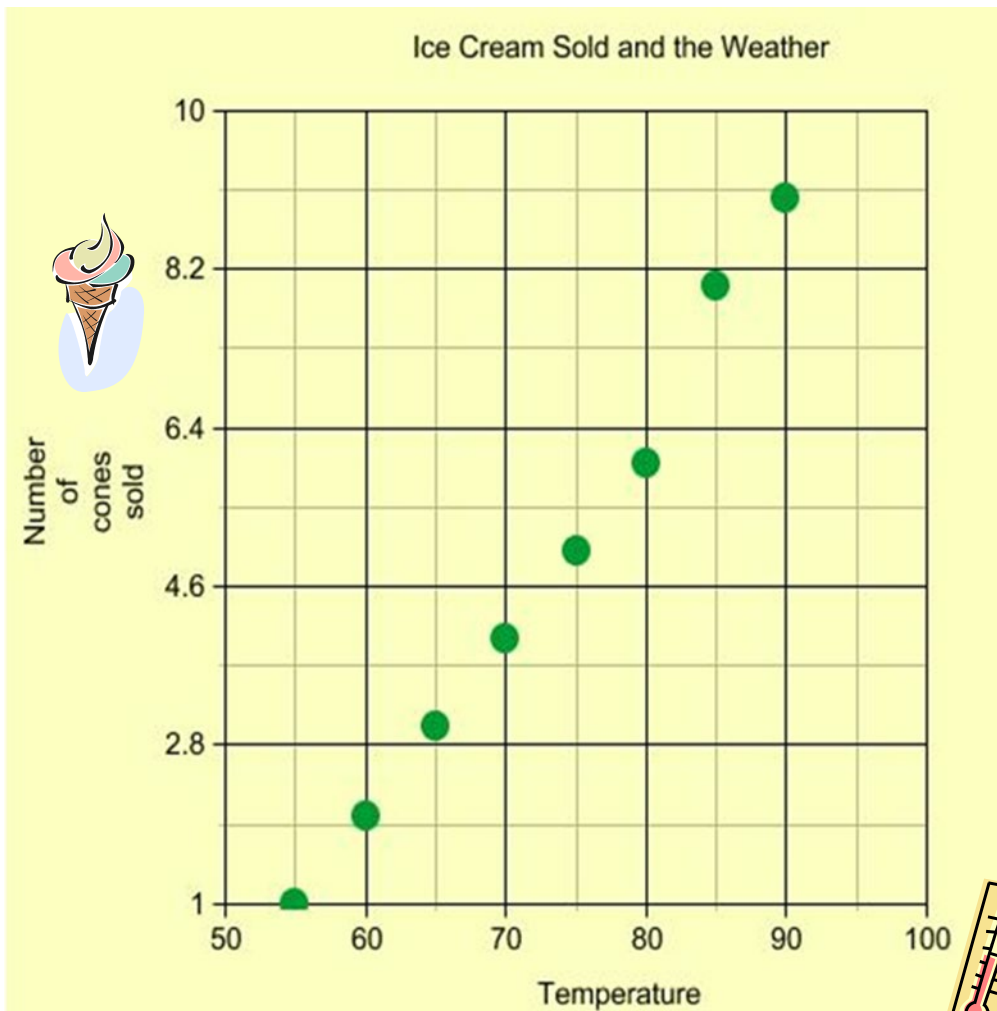
This scatter plot shows the **relationship** between the number of people in a family and the cost of groceries.



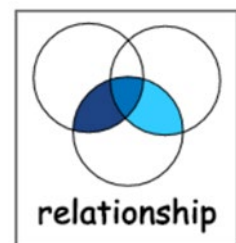


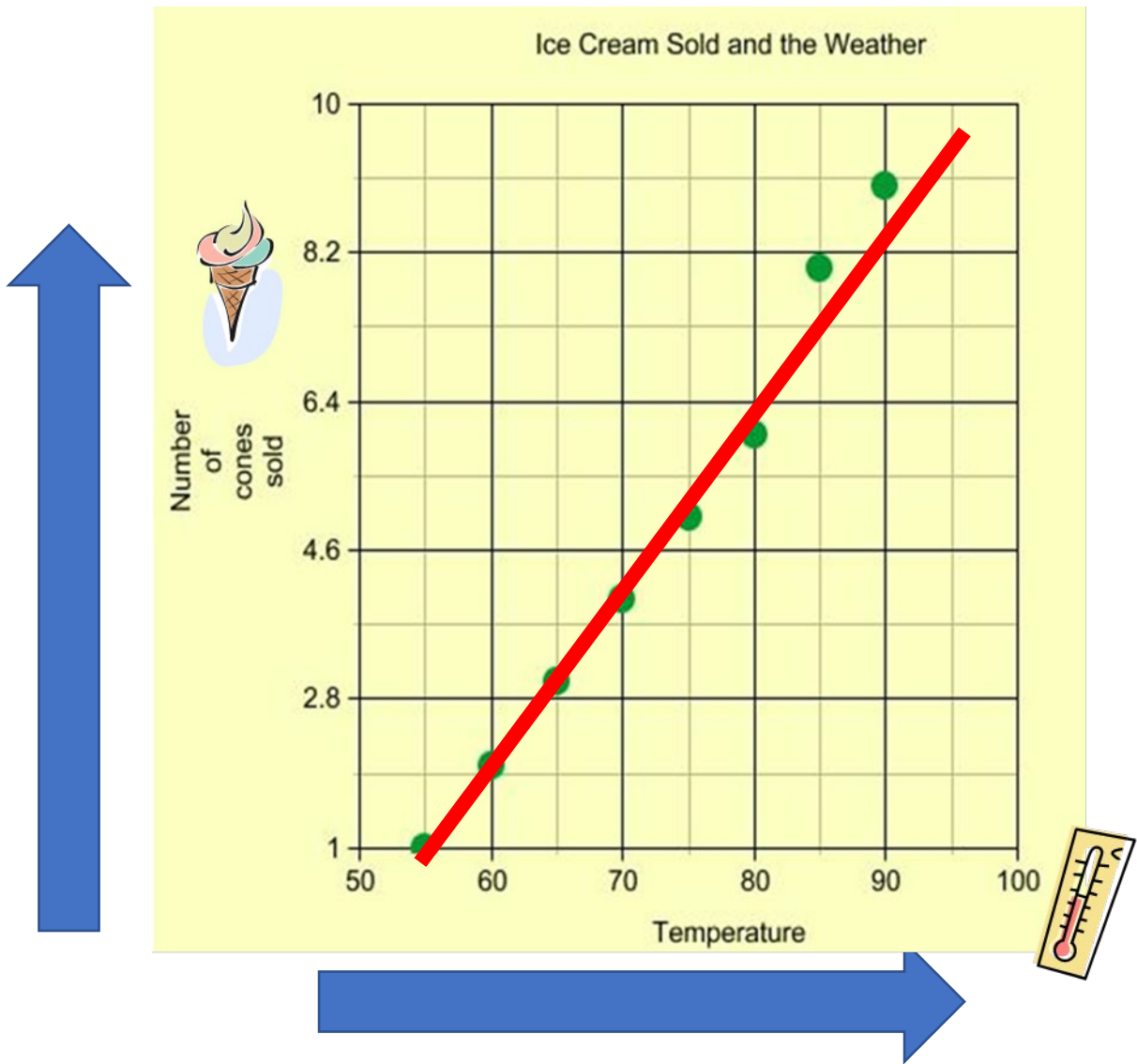
The **line of best fit** shows us that as the number of people in the family went up, the cost of groceries also went up.



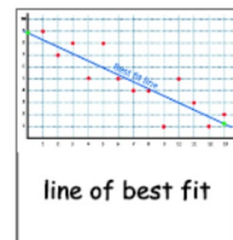


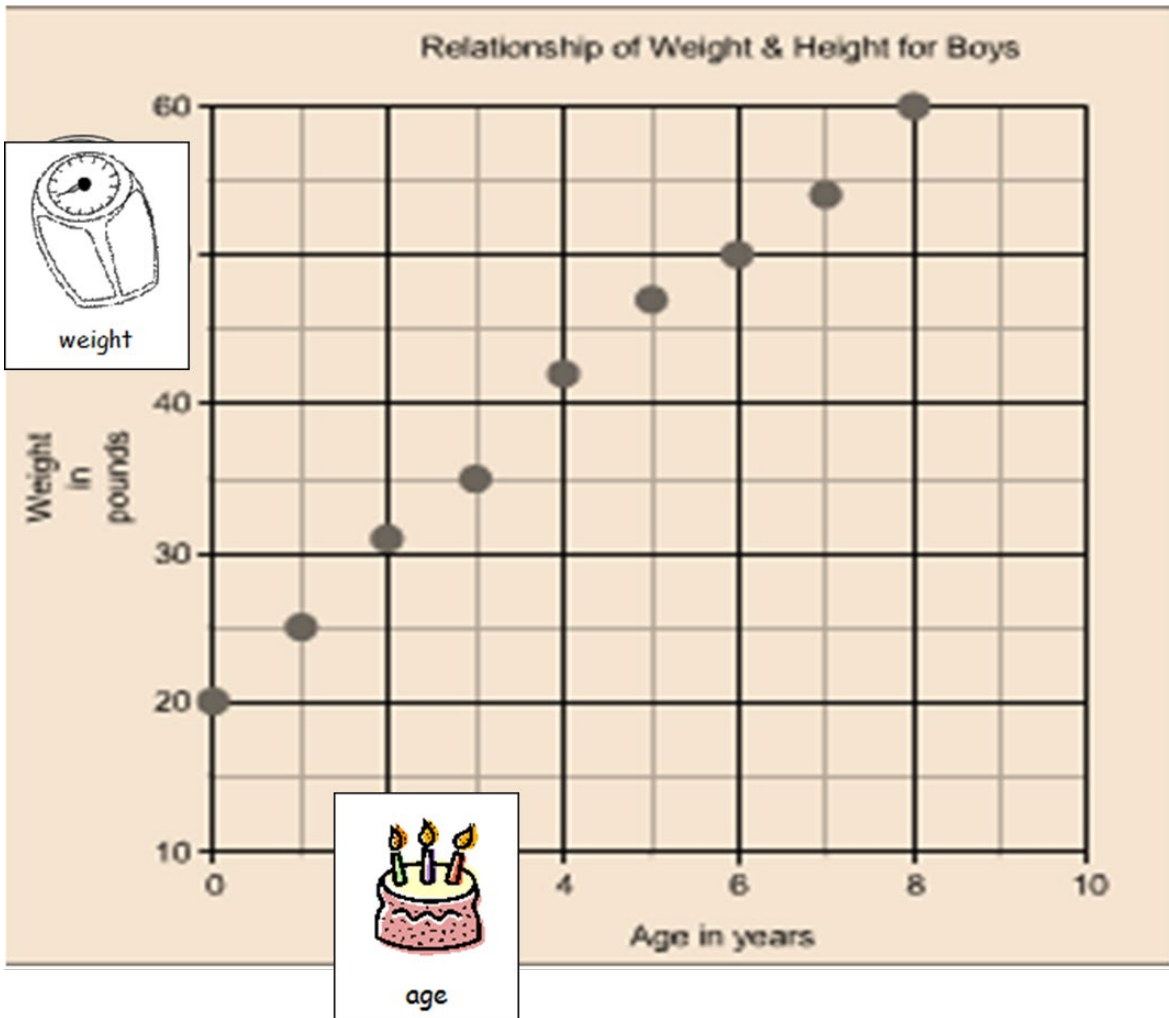
This scatter plot shows the **relationship** between the temperature and the number of ice cream cones sold.



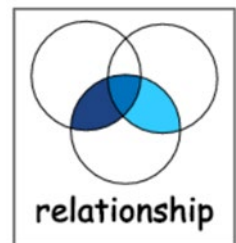


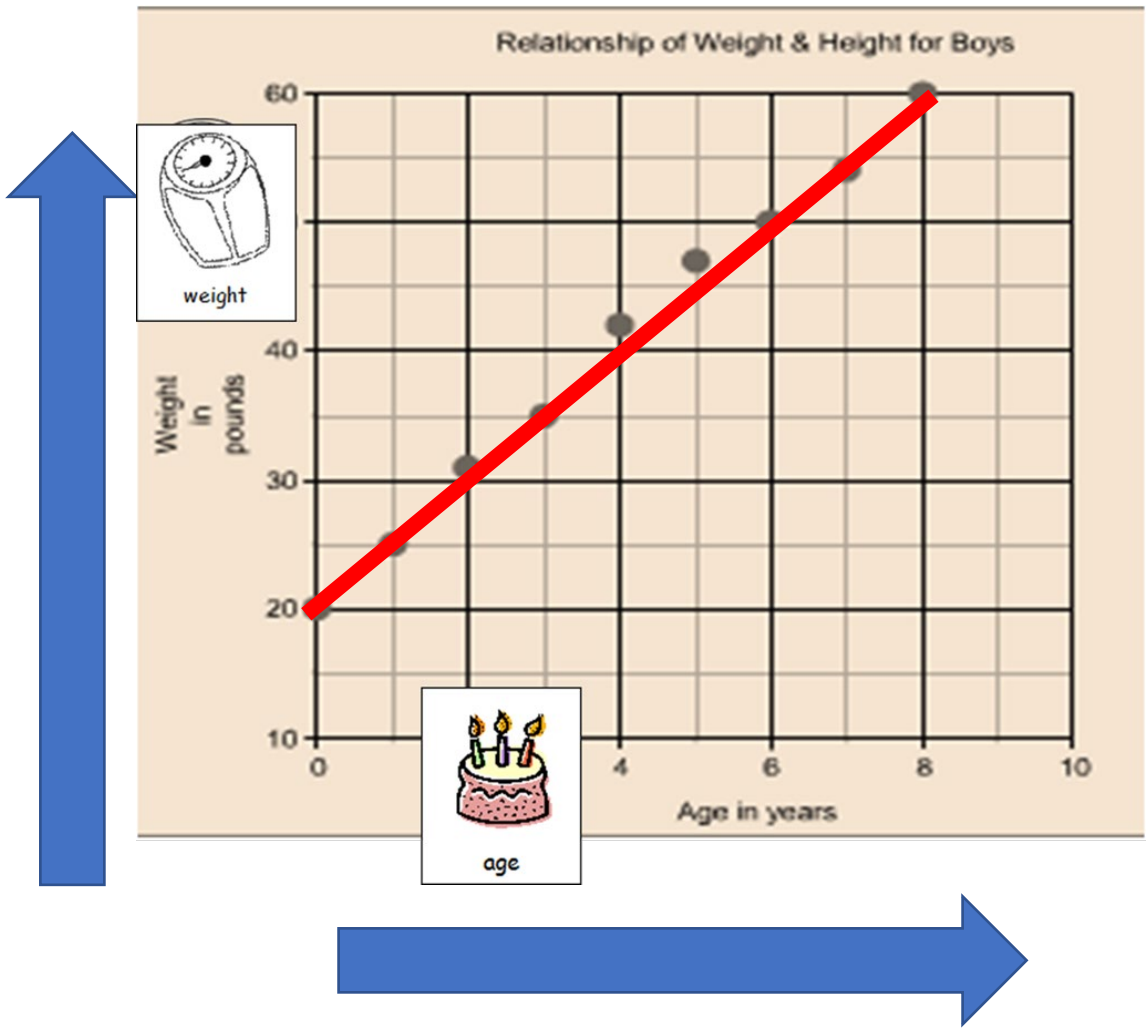
The **line of best fit** shows us that as the number of ice cream cones sold goes up as the temperature rises.





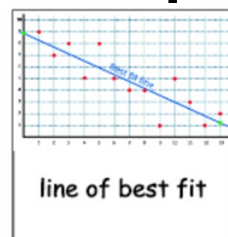
This scatter plot shows the **relationship** between the age and weight for boys.



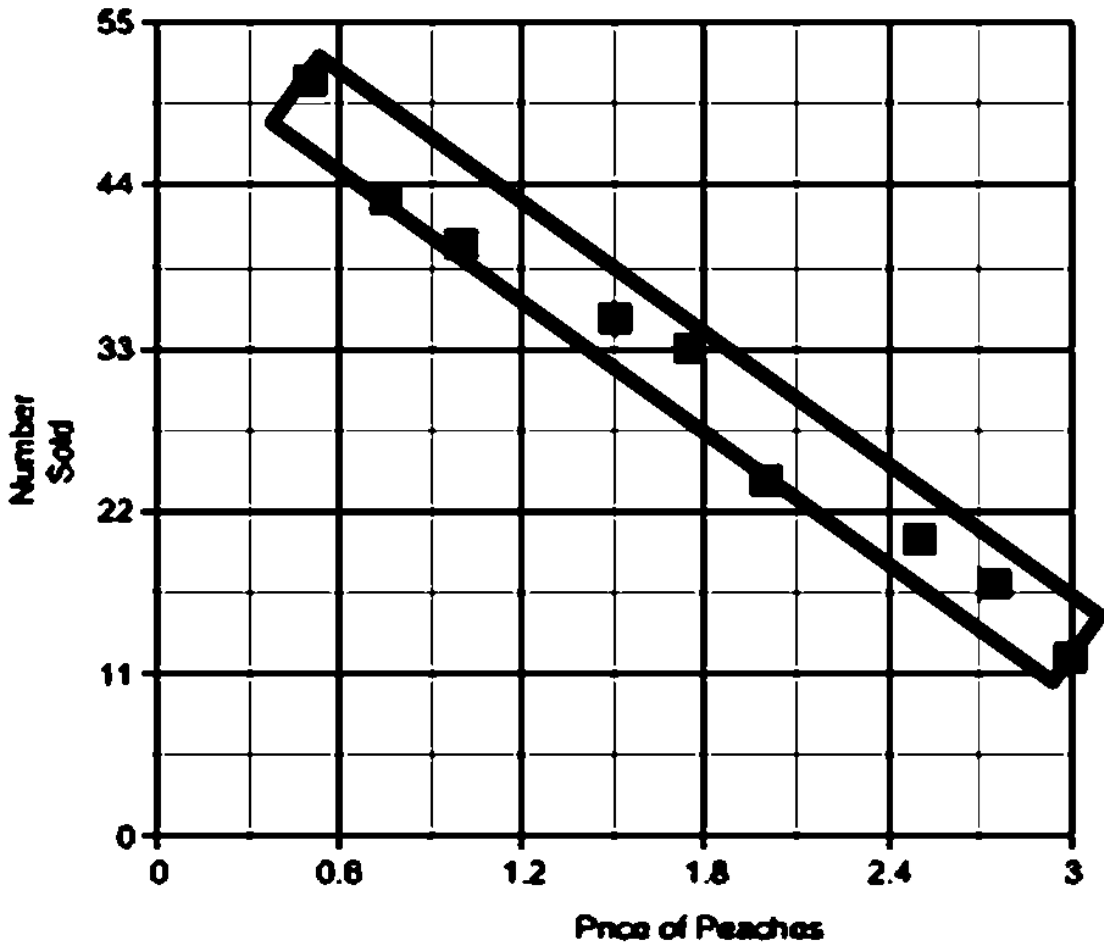


The **line of best fit** shows us the relationship between the weight and ages of the boys.

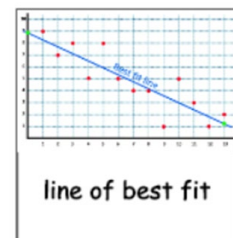
It shows that as the age of boys goes up, the weight also goes up.

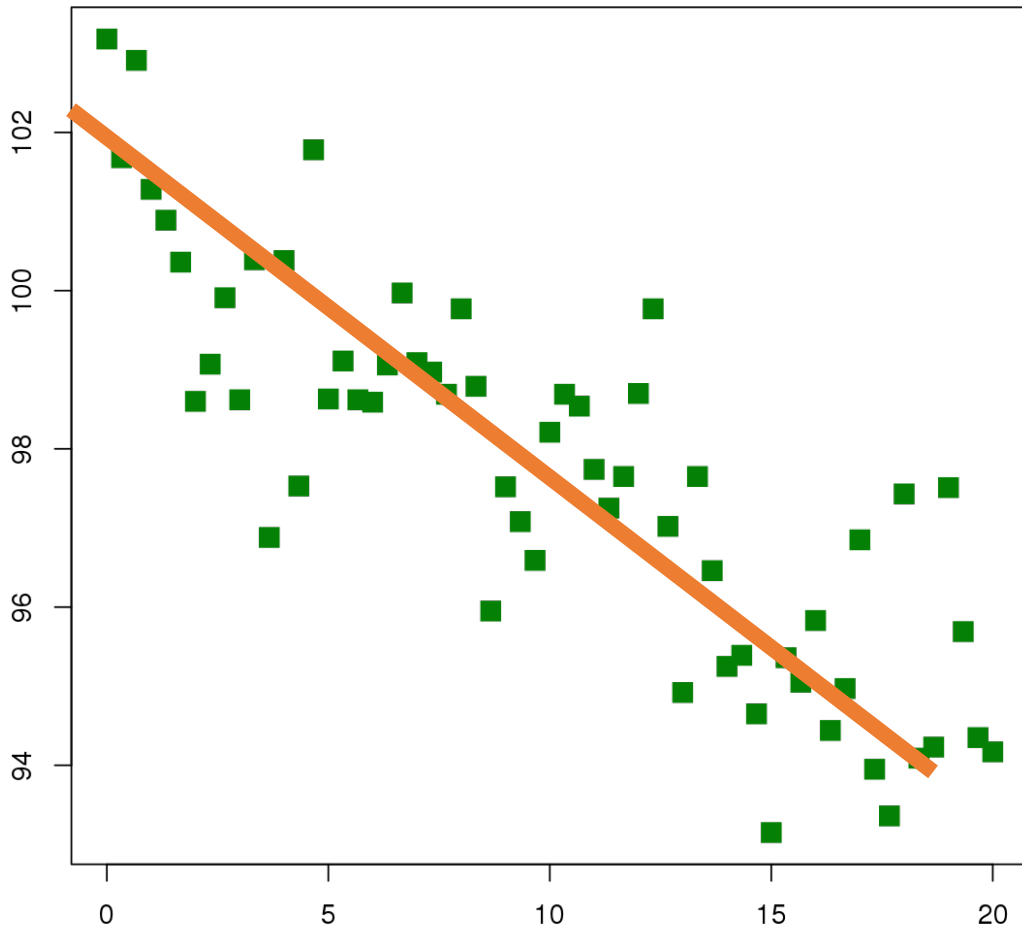


Selling Peaches



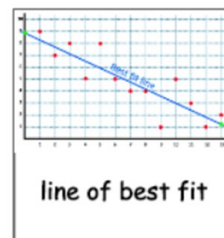
The **line of best fit** is drawn to include most of the points on the scatter plot – it does not have to include all points.

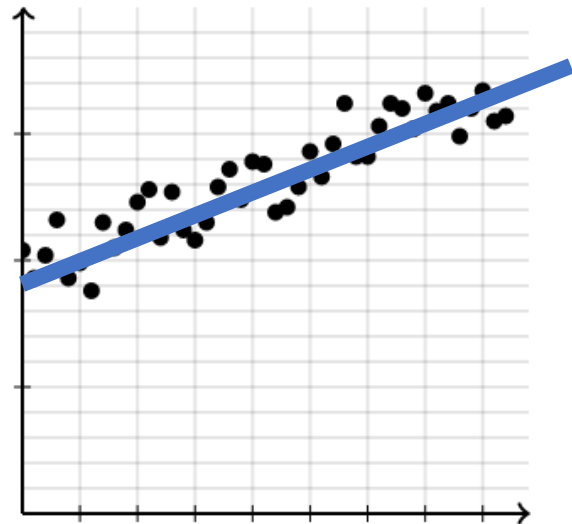
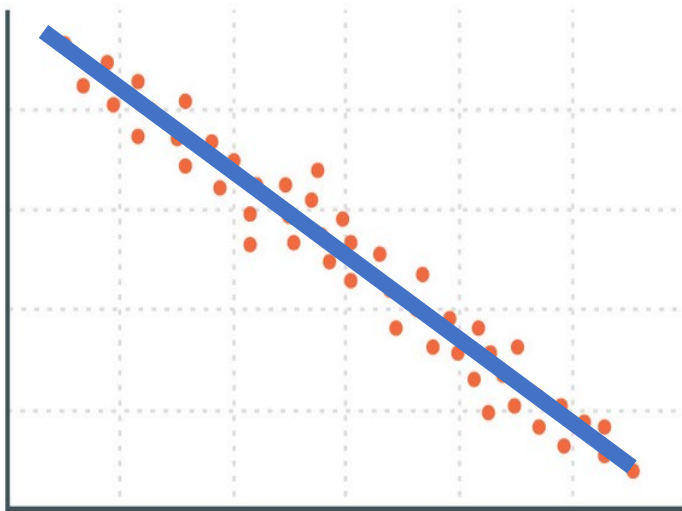
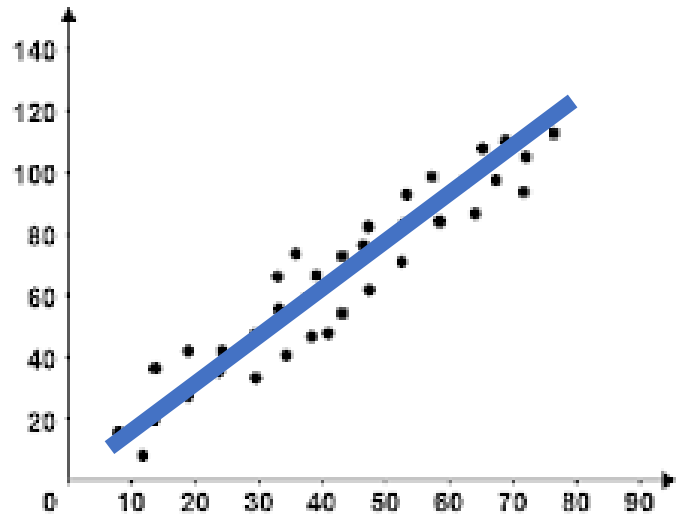
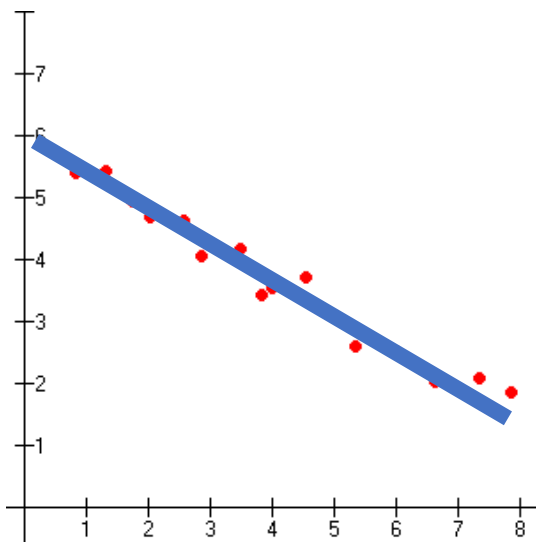




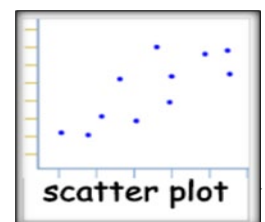
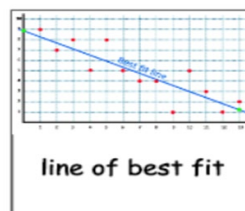
The **line of best fit** does not have to include all of the points on the scatter plot.

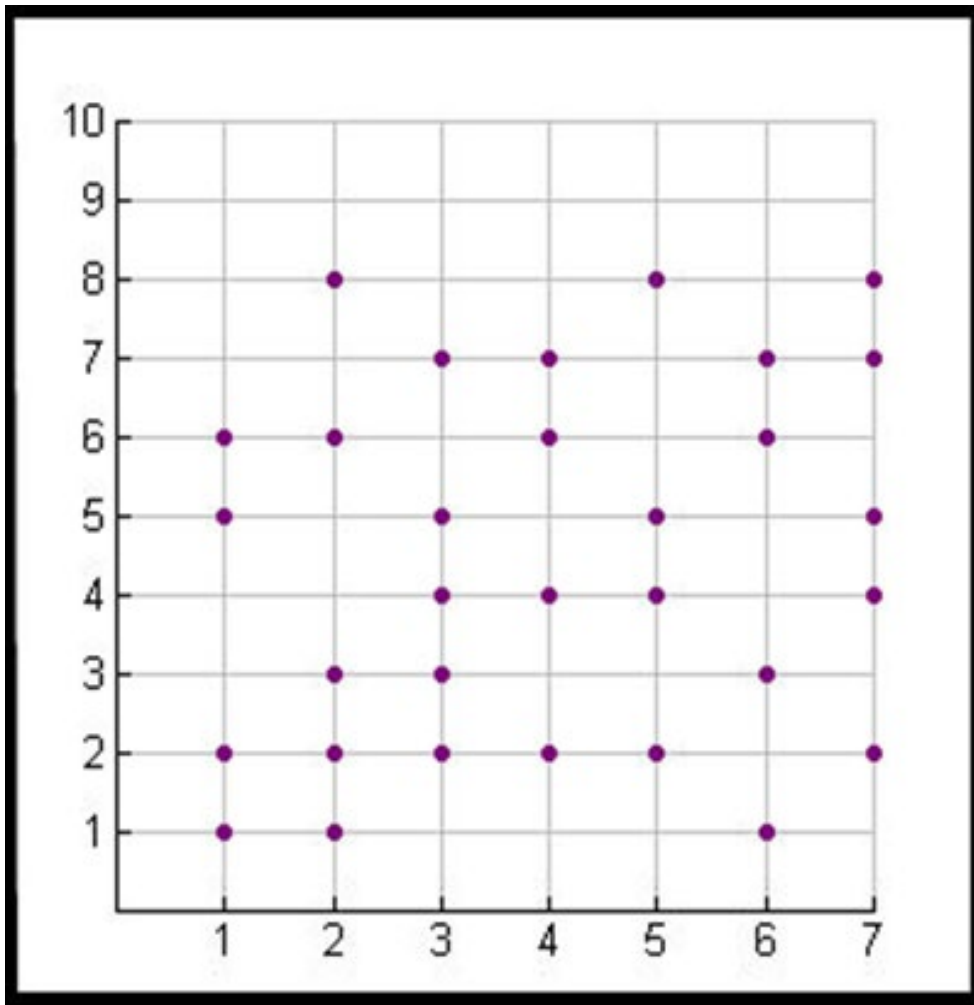
It shows where most of the points make a line.





Look at these scatter plots and the **line of best fit**.

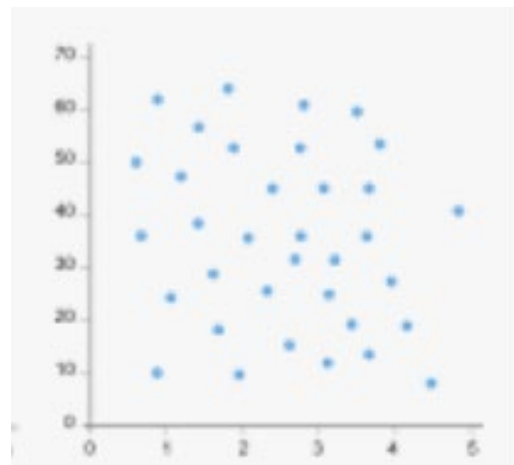
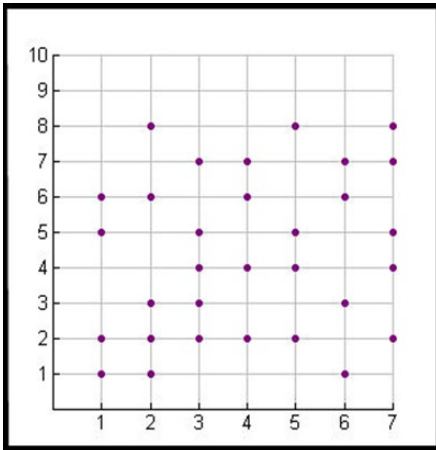




Sometimes there is no clear line of best fit.

That means there is no clear relationship between the two sets of data.





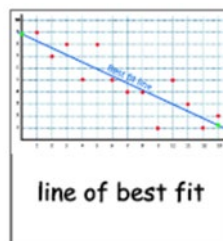
These scatter plots have no clear line of best fit.



Let me see if I understand line of best fit



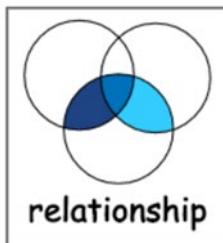
The **line of best fit** shows us the relationship between two sets of data.



What can a line of best fit tell me?

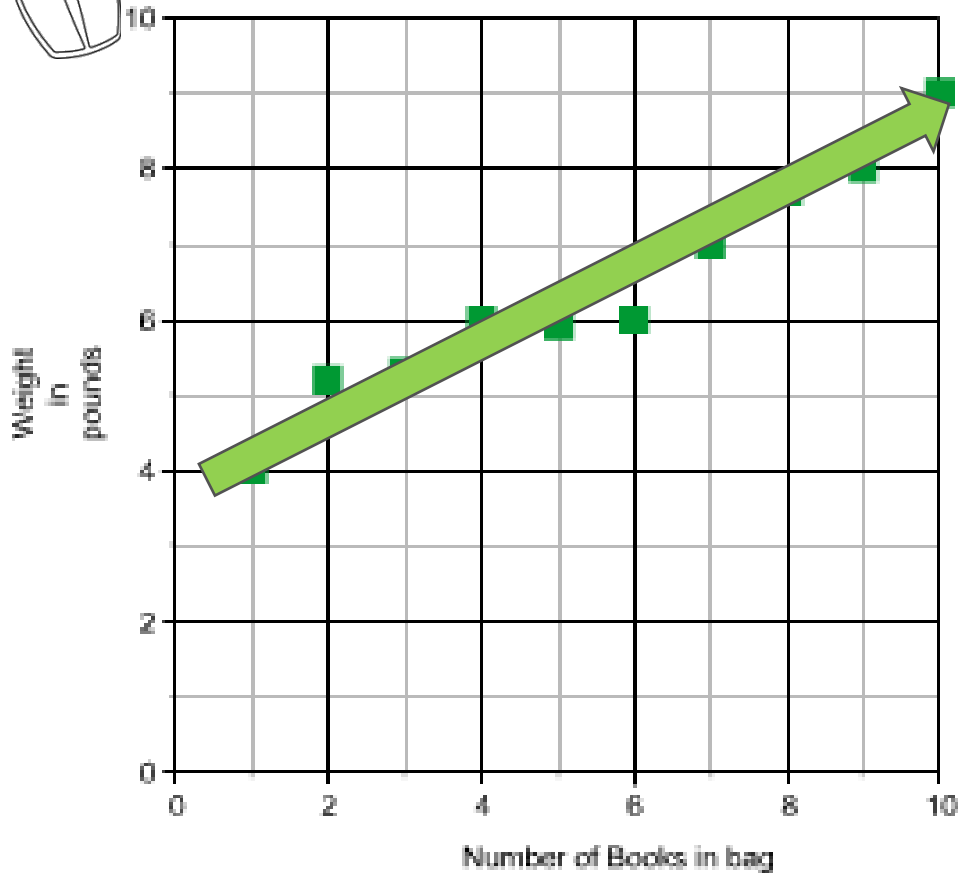


A line of best fit can show what kind of relationship there is between the 2 sets of data.





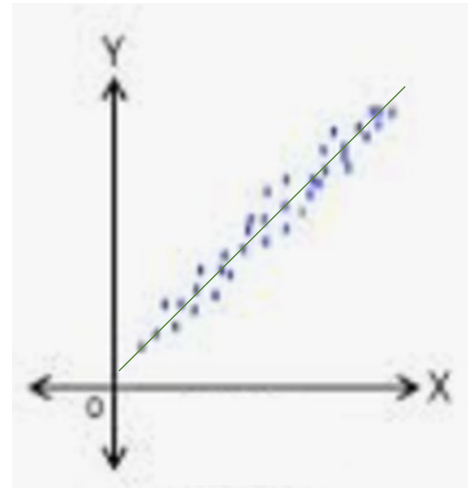
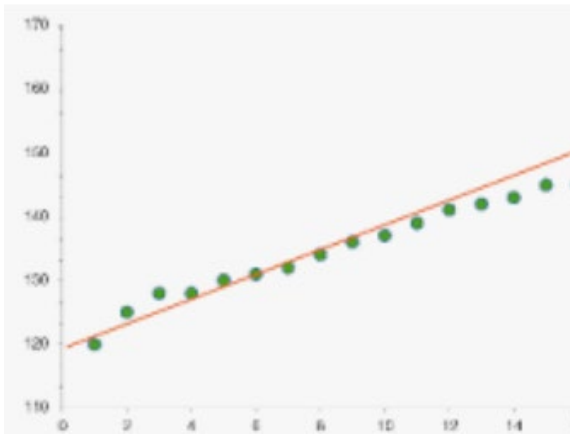
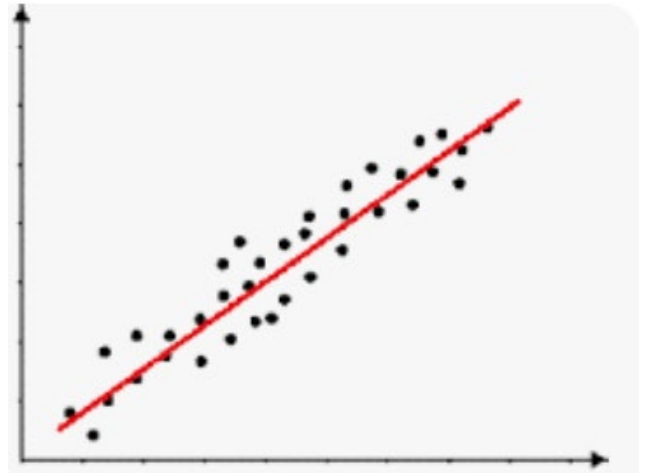
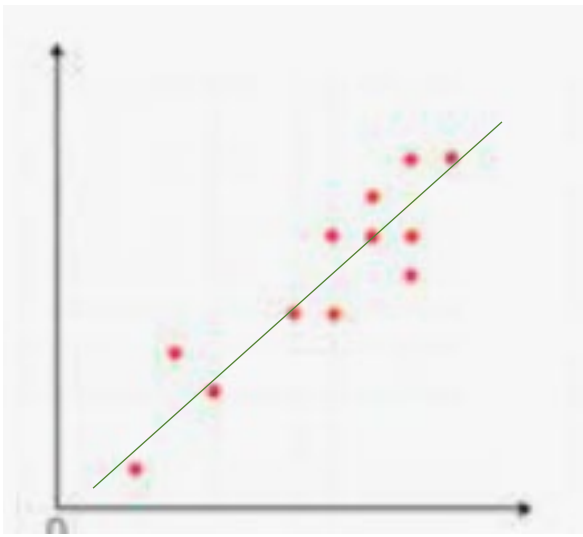
How Heavy Is Your Backpack?



This is a **POSITIVE** relationship.

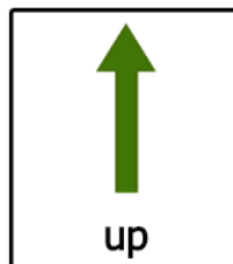
If the line of best goes up, then the relationship between the data is **positive**.

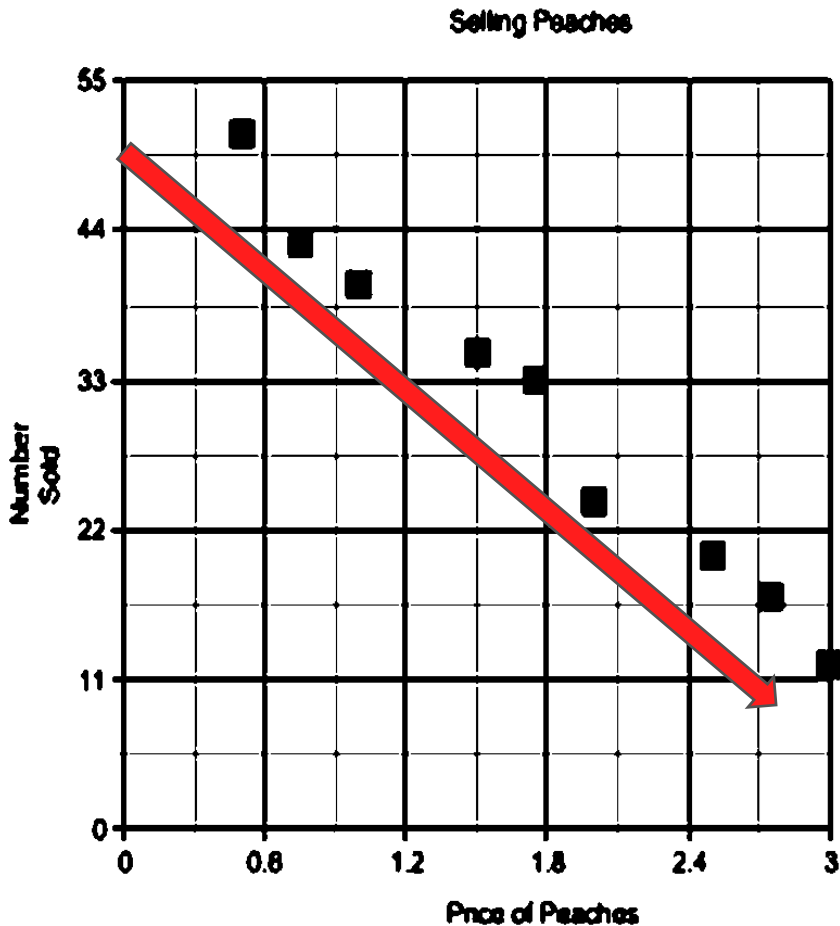




The line of best fit goes up.

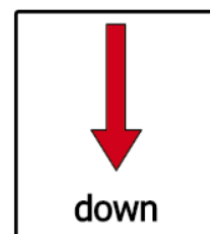
These scatter plots have a **positive** relationship.

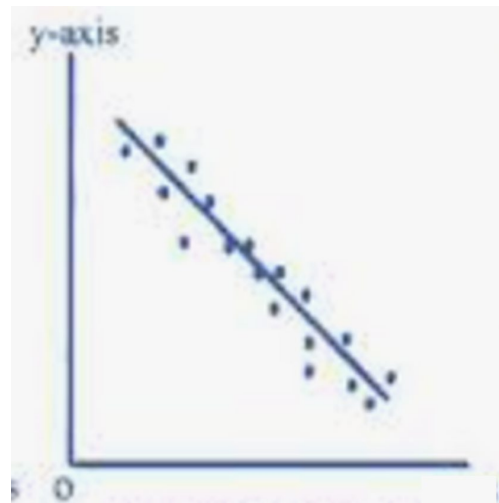
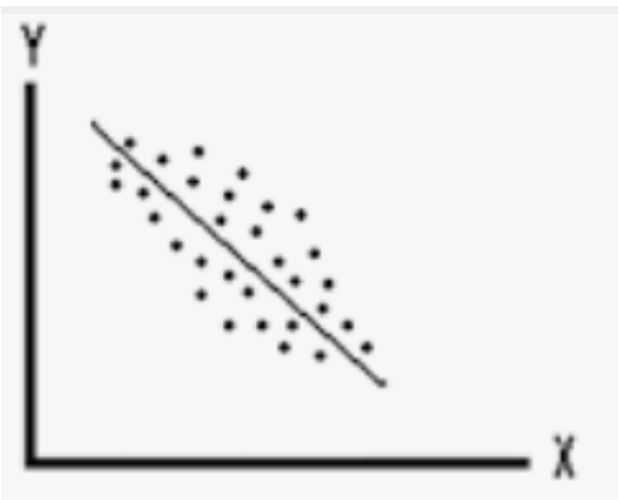
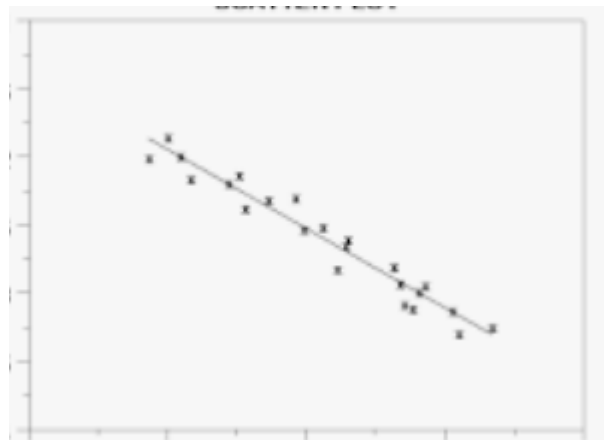
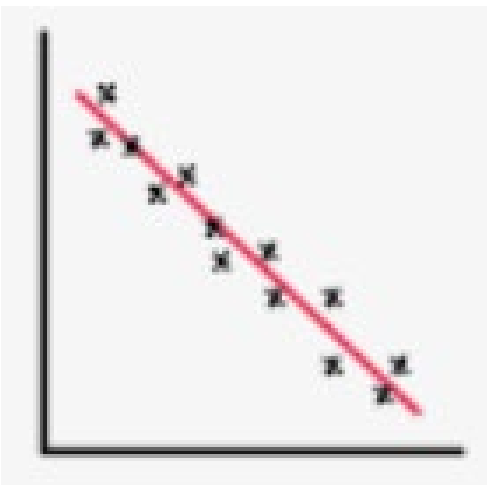




This is a **negative** relationship.

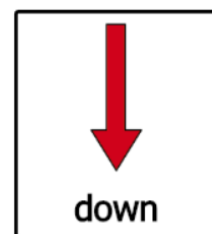
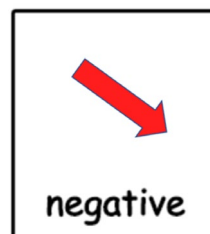
If the line of best goes down, then the relationship between the data is **negative**.

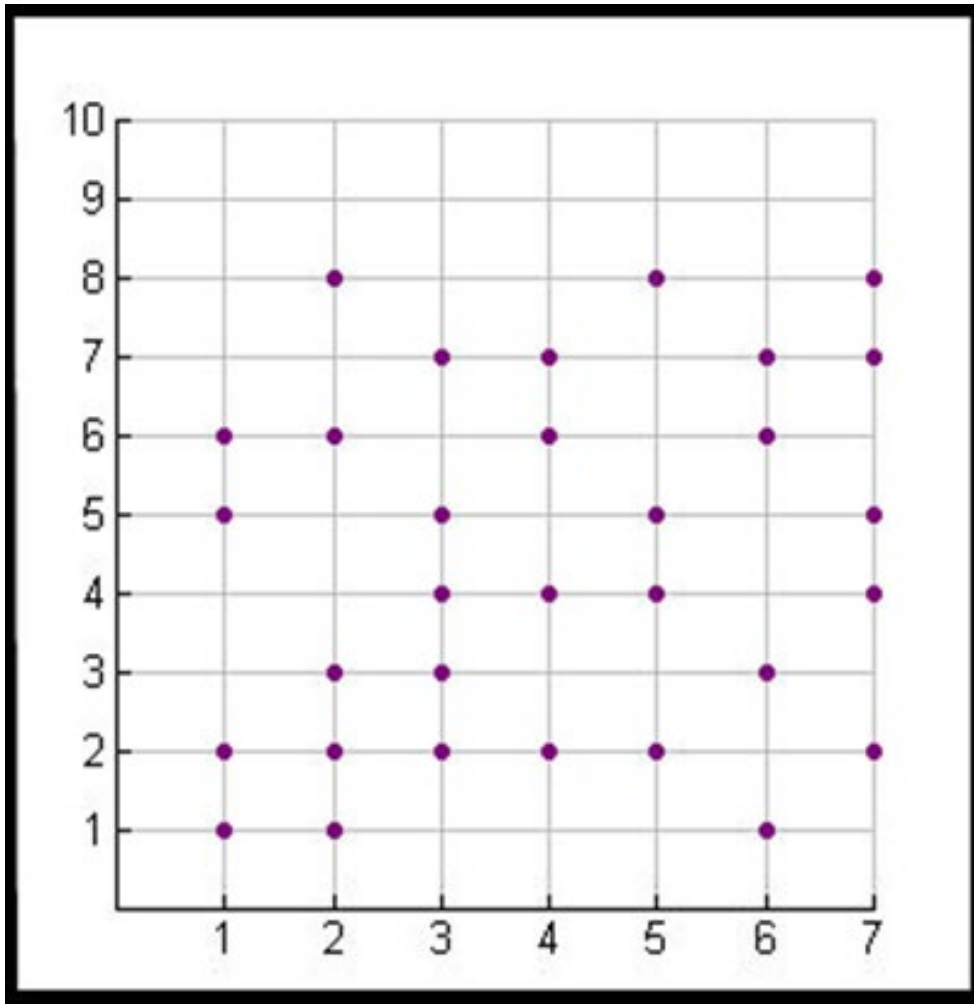




The line of best fit goes down.

These scatter plots have a **negative** relationship.

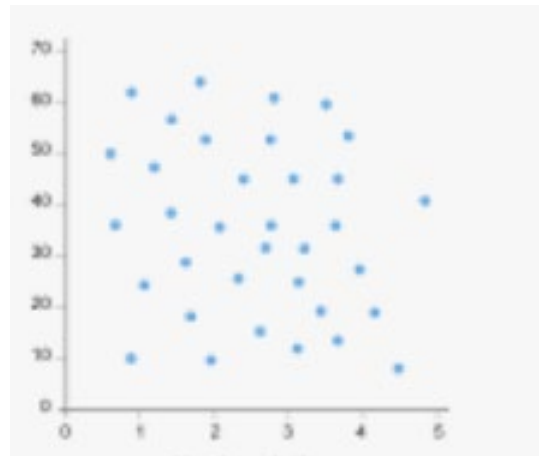
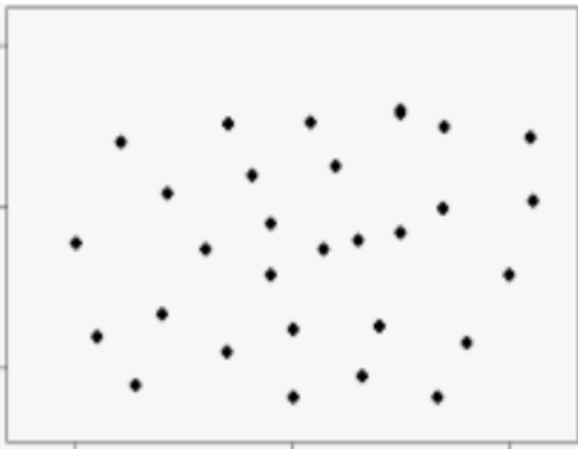
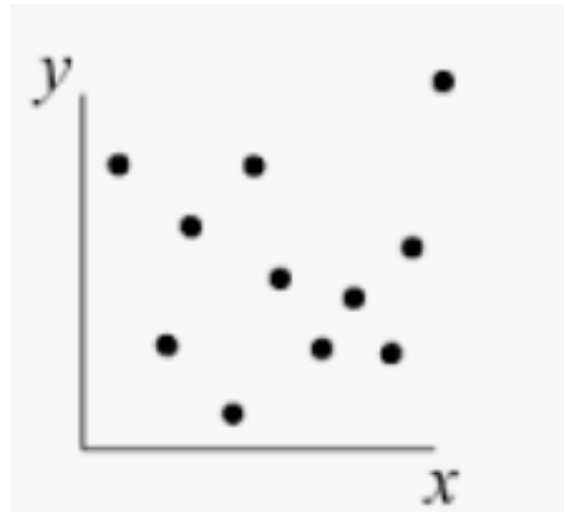
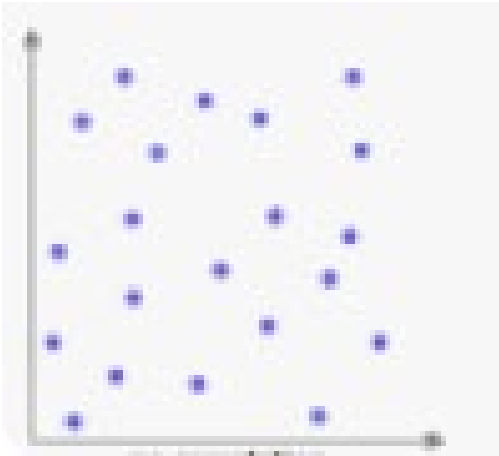




Sometimes there is no clear line of best fit.

That means there is no clear relationship between the two sets of data.





There is no clear line of best fit.

These scatter plots do not have a relationship.



Let's review



- A graph is a diagram that shows how 2 changing things relate to each other.
- A scatter plot is a kind of graph.
- A scatter plot uses an x-axis and a y-axis to show the relationship between 2 sets of data.
- Data is information.
- A **point** is the place on the graph that shows how 2 pieces of data relate to each other.
- A line that shows how points on a graph relate to each other is called a **Line of Best Fit**.
- If the line of best fit goes up, the relationship between the data is positive.
- If the line of best fit goes down, the relationship between the data is negative.
- If there is no clear line of best fit, then there is no correlation between the data.

**THE
END**

Vocabulary

scatter plot
relationship
line of best fit
data
graph
axis
Point
line
positive
negative

Core Words

up
down
go
no
where

Standards

***GSE9-12.S.ID.6** Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

- a. Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear, quadratic and exponential models.

Extended standard:

- Identify the graph that shows the line of best fit.
- Identify the line of best fit given data on a scatter plot.

*www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Blueprints.aspx

+Note to teacher: The measure of this standard/indicator is to place the line of best fit, it does not include interpreting the data.

Standards (continued)

Georgia Standards for GAA 2.0

MGSE9-12.S.ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
The student will a) decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear, quadratic and exponential models.	
Least complex	Most complex

Respond differentially to identify a statement that represents data of two quantitative variables on a scatter plot (i.e. ice cream sales and outside temperature).	Identify the graph that shows the line of best fit.	Identify the line of best fit given data on a scatter plot.	Interpret data from a given scatter plot to solve a real world problem.
---	---	---	---

Common Core Math Standards

Statistics and Probability 8.SP.A.2

2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

<https://www.shmoop.com/common-core-standards/ccss-8-sp-3.html>

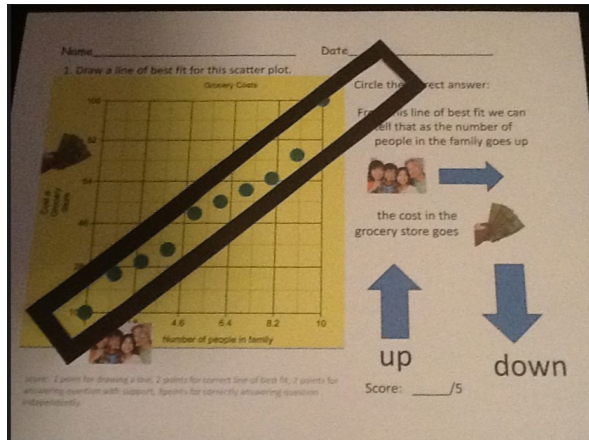


Reference

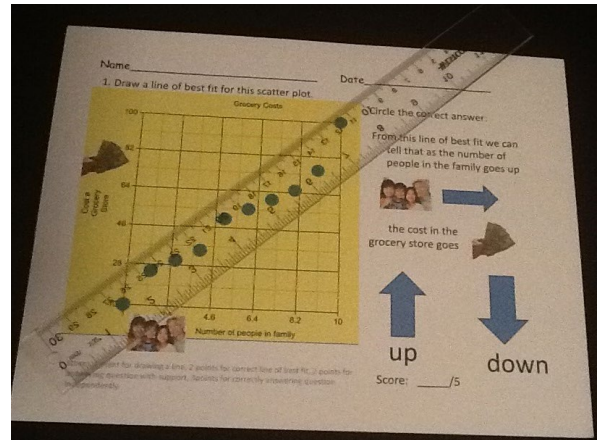
Graphics of teenagers attribution.

Ideas for teachers to adapt activities for all students to participate:

- Using clear ruler to find line of best fit.



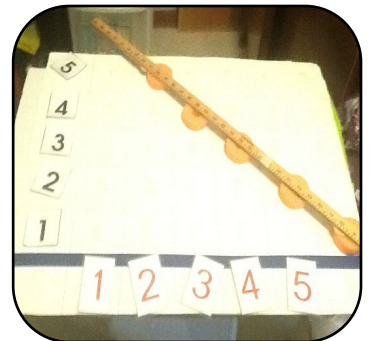
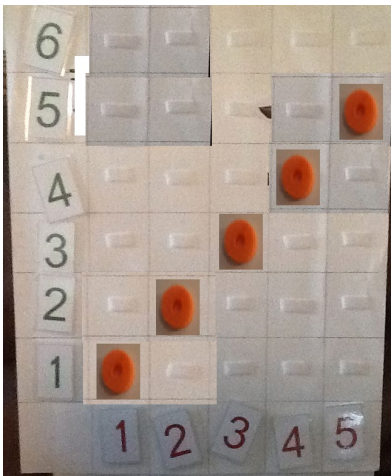
- Using window to find line of best fit.



- Draw line of best fit on outside of plastic sheet protector



Create large scatter plots using pool noodles and poster board. Use yard stick or other long straight object to locate line of best fit.



Line of Best Fit

Flipbook Directions

- Print all pages (2-9) Card stock is not required but it will make the pages more durable over time.
- Laminate pages 2 & 9 as whole pages.
- Pages 3-8 may be trimmed before laminating to save laminate.
- Page 9 will become the back page. Place soft Velcro on the answer squares on each page.
- Page 2 – cut out the title page (large rectangle) – This will become the top/front page.
 - *Cut out each answer card (smaller squares), place hard Velcro on back and attach to soft Velcro on Slide 9.*
- Trim each of the other flip pages (large rectangles) on pages 3-8.
- Place soft Velcro on each answer square on the smaller pages, pages 3-8.
- Punch 2 holes in top of pages so they will align to slide 8 – the back page. You can use a 3-hole punch or handheld punch.
- Stack up pages in numerical order, so that the page with a blank answer square is in front of the explanation page. Place the title page on top.
- Use binder rings to attach pages to back page (slide 9).
- Students can then use the manipulatives on the back page to answer the questions, and then turn to the next page to check their answer.

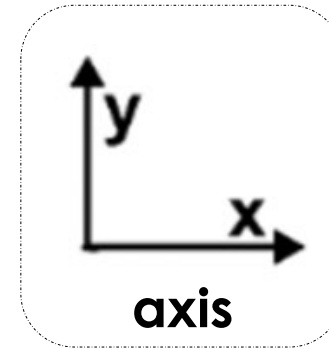
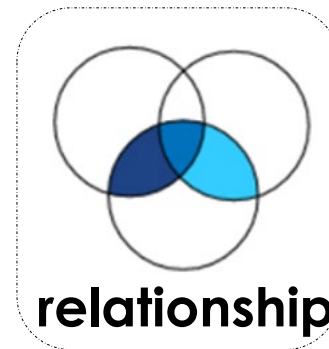
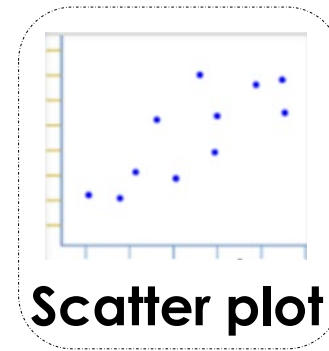
The final two pages of this document can be used as a scoring rubric to assign a grade to the student's performance and give the team additional information about scoring for students with complex communication or physical needs.

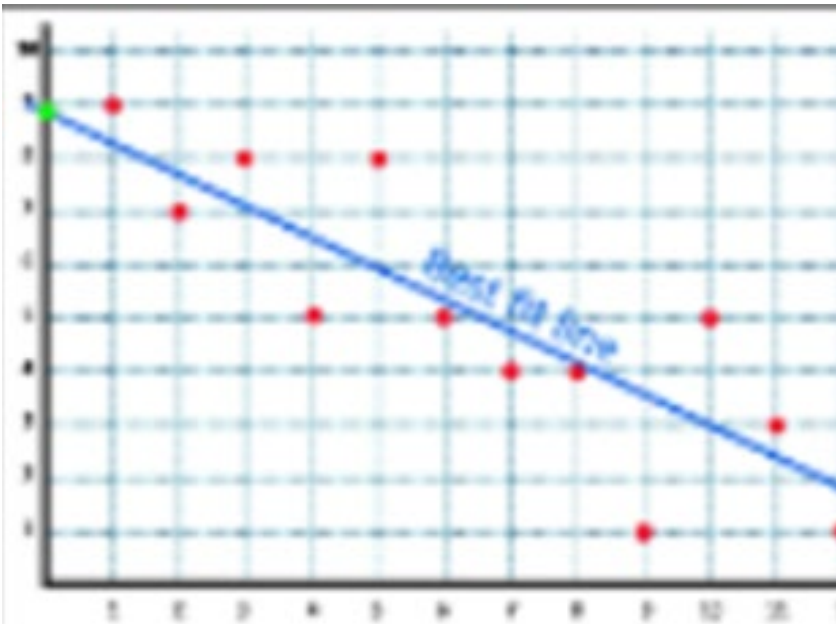


Directions: Place the correct answer on the question page.
Turn the page to see the correct answer.

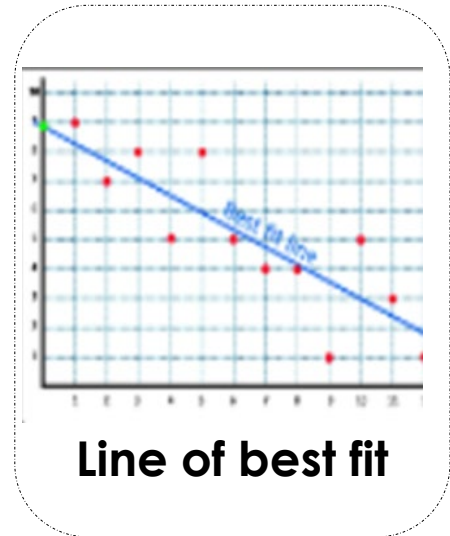


AYC&M Academic Series: Juanita Pritchard/DTA Schools



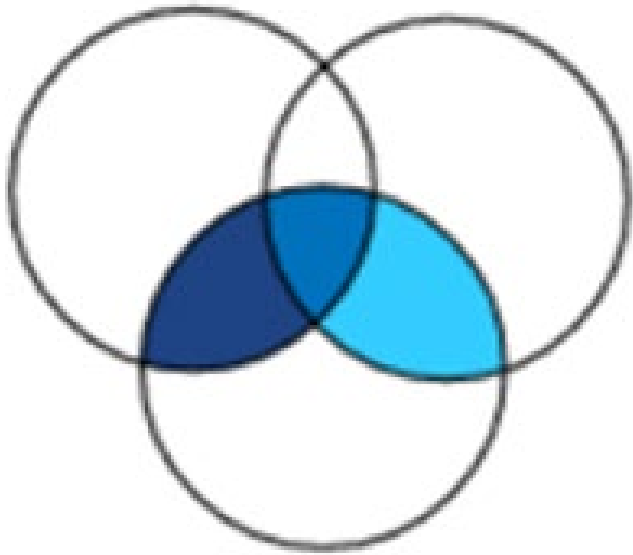


shows the relationship of points on a graph.



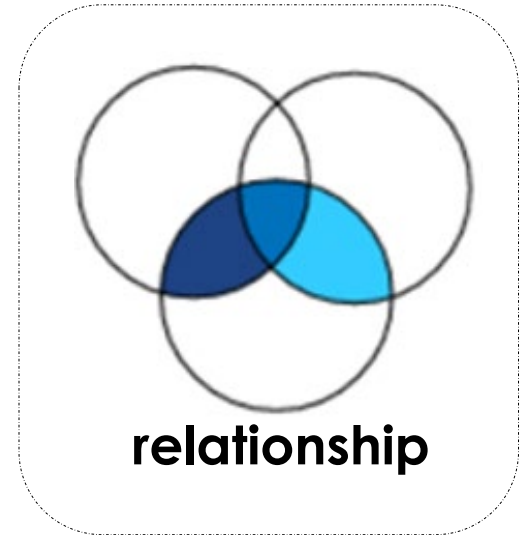
Line of best fit

A line that shows how points on a graph relate to each other is called a **Line of Best Fit**.



Scatter plot
show the

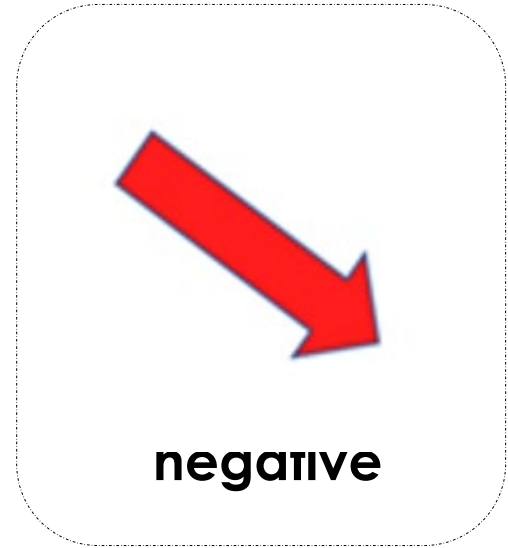
of two sets of
data.



Scatter plot show
the relationship of
two sets of data.



When the line of best fit goes down, it has a _____ relationship.



The line of best fit goes down.

If the line of best goes up, then the relationship between the data is **negative**.



When the line of best fit goes up,
it has a _____
relationship.



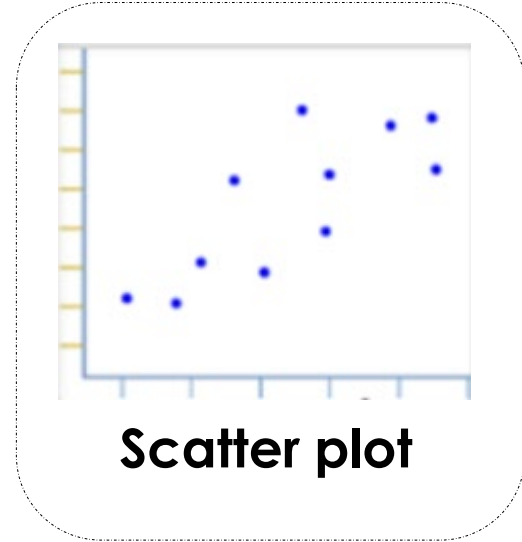
positive

The line of best fit goes up.

If the line of best goes up,
then the relationship
between the data is
positive.



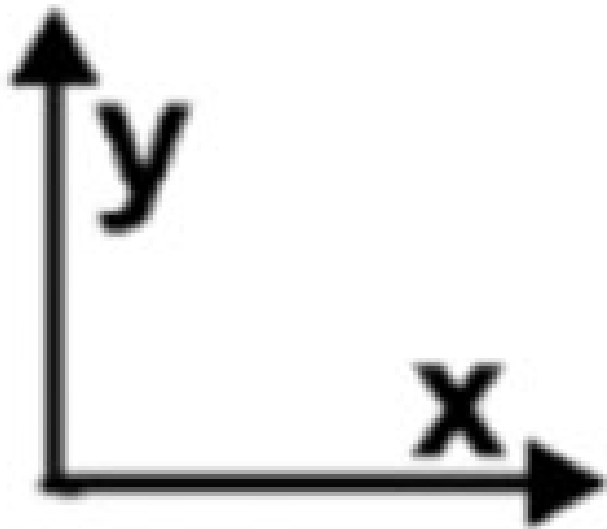
What kind of graph is this?



Scatter plot

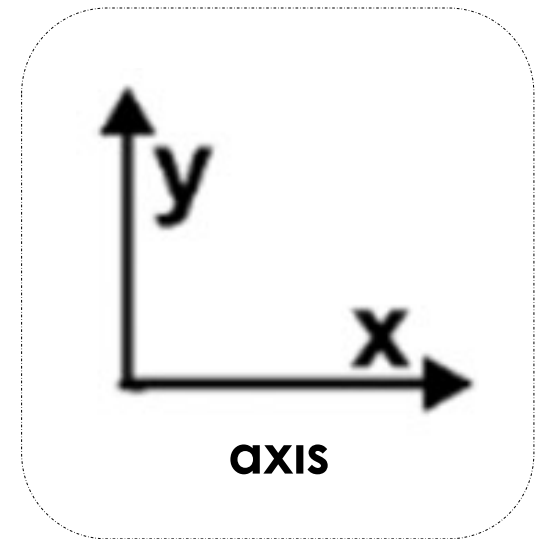
A scatter plot is a kind of graph.

A graph is a diagram that shows how 2 changing things relate to each other.



The line labeled
"y" and the line
labeled "x" are
called?

12

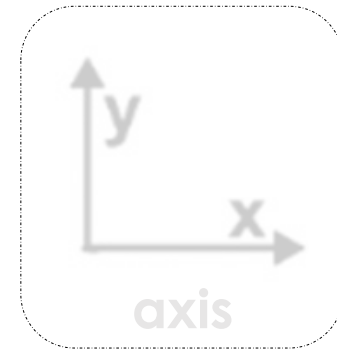
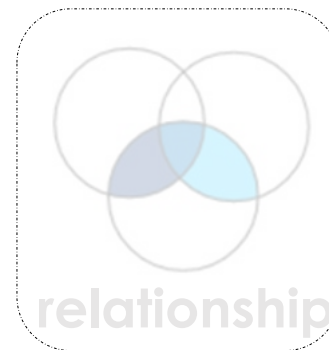
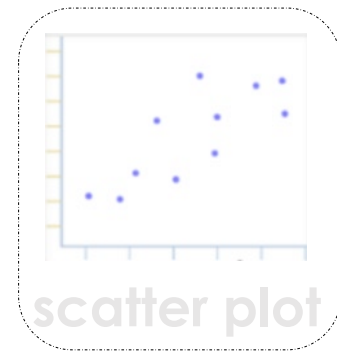
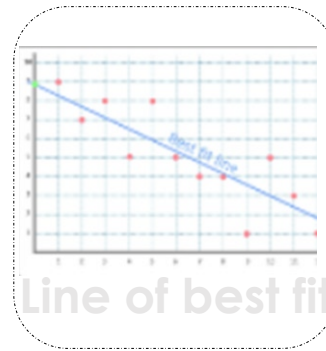


The axis "y" and "x"
help located points on a
graph.

13

Place soft Velcro on squares and use as placeholders for answers.

DO NOT CUT PAGE 



Assessment Response Templates

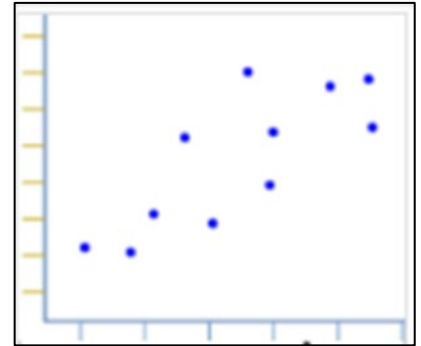
Comprehension Questions: **Line of Best Fit**

Response/assessment material for students utilizing the GAA 2.0 for repeated practice with this type of formatting.



AYC&M Academic Series: Juanita Pritchard/DTA Schools

1. What does a scatter plot show?



A

**The
relationship
between 2
sets of data**

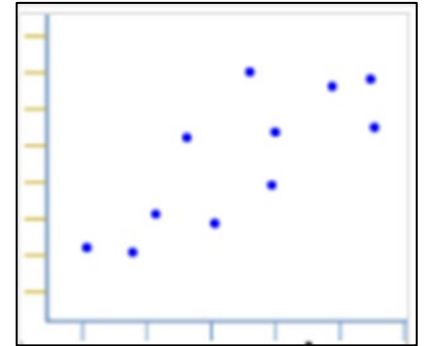
B

**The right
answer on a
test**

C

**The number
of questions
on a test**

2. A scatter plot is a type of what?



A

picture



B

math

$$\frac{2}{3} \times \frac{3}{5}$$
$$3 - \frac{1}{2}$$

C

graph



3. The lines across the bottom and up the left side of a scatter plot are called?

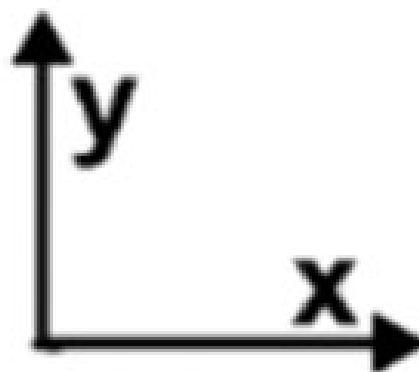
A

ruler



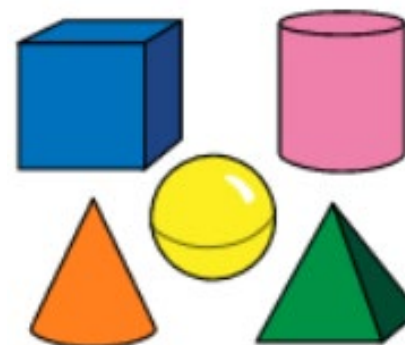
B

axis



C

shape



4. Data is another word for?

A

math



$\frac{2}{3} + \frac{3}{5}$ $3 - \frac{1}{2}$

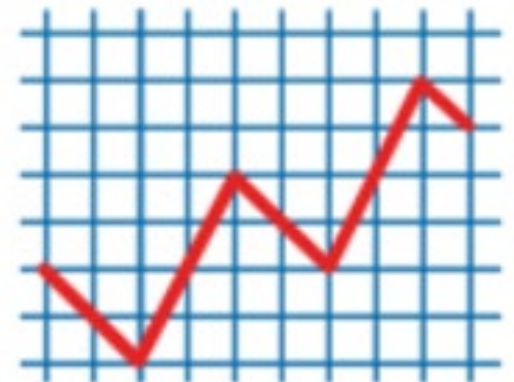
B

information



C

graph



5. The word relationship in graphing means?



A

**The
distance
between
points**

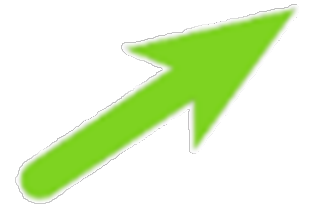
B

**How 2
sets of
data go
together**

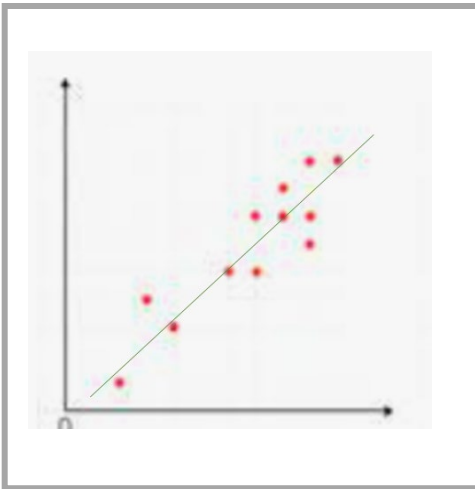
C

**Which
graph
likes
another
graph**

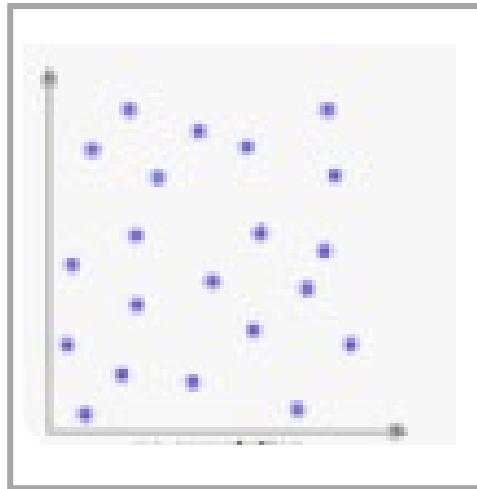
6. Which example scatter plot shows a **positive** relationship between 2 sets of data?



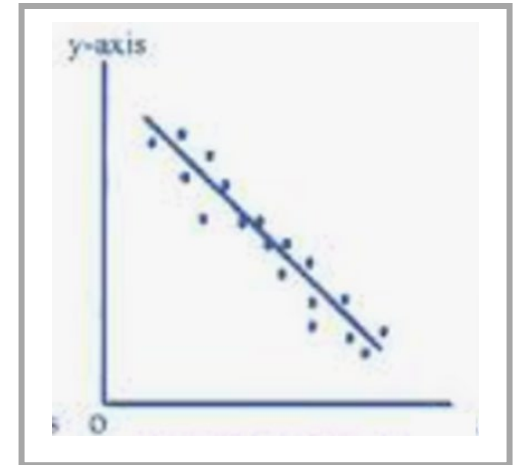
A



B



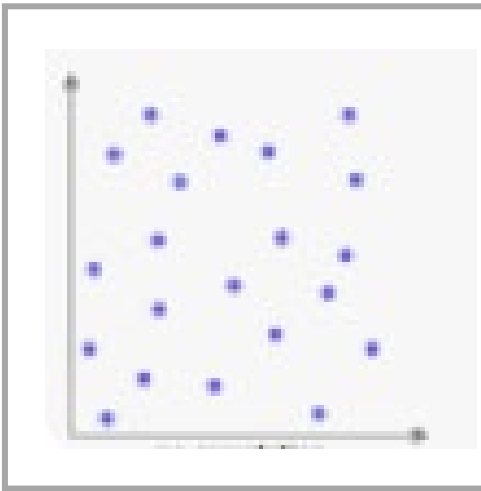
C



7. Which example scatter plot shows a **negative** relationship between two sets of data?



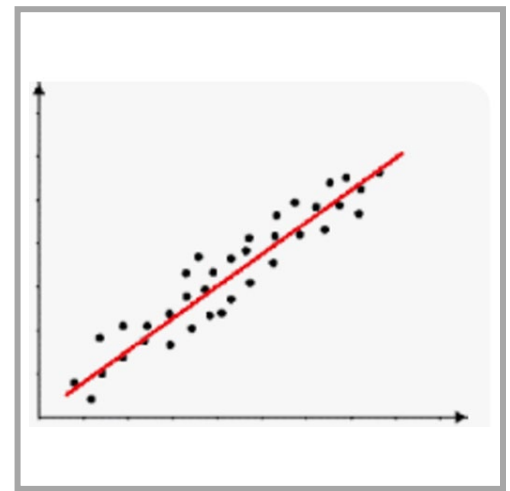
A



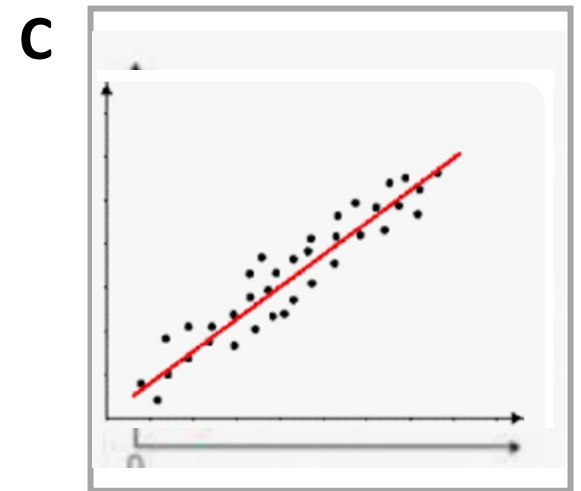
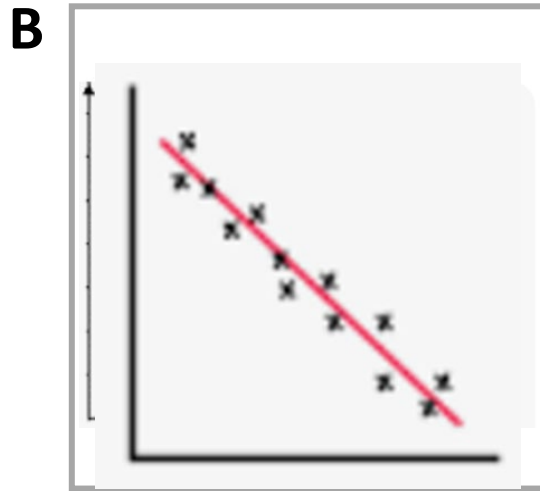
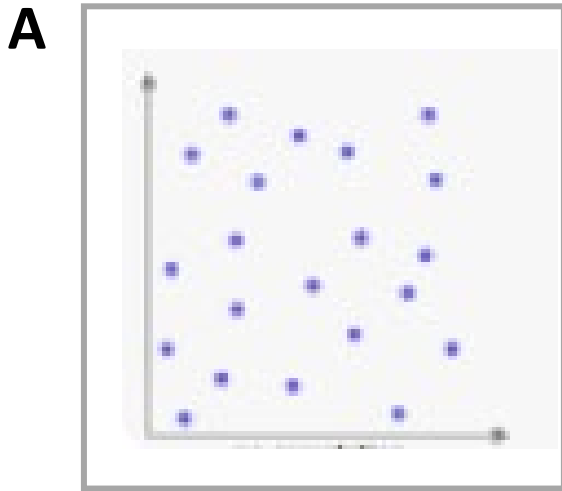
B



C

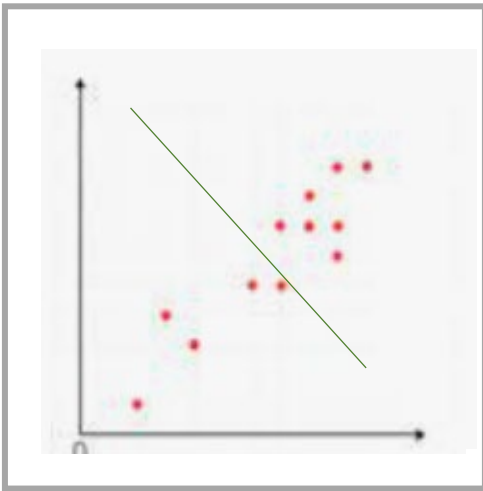


8. Which example scatter plot shows that there is no relationship between two sets of data?

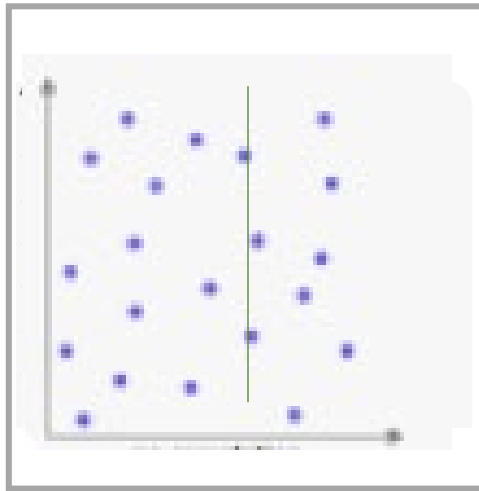


9. Which scatter plot shows a correct line of best fit?

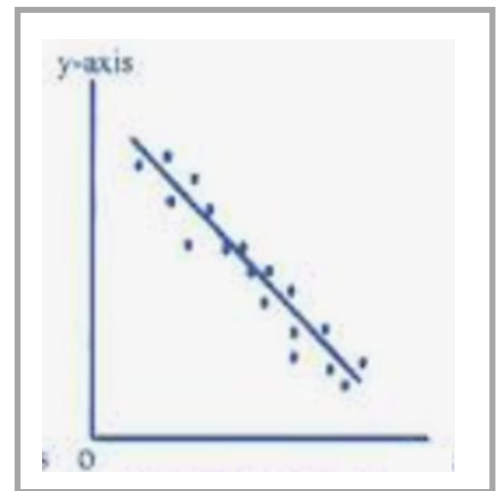
A



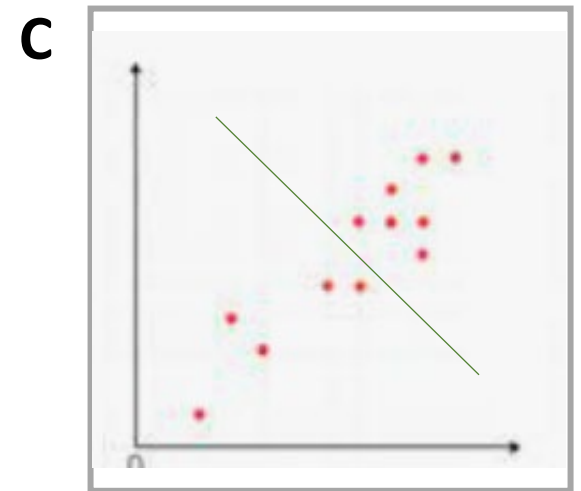
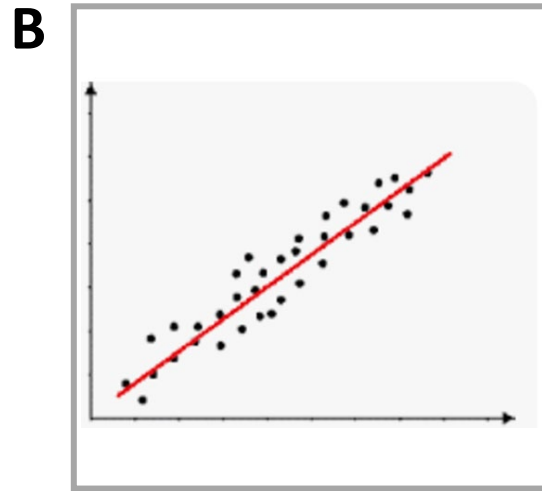
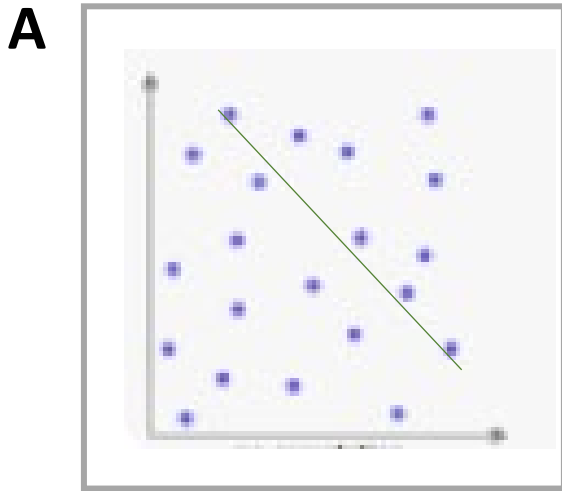
B



C

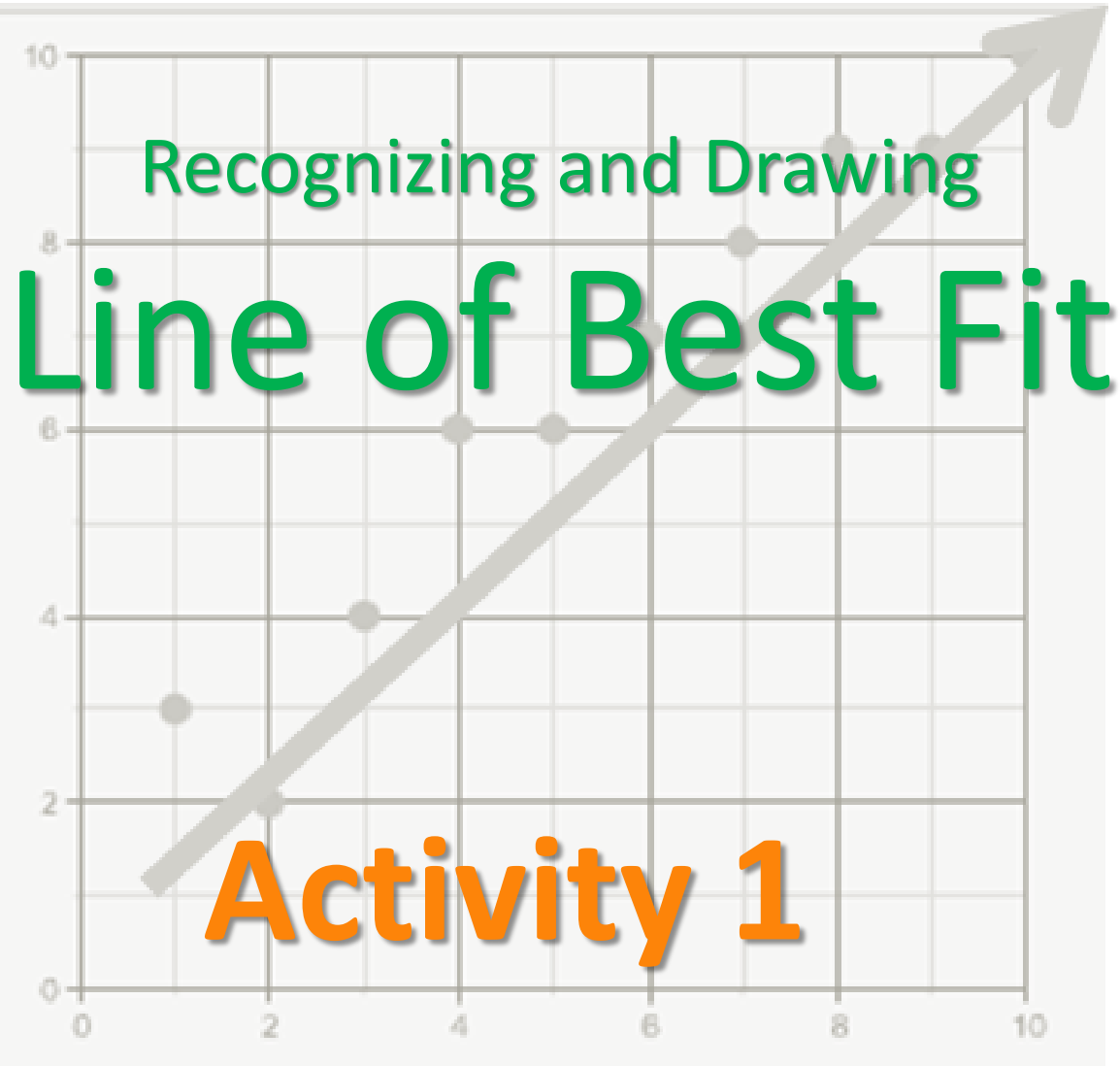


10. Which scatter plot shows a correct line of best fit?



Answer Key: Line of Best Fit

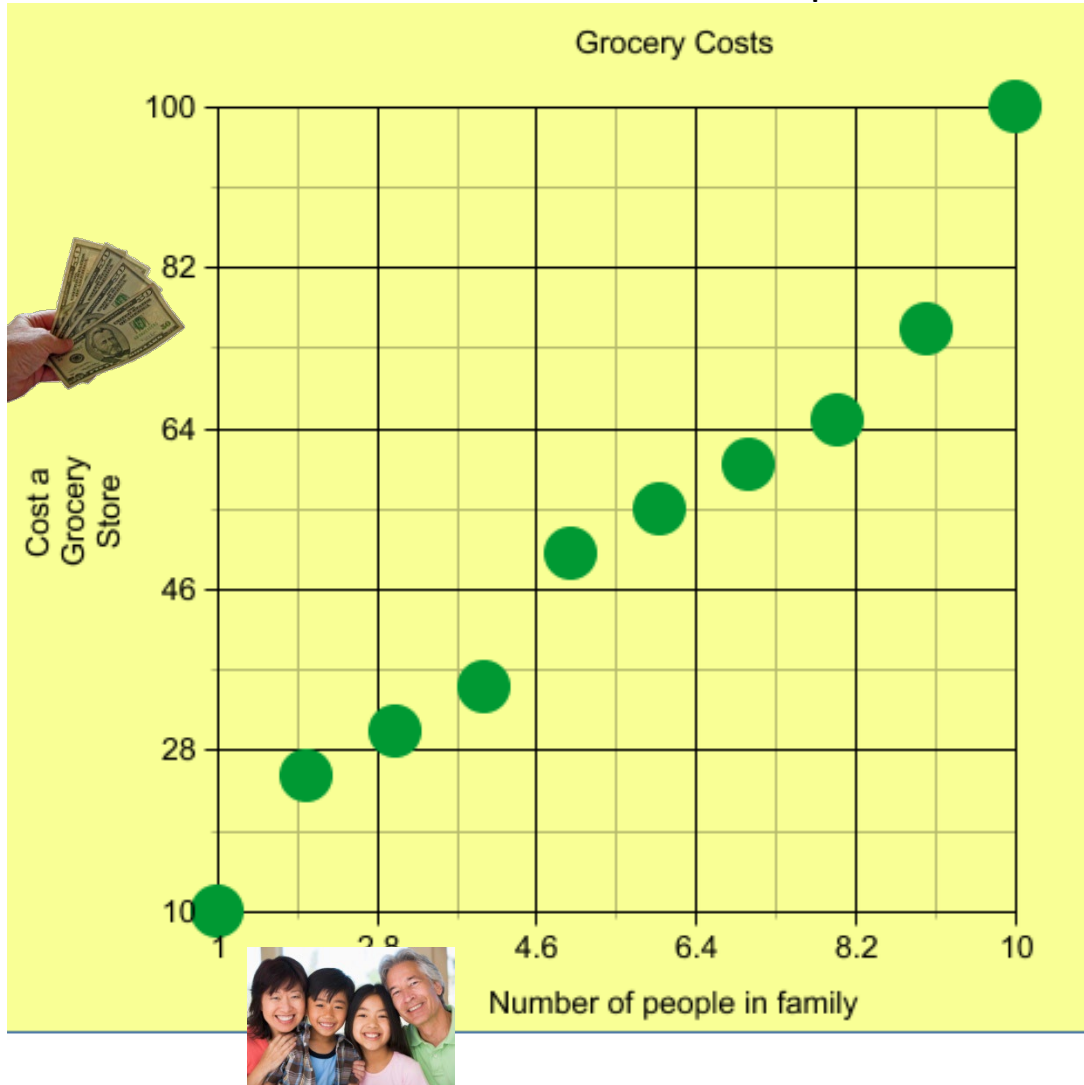
1. What does a scatter plot show?
 - a) **The relationship between 2 sets of data**
 - b) The right answer on a test
 - c) The number of questions on a test
2. A scatter plot is a type of what?
 - a. picture
 - b. math
 - c. **Graph**
3. The lines across the bottom and up the left side of a scatter plot are called?
 - a. ruler
 - b. **axis**
 - c. Shape
4. Data is another word for
 - a. math
 - b. **information**
 - c. Graph
5. The word relationship in graph in means
 - a. The distance between points
 - b. **How 2 sets of data go together**
 - c. Which graph likes another graph
6. Which example scatter plot shows a positive relationship between 2 sets of data?
 - a.
 - b.
 - c.
7. **a.** **b.** **c.**
8. Which example scatter plot shows a negative relationship between 2 sets of data?
 - a.
 - b.
 - c.
9. Which example scatter plot shows that there is no relationship between two sets of data?
 - a.
 - b.
 - c.
10. Which scatter plot shows a correct line of best fit?
 - a.
 - b.
 - c.
11. Which scatter plot shows a correct line of best fit?
 - a.
 - b.
 - c.



Name _____

Date _____

1. Draw a line of best fit for this scatter plot.

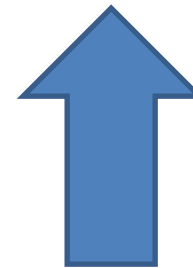


Circle the correct answer:

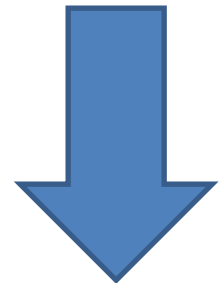
From this line of best fit we can tell that as the number of people in the family goes up



the cost in the grocery store goes



up



down

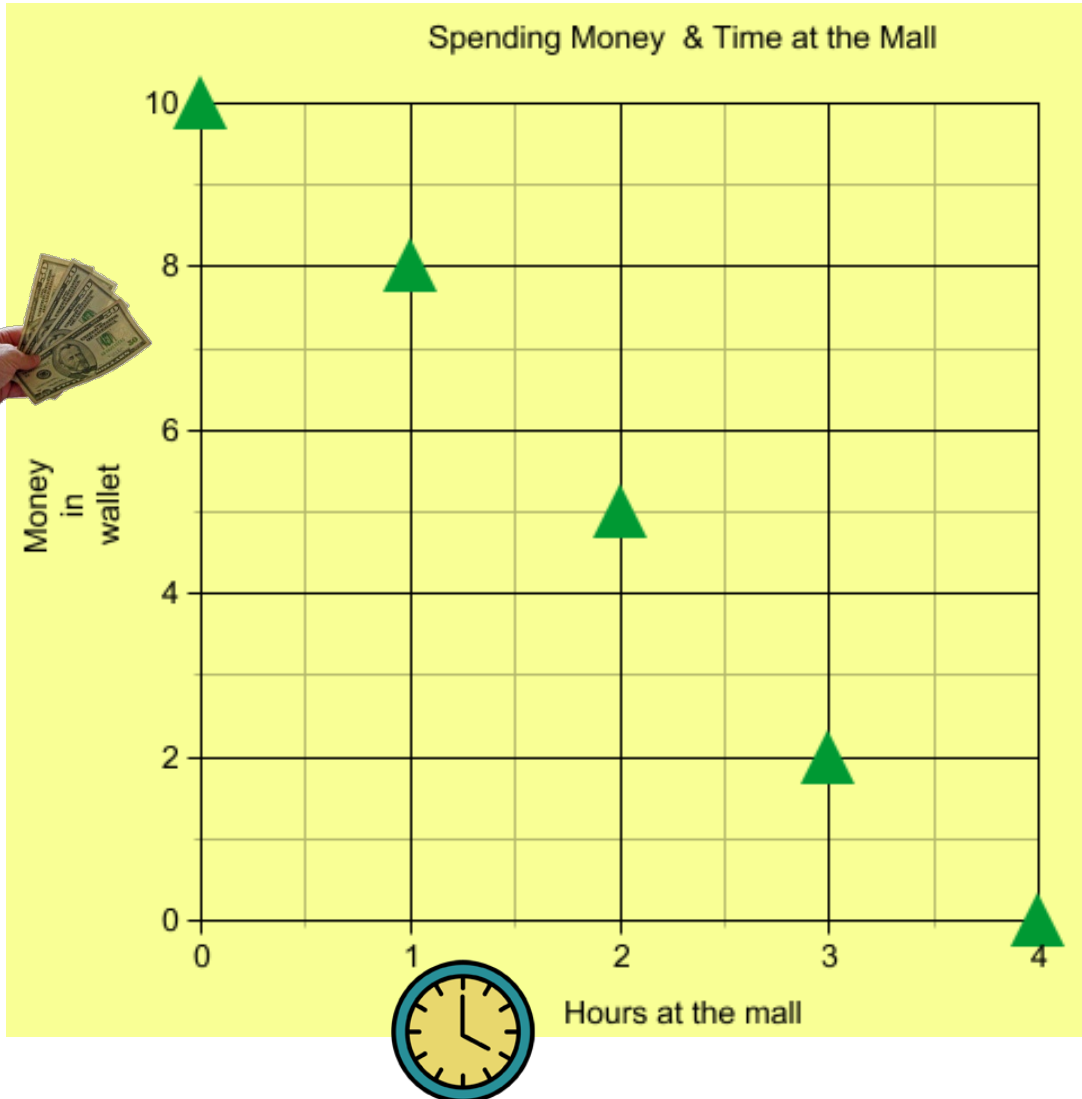
score: 1 point for drawing a line, 2 points for correct line of best fit, 2 points for answering question with support, 3 points for correctly answering question independently.

Score: ____/5

Name _____

Date _____

1. Draw a line of best fit for this scatter plot.



Circle the correct answer:

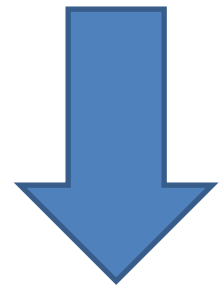
From this line of best fit we can tell that as the number of hours goes up



the money in your wallet goes



up



down

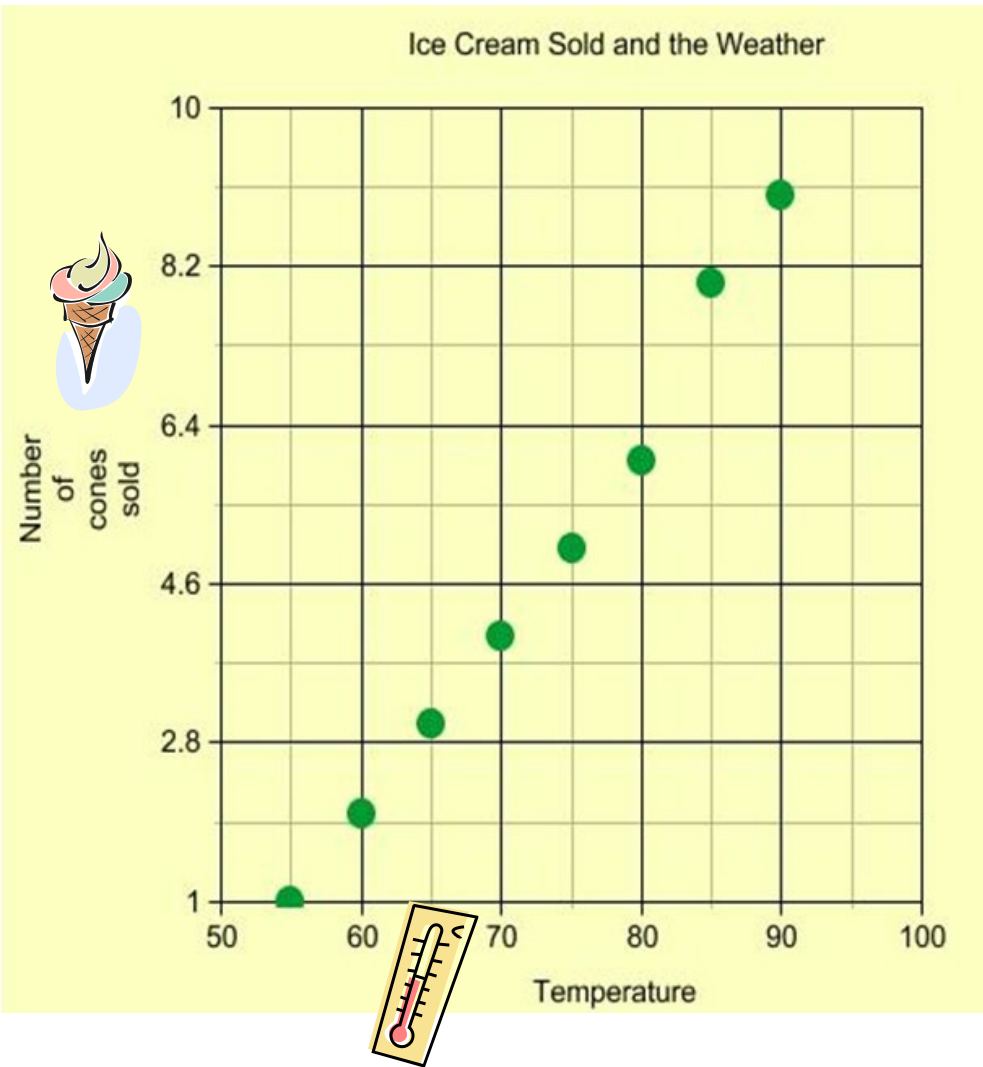
score: 1 point for drawing a line, 2 points for correct line of best fit, 2 points for answering question with support, 3 points for correctly answering question independently.

Score: ____/5

Name _____

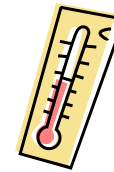
Date _____

1. Draw a line of best fit for this scatter plot.

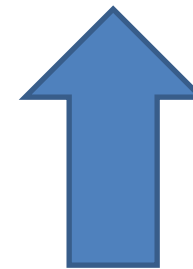


Circle the correct answer:

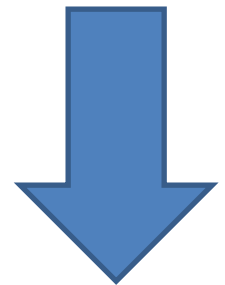
From this line of best fit we can tell that as the temperature goes up



the number of ice cream cones sold goes



up



down

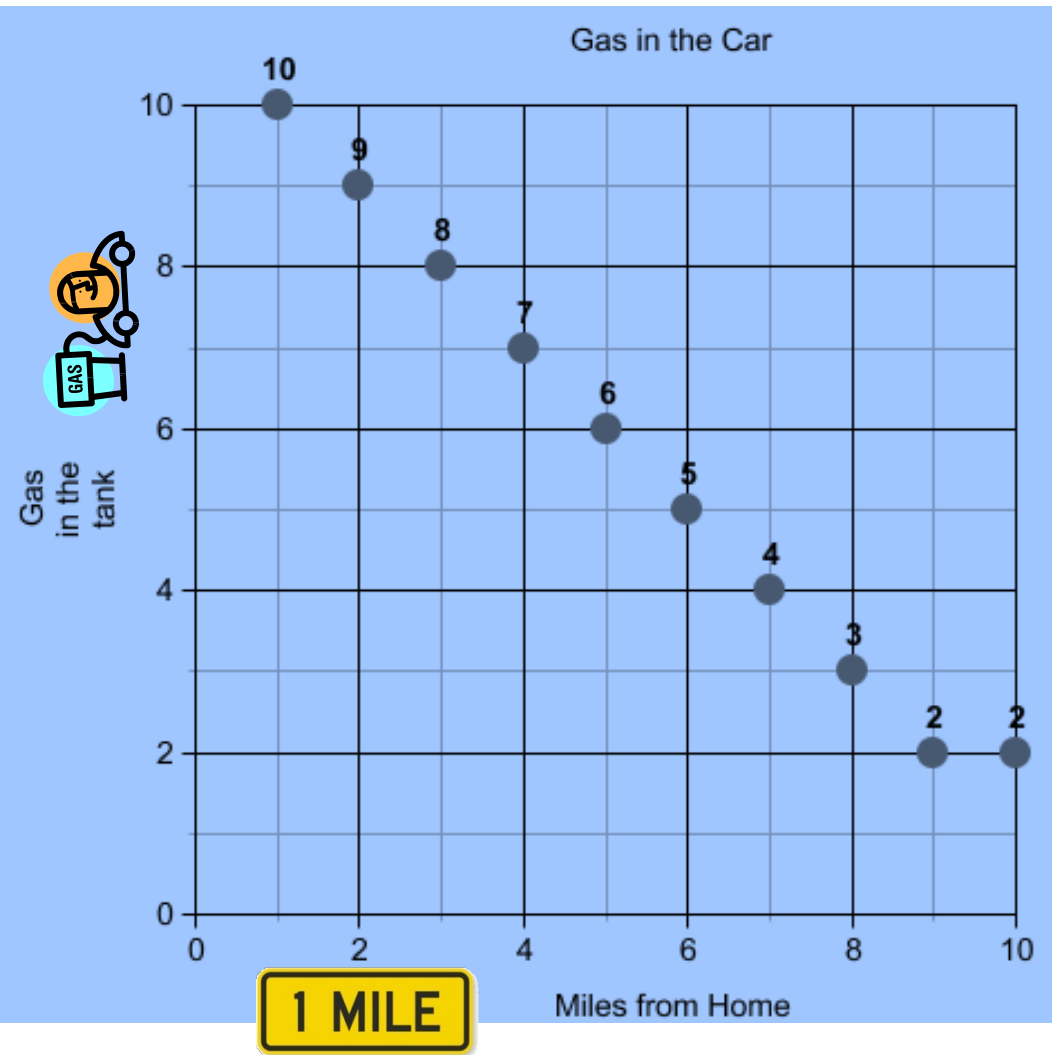
score: 1 point for drawing a line, 2 points for correct line of best fit, 2 points for answering question with support, 3 points for correctly answering question independently.

Score: ____/5

Name _____

Date _____

1. Draw a line of best fit for this scatter plot.



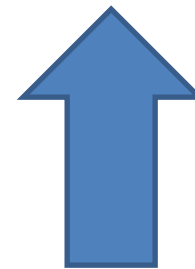
Circle the correct answer:

From this line of best fit we can tell that as the number of miles goes up

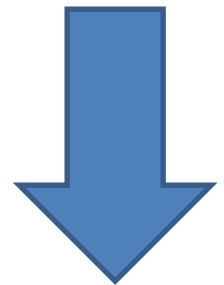
1 MILE



the amount of gas in the tank goes



up



down

score: 1 point for drawing a line, 2 points for correct line of best fit, 2 points for answering question with support, 3 points for correctly answering question independently.

Score: ____/5

Name _____ Date _____

1. Draw a line of best fit for this scatter plot.

Circle the correct answer.

From this line of best fit we can tell that as the number of people in the family goes up

the money in the grocery store goes

UP

down

Answer: _____

Name _____ Date _____

1. Draw a line of best fit for this scatter plot.

Circle the correct answer.

From this line of best fit we can tell that as the number of hours goes up

the money in your bank goes

UP

down

Answer: _____

ANSWER KEY

Name _____ Date _____

1. Draw a line of best fit for this scatter plot.

Circle the correct answer.

From this line of best fit we can tell that as the temperature goes up

the number of ice cream cones sold goes

UP

down

Answer: _____

Name _____ Date _____

1. Draw a line of best fit for this scatter plot.

Circle the correct answer.

From this line of best fit we can tell that as the number of miles goes up

the amount of gas in the tank goes

UP

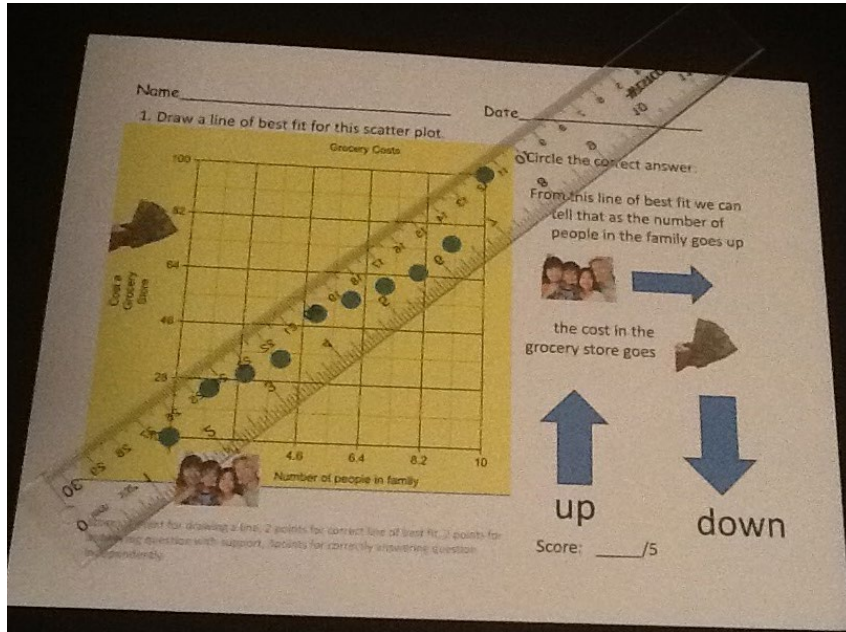
down

Answer: _____

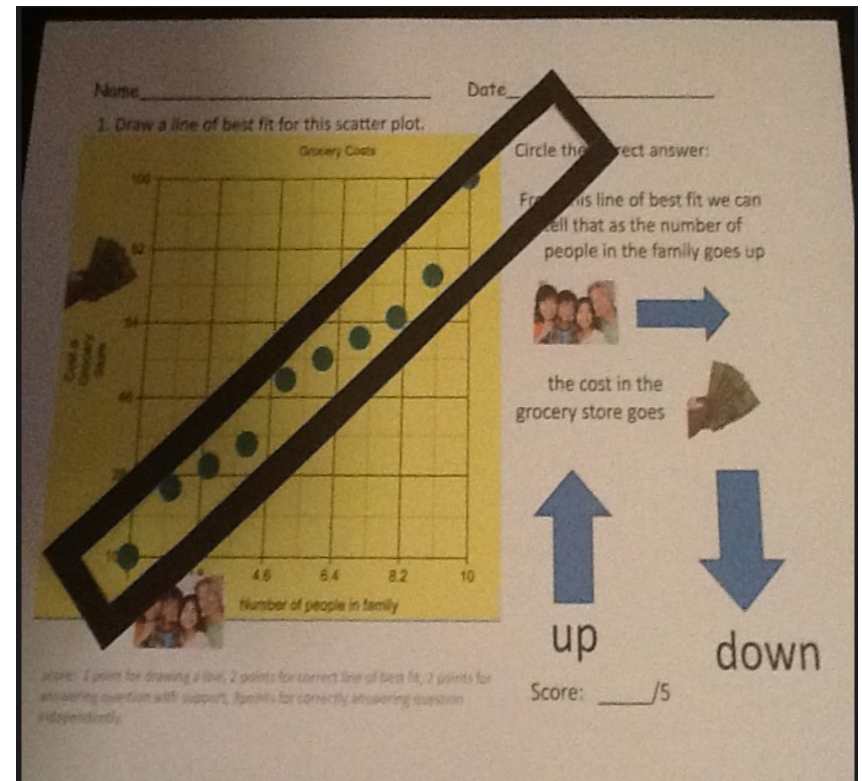
Print & cut out inner white rectangle. Then laminate so there is a clear window to see the scatter plots to help find line of best fit. A small slit can be cut in clear window to allow students to draw the line through the slit.

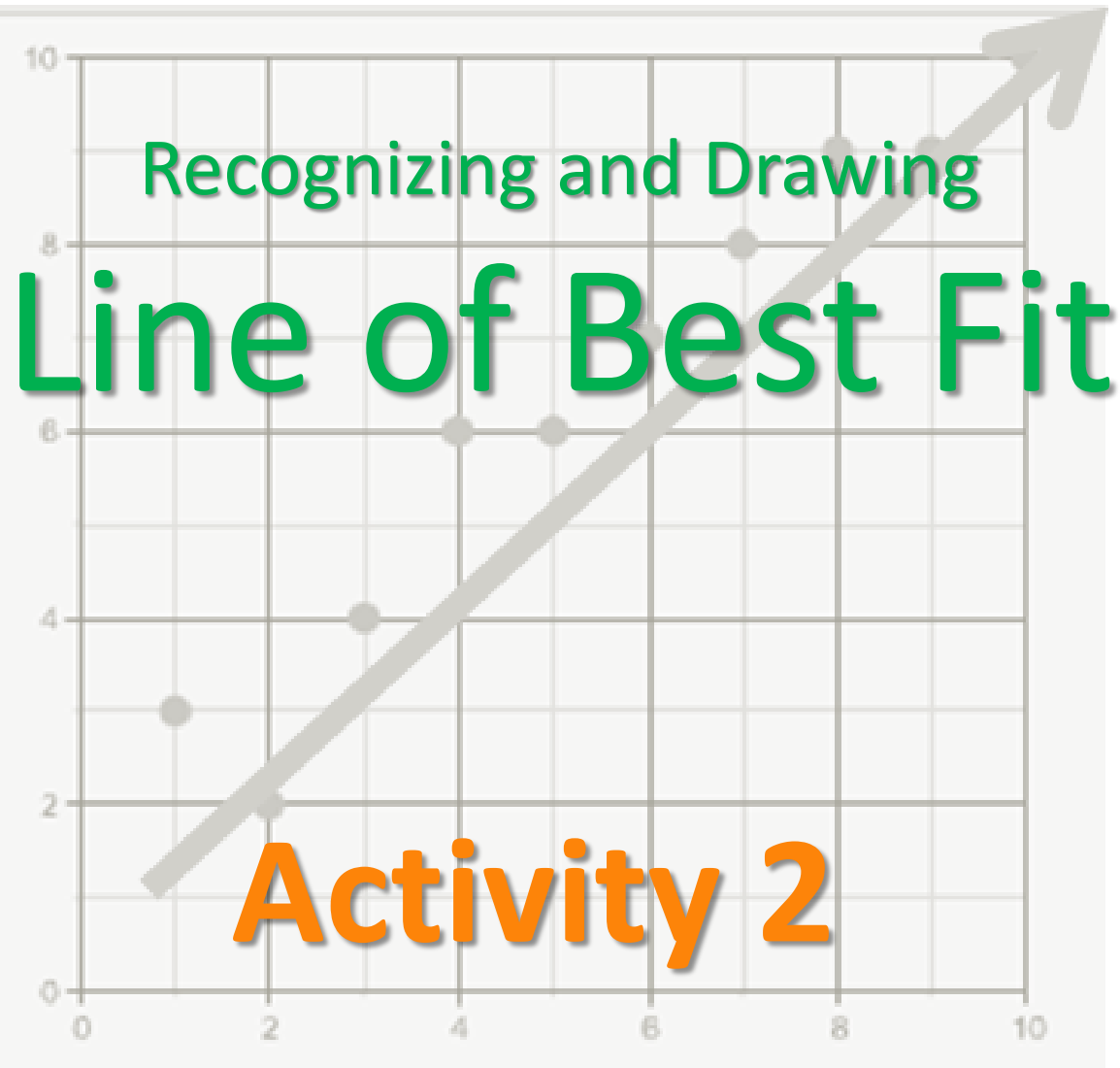


Using clear ruler to find line of best fit.



Using window to find line of best fit.



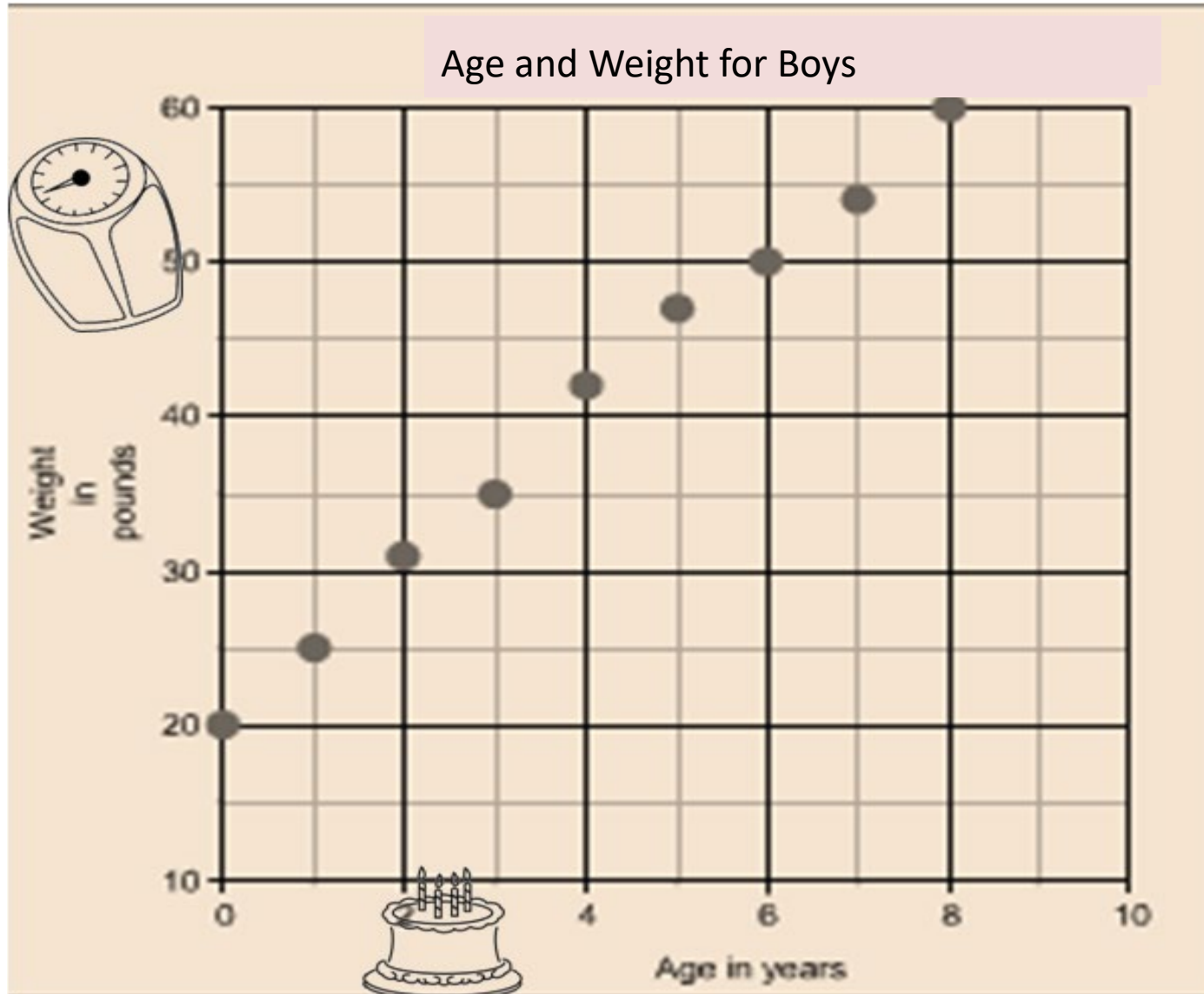


AYC&M Academic Series: Juanita Pritchard/DTA Schools

Name _____

Date _____


1. Draw a line of best fit for this scatter plot.




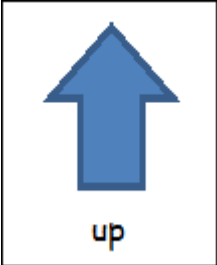
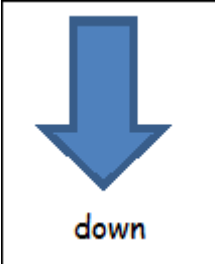
Name _____



Date _____

Use the graph on page 1 to answer questions. Circle the correct answer:

1. From this line of best fit we can tell that as age goes  **UP**

 the weight goes

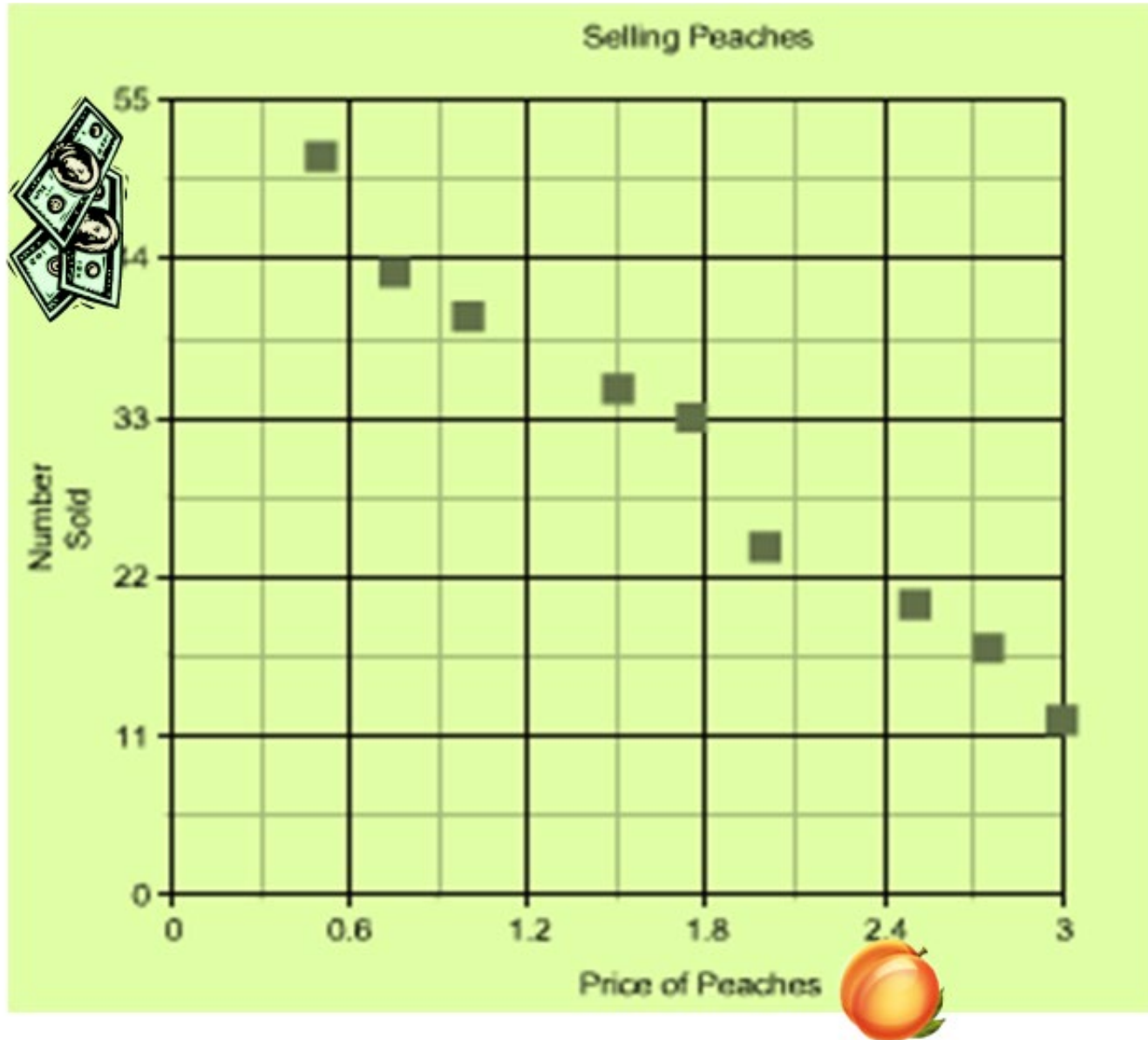
 **OR** 

2. This scatter plot shows the relationship between age &  &  **weather**  **weight**

Name _____

Date _____

1. Draw a line of best fit for this scatter plot.



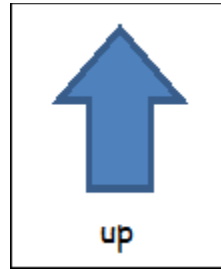
Name _____

Date _____

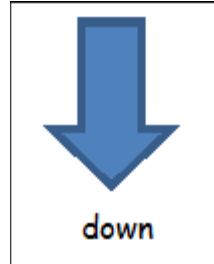
Use the graph on page 1 to answer questions. Circle the correct answer:

1. From this line of best fit we can tell that as the price goes 

the number sold goes



OR



2. This scatter plot shows the relationship between price &



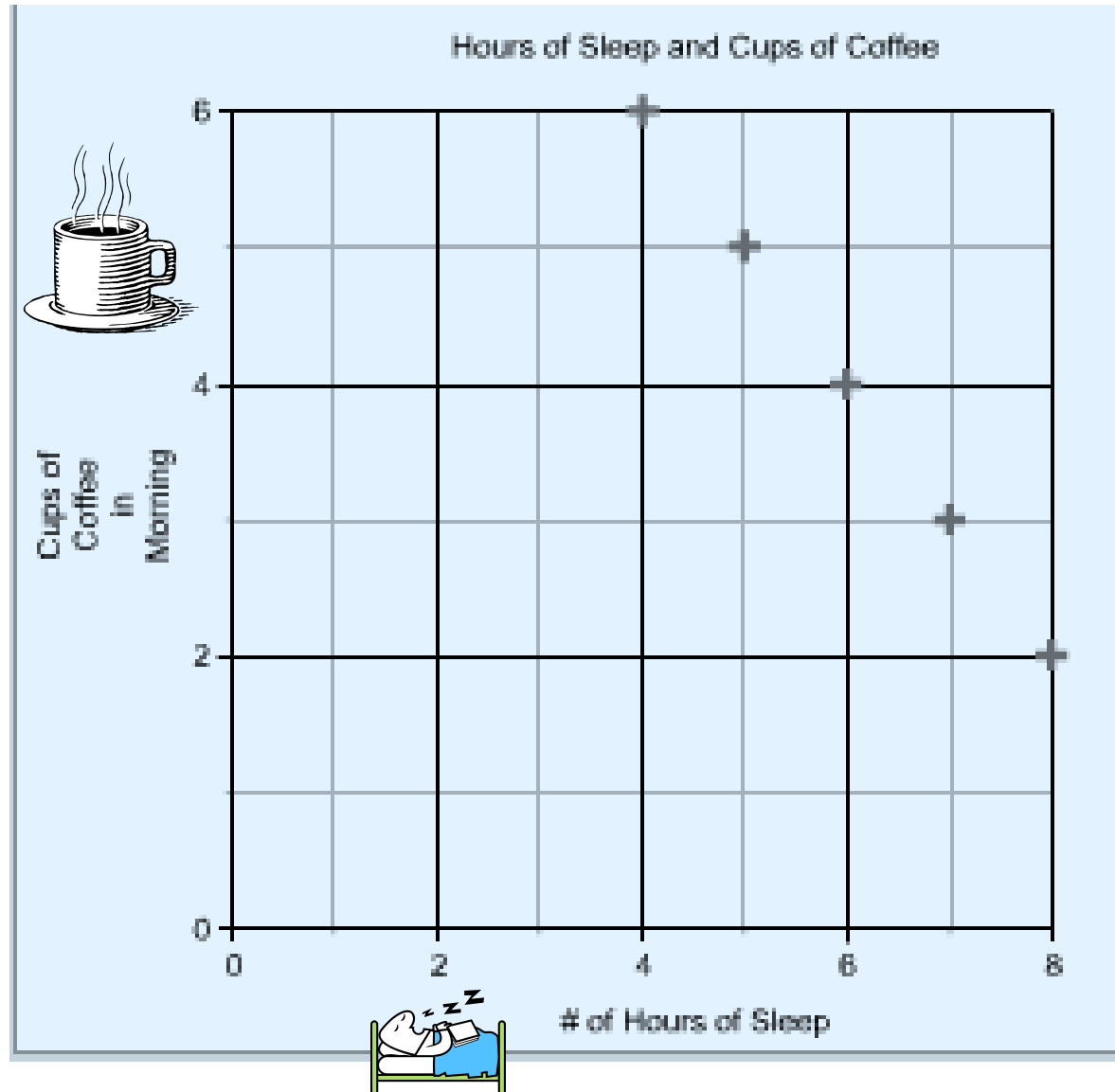
OR



Name _____

Date _____

1. Draw a line of best fit for this scatter plot.



Name _____

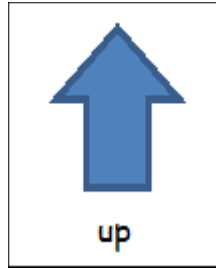
Date _____

Use the graph on page 1 to answer questions. Circle the correct answer:

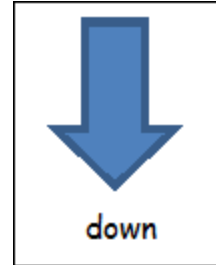
1. From this line of best fit we can tell that as the number of hours of sleep goes



the number of cups of coffee goes



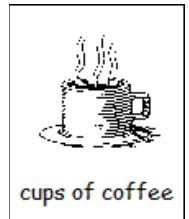
OR



2. This scatter plot shows the relationship between hours of sleep &



OR

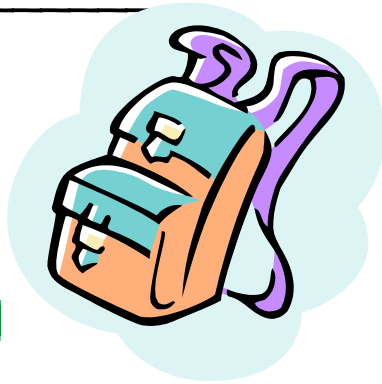
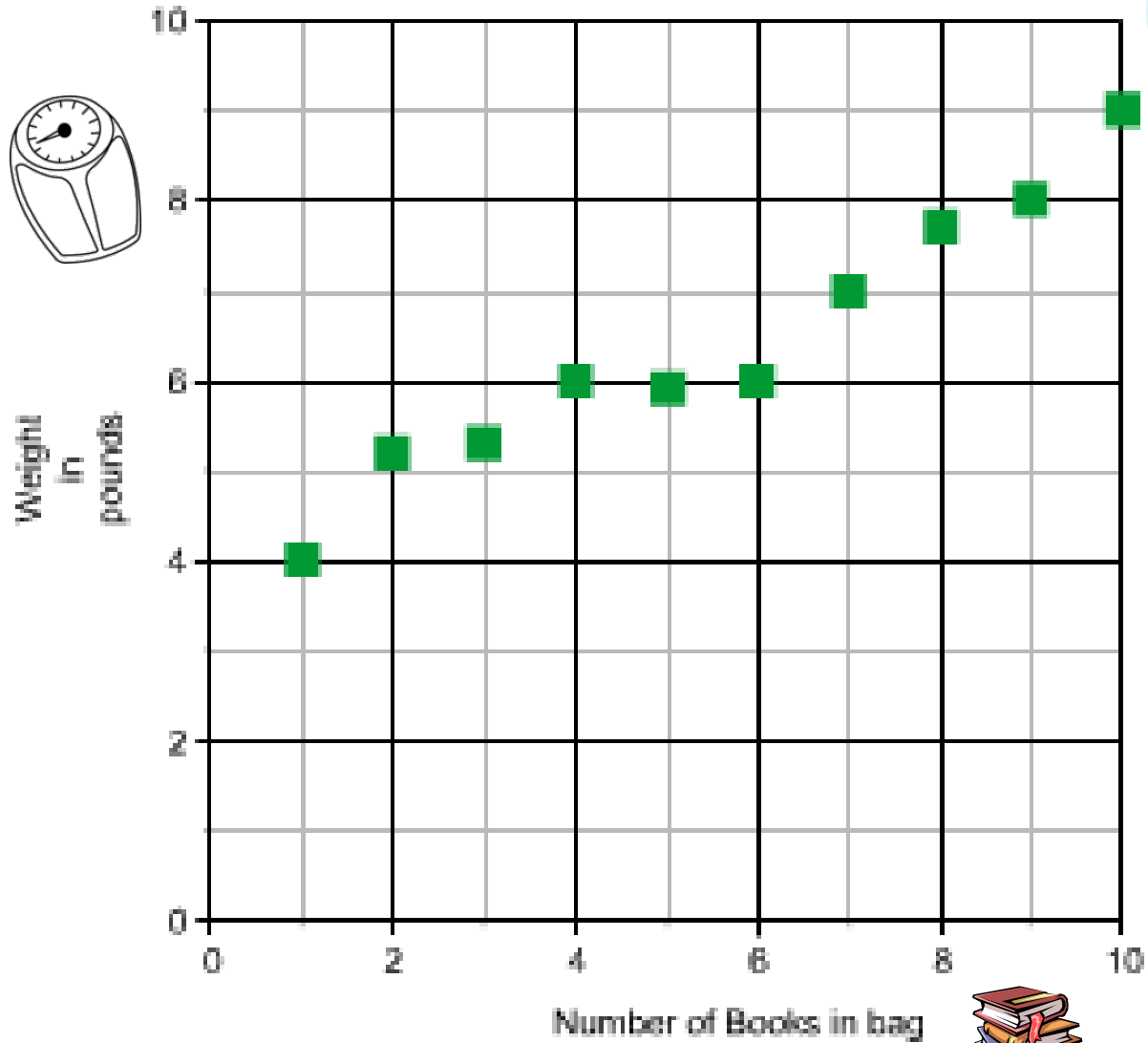


Name _____

Date _____

1. Draw a line of best fit for this scatter plot.

How Heavy Is Your Backpack?



Name _____

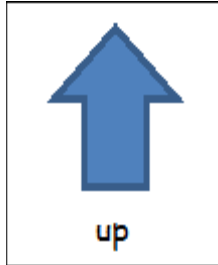
Date _____

Use the graph on page 1 to answer questions. Circle the correct answer:

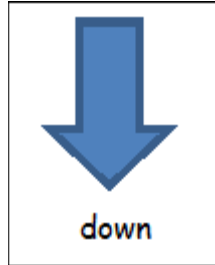
1. From this line of best fit we can tell that as the number of books goes



the weight goes



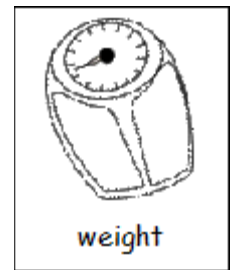
OR



2. This scatter plot shows the relationship between number of books &



OR



Name _____

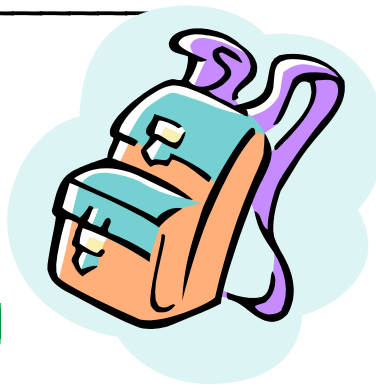
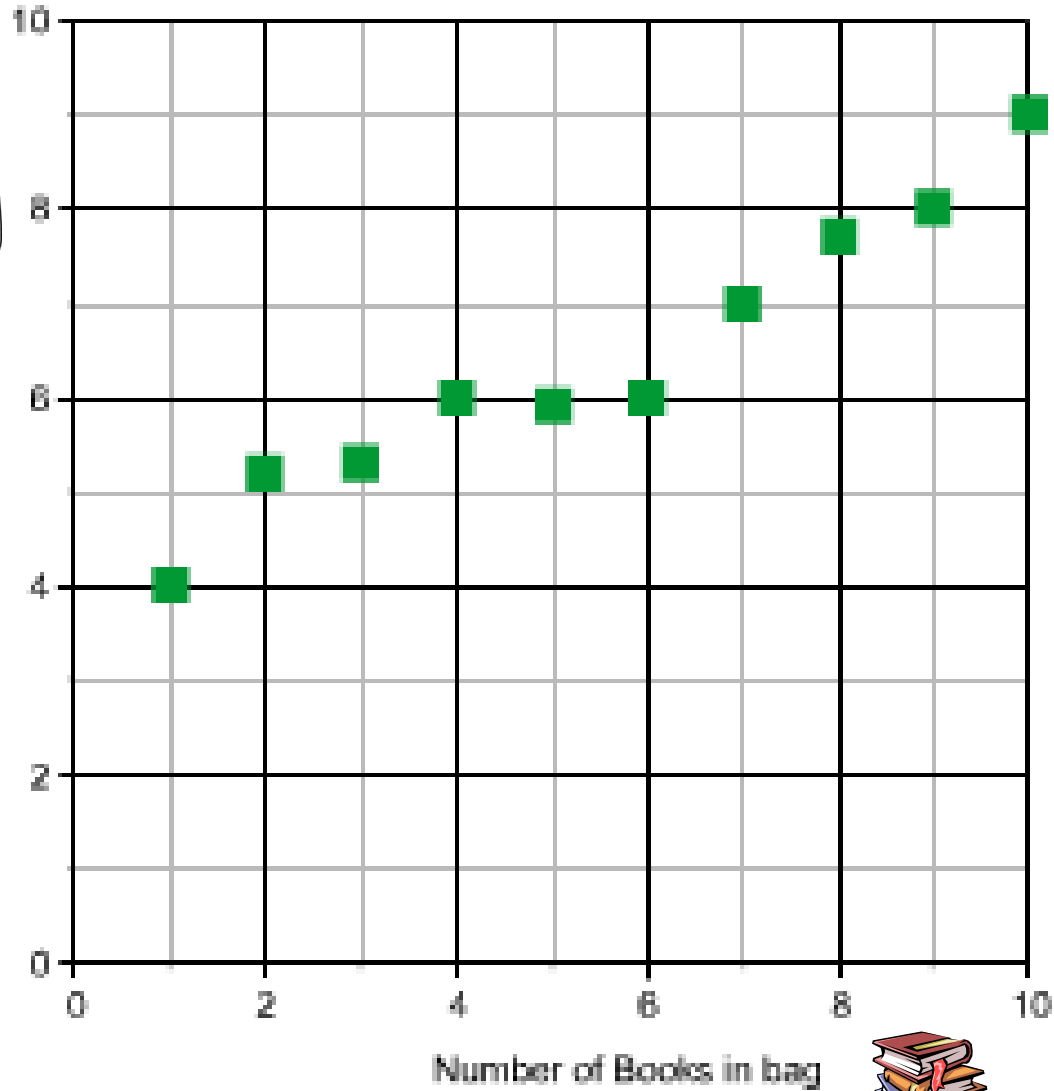
Date _____

1. Draw a line of best fit for this scatter plot.

How Heavy Is Your Backpack?



Weight
in
pounds



Name _____

Date _____

Use the graph on page 1 to answer questions. Circle the correct answer:

1. From this line of best fit we can tell that as the number of books goes



the weight goes



2. This scatter plot shows the relationship between number of books &



Print & cut out inner white rectangle. Then laminate so there is a clear window to see the scatter plots to help find line of best fit. A small slit can be cut in clear window to allow students to draw the line through the slit.



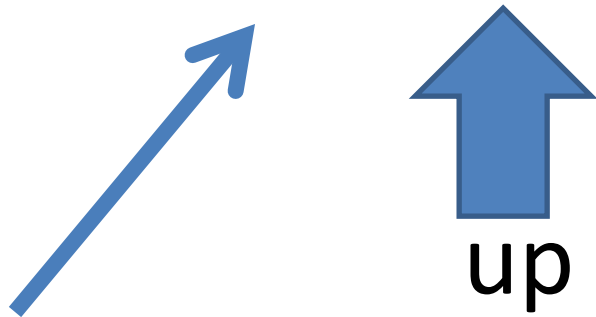
Print & laminate arrows so students can use to lay on the scatter plot to indicate the line of best fit. The arrow should always point from left to right. If it points up it is a positive relation and if it points down it is a negative relation.

Hint: if printed on cardstock or glued to poster board before laminating the arrows will be easier for student to handle.

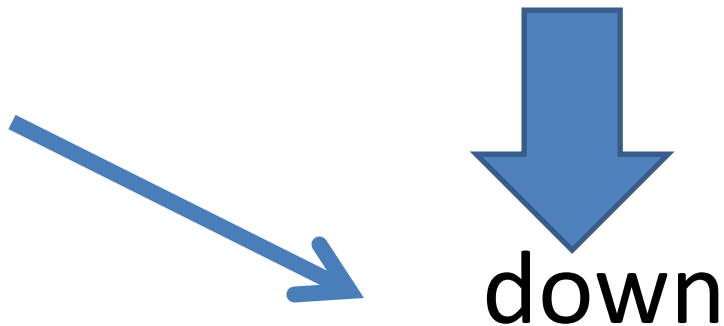


What do the lines mean?

If line of best fit goes up (from left to right) the relation is **positive**.

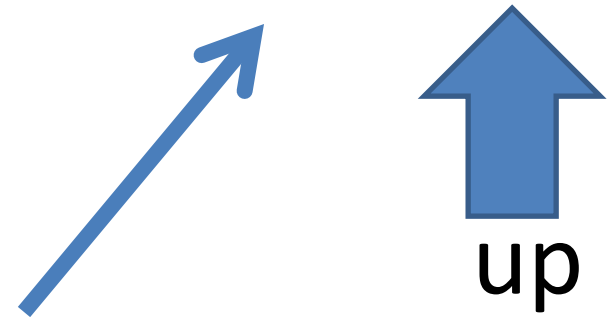


If the line of best fit goes down (from left to right) the relation is **negative**.

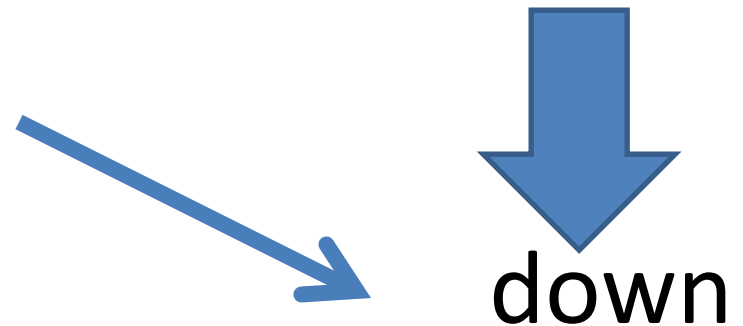


What do the lines mean?

If line of best fit goes up (from left to right) the relation is **positive**.



If the line of best fit goes down (from left to right) the relation is **negative**.



Name: _____ Date: _____

1. Draw a line of best fit for this scatter plot.

Relationship of Age and Weight in Boys

Name: _____ Date: _____

Use the graph on page 1 to answer questions. Circle the correct answer.

1. From this line of best fit we can tell that as age goes **UP** the weight goes

2. This scatter plot shows the relationship between age &

Name: _____ Date: _____

Activity: Relationship of Age and Weight in Boys

Activity	1	2
Reading (copy of Unit 2)	With supports to identify correct answers	Independently
Interpretation Question 1	With supports to identify correct answers	Independently
Interpretation Question 2	With supports to identify correct answers	Independently
TOTAL		out of 6

Relationship of Age and Weight in Boys

Price of Peaches and Number Sold

Relationship of Age and Weight in Boys

Number of Sleep and Cups of Coffee

Number of books and weight of Backpack

Name: _____ Date: _____

1. Draw a line of best fit for this scatter plot.

Relationship of Age and Weight in Boys

Name: _____ Date: _____

Use the graph on page 1 to answer questions. Circle the correct answer.

1. From this line of best fit we can tell that as age goes **UP** the weight goes

2. This scatter plot shows the relationship between age &

Relationship of Age and Weight in Boys

UP

DOWN

UP

DOWN

Name: _____ Date: _____

1. Draw a line of best fit for this scatter plot.

Relationship of Age and Weight in Boys

Name: _____ Date: _____

Use the graph on page 1 to answer questions. Circle the correct answer.

1. From this line of best fit we can tell that as age goes **UP** the weight goes

2. This scatter plot shows the relationship between age &

UP

DOWN

UP

DOWN

Name: _____ Date: _____

Use the graph on page 1 to answer questions. Circle the correct answer.

1. From this line of best fit we can tell that as age goes **UP** the weight goes

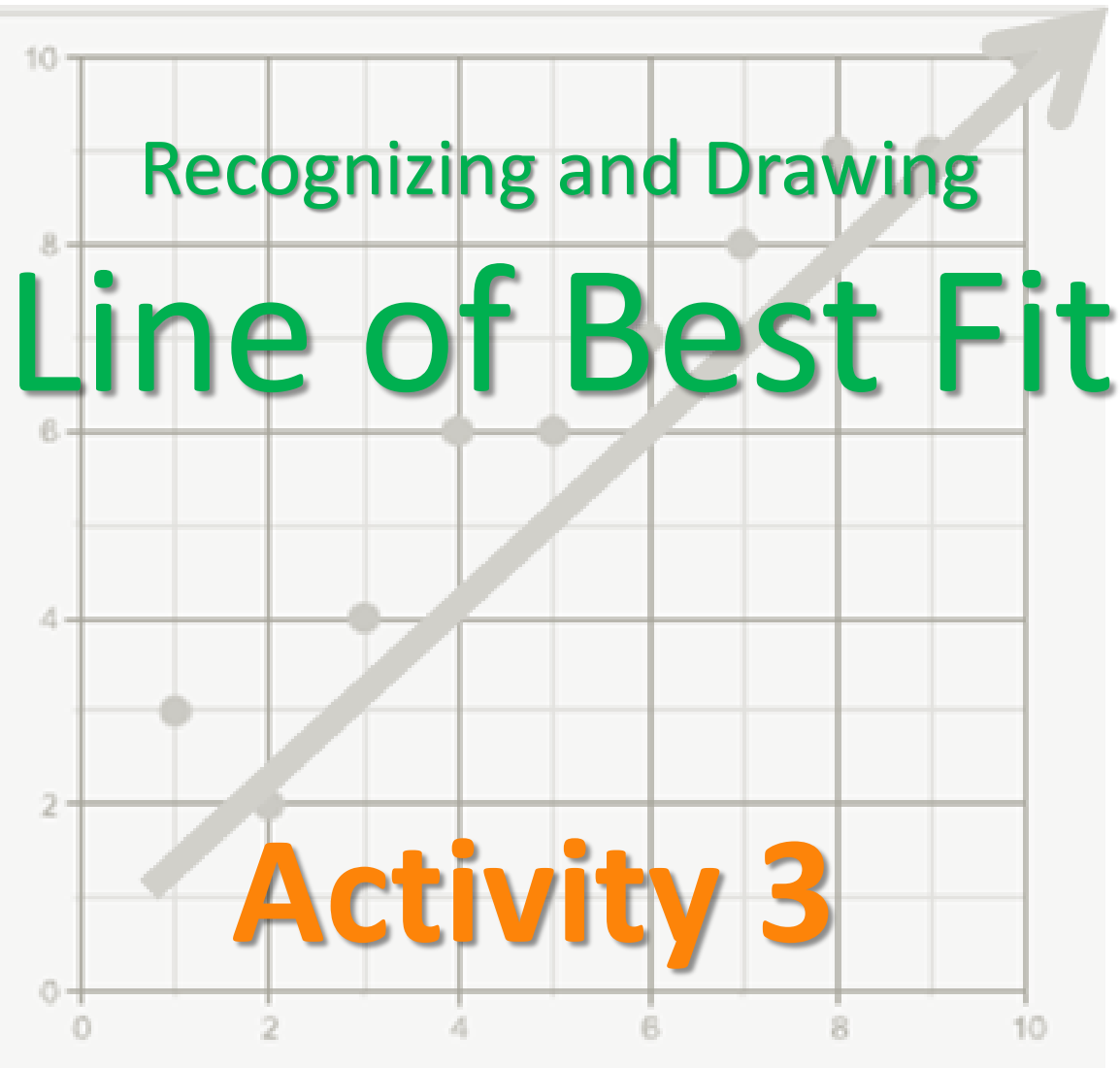
2. This scatter plot shows the relationship between age &

UP

DOWN

UP

DOWN



Activity Set 3

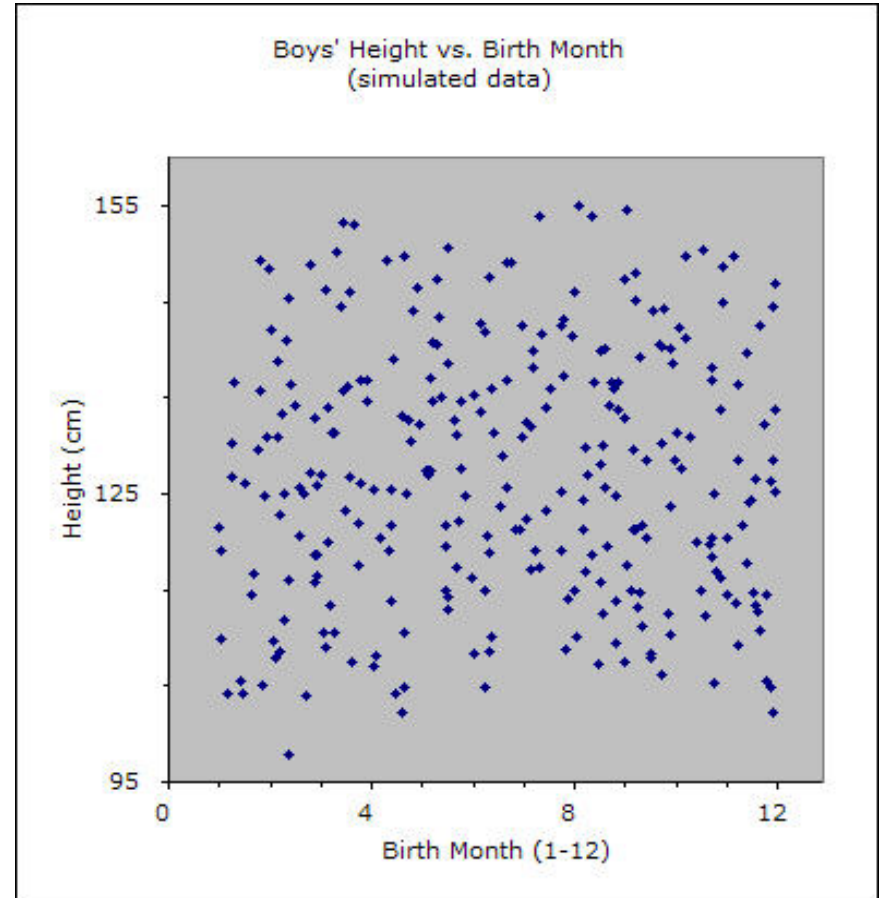
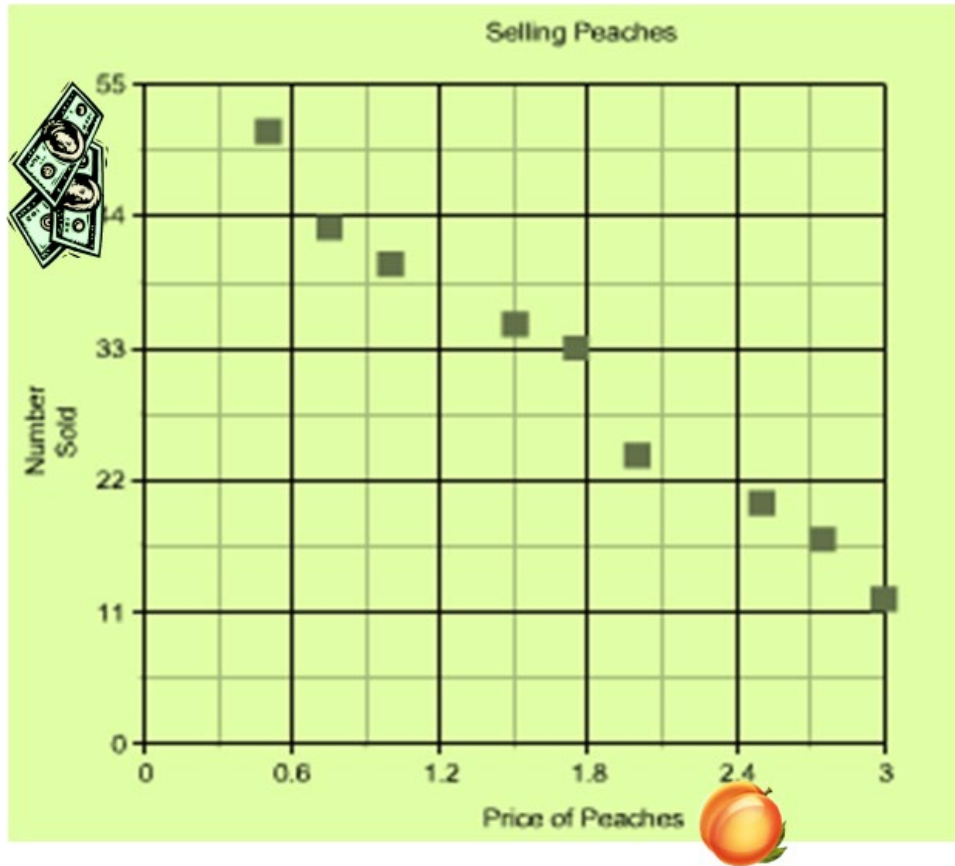
These activities are designed for students generally considered to be functioning in the lower MOID range who may need more support.

- The group instruction and guided practice from the first level can be used with additional supports available for this level to complete the sorting task if needed.
 - Print page 7 & 8 for additional support if needed
 - Have students trace over line of best fit with highlighter to provide additional visual support
- Additional support for this level:
 - guide windows for drawing lines on slide 23
 - If student's can't physically draw the lines they can place a straight edge over the points on the scatter plot to indicate the line of best fit.
 - Use a clear ruler

Name _____

Date _____

1. Draw a line of best fit for each scatter plot. Draw and **X** if there is no line of best fit.



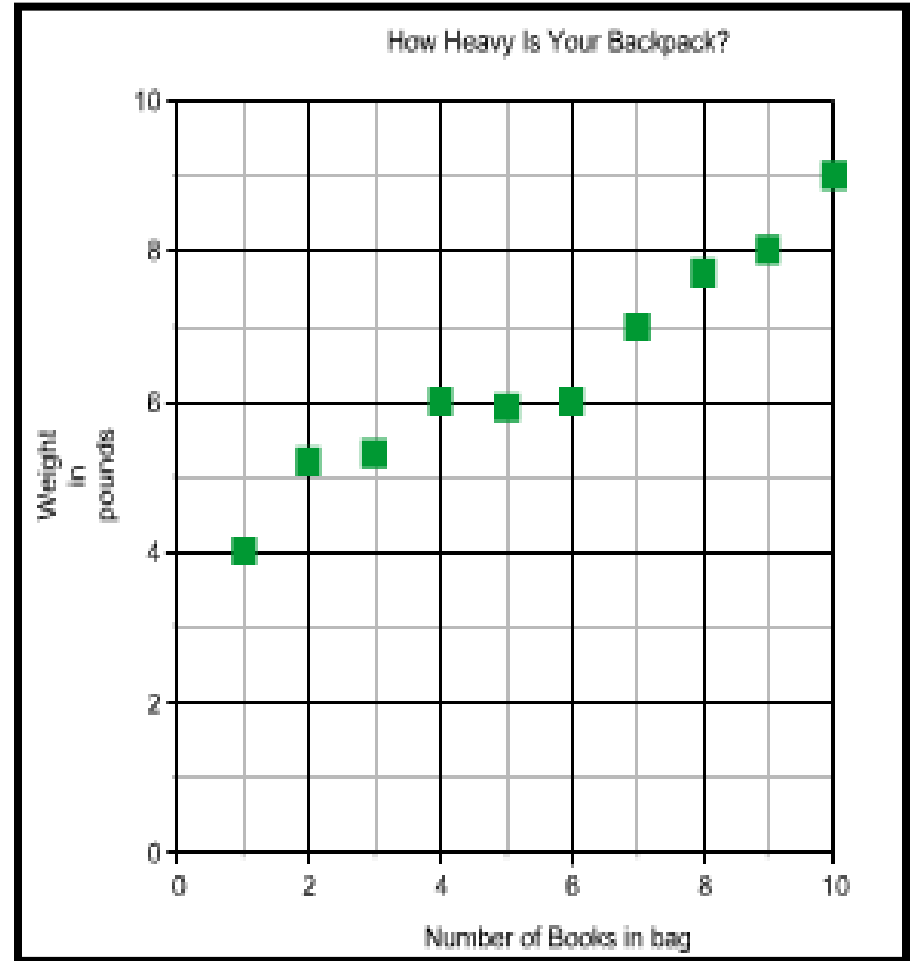
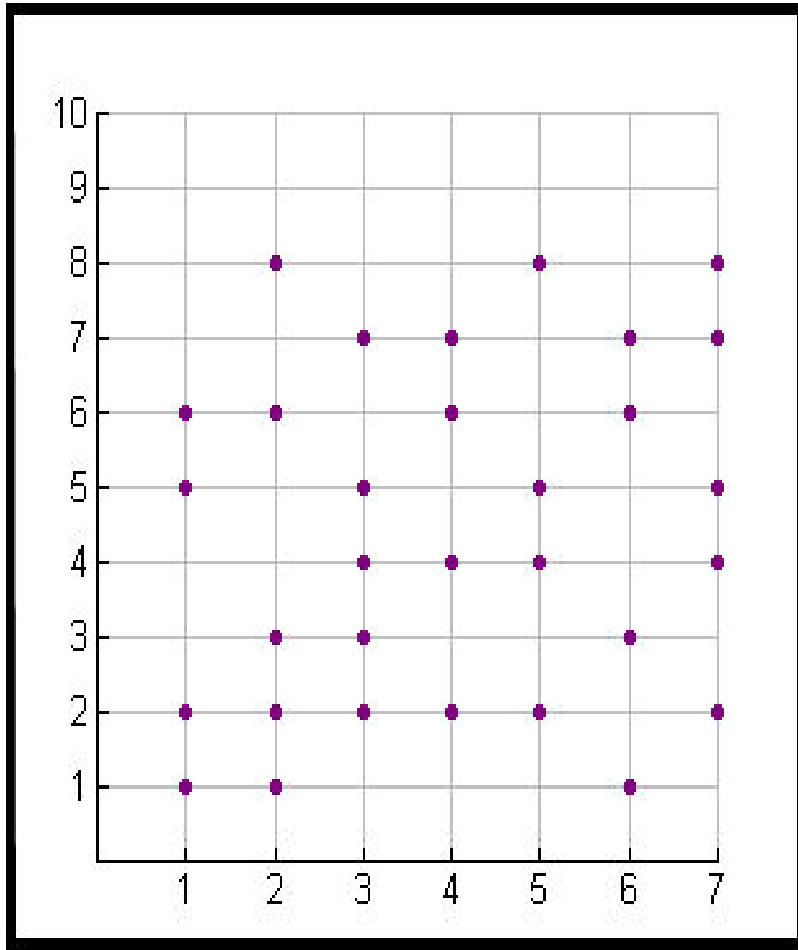
Score: _____ out of 4

1 point for line of best fit with assistance
2 points for line of best fit independently

Name _____

Date _____

1. Place a line of best fit for each scatter plot. Draw and **X** if there is no line of best fit.



Score: _____ out of 4

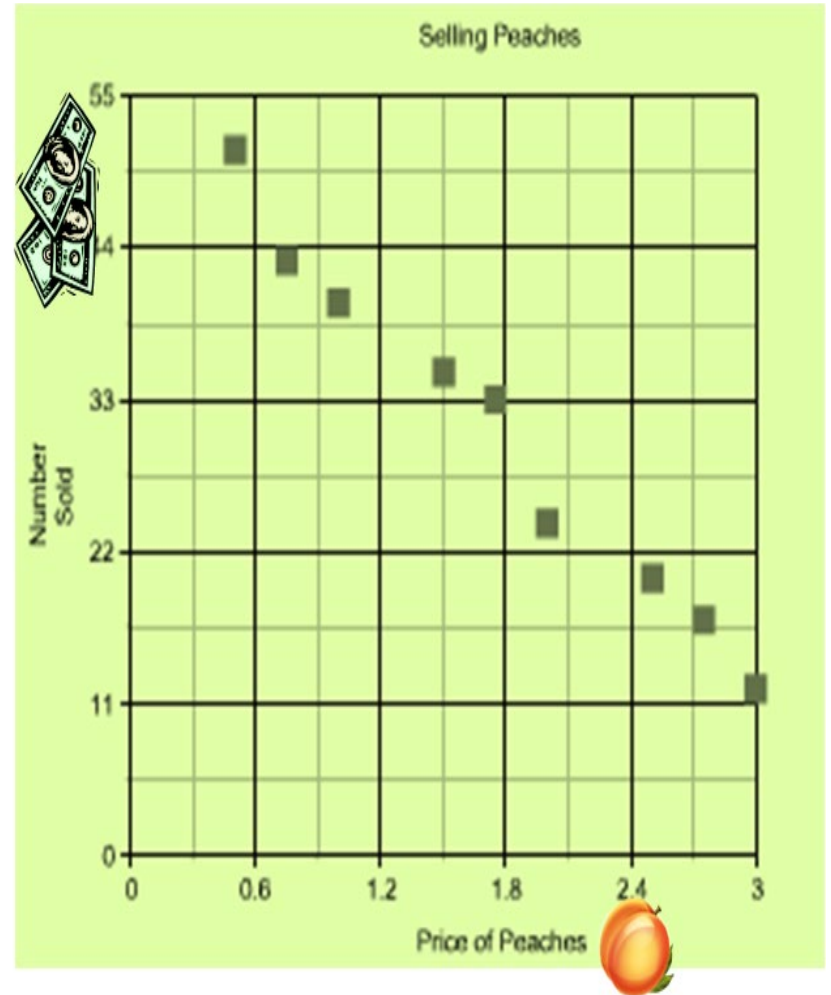
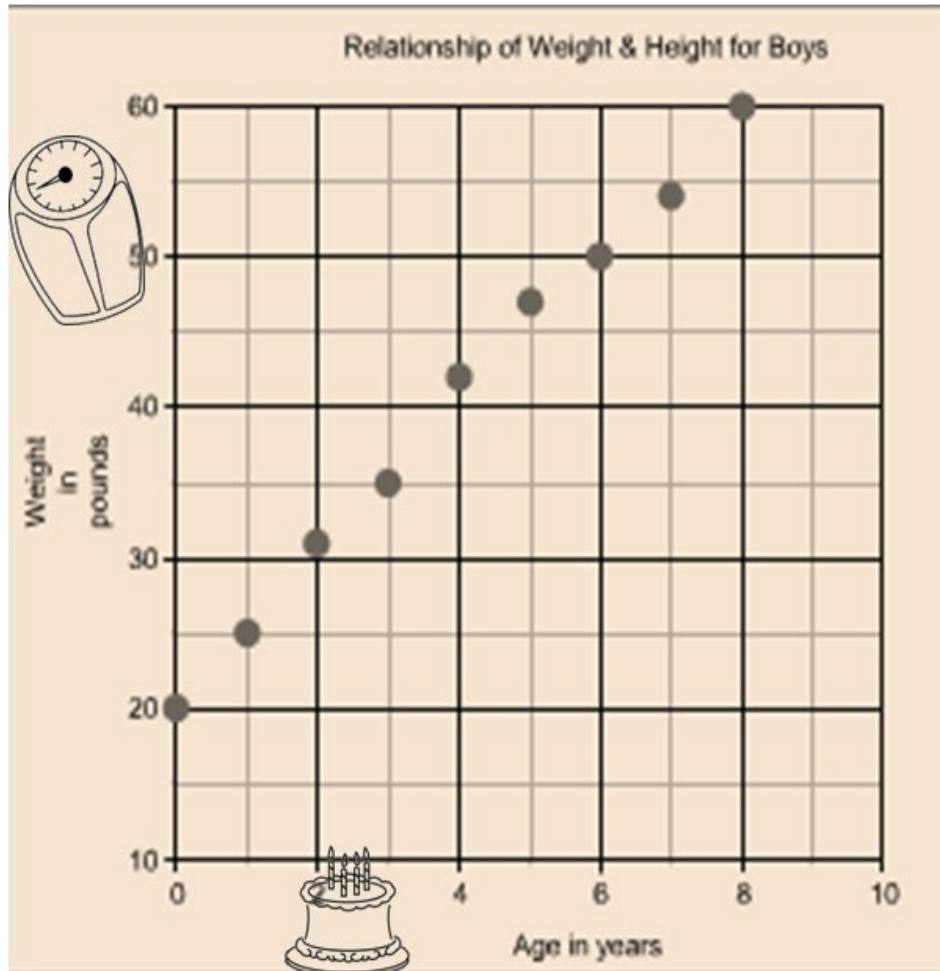
1 point for line of best fit with assistance

2 points for line of best fit independently

Name _____

Date _____

1. Place a line of best fit for each scatter plot. Draw and **X** if there is no line of best fit.



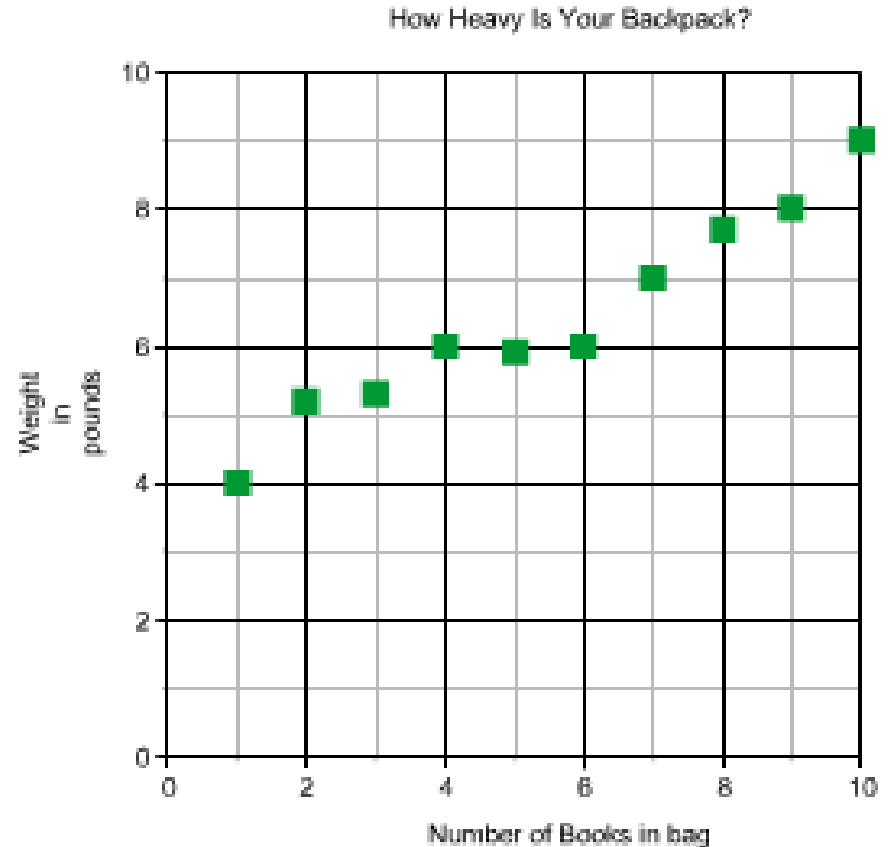
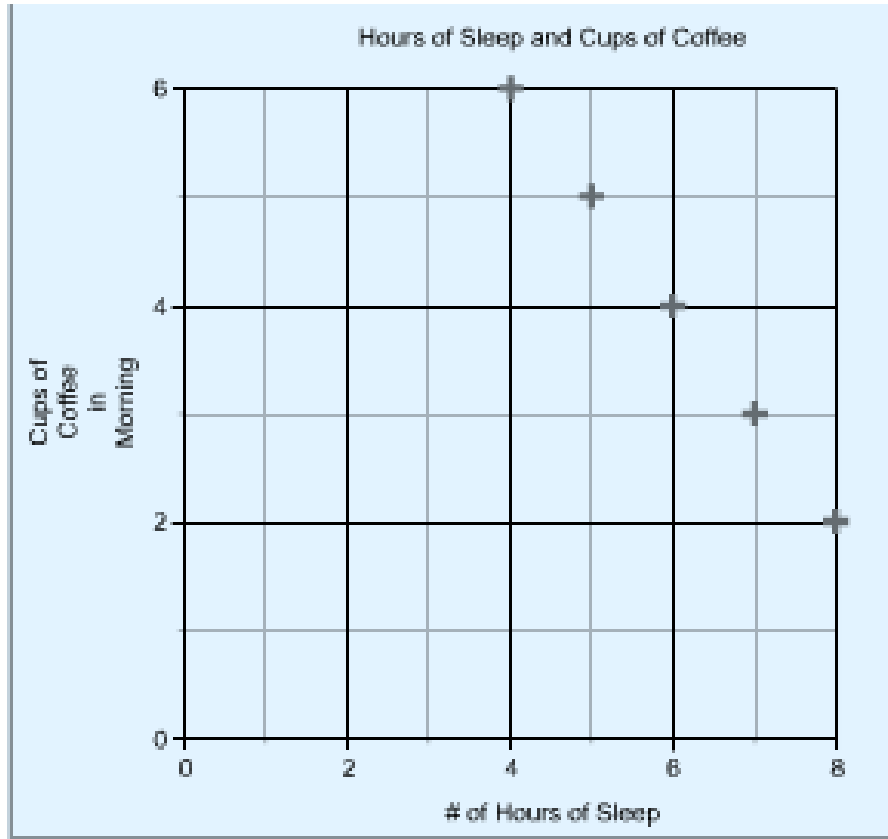
Score: _____ out of 4

1 point for line of best fit with assistance
2 points for line of best fit independently

Name _____

Date _____

1. Place a line of best fit for each scatter plot. Draw and **X** if there is no line of best fit.



Score: _____ out of 8

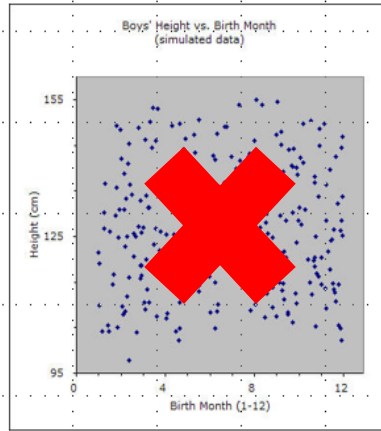
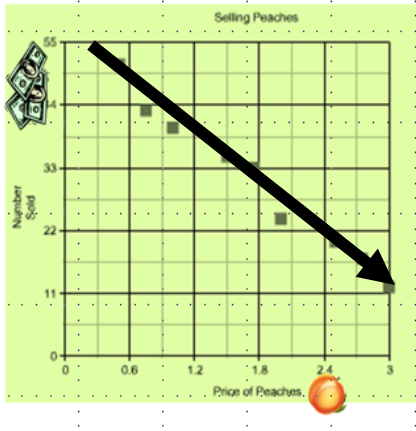
1 point for line of best fit with assistance

2 points for line of best fit independently

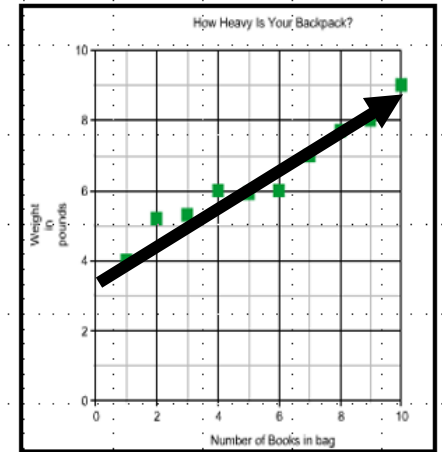
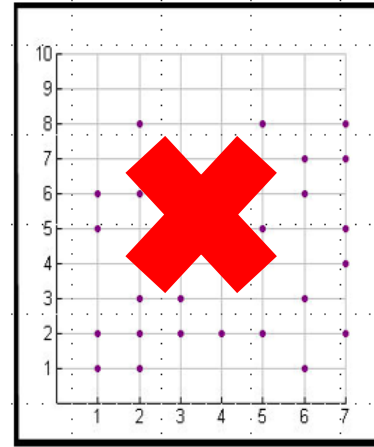
Answer Key

Note for scoring: line of best fit is not a precise location, answers that show the general grouping and direction should be accepted.

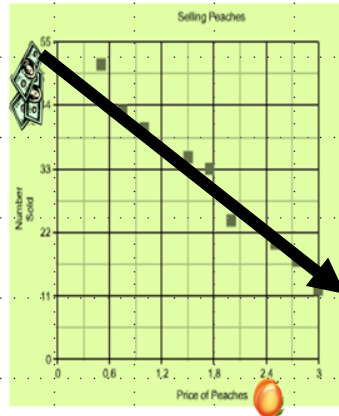
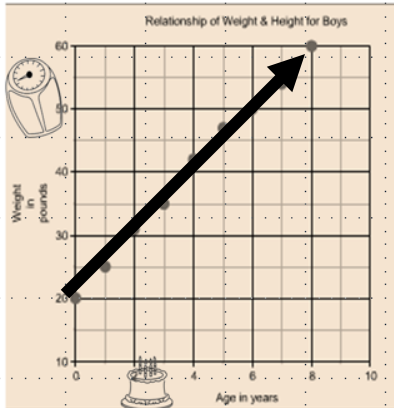
1. Draw a line of best fit for each scatter plot. Draw and **X** if there is no line of best fit.



1. Place a line of best fit for each scatter plot. Draw and **X** if there is no line of best fit.

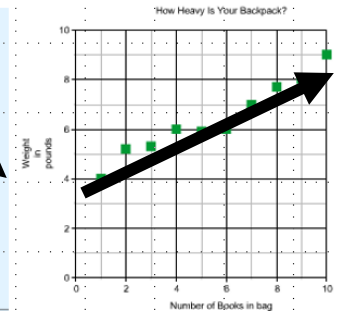
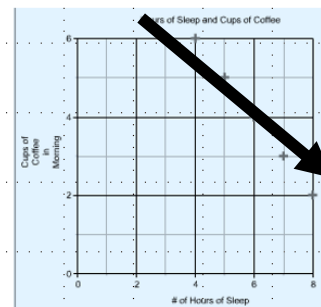


1. Place a line of best fit for each scatter plot. Draw and **X** if there is no line of best fit.



Name: _____ Date: _____

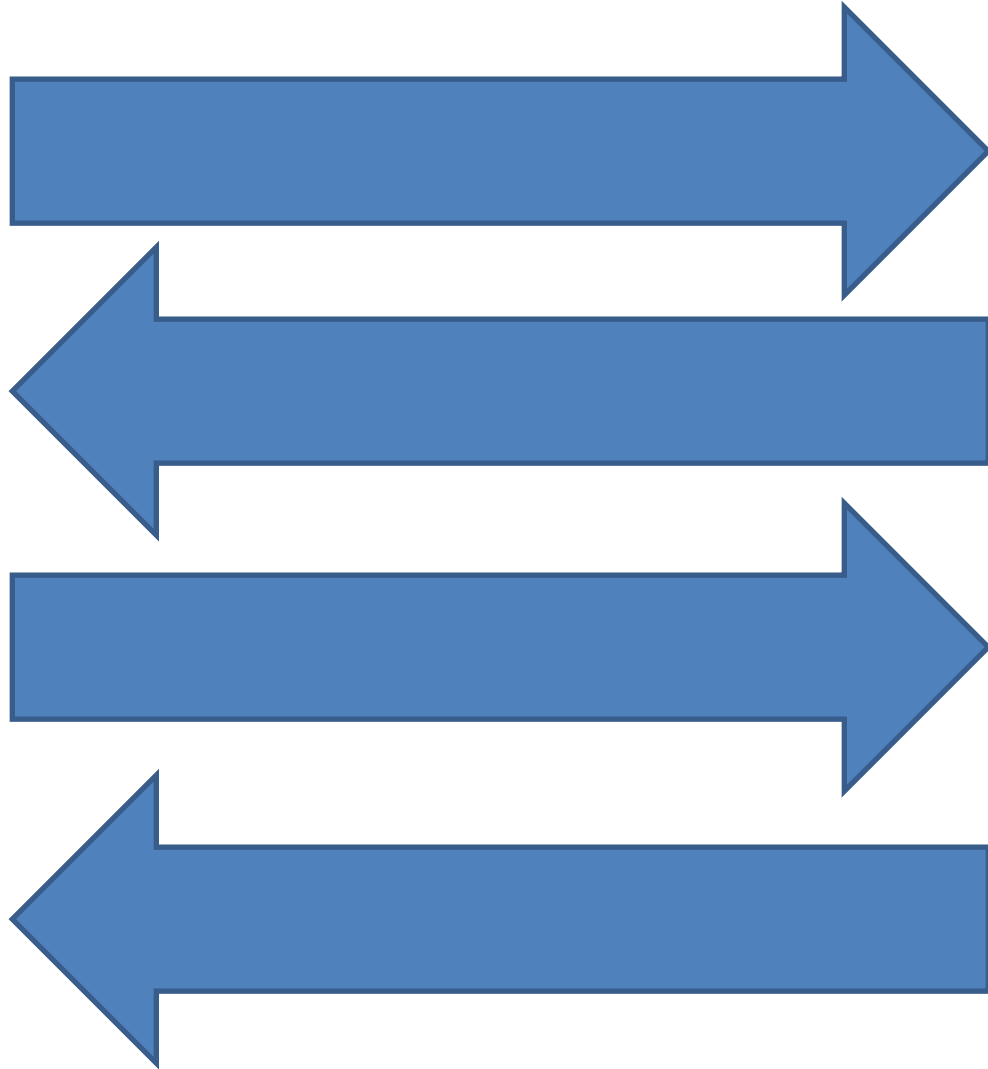
1. Place a line of best fit for each scatter plot. Draw and **X** if there is no line of best fit.



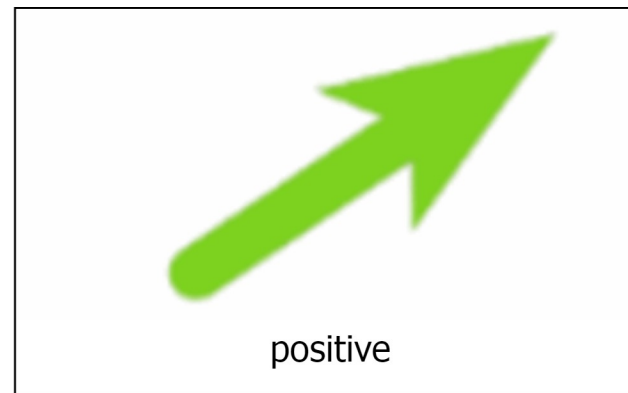
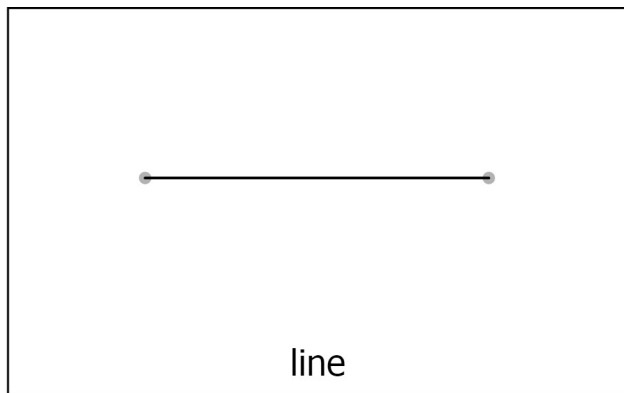
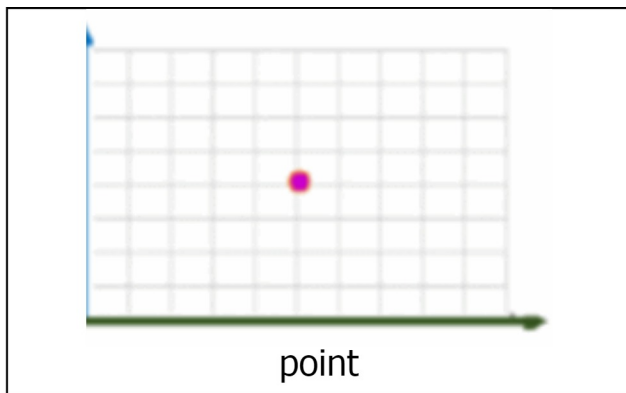
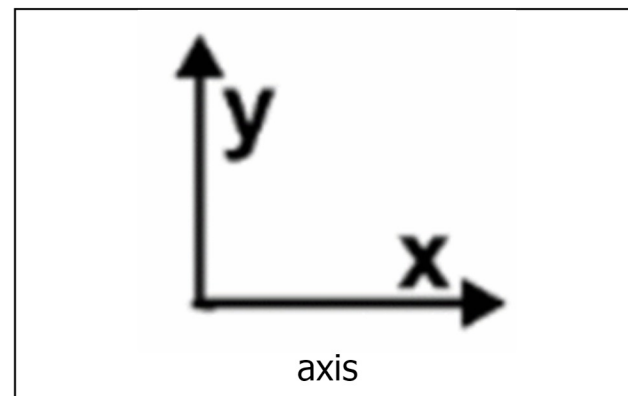
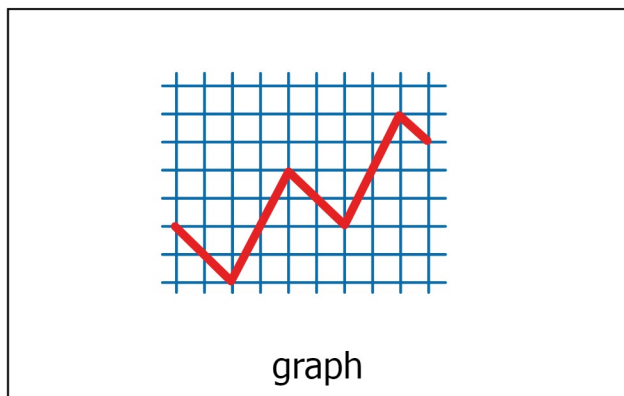
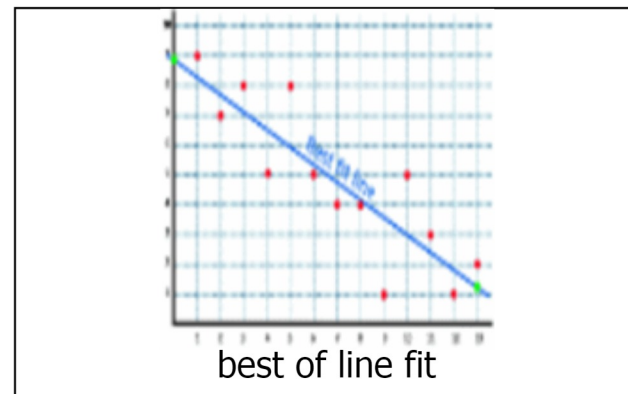
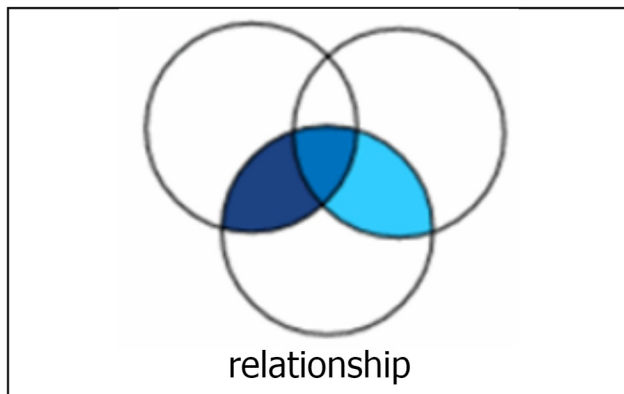
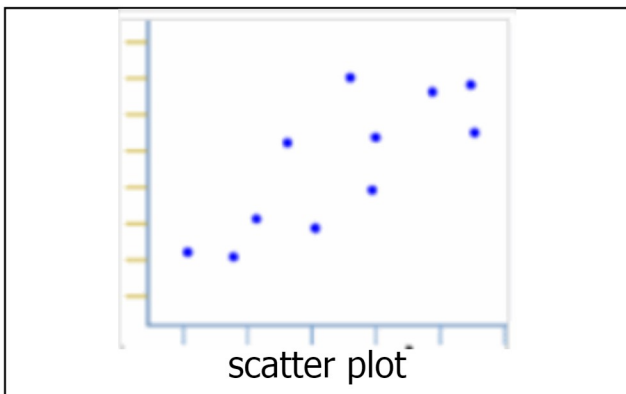
Print & cut out inner white rectangle. Then laminate so there is a clear window to see the scatter plots to help find line of best fit. A small slit can be cut in clear window to allow students to draw the line through the slit.



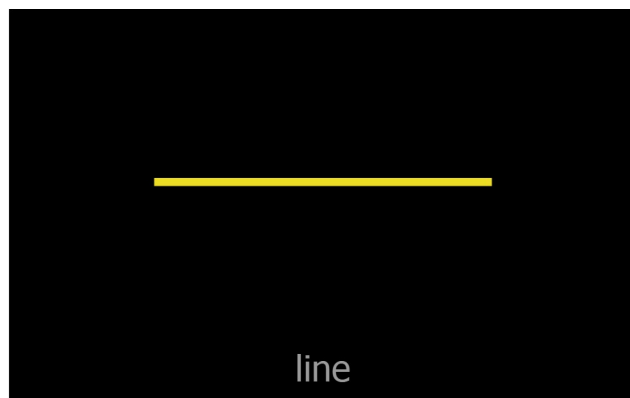
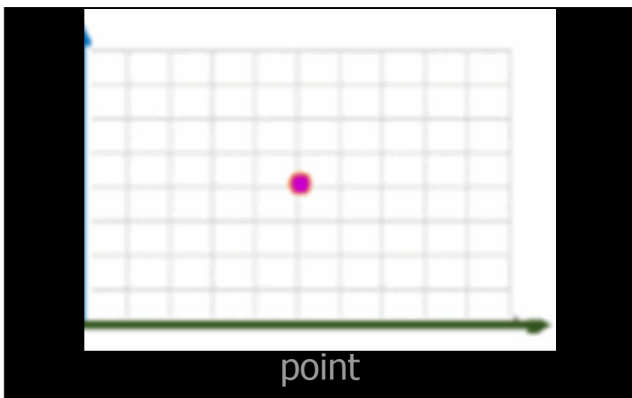
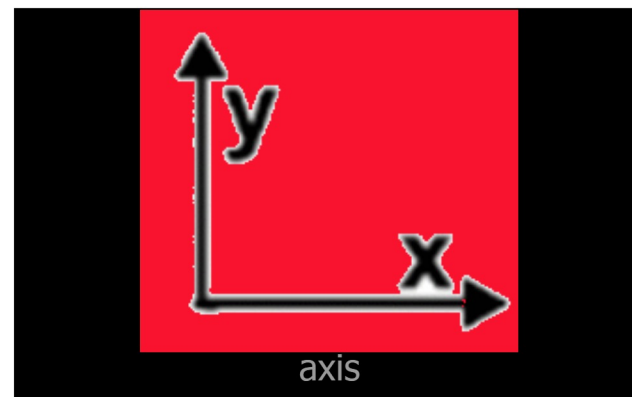
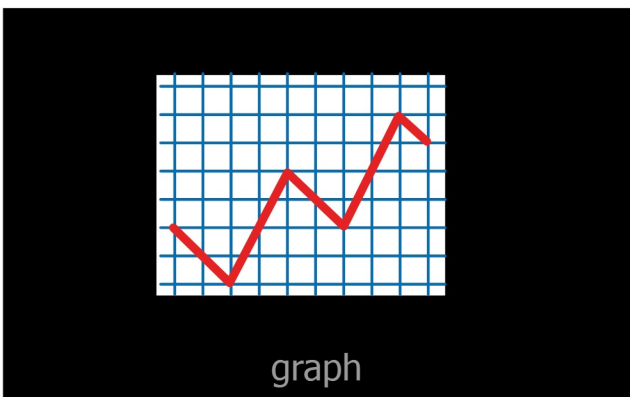
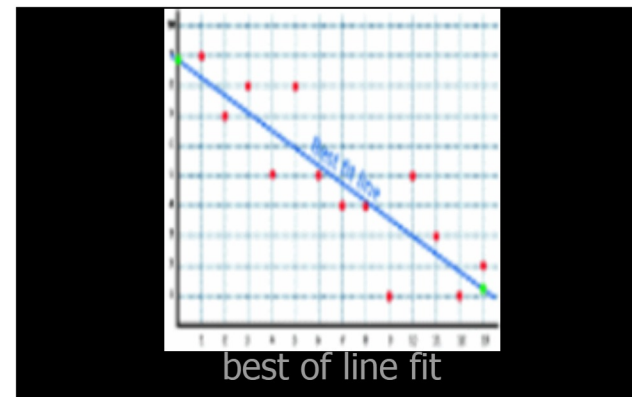
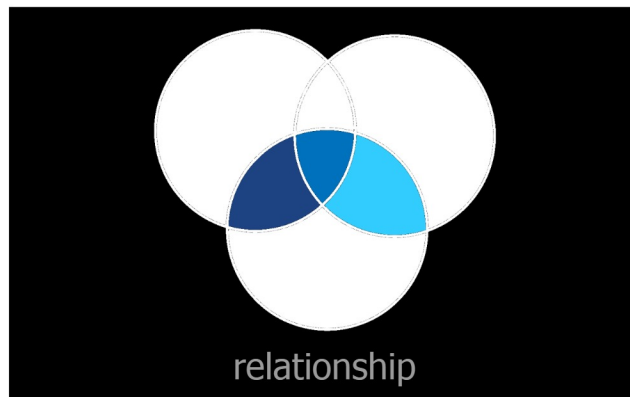
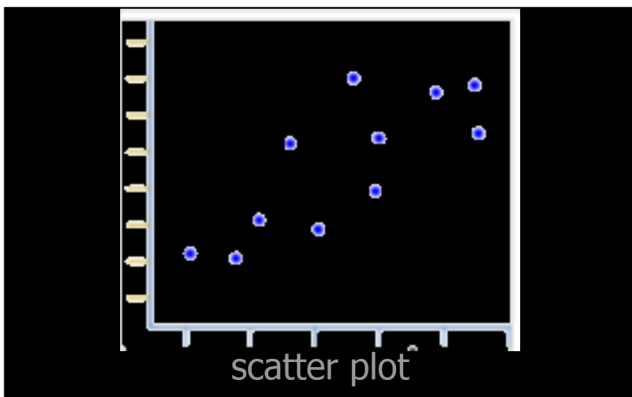
Print & laminate arrows so students can use to lay on the scatter plot to indicate the line of best fit. The arrow should always point from left to right. If it points up it is a positive relationship and if it points down it is a negative relationship. *Hint: if printed on cardstock or glued to poster board before laminating the arrows will be easier for student to handle.* Students could also “glue” the arrows to the graph for assessment if needed. The X indicates no relationship. Be sure students have enough of each choice to complete the task.



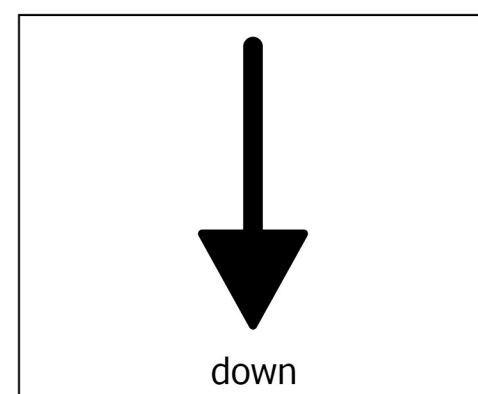
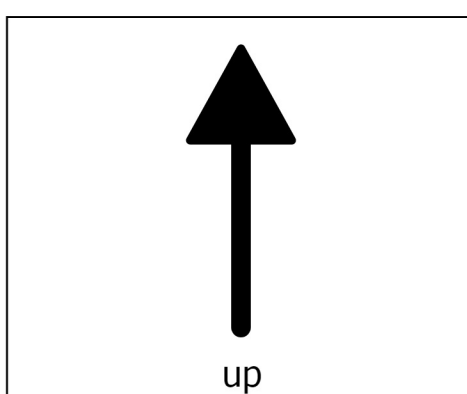
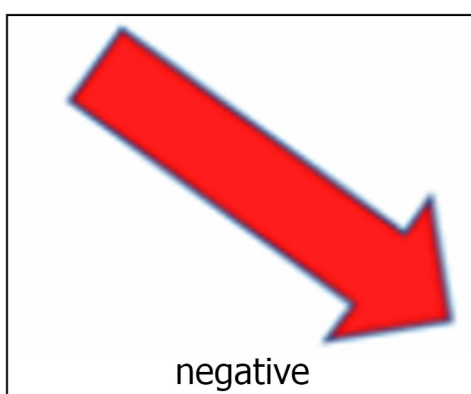
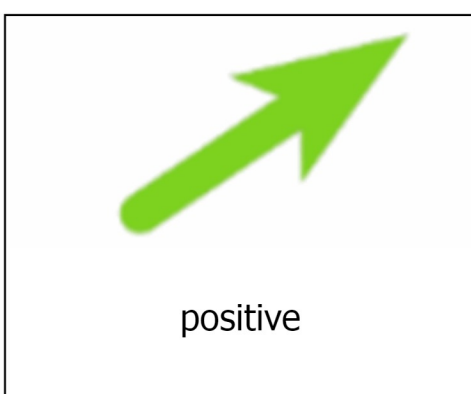
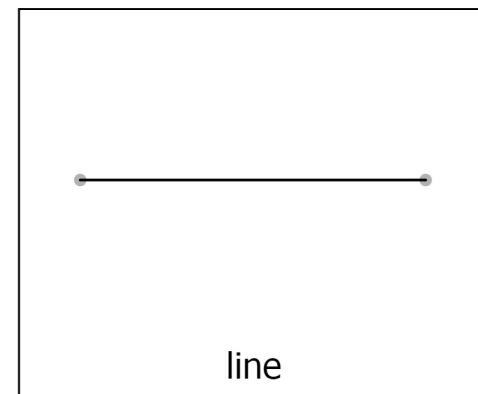
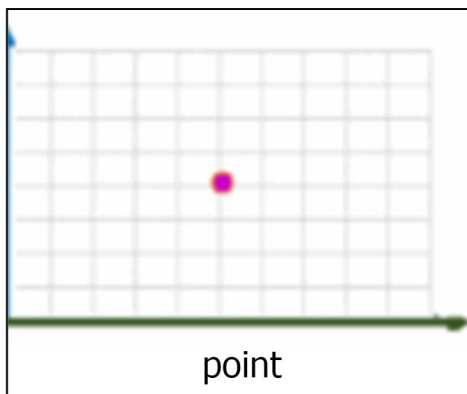
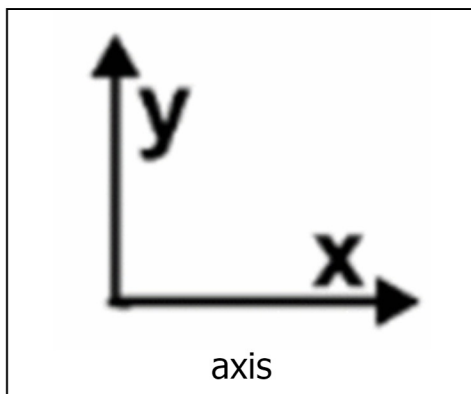
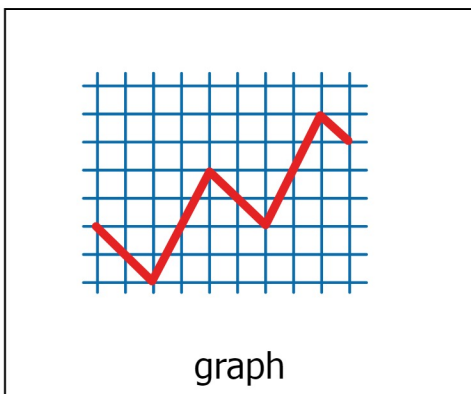
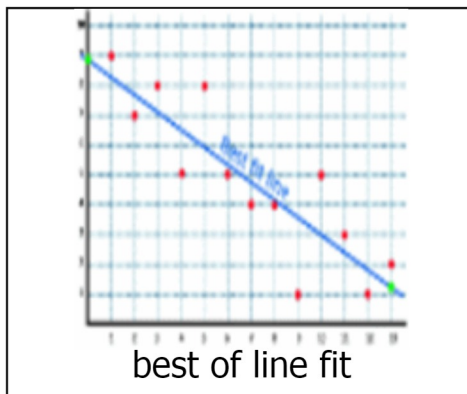
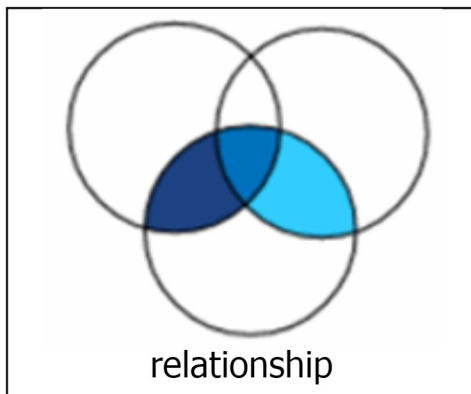
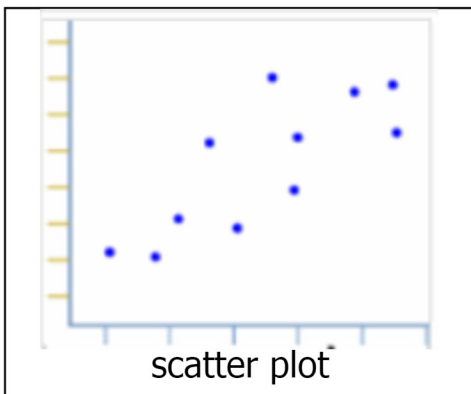
Line of Best Fit PCS Communication Boards 9 Loc



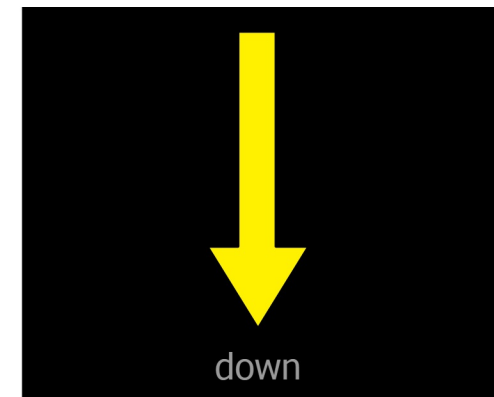
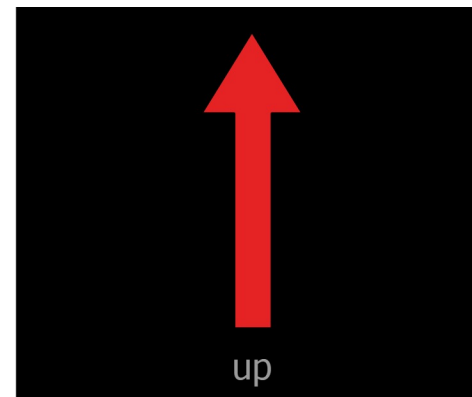
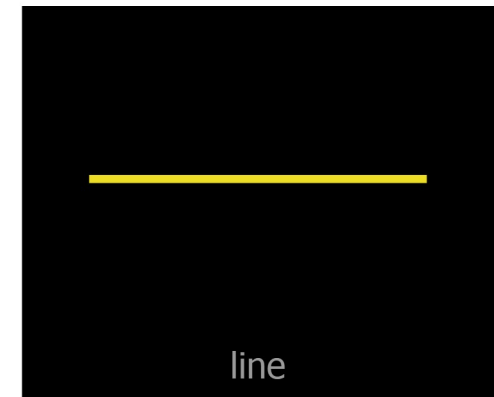
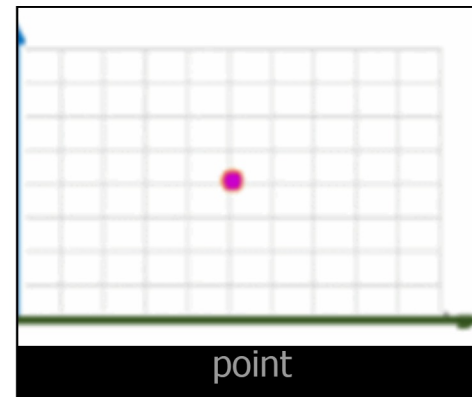
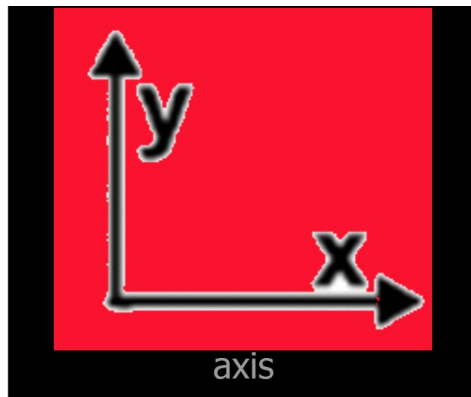
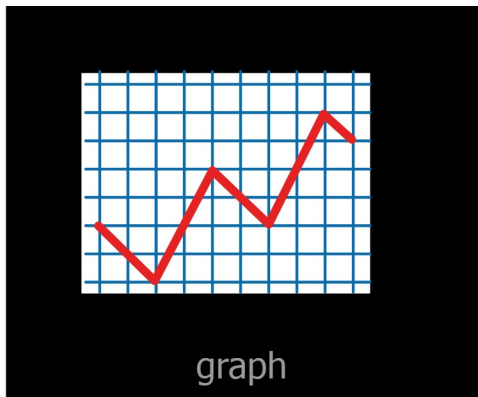
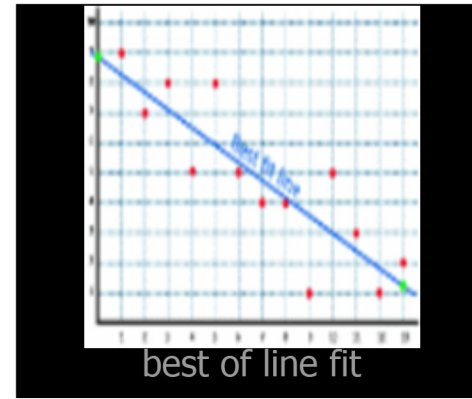
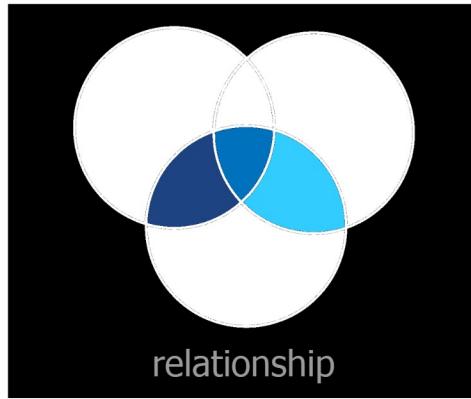
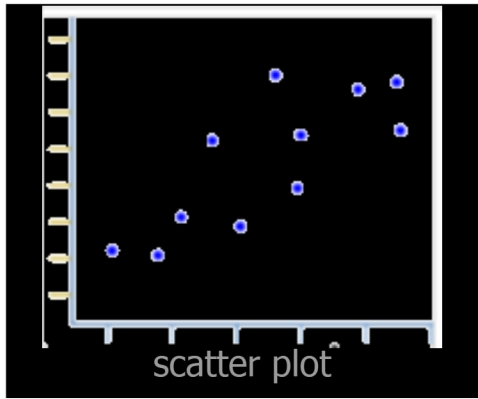
Line of Best Fit PCS Communication Boards 9 Loc HC



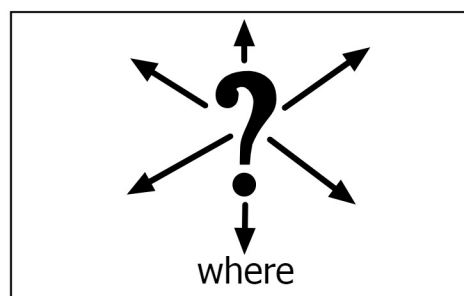
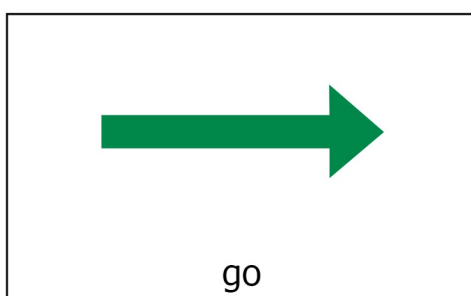
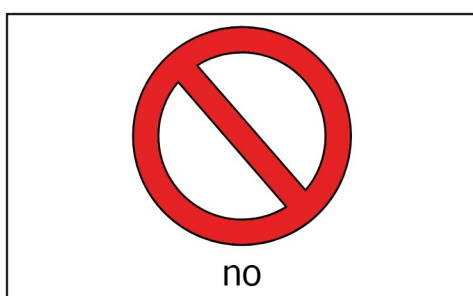
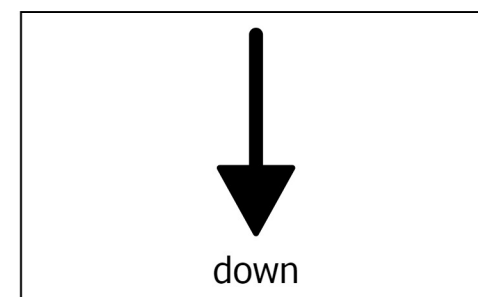
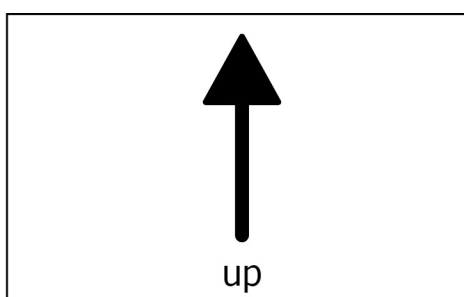
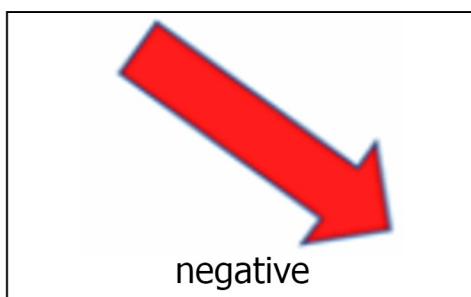
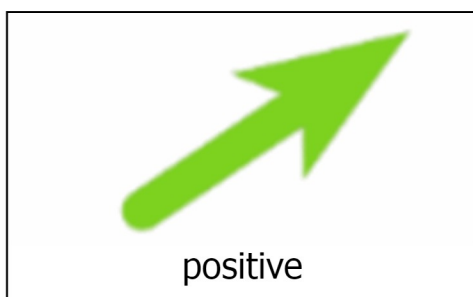
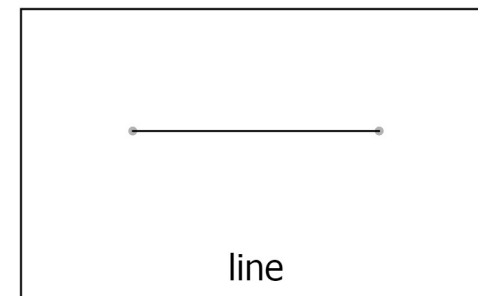
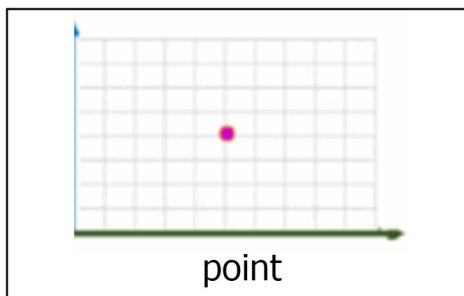
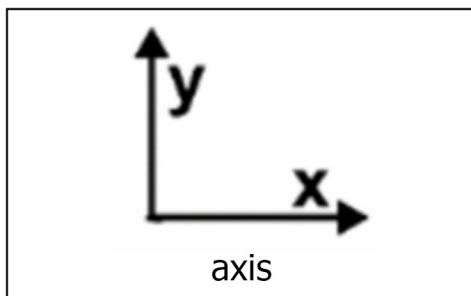
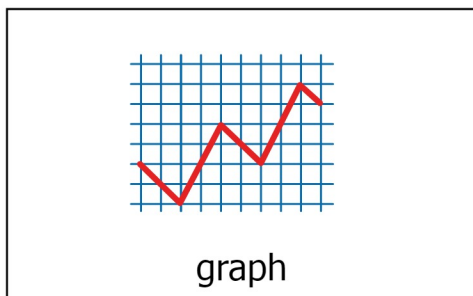
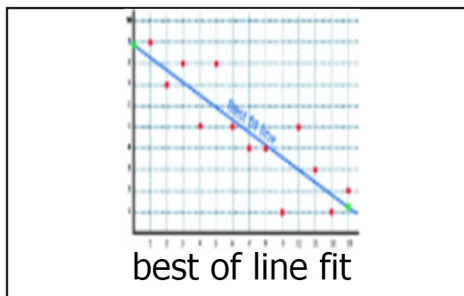
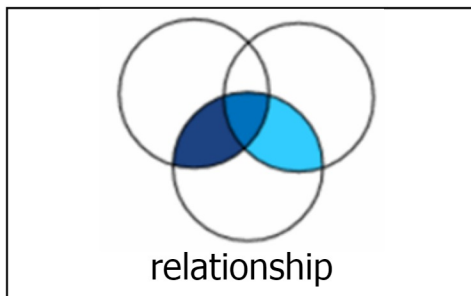
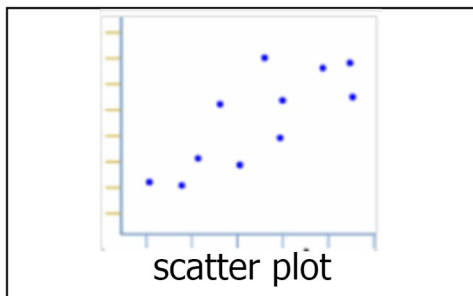
Line of Best Fit PCS Communication Boards 12 Loc



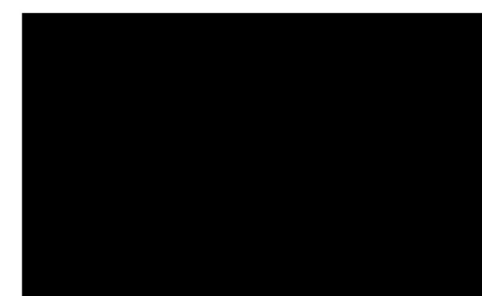
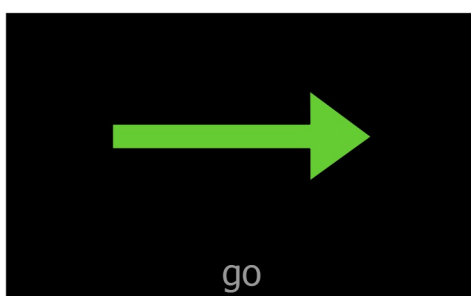
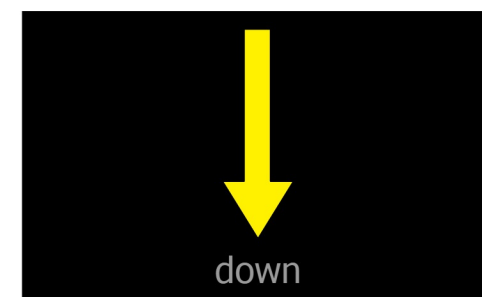
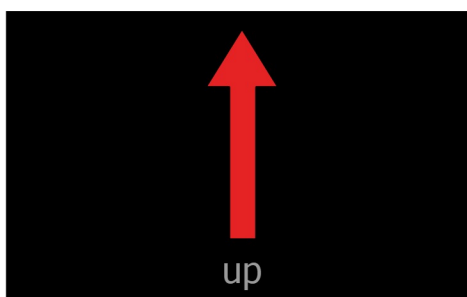
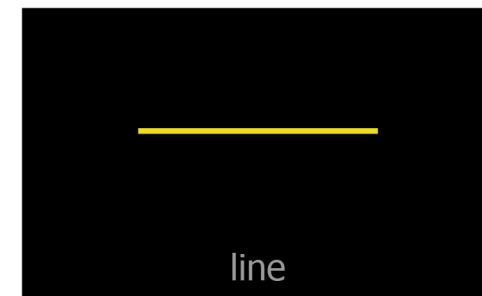
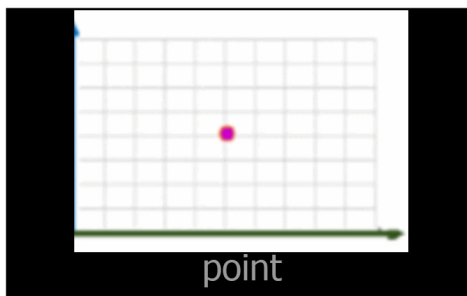
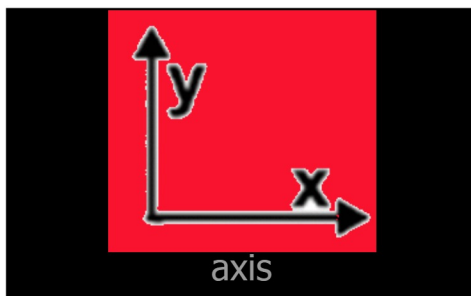
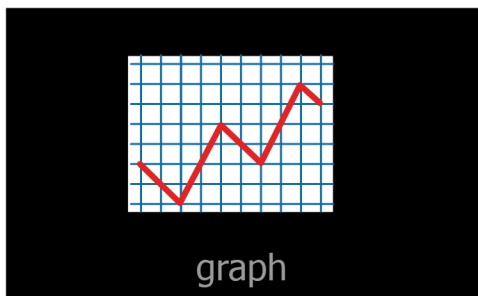
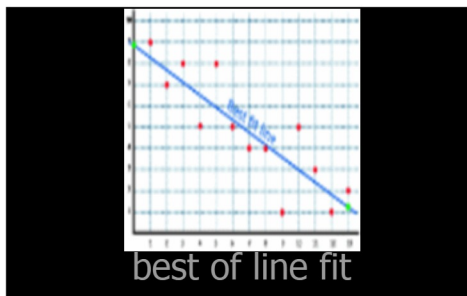
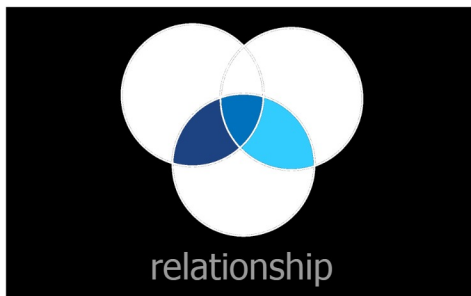
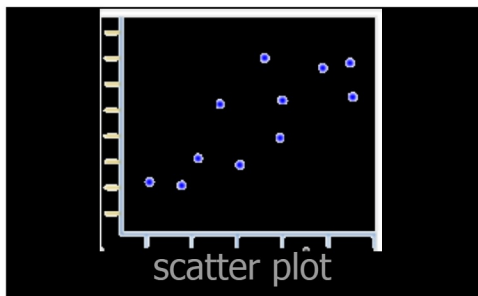
Line of Best Fit PCS Communication Boards 12 Loc HC



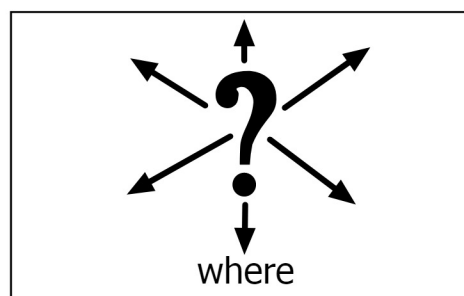
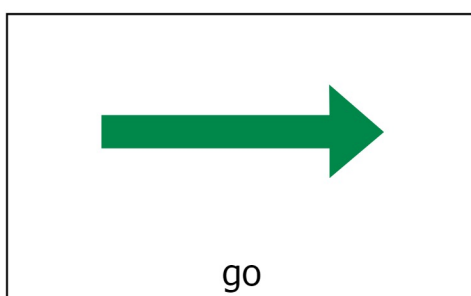
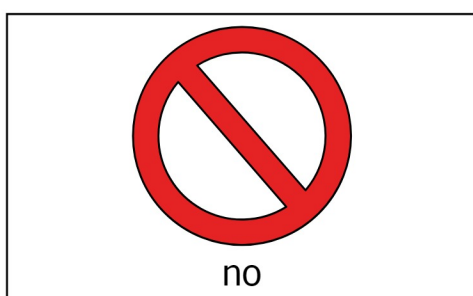
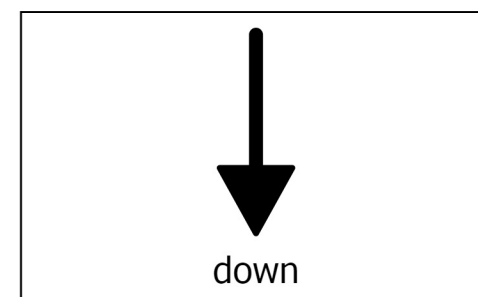
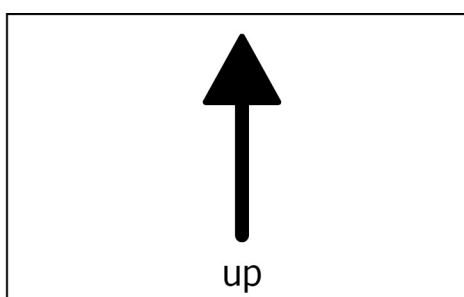
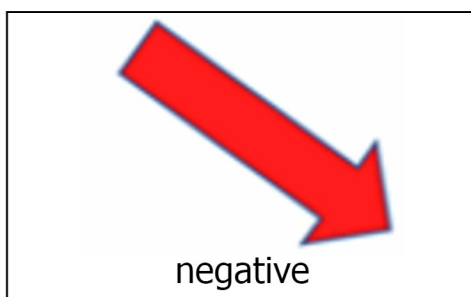
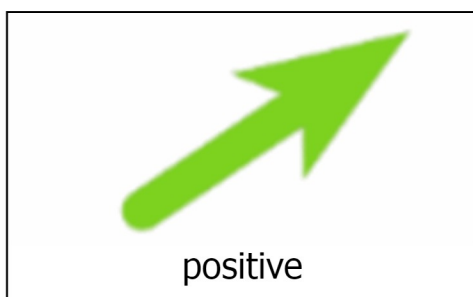
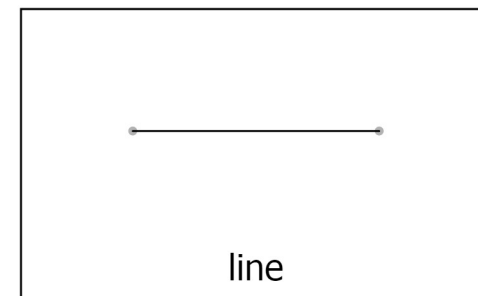
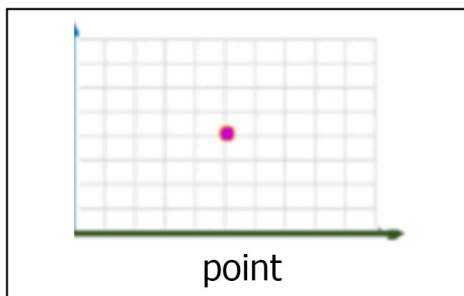
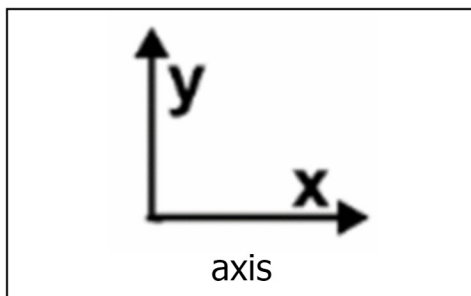
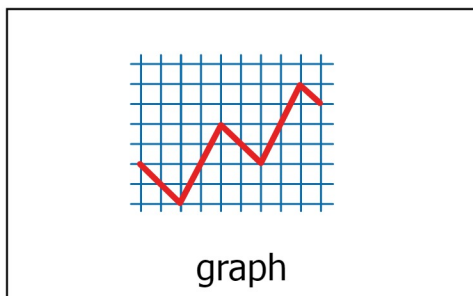
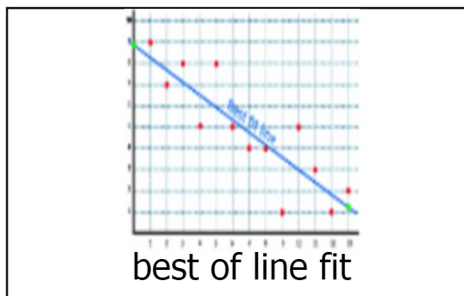
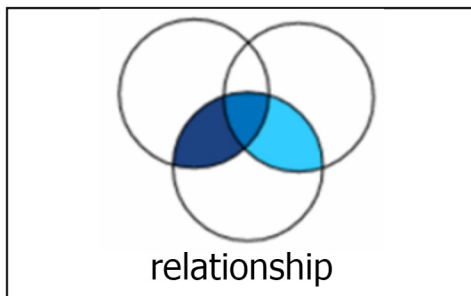
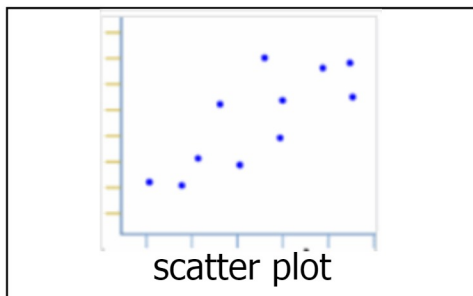
Line of Best Fit PCS Communication Boards 16 Loc



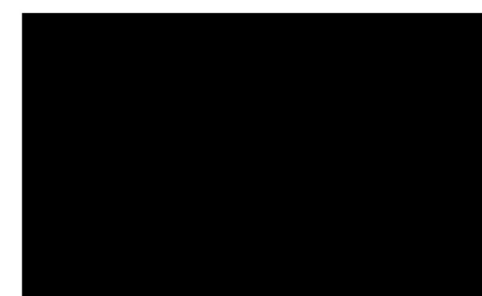
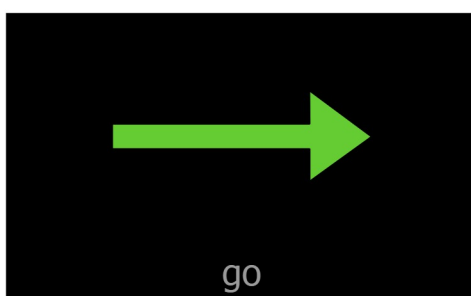
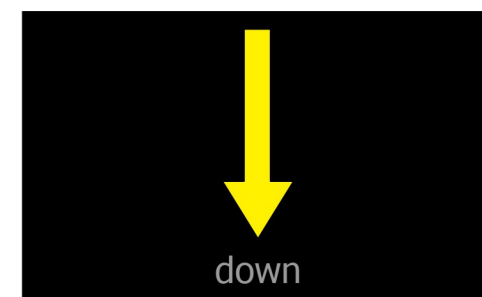
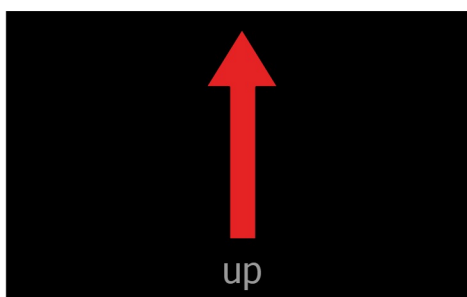
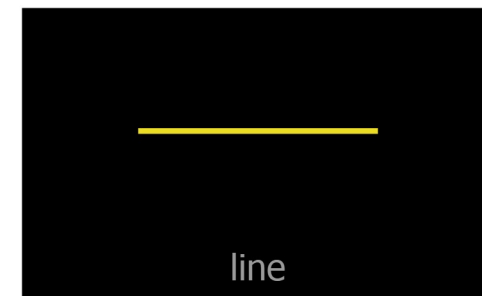
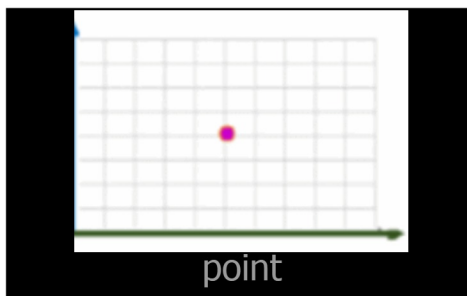
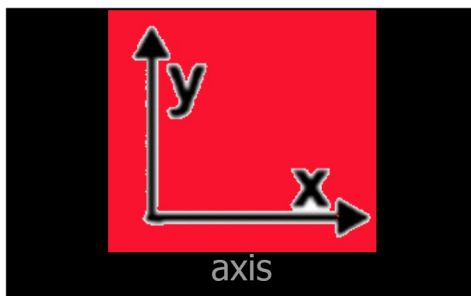
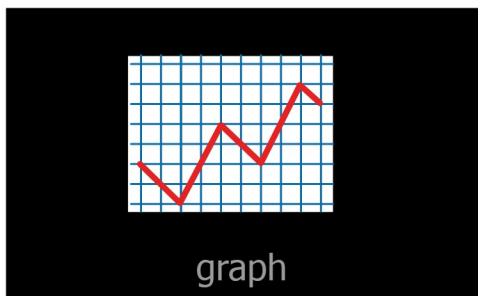
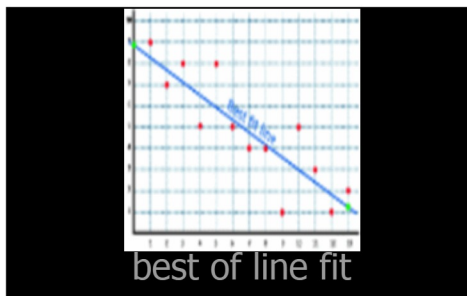
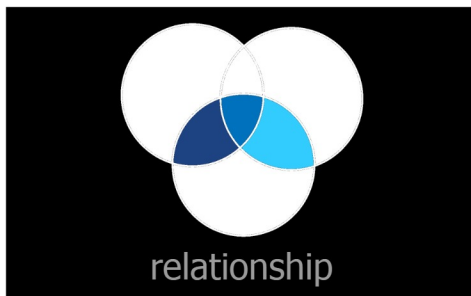
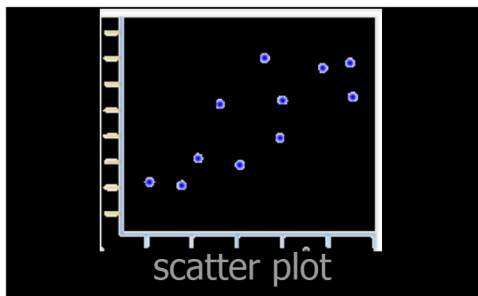
Line of Best Fit PCS Communication Boards 16 Loc HC



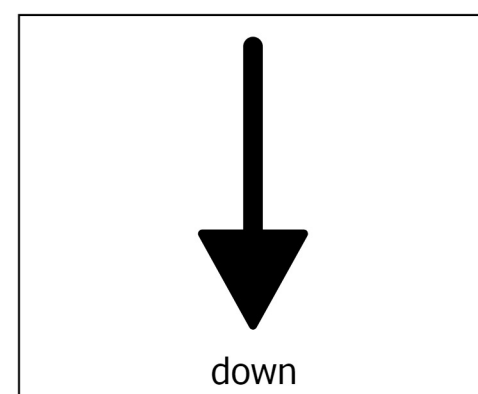
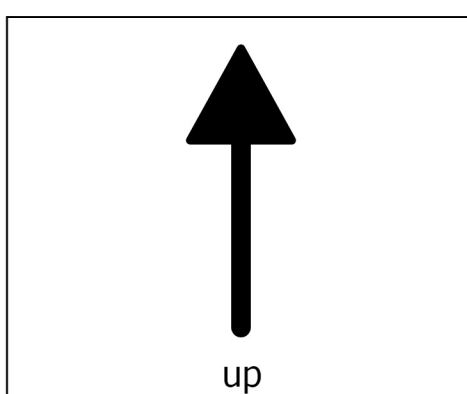
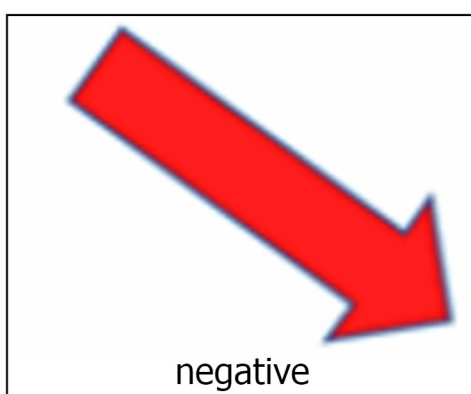
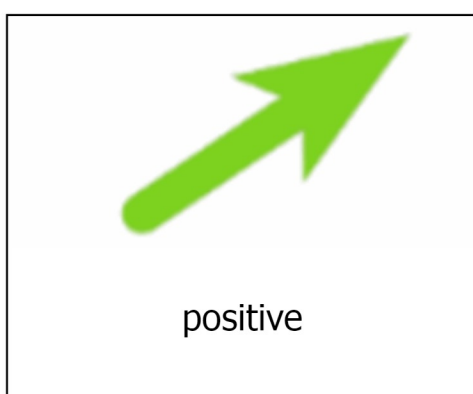
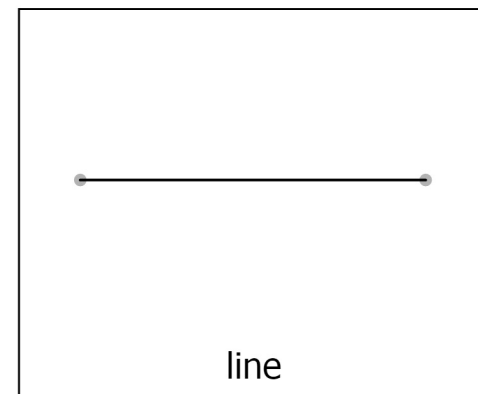
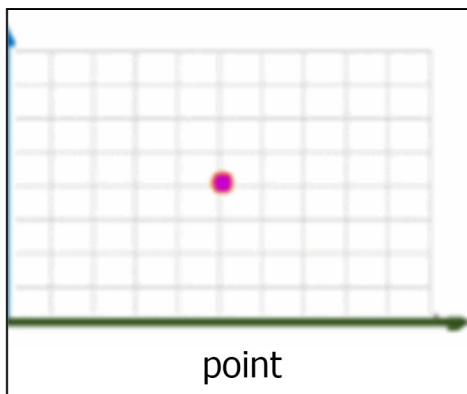
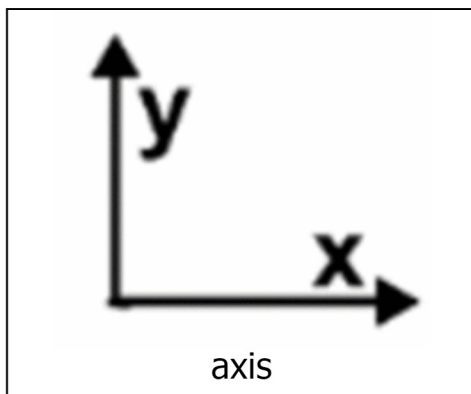
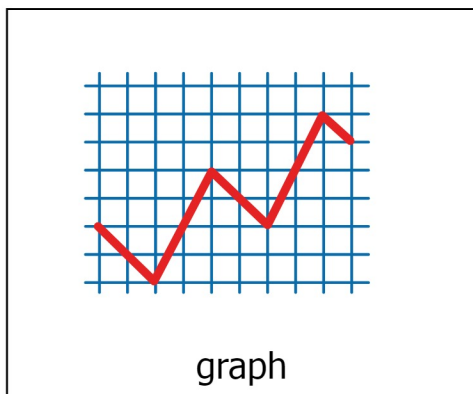
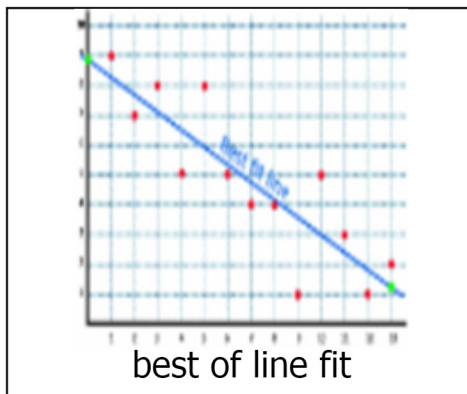
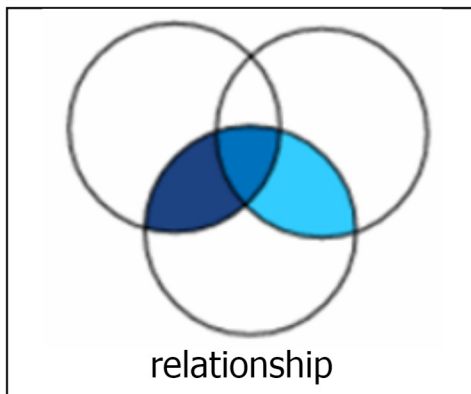
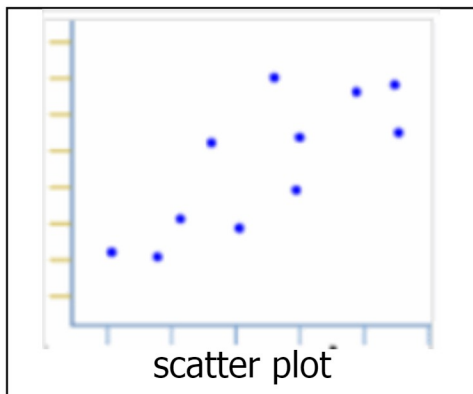
Line of Best Fit PCS Communication Boards 16 Loc



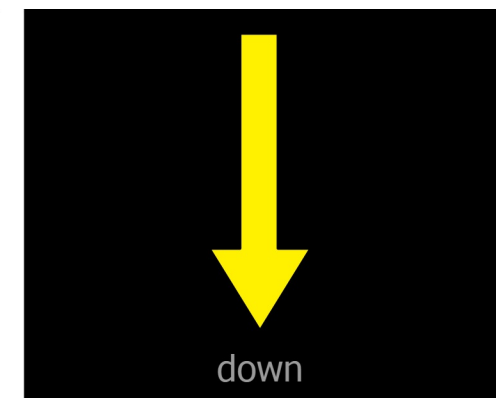
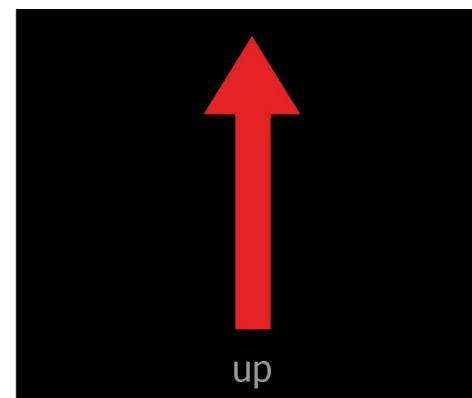
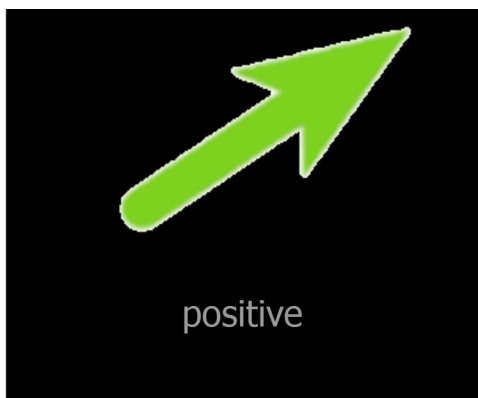
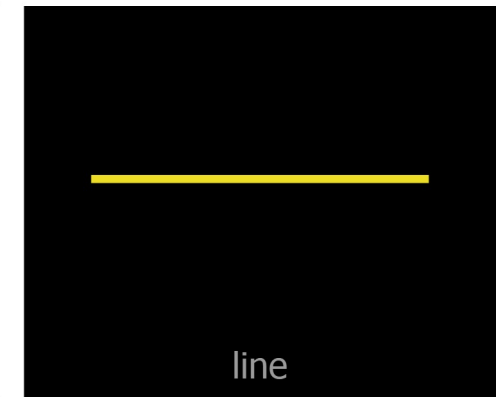
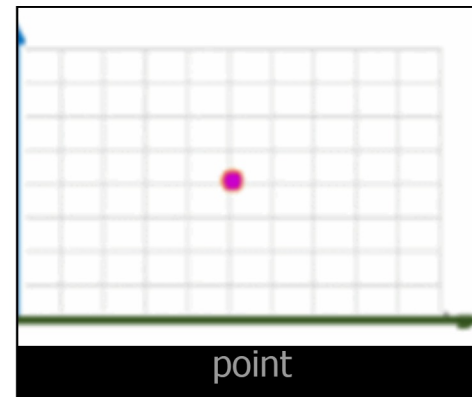
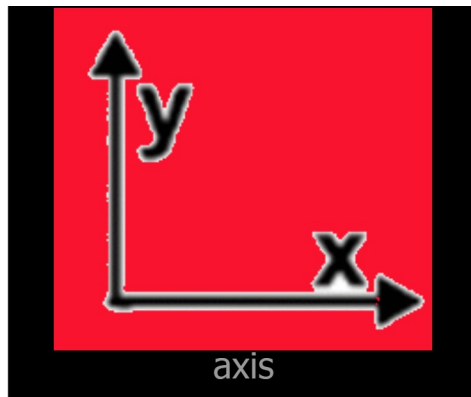
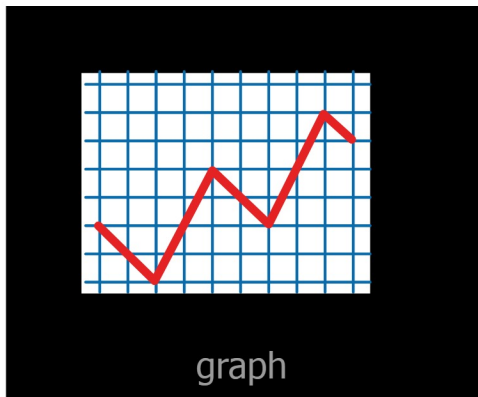
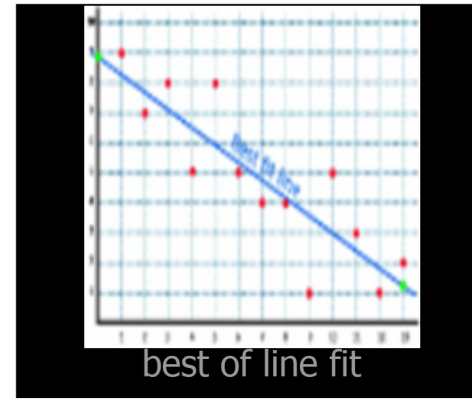
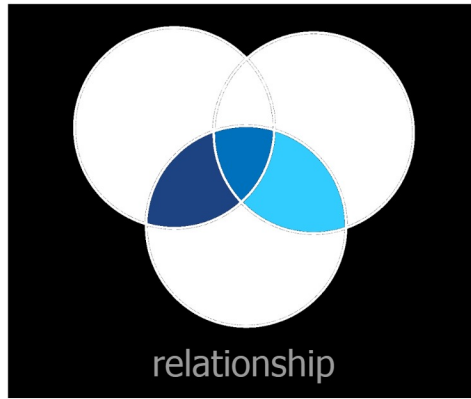
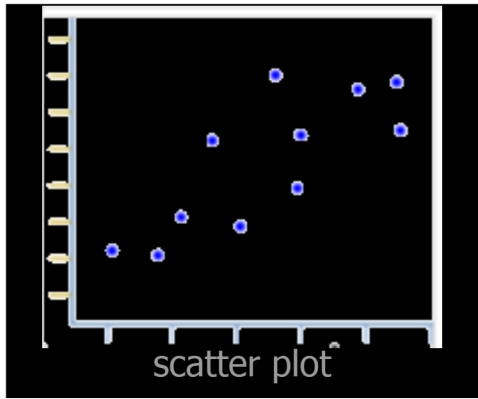
Line of Best Fit PCS Communication Boards 16 Loc HC



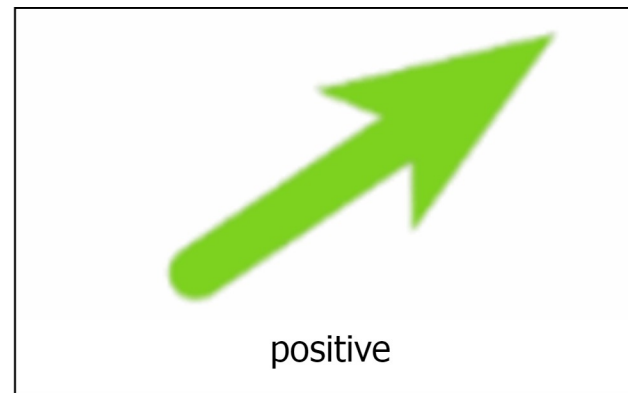
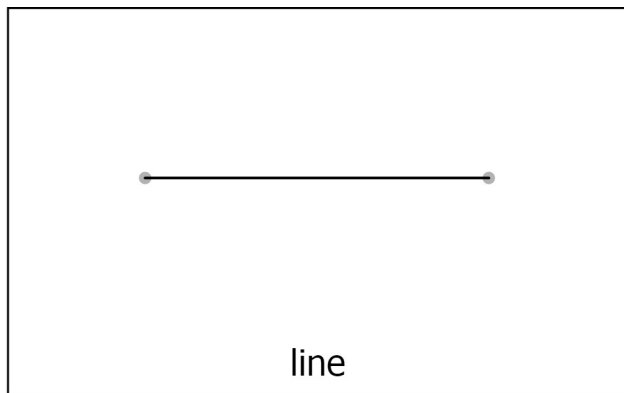
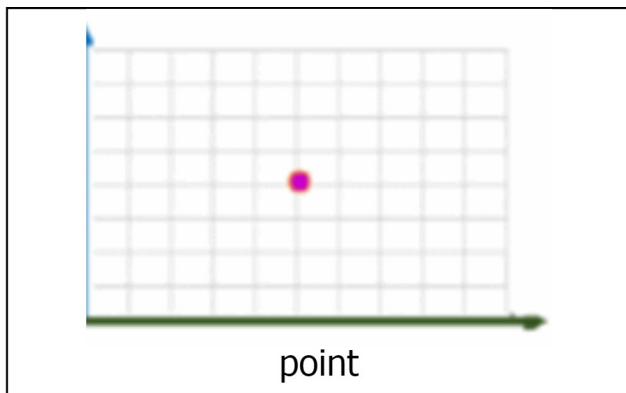
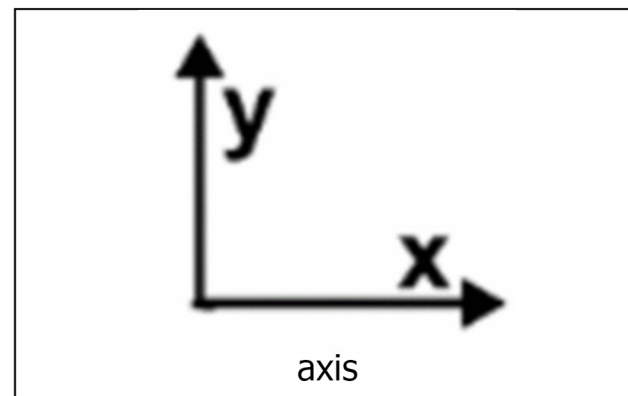
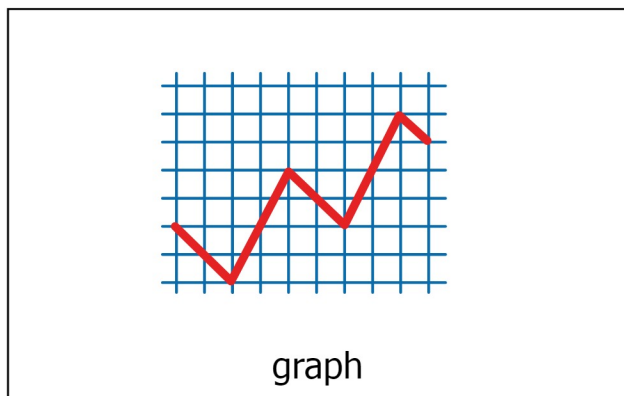
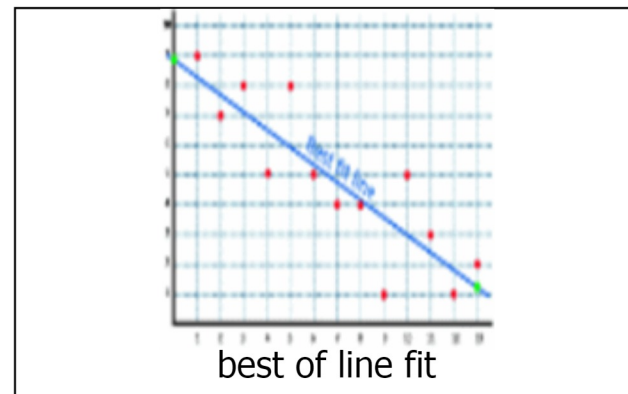
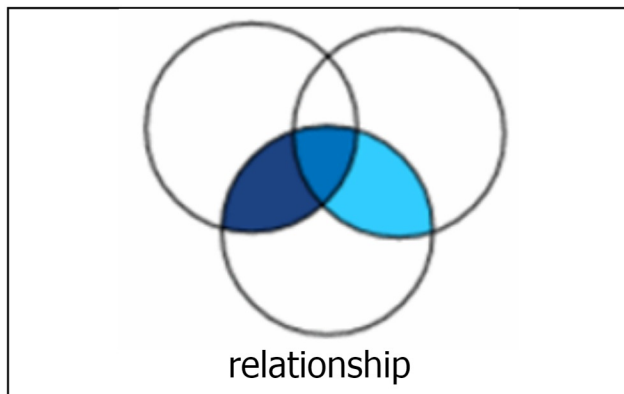
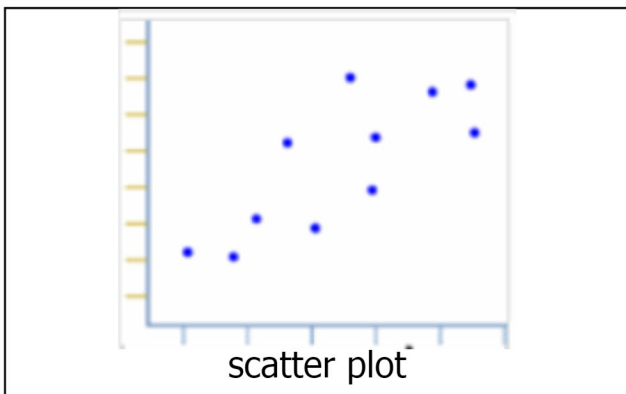
Line of Best Fit PCS Communication Boards 12 Loc



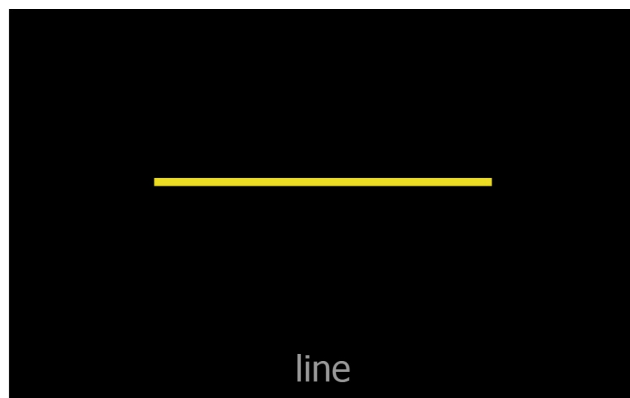
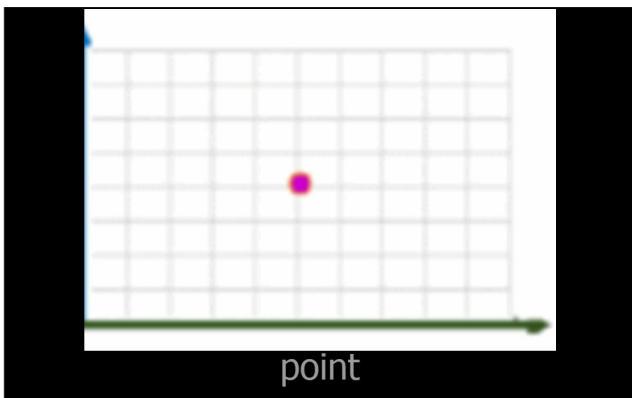
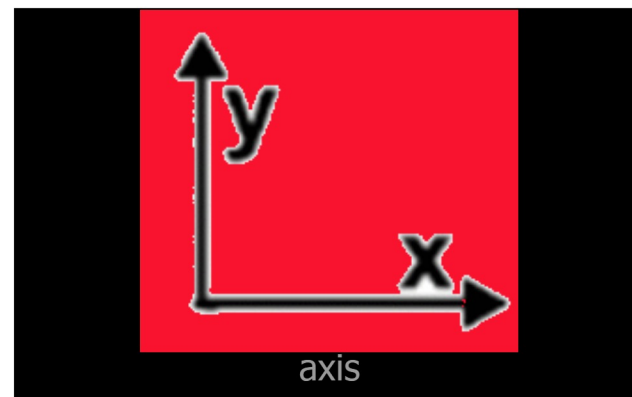
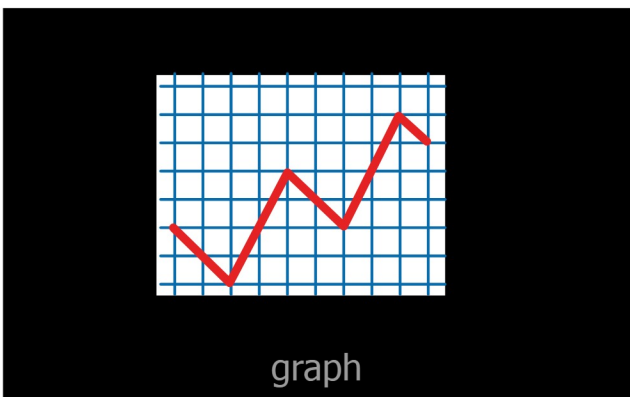
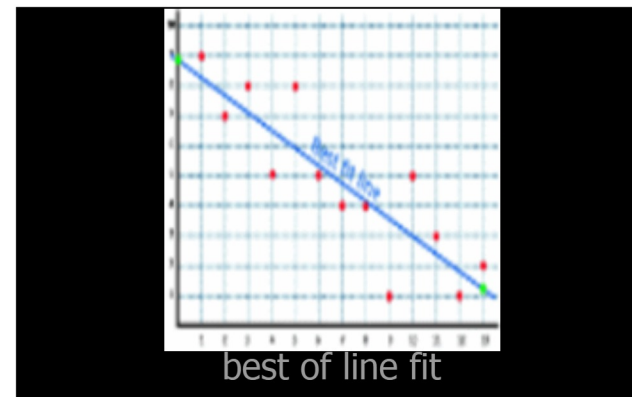
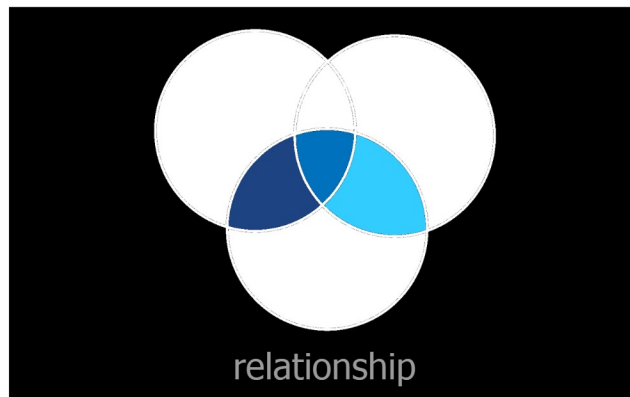
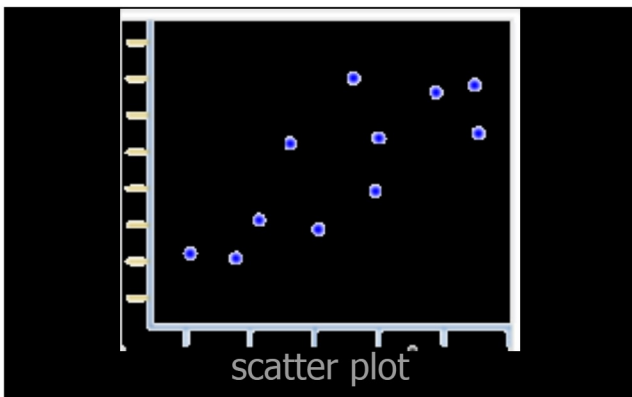
Line of Best Fit PCS Communication Boards 12 Loc HC



Line of Best Fit PCS Communication Boards 9 Loc



Line of Best Fit PCS Communication Boards 9 Loc HC





Word Wall Words



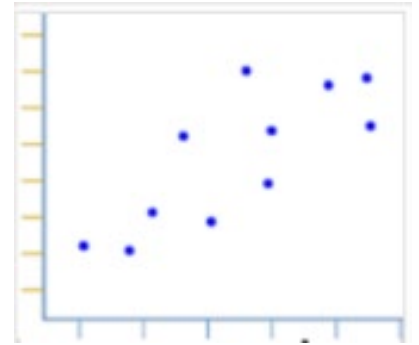
AYC&M Academic Series: Juanita Pritchard/DTA Schools



LINE OF BEST FIT

Word Wall - WORDS

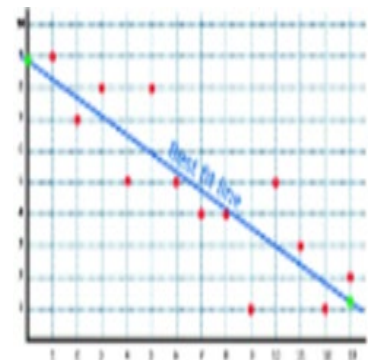
scatter plot



relationship



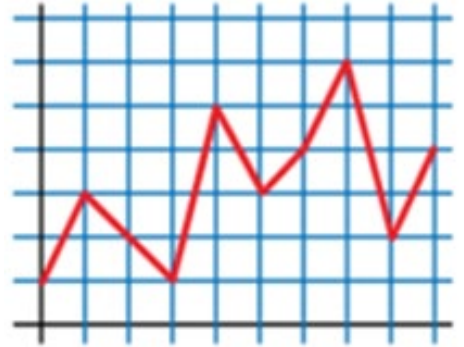
Line of best fit



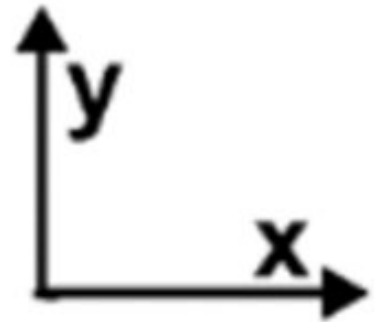
data



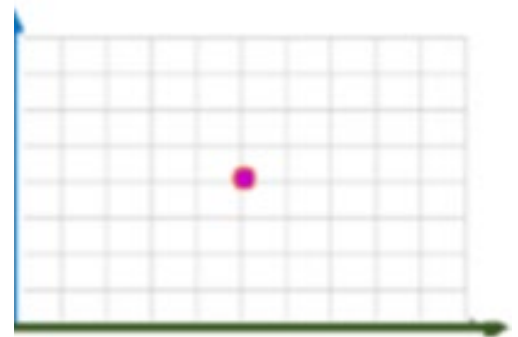
graph



axis



point



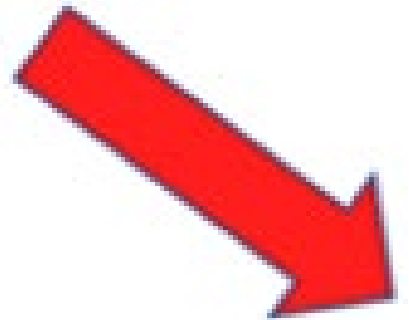
line



positive



negative



up



down



no



go



where





LINE OF BEST FIT

BINGO Instructions

- **PREPARE:** Print, cut and laminate
 - Different BINGO cards, one for each student
 - Large Bingo Calling Cards (place in a container to be drawn during play)
 - Yellow Marker Squares (or provide other BINGO markers or dry erase markers)
 - Master Call Sheet



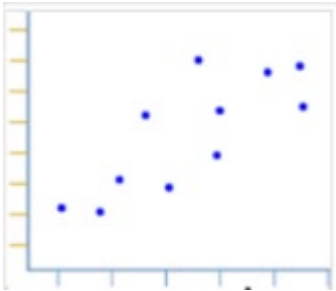
- **DISTRIBUTE:** One Bingo card to each child (each card should be different).
- **CALL:** The caller pulls out one random Large Bingo Calling Card from container, name it and/or show to other students. Mark the called card symbol on your Master Call Sheet.
- **MARK IMAGE:** The students will then look for the word called and, if found, place a BINGO marker on their BINGO Card
- **WINNING:** 3 across, up/down, diagonal; or 4 corners wins. When a student thinks they have a winning pattern they call out "BINGO!" The first student to call out "BINGO!" wins!

B I N G O!

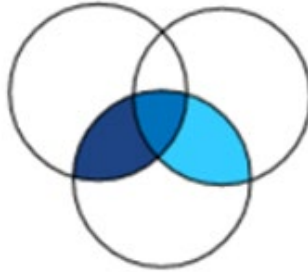
LINE OF BEST FIT



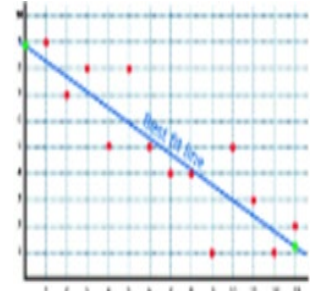
BINGO



scatter plot



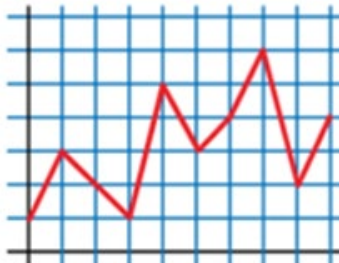
relationship



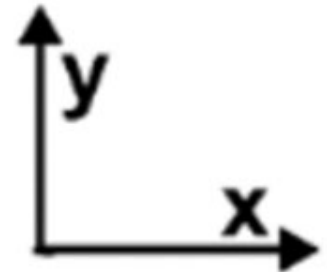
line of best fit



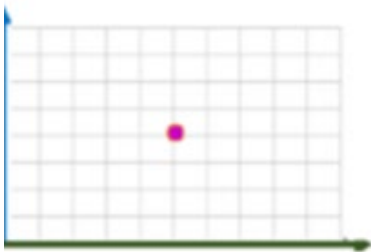
data



graph



axis



point



line

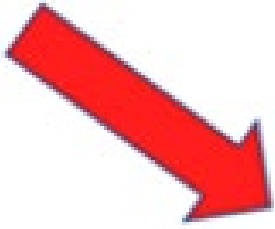


positive

LINE OF BEST FIT



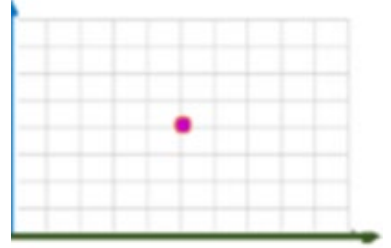
BINGO



negative



up



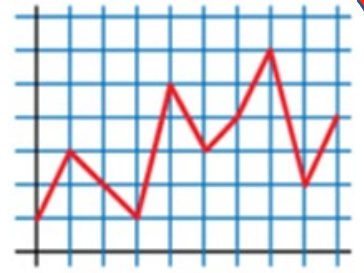
point



no



down



graph



where



data



go

LINE OF BEST FIT



BINGO



positive



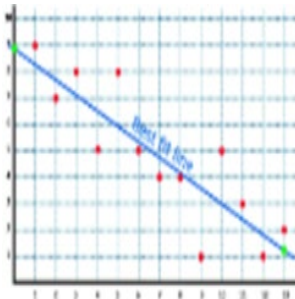
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no



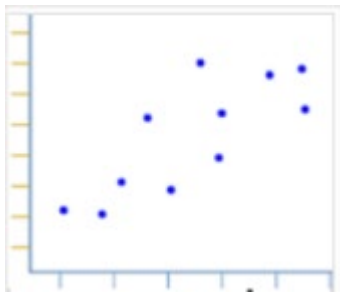
down



line of best fit



where



scatter plot



line

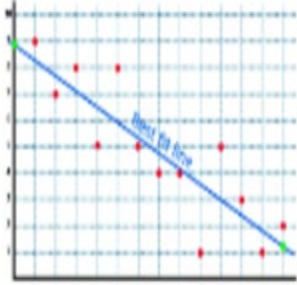


go

LINE OF BEST FIT



BINGO



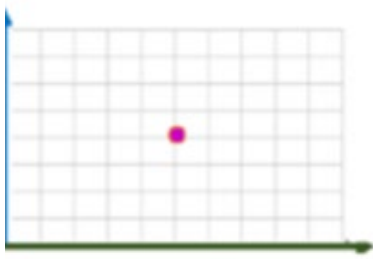
line of best fit



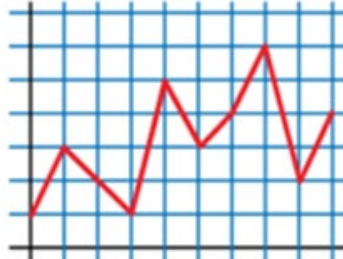
relationship



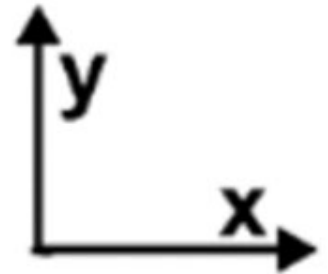
positive



point



graph



axis



where



line

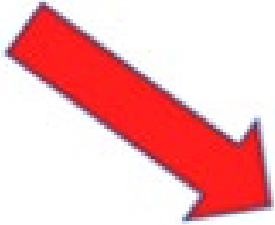


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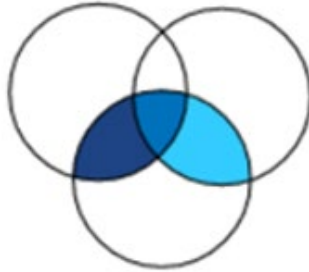
LINE OF BEST FIT



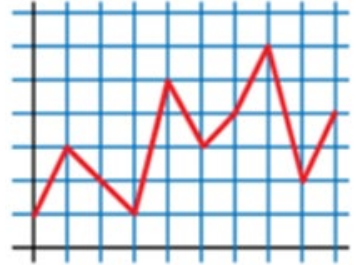
BINGO



negative



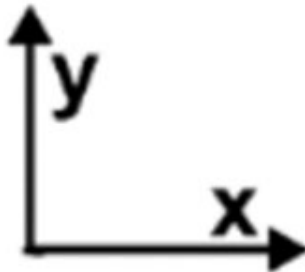
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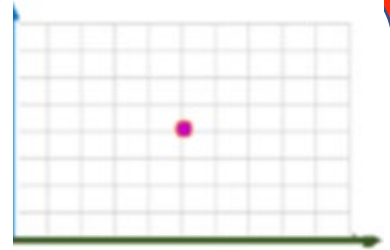
graph



data



axis



point



no



line



positive

LINE OF BEST FIT



BINGO



relationship



up



down



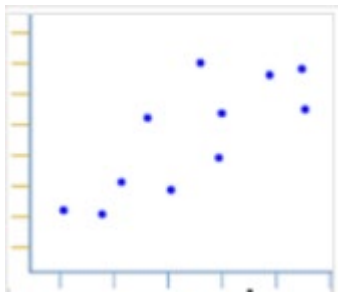
no



go



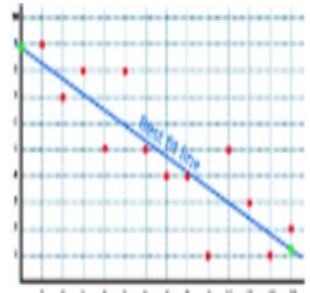
line



scatter plot



data



line of best fit

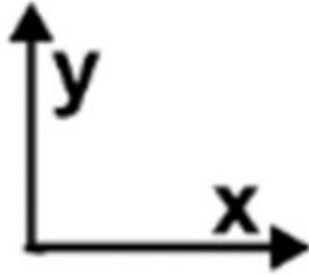
LINE OF BEST FIT



BINGO



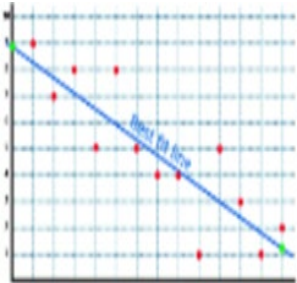
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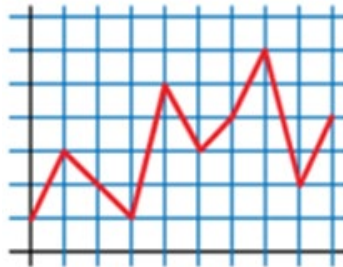
axis



relationship



line of best fit



graph



no



go



line



positive

LINE OF BEST FIT



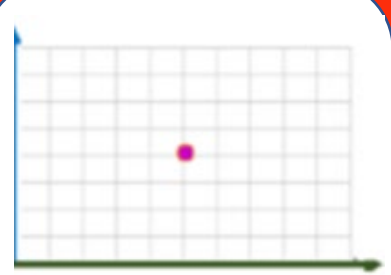
BINGO



up



down



point



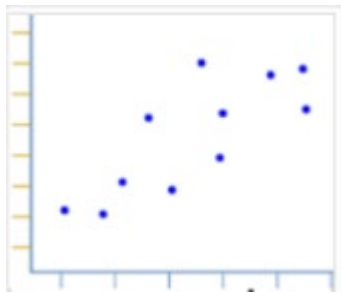
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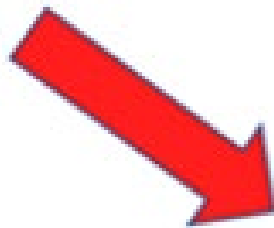
data



no



scatter plot



negative

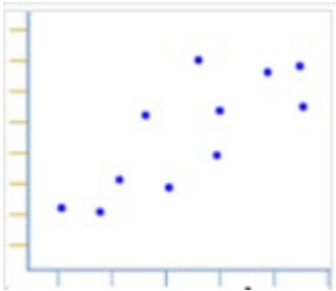


positive

LINE OF BEST FIT



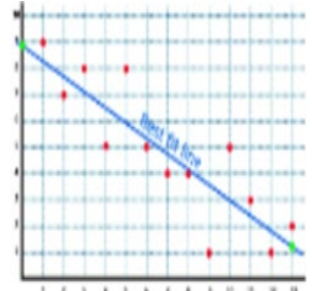
BINGO



scatter plot



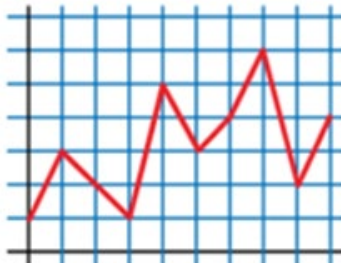
line



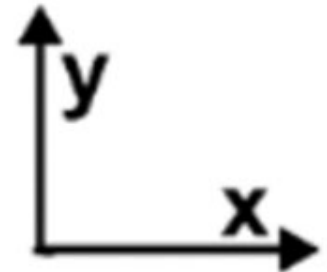
line of best fit



data



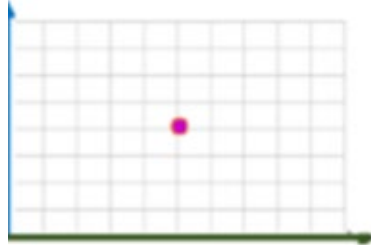
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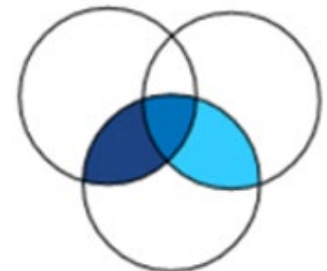
axis



where



point



relationship

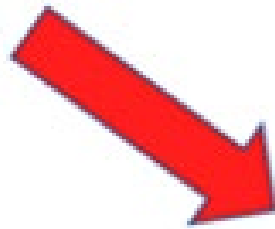
LINE OF BEST FIT



BINGO



positive



negative



line



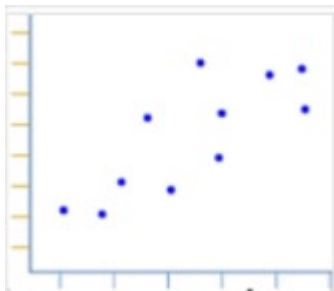
up



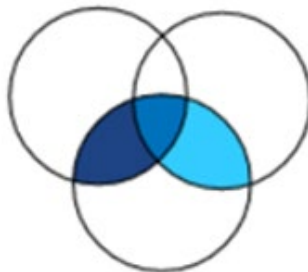
down



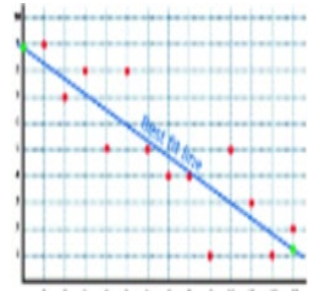
where



scatter plot



relationship

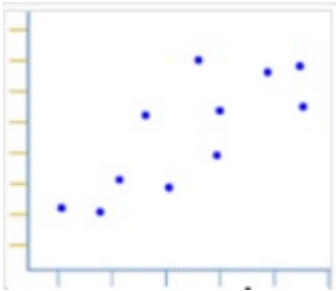


line of best fit

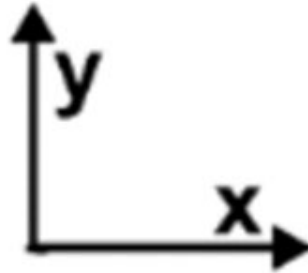
LINE OF BEST FIT



BINGO



scatter plot



axis



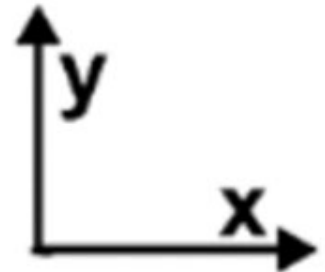
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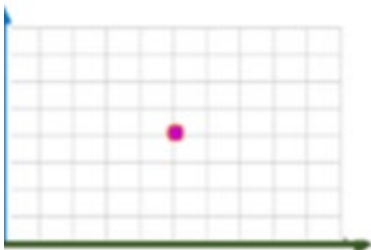
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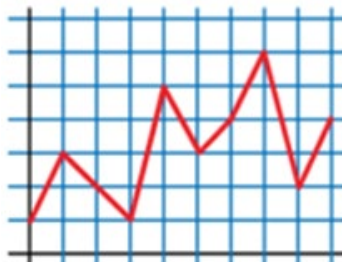
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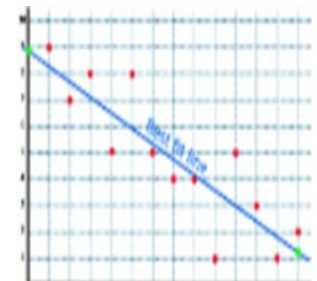
axis



point



graph



line of best fit

LINE OF BEST FIT



BINGO



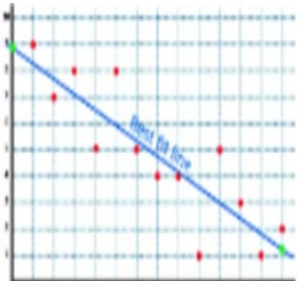
go



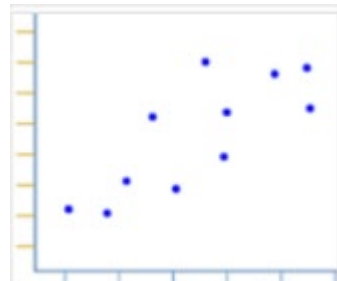
where



down



line of best fit



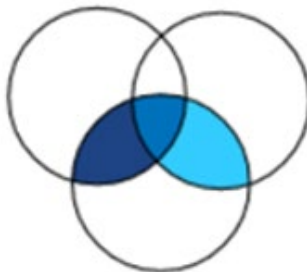
scatter plot



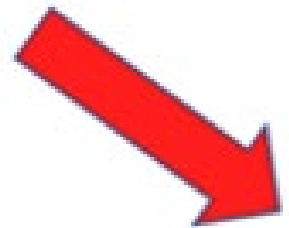
where



up



relationship

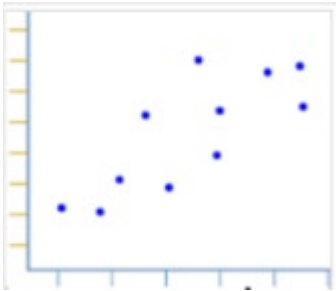


negative

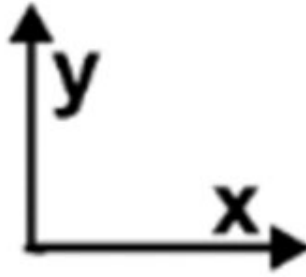
LINE OF BEST FIT



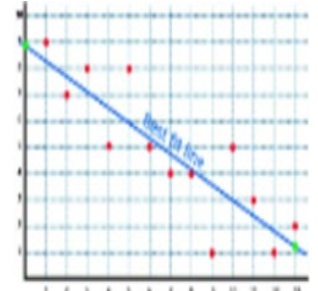
BINGO



scatter plot



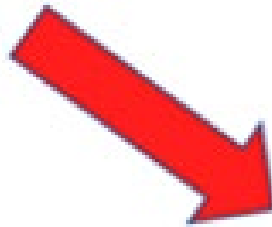
axis



line of best fit



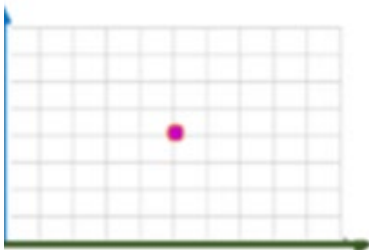
data



negative



relationship



point



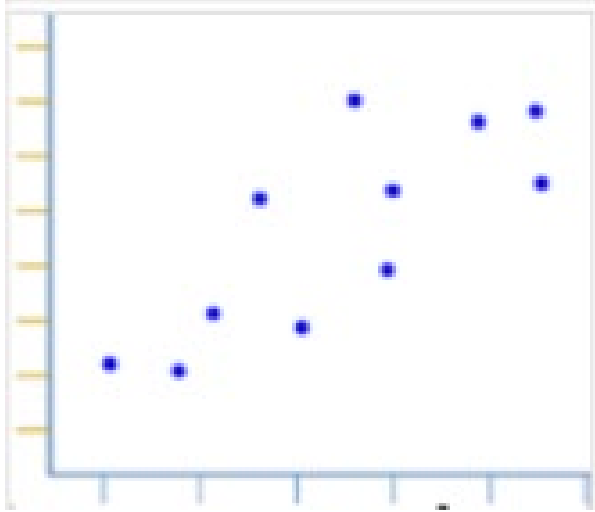
line



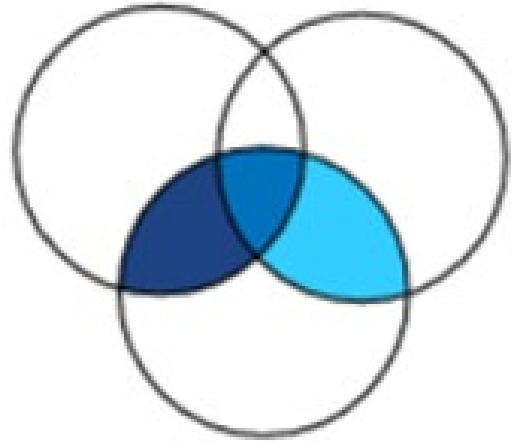
positive

LINE OF BEST FIT

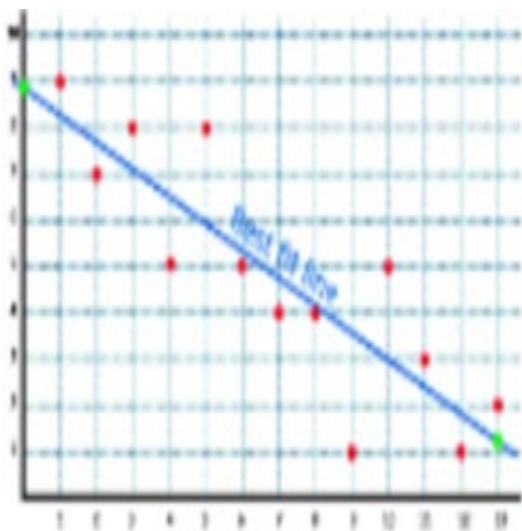
BINGO CALL CARDS



scatter plot



relationship

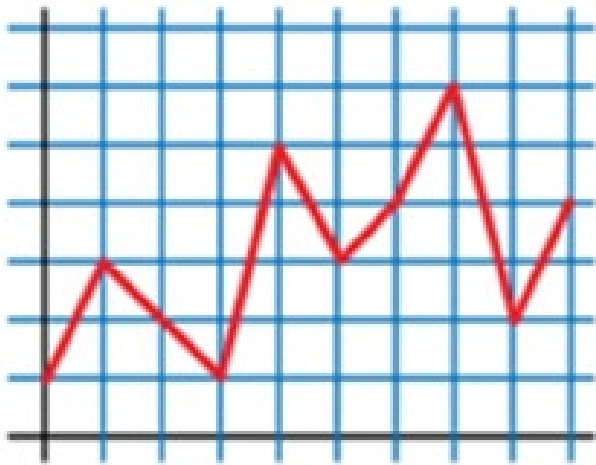


line of best fit

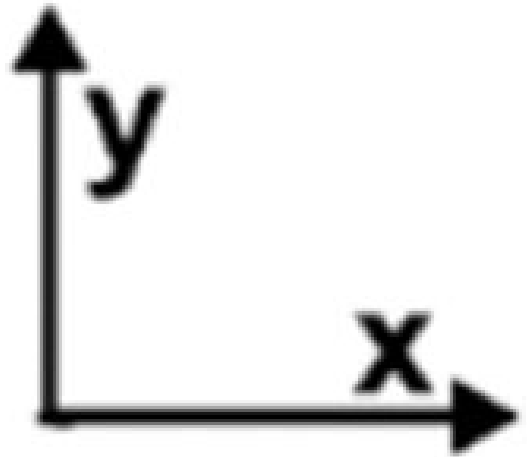


data

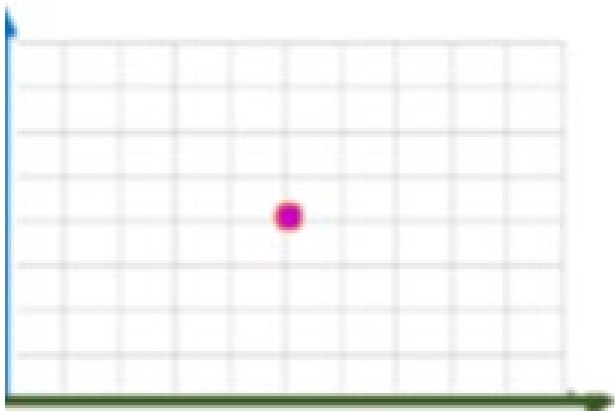
LINE OF BEST FIT BINGO CALL CARDS



graph



axis



point



line

LINE OF BEST FIT BINGO CALL CARDS



positive



negative



up



down

LINE OF BEST FIT BINGO CALL CARDS



no



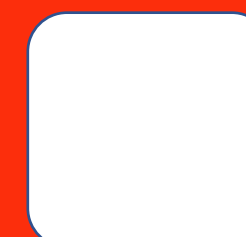
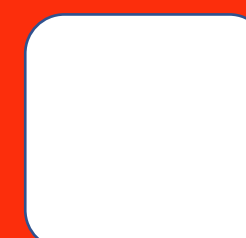
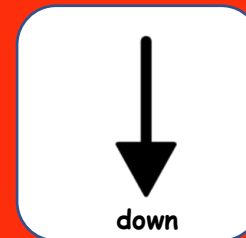
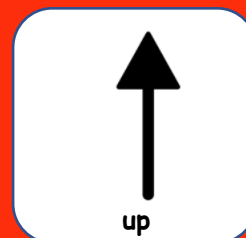
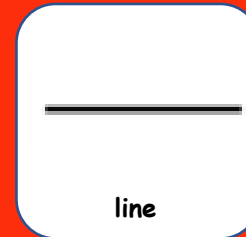
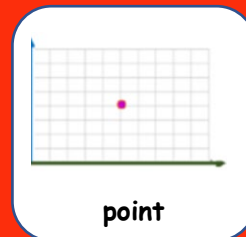
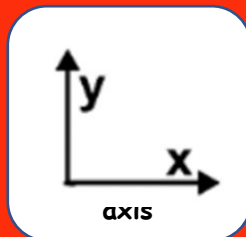
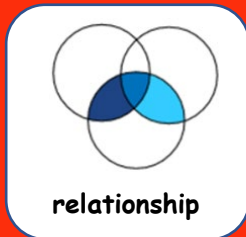
go

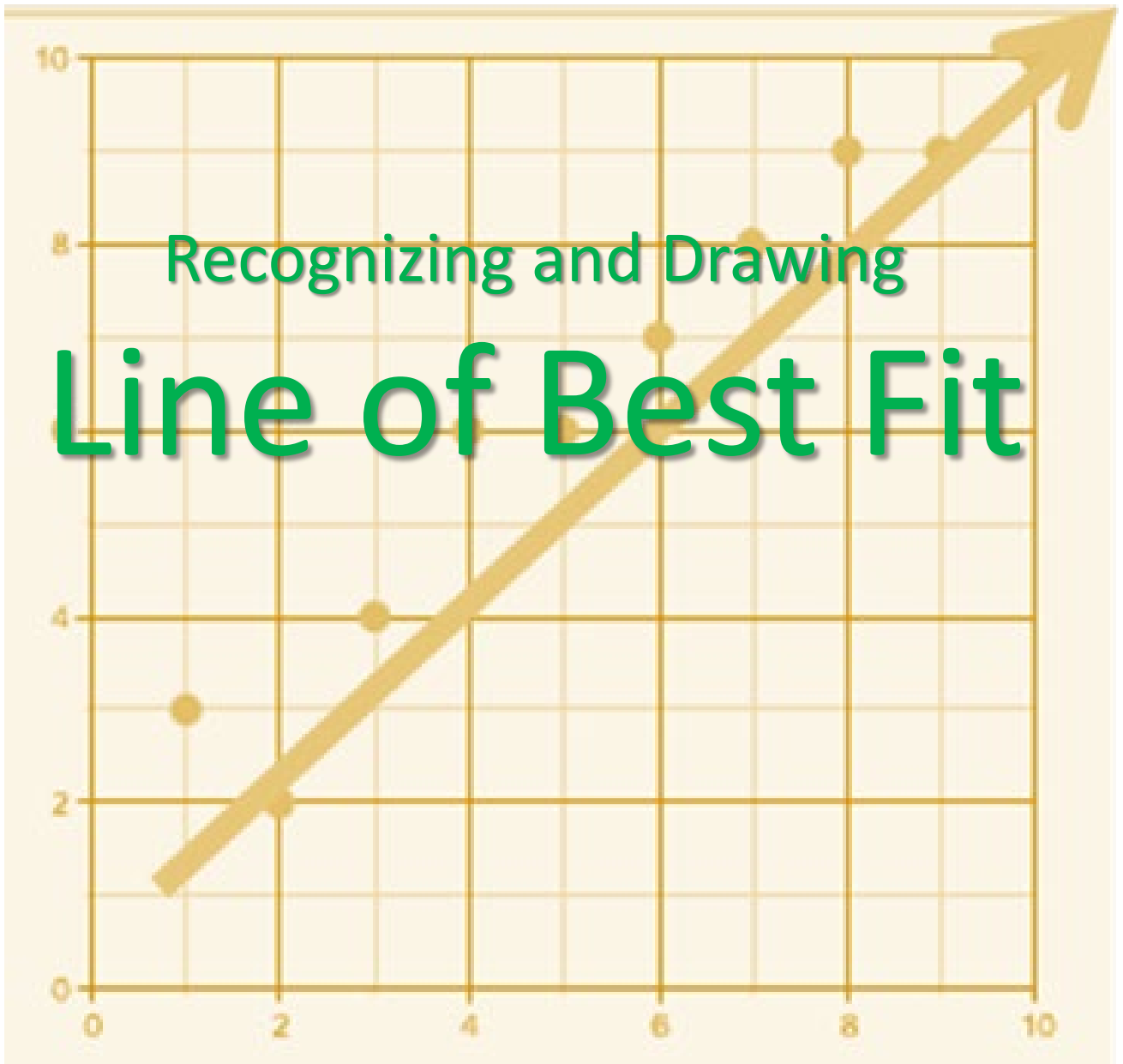


where

LINE OF BEST FIT

BINGO Call Sheet





I Have... Who Has...



AYC&M Academic Series: Juanita Pritchard/DTA Schools



LINE OF BEST FIT

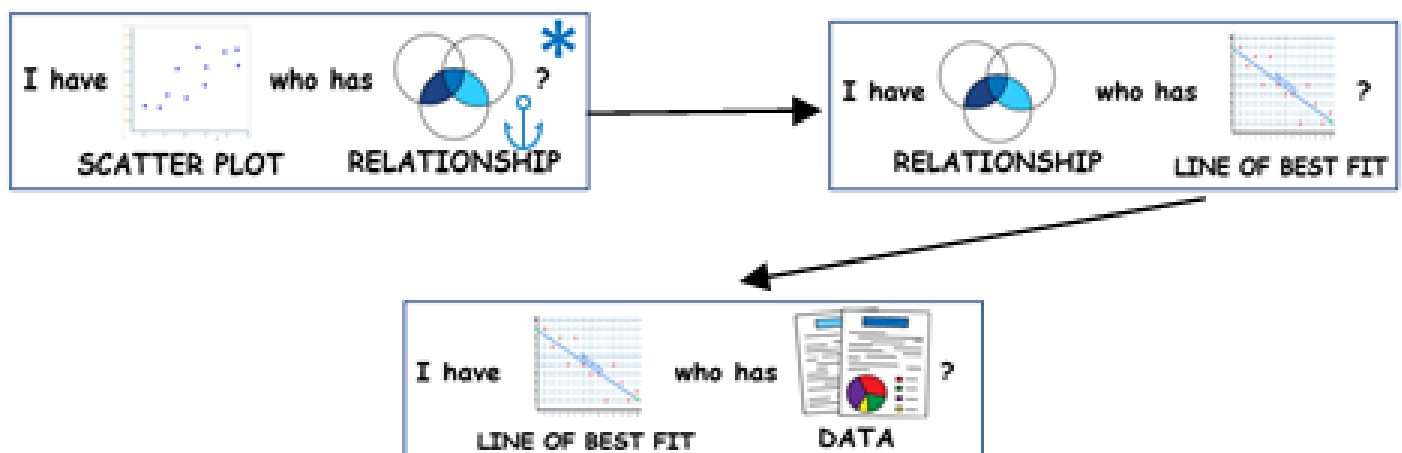
"I Have... Who Has..." Directions

This is a simple game that encourages cooperation and joint attention between peers. Students will be generalizing their new regions of Georgia vocabulary knowledge as they interact with their peers. As students listen to match up the answers on their cards with questions on other students' cards, they get practice with paying attention and listening to others.

Cut the cards into strips and pass out one to each student.

If you have less than 11 students, you can give more than one card to each student OR be sure to match up the cards you are using prior to the game to ensure there are the same number of example items to match the different ecosystems.

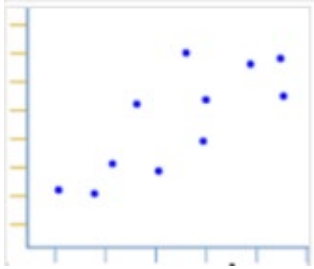

1. Choose a student to go first and have them read their card with the * aloud.
2. Any student who has a card with the answer then reads that answer aloud: "**I have ... Who has...?**". In this game, there will be multiple students who may have a card which answers the question. The first to respond goes next.
3. The next student will then read the question on their card - '**I have...Who has ...?**' Every card in the set is connected to a card before it and a card after it. The last card should link to the student who started the game.
4. Play continues in this fashion until all the cards have been played. The game will end with the same student who started play.




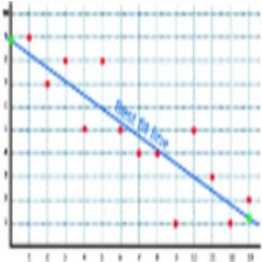


Line of Best Fit

I HAVE..... WHO HAS.....

I have  who has  ? *

SCATTER PLOT **RELATIONSHIP**

I have  who has  ?

RELATIONSHIP **LINE OF BEST FIT**

I have  who has  ?

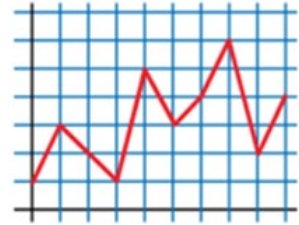
LINE OF BEST FIT **DATA**

I have



DATA

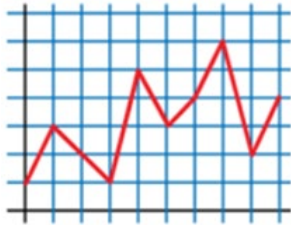
who has



?

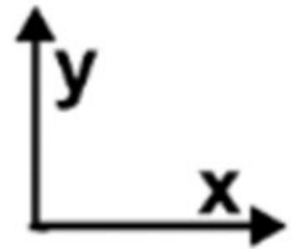
GRAPH

I have



GRAPH

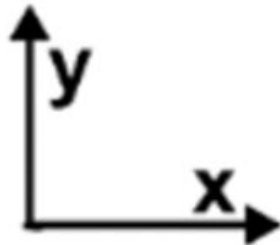
who has



?

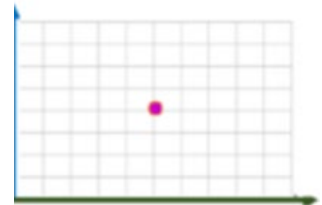
AXIS

I have



AXIS

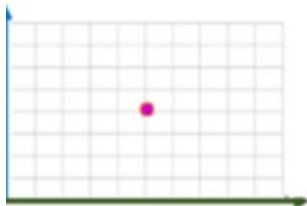
who has



?

POINT

I have



POINT

who has



?

LINE

I have



LINE

who has



?

POSITIVE

I have



POSITIVE

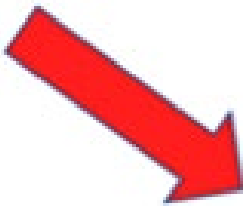
who has



?

NEGATIVE

I have



NEGATIVE

who has



?

UP

I have




UP


who has



DOWN

?

I have  DOWN


who has  ?


NO

I have  NO


who has  ?

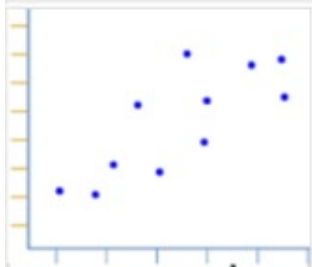
GO

I have  GO

who has  ?

WHERE

I have  WHERE

who has  ?

SCATTER PLOT