

<b>Lesson Title: More Graphs and Stories</b>		<b>Pre 5.6b</b>
<b>Utah State Core Standard and Indicators</b> Algebra Standard 2.1 Process Standards 1-5		
<b>Summary</b>		
This lesson is an assessment for 4.1a. The students must match graphs to stories and stories to graphs.		
<p align="center"><b>Enduring Understanding</b></p> <p>Coordinate graphs tell stories about numeric patterns and relationships. By using the graph variables and examining the type of line, direction of slant, slope and placement of the line, one can read the stories about the variables and their relationships.</p>	<p align="center"><b>Essential Questions</b></p> <p>What kinds of stories do graphs tell?</p>	
<p align="center"><b>Skill Focus</b></p> <ul style="list-style-type: none"> <li>• Variable relationships, equations and graphs</li> <li>• Differentiating linear and exponential growth</li> </ul>	<p align="center"><b>Vocabulary Focus</b></p>	
<b>Assessment</b> This activity could be used as an assessment for 4.1a,b		
<b>Materials</b> CBRs, TI73 Calculators		
<b>Launch</b>		
<b>Explore</b>		
<b>Summarize</b>		
<b>Apply</b>		

**Pre 5.6b**

**From Stories to Graphs**

Draw graphs to match the stories.

1) Write a story to track the action at the soda machines in the cafeteria in one day at school. Assume that the machines are full. What happens as the day goes on?

Draw a graph to tell the same story.

- Label the axis with the following  
Cans of Soda in the Machine  
Time.
- Label the graph with a title



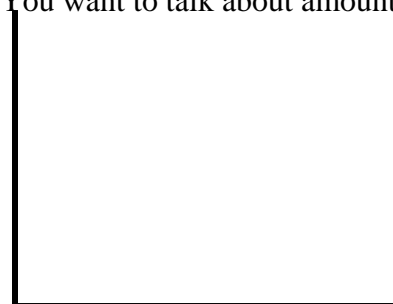
2) Write a story telling of a student's walk through the halls before school. They begin at the front door. Have the student stop to talk to at least three different friends, stop at their locker, and stop in the office.

Draw a graph to tell the same story. (This graph does not show the walking path but instead shows the distance you walk related to the time passing.)

- Label the axis with the following  
Distance traveled in feet  
Time Passing
- Label the graph with a title.



3) Write a story about your family eating a birthday cake. You want to talk about amount of cake eaten related to passing time.



Draw a graph to tell the same story. You decide on the labels.

# From Graphs to Stories

Make up stories to go with the following graphs

