LESSON

38 Interpreting Graphs

WARM-UP

Facts Practice: + − × ÷ Fractions (Test G)

Mental Math:

a. \$7.43 − \$0.99 b. 3 × \$2.50 c. $\frac{5}{6} = \frac{?}{30}$

d. Reduce $\frac{18}{36}$. e. $\sqrt{121} + 7^2$ f. $\frac{7}{10}$ of 50

g. 8 × 4, − 2, ÷ 3, × 4, ÷ 5, + 1, $\sqrt{\ }$, × 6, + 2, × 2, + 2, ÷ 6, × 5, + 1, $\sqrt{\ }$

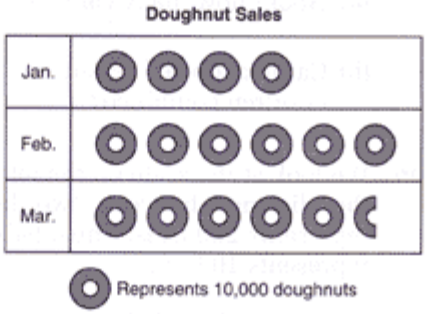
Problem Solving:

Javier used a two-yard length of string to make a rectangle that was twice as long as it was wide. What was the area of the rectangle in square feet?

NEW CONCEPT

We use **graphs** to help us understand quantitative information. A graph can use pictures, bars, lines, or parts of circles to help the reader visualize comparisons or changes. In this lesson we will practice interpreting graphs.

Example 1 Refer to the pictograph below to answer the questions that follow.



(a) About how many doughnuts were sold in March?

(b) About how many doughnuts were sold in the first three months of the year?