

Name \_\_\_\_\_ Date \_\_\_\_\_

# Pockets

## Picture

**Draw a picture of the lab setup.  
Draw arrows and letters to show the variables.**

Variables have values.

1. I know ahead of time the values of: (Circle one.)

P  
the number of pockets  
classmates might have.

C  
the number of classmates  
with 5 pockets.

2. I do not know ahead of time the values of: (Circle one.)

P  
the number of pockets  
classmates might have.

C  
the number of classmates  
with 5 pockets.

3. When might the number of pockets be different? \_\_\_\_\_

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# Raw Data Table

Put your name, your classmates' names, and the number of pockets you each have in the table below. Continue on the next page.

Table I: Raw Data Table

	Name	P Number of Pockets
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

Table I: Raw Data Table (continued)

	Name	P Number of Pockets
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		

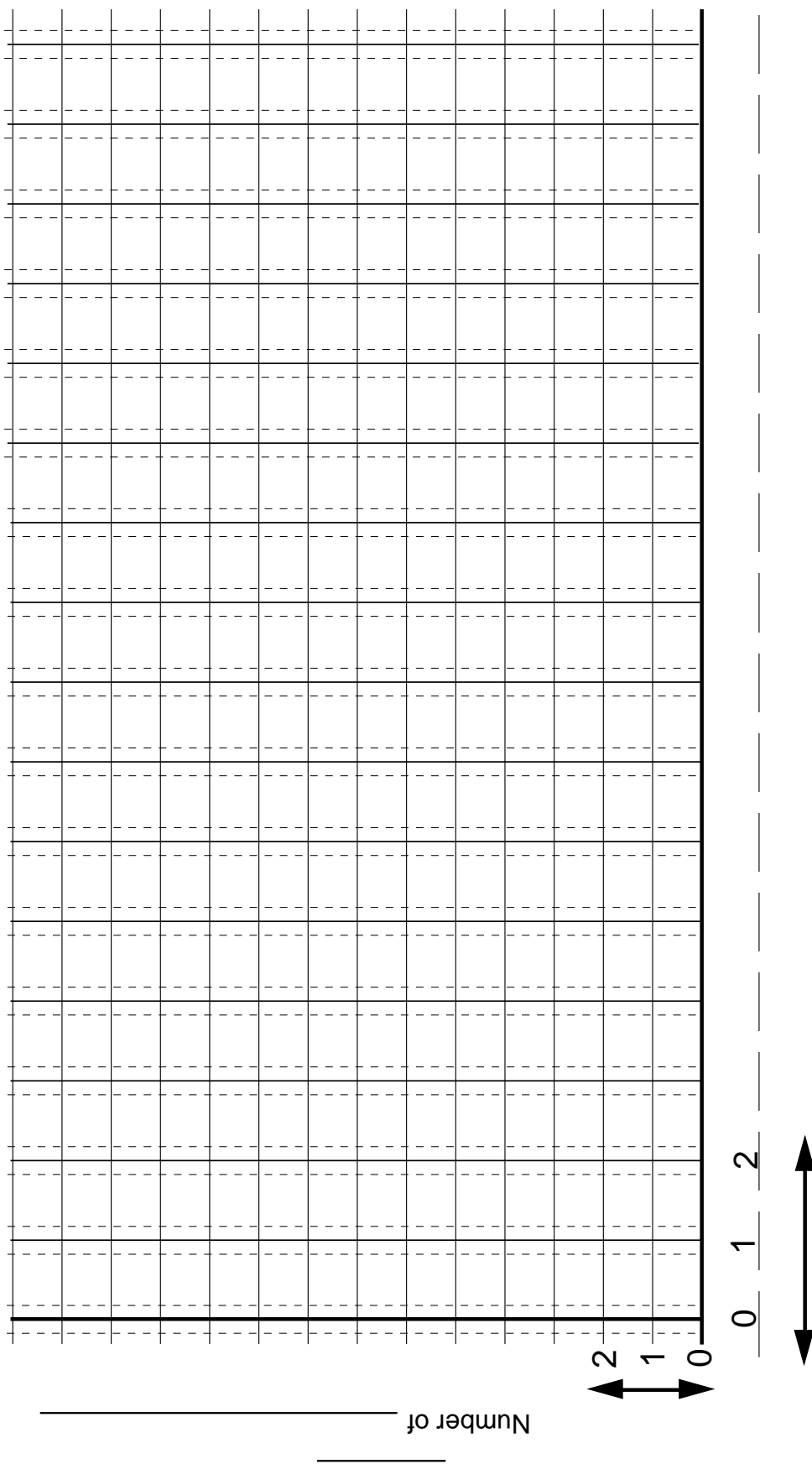
Now make a frequency distribution table.

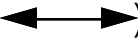

Table II

P Number of _____	C Number of _____	
	Tallies	Total
0		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

# Graph

Make a bar graph of the data from Table II.



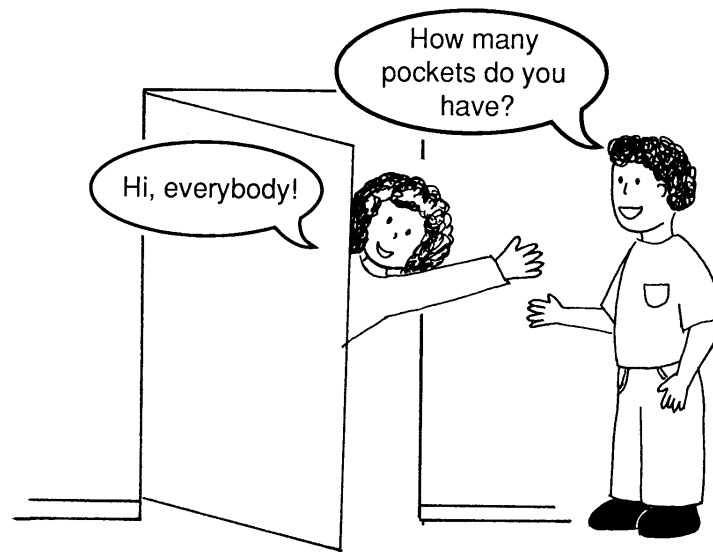
4. Did you put P or C on the horizontal (  ) axis? \_\_\_\_\_
5. Did you put P or C on the vertical (  ) axis? \_\_\_\_\_

## Comprehension Questions

6. Which number of pockets occurs most often? \_\_\_\_\_
7. Which number of pockets occurs least often? \_\_\_\_\_
8. How many of your classmates have 3 pockets? \_\_\_\_\_
9. How many children in your class have 0, 1, 2, or 3 pockets? \_\_\_\_\_
10. How many children have 4 or more pockets? \_\_\_\_\_
11. How many children did this experiment? \_\_\_\_\_

Discuss the ways you can check your answer.

12. A new child is coming to your class next week.



Which is more likely?

12a. The child will have 0, 1, 2, or 3 pockets.

or

12b. The child will have 4 or more pockets.

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Discuss your choice.

13. How many of your classmates have the most pockets? \_\_\_\_\_
14. How many of your classmates have the fewest pockets? \_\_\_\_\_
- 15a. What is the most pockets anyone had? \_\_\_\_\_
- 15b. What is the fewest pockets anyone had? \_\_\_\_\_
- 15c. Find the difference between the most number of pockets and the fewest number of pockets. This is called the range of the number of pockets the children in your class have.
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16. Everyone in your class does the experiment with a coat on. Every coat has 4 pockets. Use your data in Table II to fill in Table III below.

16a. Which number of pockets is most likely? \_\_\_\_\_

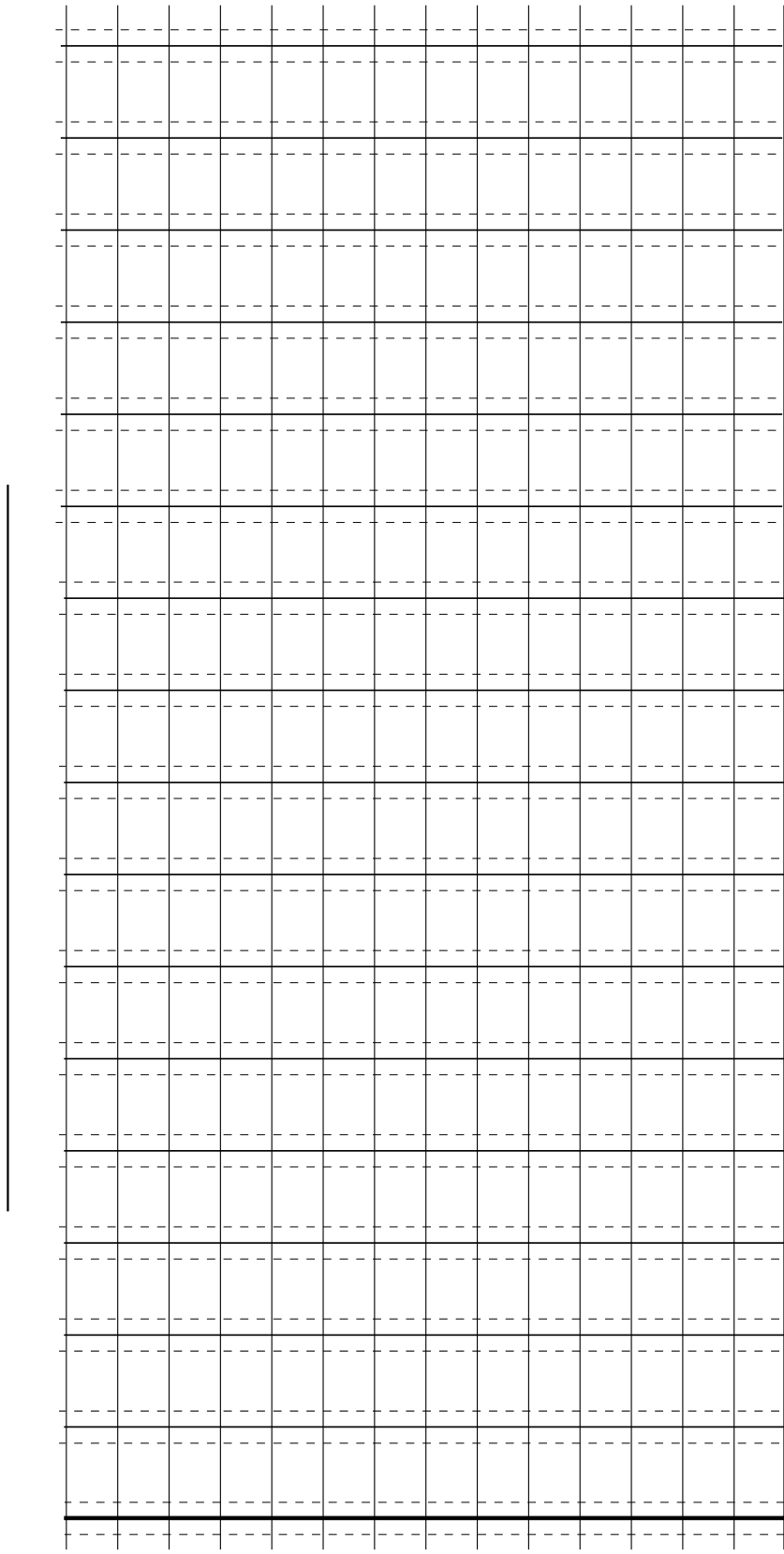
Table III

P Number of Pockets With Coats Off	C Number of Children
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	

Table IV

Number of Pockets With Coats On	C Number of Children
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	

16b. Make a bar graph of the data from Table IV.

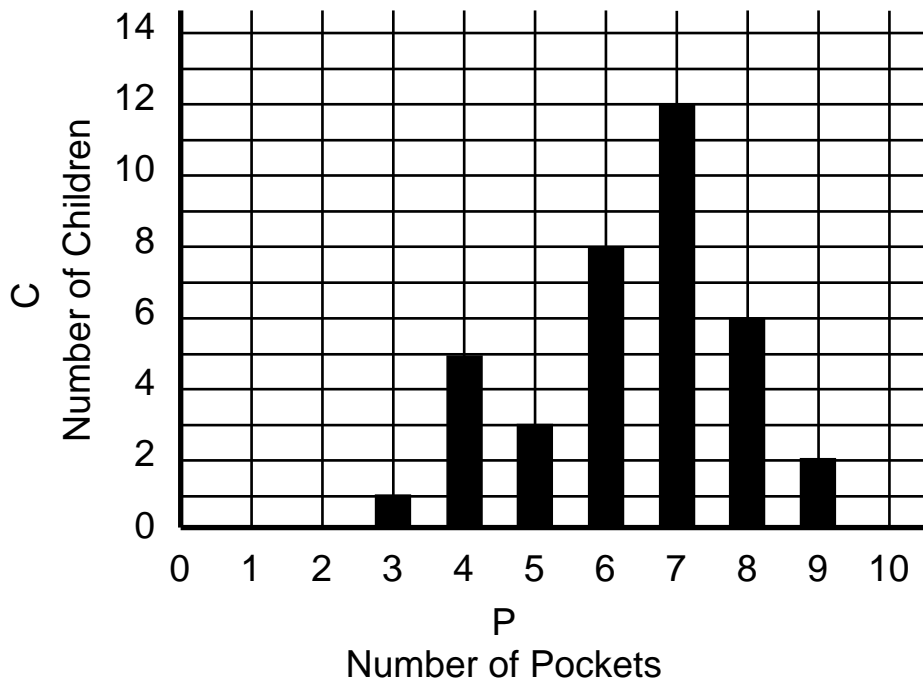


Number of \_\_\_\_\_

Name \_\_\_\_\_

Here is the data from Sandra's class.

***Pockets in My Class***



17. What is the most likely number of pockets? \_\_\_\_\_

18. What is the largest number of pockets? \_\_\_\_\_

19. What is the smallest number of pockets? \_\_\_\_\_

20. What is the difference between the largest and the smallest number?  
\_\_\_\_\_

What do you call this difference? \_\_\_\_\_

21. Was the experiment done in the winter or the summer?  
\_\_\_\_\_

Why do you think so? \_\_\_\_\_  
\_\_\_\_\_

22. How many children are in Sandra's class? \_\_\_\_\_