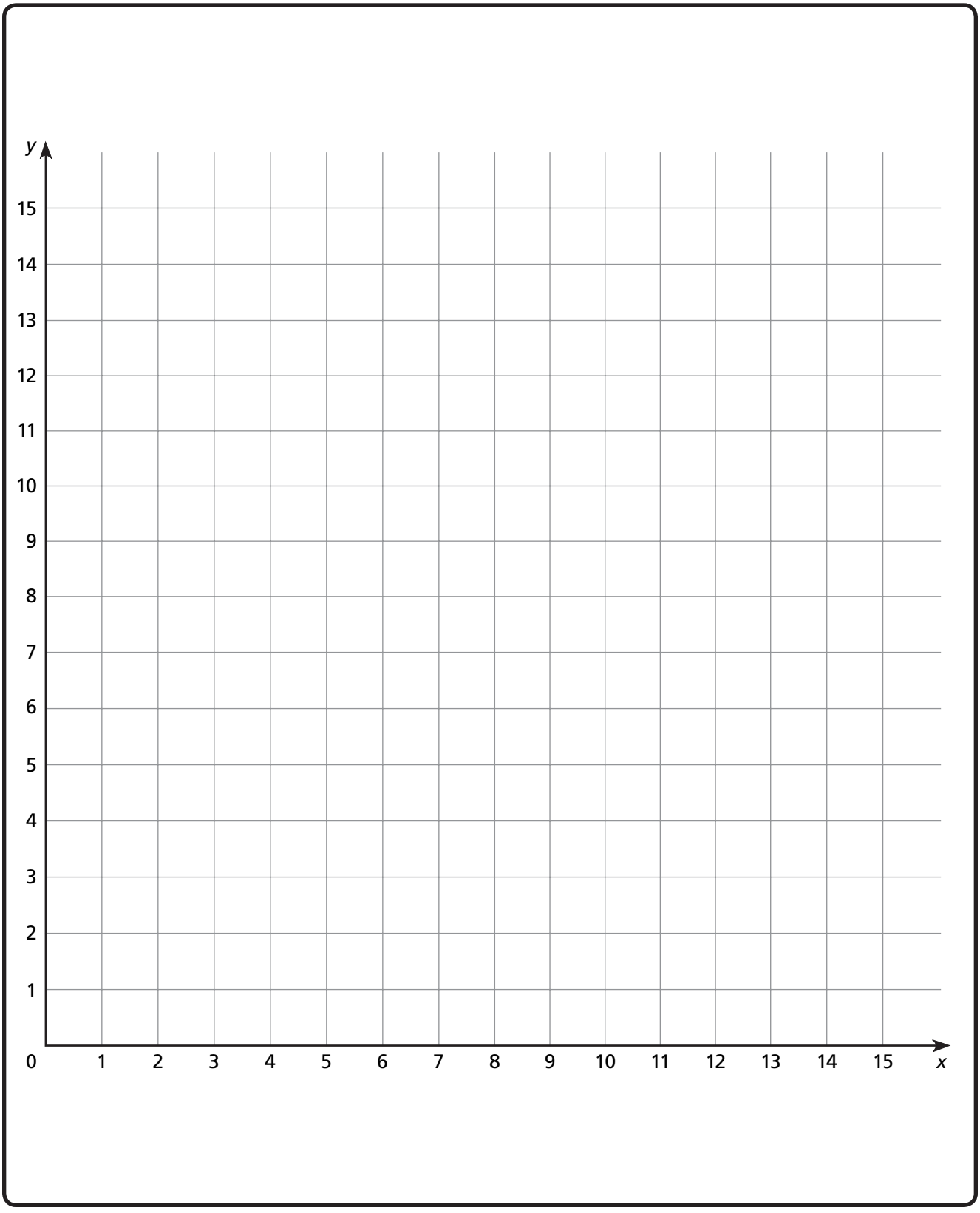
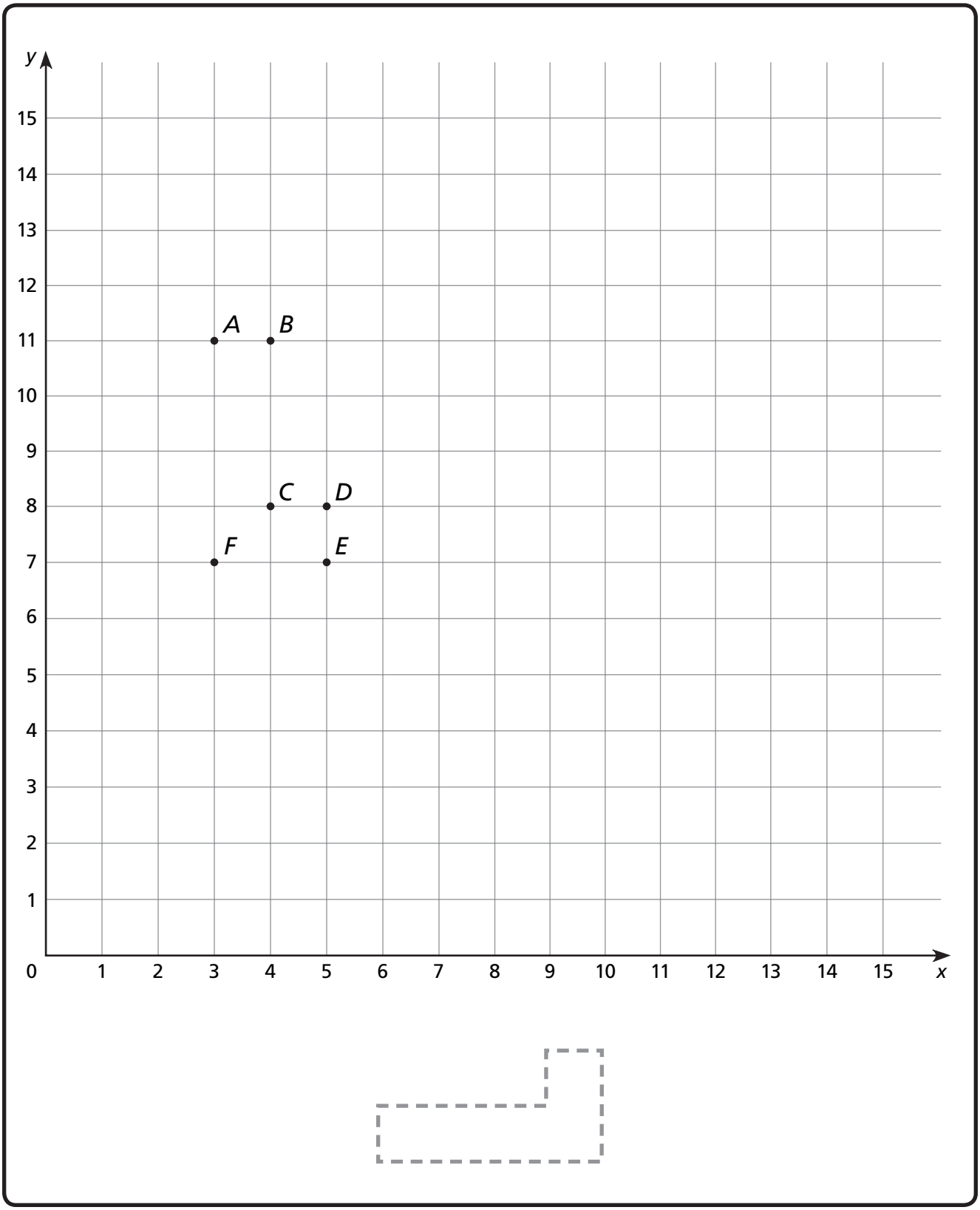
Name _____ Date _____ **Activity Master 34**

Quadrant 1 Grid

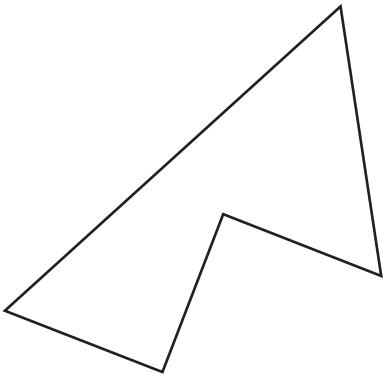


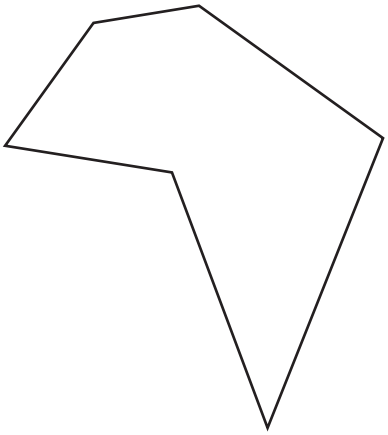
Blank Grid with an L

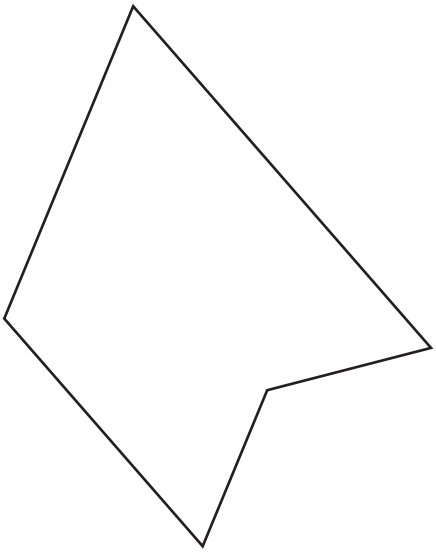


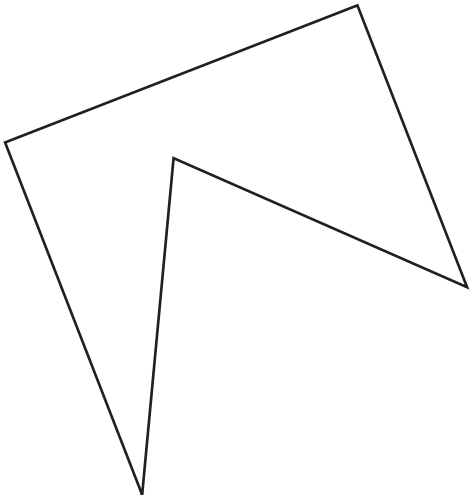
Name _____ Date _____ **Activity Master 36**

Asymmetric Figures



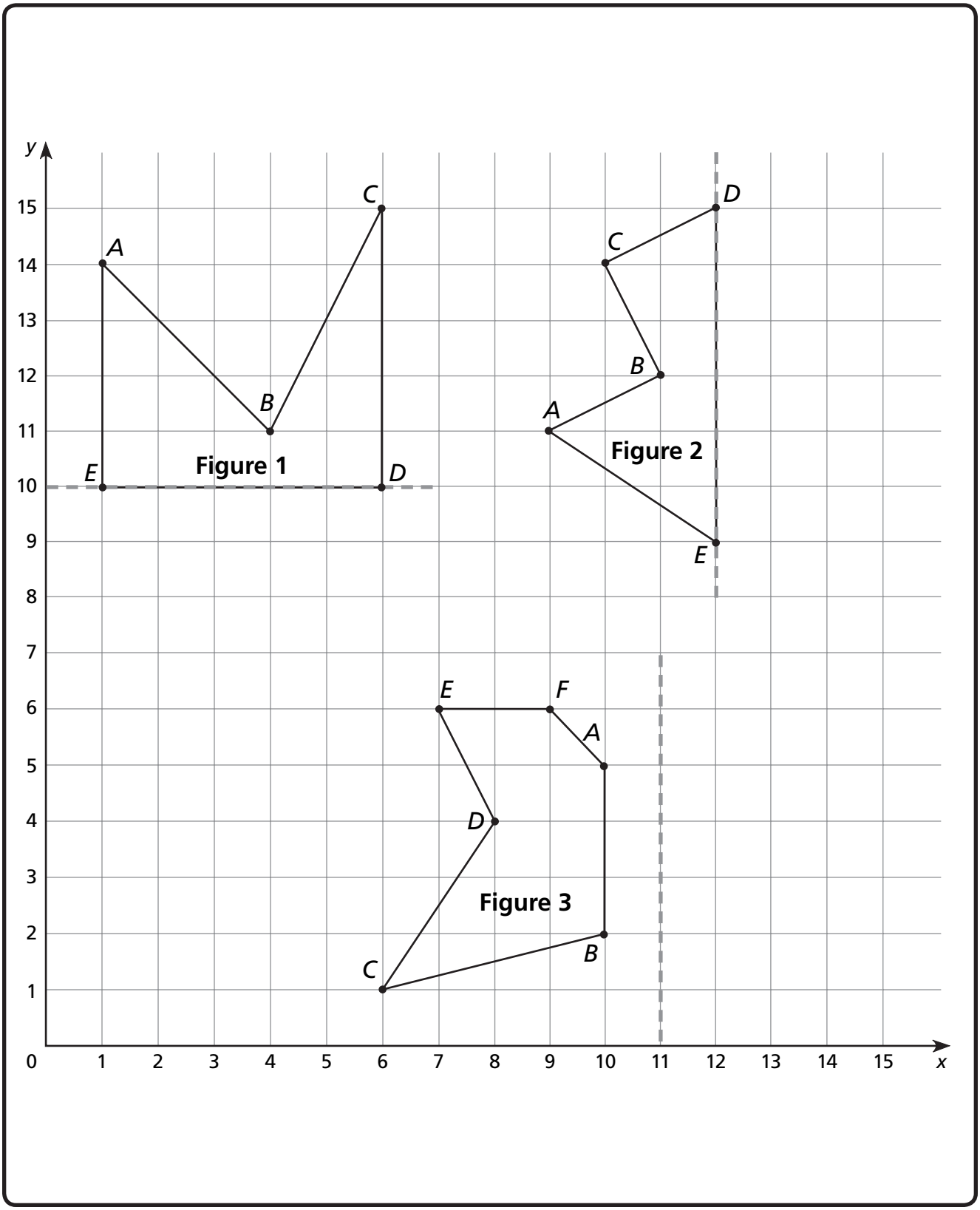






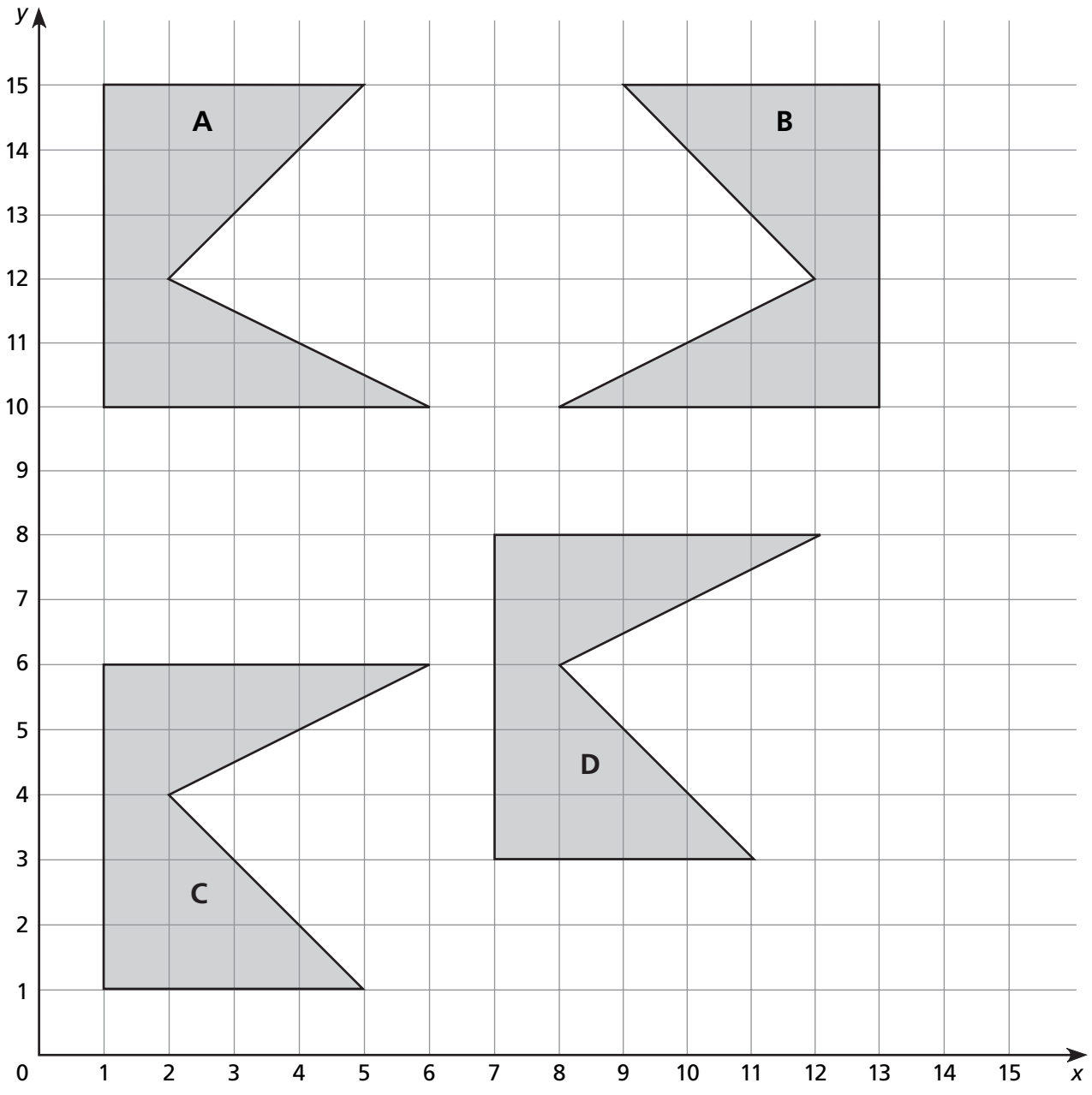
Name _____ Date _____ **Activity Master 37**

Vertices of Reflected Figures



Name _____ Date _____ **Activity Master 38**

Identifying Transformations



Reflections

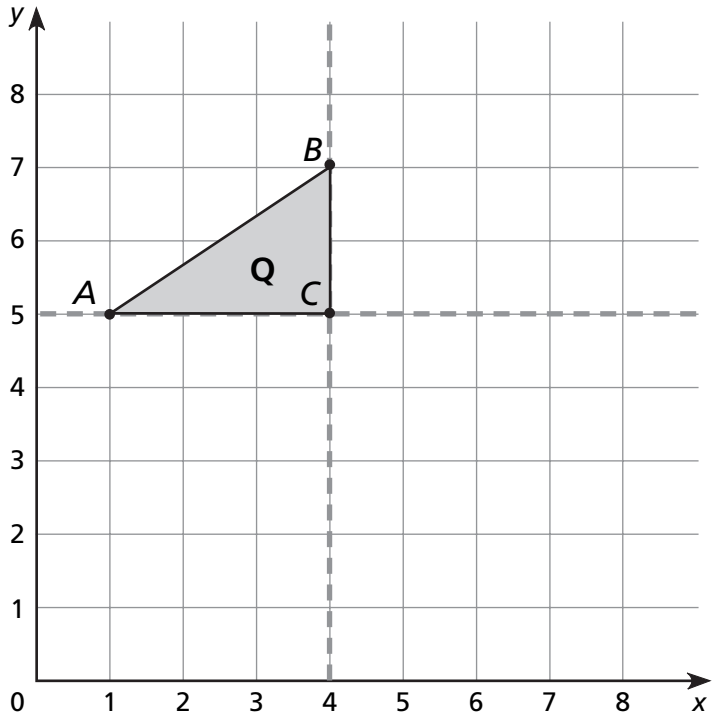
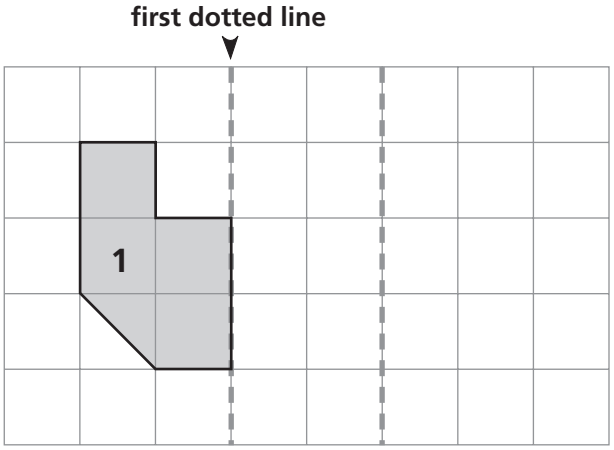


	Figure Q (original)	Figure R (reflect Q across the dotted vertical line)	Figure S (reflect R across the dotted horizontal line)
A			
B			
C			

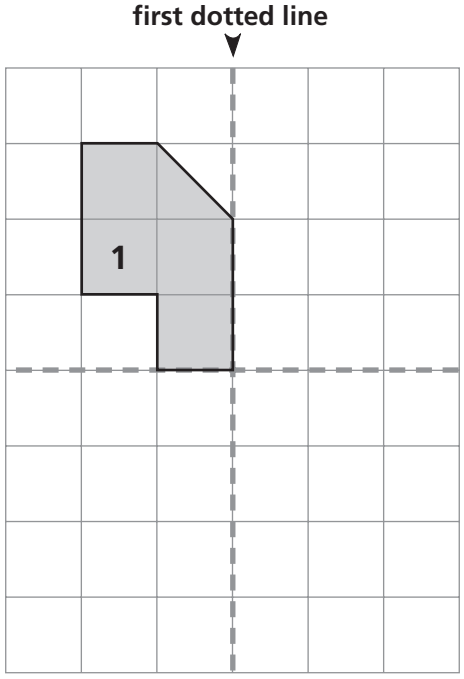
Name _____ Date _____ **Activity Master 40**

Drawing Transformations

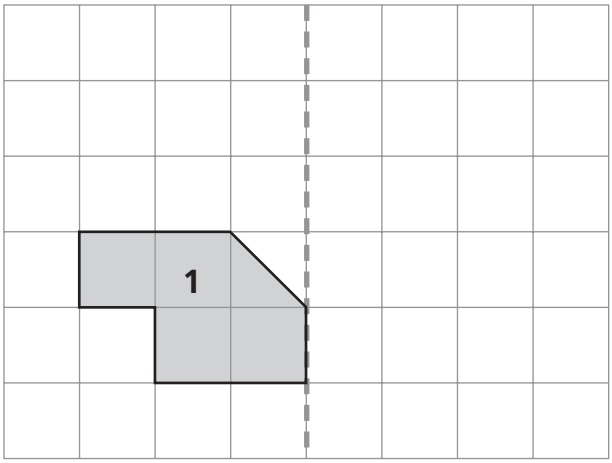
A

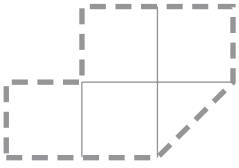


B



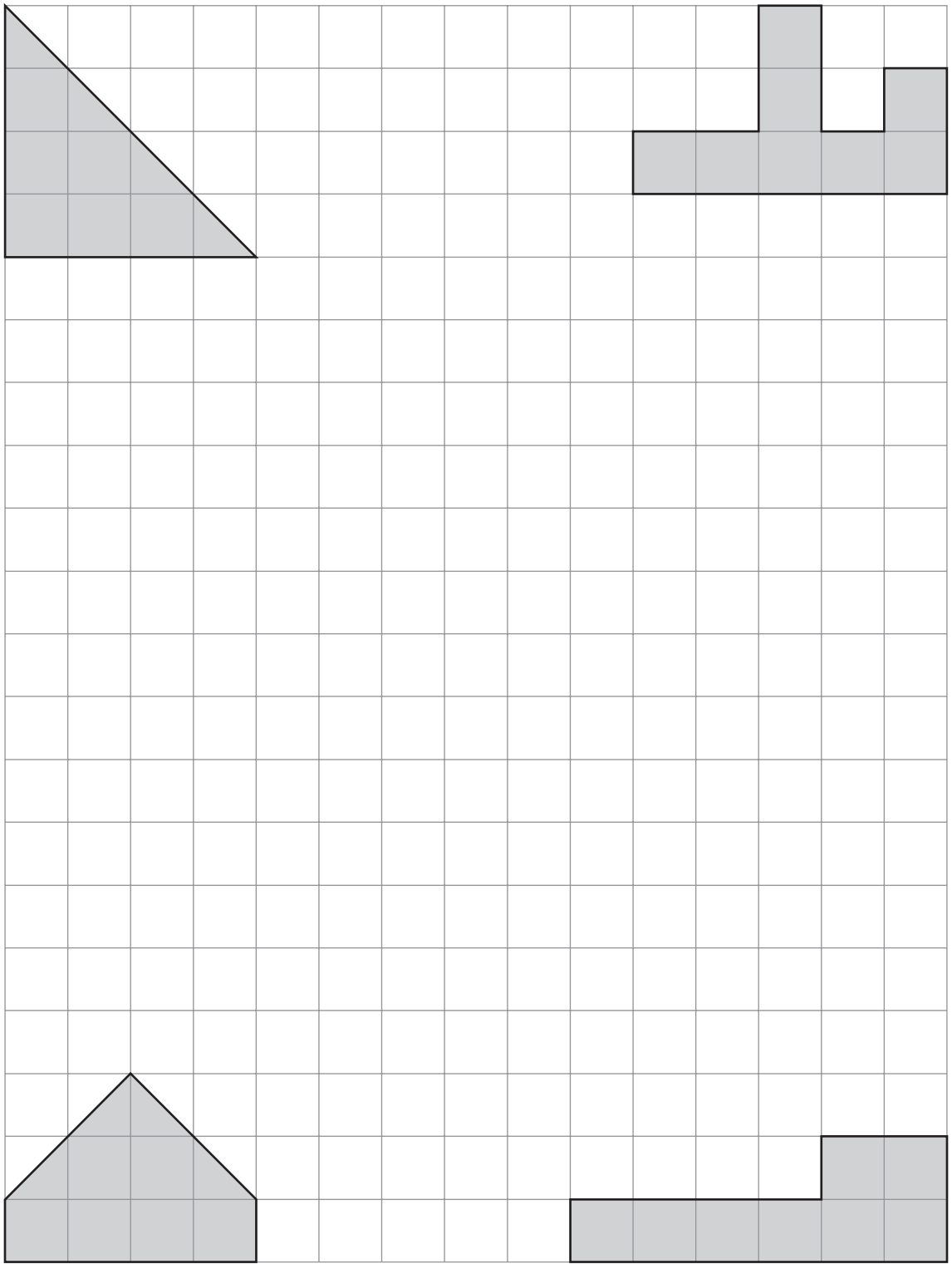
C





Name _____ Date _____ **Activity Master 41**

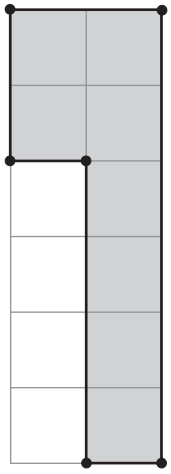
Area Claim Grid



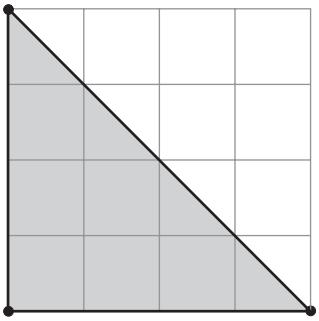
Name _____ Date _____ **Activity Master 42**

Area Claim Figure Cards

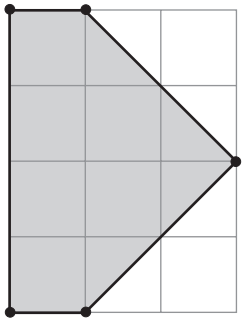
1



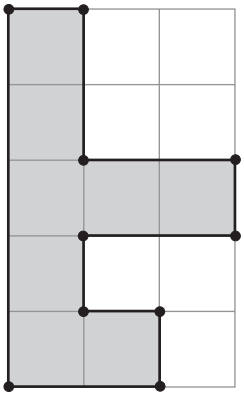
4



2



3



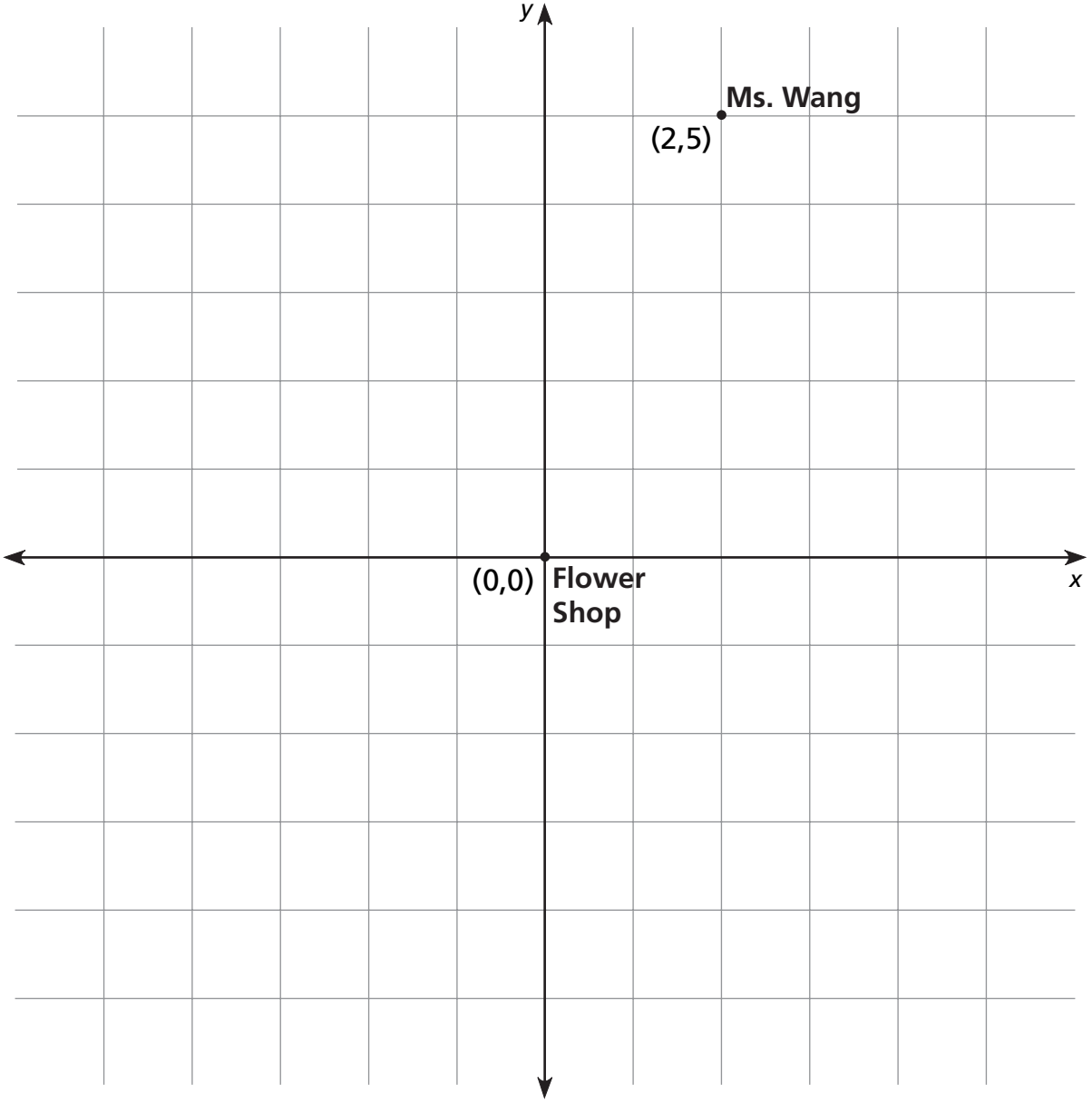
Name _____ Date _____ **Activity Master 43**

Area Claim Transformation Cards

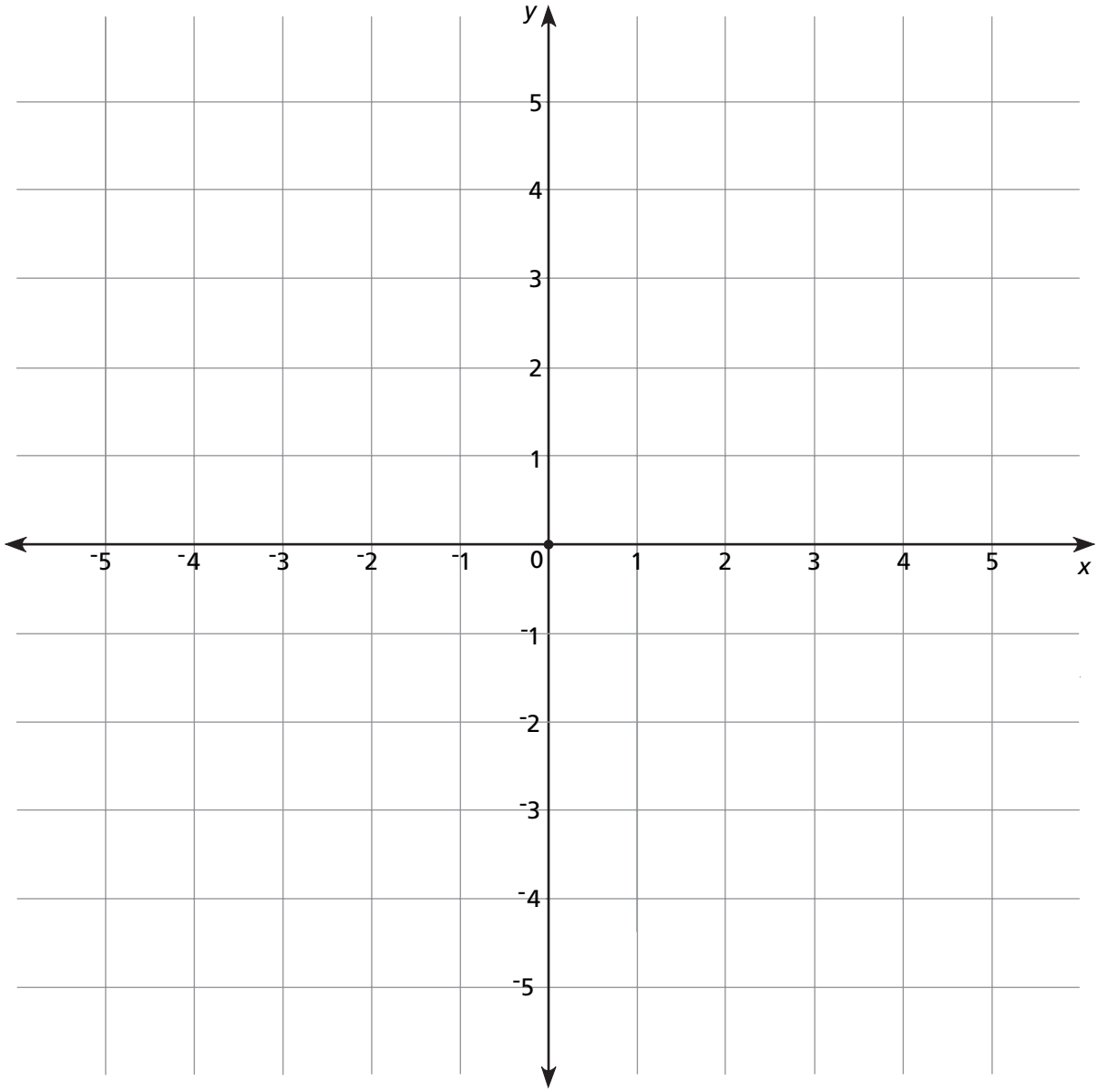
Rotate	Reflect	Translate
Rotate	Reflect	Translate
Rotate	Reflect	Translate

Name _____ Date _____ **Activity Master 44**

Marilyn's Map

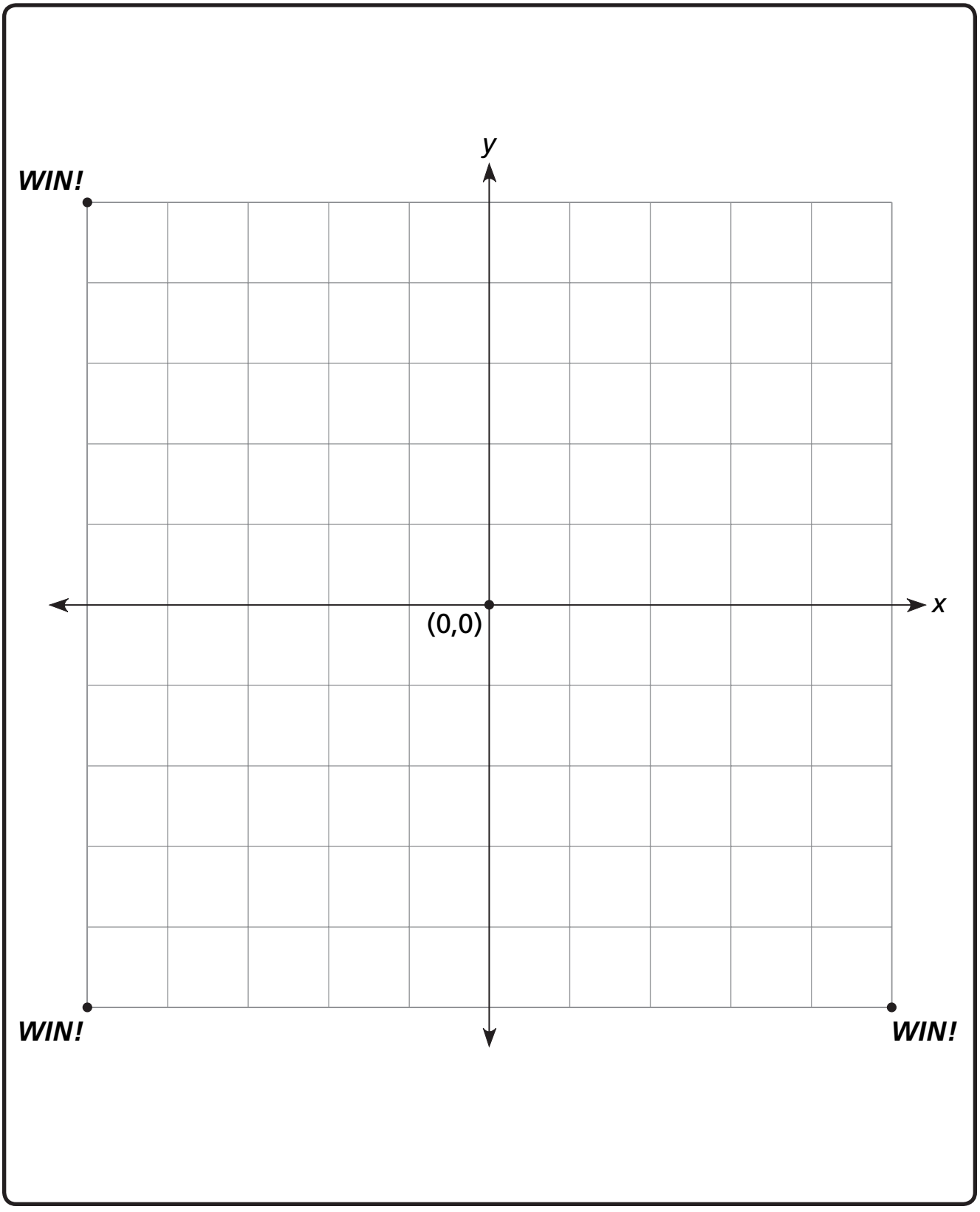


Blank Coordinate Grid



Name _____ Date _____ **Activity Master 46**

Race You To The Corner! Game Board



Name _____ Date _____ **Activity Master 47**

Race You To The Corner! Record Sheet

PLAYER 1	
Roll	**Landing Point**

PLAYER 2	
Roll	**Landing Point**

If neither player has won by now, each player should use a ruler to measure the distance to the nearest **WIN!** point. The player who is closer wins.

Player 1

_____ cm

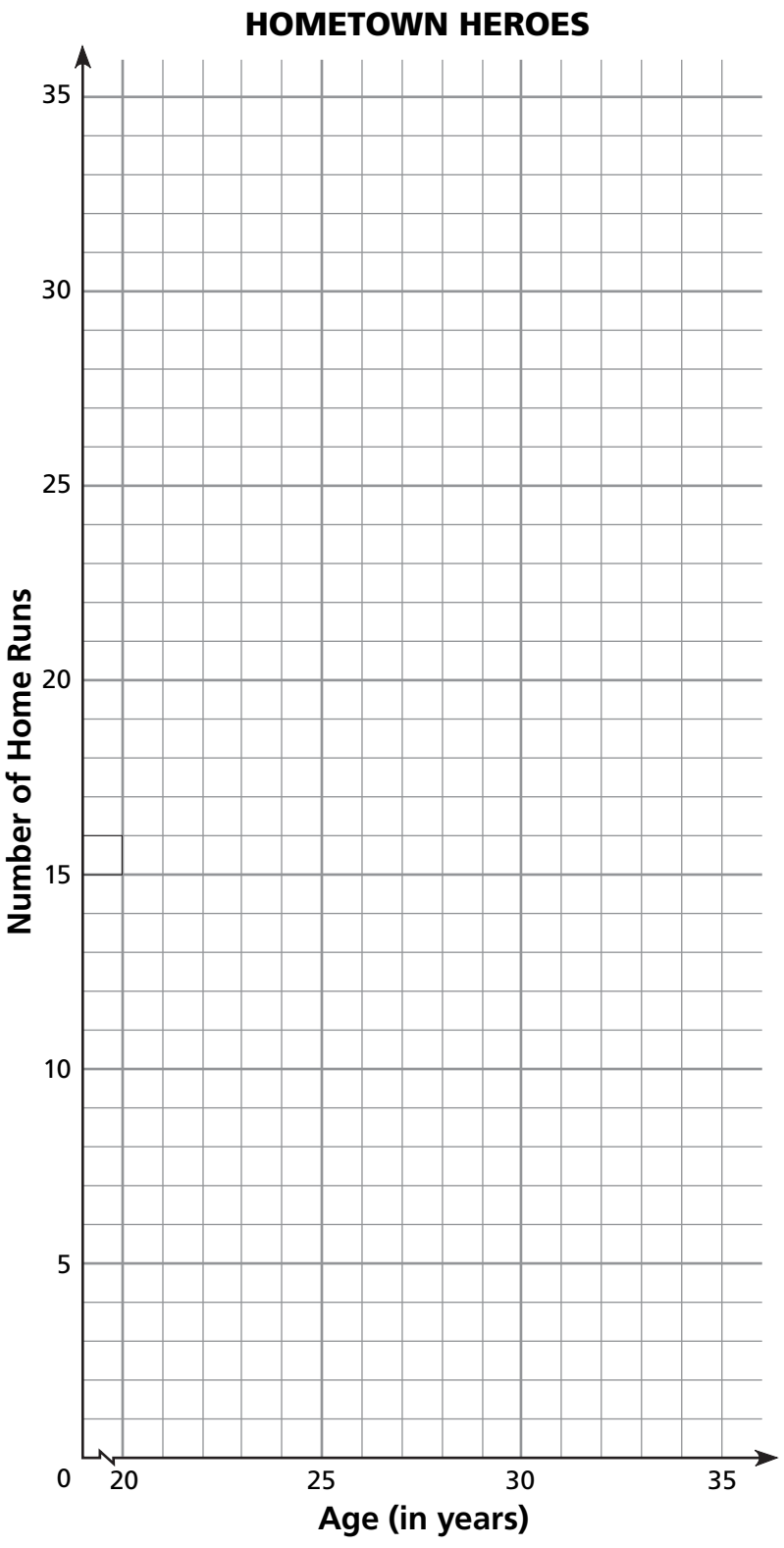
Player 2

_____ cm

Name _____ Date _____ **Activity Master 48**

Hometown Heroes Home Runs

HOMETOWN HEROES	
Age	**Home Runs**
28	10
28	21
31	9
22	0
26	15
30	11
29	34
26	12
34	7
32	9
33	7



Heights of Basketball Players

These are the heights (rounded to the nearest inch) of the boys on the school basketball team.

61 55 58 63 60 61 63 59 61 65 57 58

1. Make a frequency graph of their heights. This graph is sometimes called a line plot.

HEIGHTS OF BASKETBALL PLAYERS

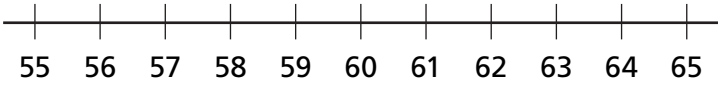
Making graphs can help you see the most common height (or heights) called the **mode,** and the difference between the shortest and tallest heights called the **range.**

2. Find these data measures. Mode: ____ Maximum: ____

Minimum: ____ Range: ____

3. A month later, the boys' heights are measured again. Two of the boys—one who was 57 inches tall and one who was 61 inches tall—have grown just enough so that they can now round up to 58 inches and 62 inches. Make a new frequency graph, and again find the mode.

HEIGHTS OF BASKETBALL PLAYERS—ONE MONTH LATER



Did the most common height change? Explain.

_____

4. What fraction of students are now 55 inches to 60 inches?

_____

5. What fraction of students are now 58 inches to 63 inches? _____

Name _____ Date _____ **Activity Master 50**

Survey Data

Survey question:

_____

_____

	OPTIONS	NUMBER OF VOTES
A		
B		
C		
D		
E		

Recommendation:

_____

_____

_____

Reason:

_____

_____

_____

Name _____ Date _____ **Activity Master 51**

Book Level Data

1st Grade Books:

Words/Sentence													

1ST GRADE BOOKS – WORDS/SENTENCE

Median: ____ Words/Sentence **Range:** ____ Words/Sentence

5th Grade Books:

Words/Sentence													

5TH GRADE BOOKS – WORDS/SENTENCE

Median: ____ Words/Sentence **Range:** ____ Words/Sentence

Name _____ Date _____ **Activity Master 52**

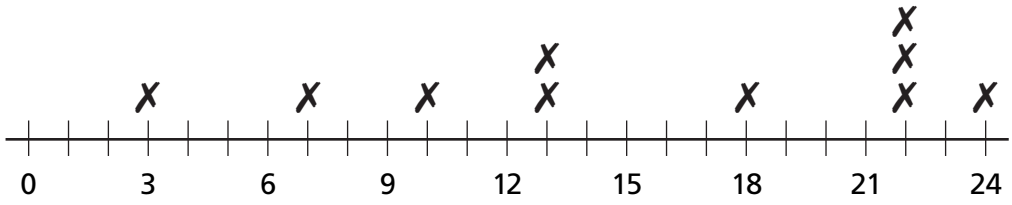
Data Measures Cards

mean	**median**	**mode**
Less than or equal to 4 $m \leq 4$	Greater than 4 and Less than 7 $4 < m < 7$	Greater than or equal to 7 $m \geq 7$

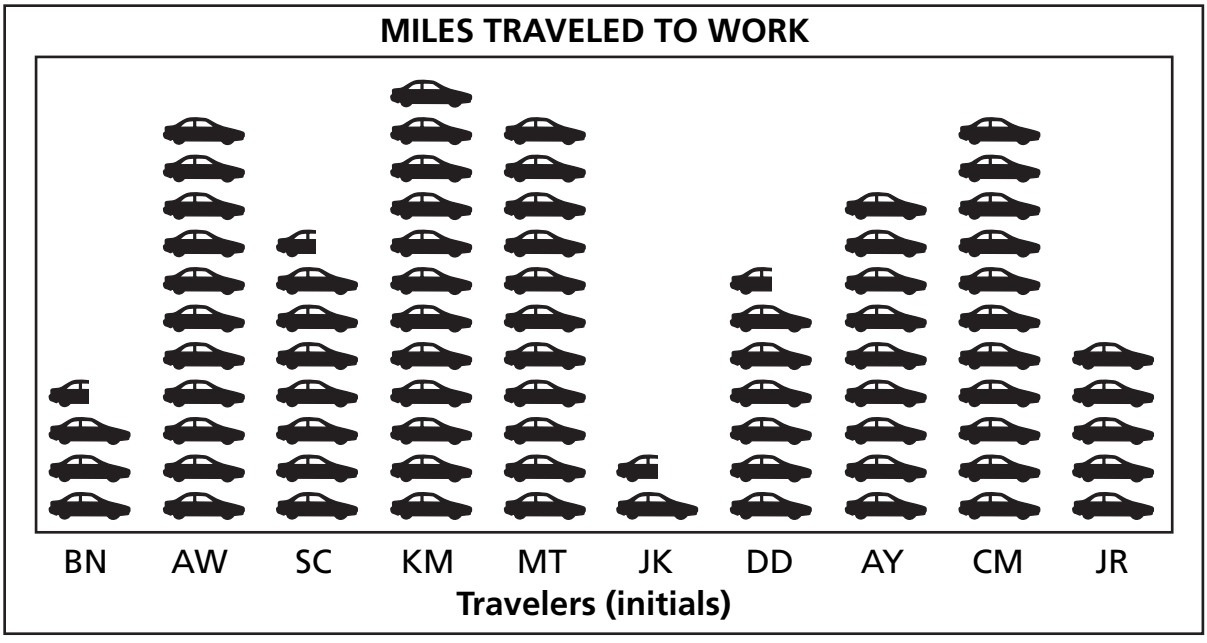
Name _____ Date _____ **Activity Master 53**

Miles Traveled to Work

1



2



Each  means 2 miles.

Name _____ Date _____ **Activity Master 54**

Spacecraft Cutout