

LESSON
Reteach
4-5 Scatter Plots and Trend Lines (continued)

By drawing a trend line over a graph of data, you can make predictions.

The scatter plot shows a relationship between a man's height and the length of his femur (thigh bone). Based on this relationship, predict the length of a man's femur if his height is 160 cm.

Step 1: Draw a trend line through the points.

Step 2: Go from 160 cm on the x -axis up to the line.

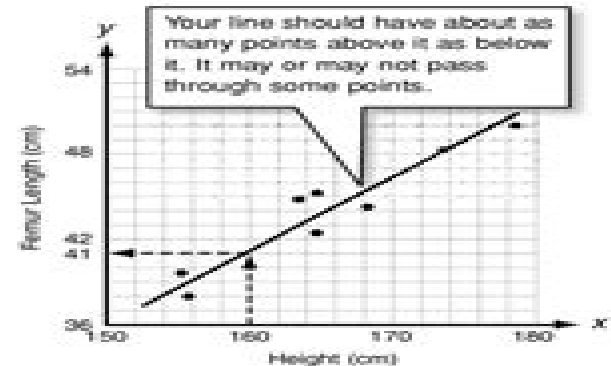
Step 3: Go from the line left to the y -axis.

The point (160, 41) is on the line.



A man that is 160 cm tall would have a femur about 41 cm long.

To find an x -value, go right from the y -value, and then down to the x -value. So, a man with a 42 cm femur would be about 162 cm tall.



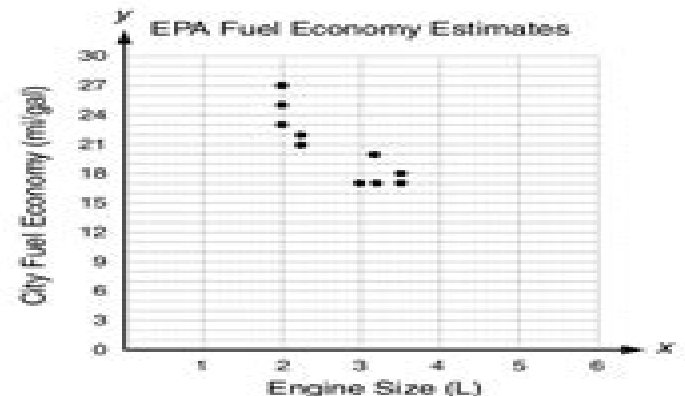
The scatter plot shows a relationship between engine size and city fuel economy for ten automobiles.

5. Draw a trend line on the graph.
6. Based on the relationship, predict...
 - a. the city fuel economy of an automobile with an engine size of 5 L.

 - b. the city fuel economy of an automobile with an engine size of 2.8 L.

 - c. the engine size of an automobile with a city fuel economy of 11 mi/gal.

 - d. the engine size of an automobile with a city fuel economy of 28 mi/gal.



Lesson Reteach Lines Answer Key

Ron Larson



Lesson Reteach Lines Answer Key:

Inspired English Lorraine LaCroix, 2005 Lorraine LaCroix presents a teacher's guide to teaching middle school and high school English and building literacy skills in even the most reluctant readers Macmillan/McGraw-Hill Math: Teacher ed., v. 1, 2004 **Houghton Mifflin History-social Science**, 2007 Teach students the skills they need for long lasting social studies success **Learning to Love Assessment** Sherah Betts Carr, Anaya L. Bryson, 2017-07-07 Learning to Love Assessment Unraveling Complexities and Providing Solutions provides educators and stakeholders with two very critical components of the current assessment dialogue One is to understand the historical and legislative components and perceptions that have created the current climate of school accountability measures The second is to deconstruct these complexities and offer concrete solutions for making classroom assessment an enjoyable productive and student owned endeavor The bulk of this book focuses on solutions It offers concrete techniques for educators at all levels to cultivate and implement effective classroom assessment strategies Over 50 unique strategies for formative student peer and self assessment data dialogues technological tools and PBL3 problem project and performance based assessments are detailed A special feature of the book includes access to a companion web site that contains links and handouts that coordinate with the various classroom assessment strategies In addition each chapter contains reflective pre and post reading questions so the book can be effectively used to supplement professional learning or educational courses *152 Ways to Keep Students in School* Franklin Schargel, 2013-10-11 Speaking from years of experience author Franklin Schargel provides 152 field tested ideas about working with at risk students Designed to be read and implemented quickly these are concise snapshots of what educators can do to keep students from dropping out You can apply these practical tips in your classroom today The 152 tips are divided into four sections **Aie School Store Operations** DECA, Inc, 2004-04 Annotated Instructor's Edition including lesson plans and scheduling suggestions *Houghton Mifflin Math Central: Student text*, 1998 *Mathematics*, 1991 Read, Talk, Write Laura Robb, 2016-09-16 Yes we can have our cake and eat it too We can improve students reading and writing performance without sacrificing authenticity In Read Talk Write Laura Robb shows us how First she makes sure students know the basics of six types of talk Next she shares 35 lessons that support rich conversation Finally she includes new pieces by Seymour Simon Kathleen Krull and others so you have texts to use right away Read Talk Write it's a process your students not only can do but one they will love to do **Math Advantage** Grace M. Burton, 1999 Navigating the Labyrinth Shirley Ann Smith, 2022-06-04 In spite of millions of dollars spent on professional development for teachers the dream of providing every child with the great teacher they deserve always seems just out of reach With each new education product and innovation promising to transform teaching and learning the myth of a silver bullet to cure education's ills is perpetuated But the silver bullet is already in the classroom the teacher Every teacher has the ability to transform their practice if he or she is willing to look inside themselves to make the changes necessary By using methods described in

Navigating the Labyrinth Teacher Empowerment Through Instructional Leadership educators can establish a metacognitive process for how they recognize what beliefs they have about how students learn how they approach research so that it drives instructional decisions and how they design and deliver instruction that ensures student learning at the highest level This process is the foundation of effective pedagogy Daily practice of these methods can establish a standard of professionalism that inoculates teachers against the everchanging shiny things in the profession and enable them to become strong instructional leaders **Call to Freedom** Sterling Stuckey,2003 Teaches U S history employing the themes geography economics government citizenship science technology and society culture Constitutional heritage and global relations

Math Advantage, Grade 3 Harcourt Brace Publishing,1997-06 **Simplicity Rules** Jo Facer,2019-05-08 Teaching the best job in the world Yet increasingly it is considered one of the toughest professions In recent years practices have arisen and become widespread which overcomplicate teaching and increase teacher workload while only having a marginal impact on pupil learning **Simplicity Rules** explores how children learn and the most effective ways to teach them focusing on achieving results using strategies that are low effort and high impact along with a comprehensive framework underpinning the ideas Covering what to teach talk practice starting a lesson ending a lesson and feedback alongside practical methods to reduce workload as well as simpler and clearer systems to support teachers in the long term this book asks Is this the very best use of my time as a teacher What is the learning impact for the child What is the impact on my own workload Are the results worth this effort Promoting a simplification of teaching practices **Simplicity Rules** is an essential guide for school teachers of all levels of experience and school leaders Prentice Hall Science Explorer: Teacher's ed ,2005 Geometry Ron Larson,1995 *Caught Reading Plus: Teacher's Manual 2000c* Globe Fearon,1999-03-15 A flexible reading program that can be used for whole class small group or individual instruction It gives students systematic instruction in phonics develops fluency and improves reading comprehension skills all in an age appropriate context This program is most appropriate for students with a reading level from pre literacy to Grade 4 and an interest level between Grade 6 to 12 or for ESL and ELL students Publisher s website Our World's Story ,1997 **Earth's Surface: Teacher's ed** ,2005

Harcourt Math, Grade 1 HSP,2002 Mathematics program for grades K 6 provides focused instruction on key skills comprehensive assessment targeted intervention and practice for mastery and retention

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