

Name \_\_\_\_\_

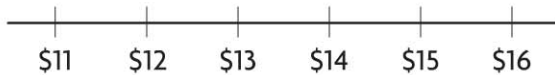
**Use and Make Line Plots**

COMMON CORE STANDARD CC.3.MD.4

Represent and interpret data.

Use the data in the table to make a line plot.

How Many Shirts Were Sold at Each Price?	
Price	Number Sold
\$11	1
\$12	4
\$13	6
\$14	4
\$15	0
\$16	2



**How Many Shirts Were Sold at Each Price?**

1. How many shirts sold for \$12?

**4 shirts**

2. At which price were the most shirts sold?

3. How many shirts in all were sold?

4. How many shirts were sold for \$13 or more?

**Problem Solving** 

Use the line plot above for 5–6.

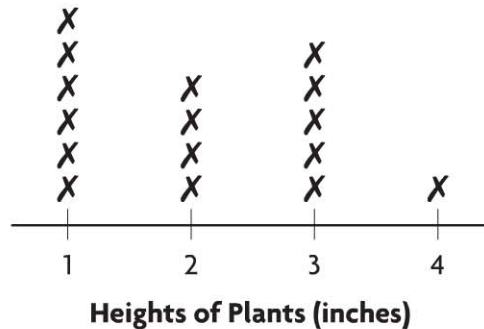
5. Were more shirts sold for less than \$13 or more than \$13? **Explain.**

6. Is there any price for which there are no data? **Explain.**

**Lesson Check** (CC.3.MD.4)

1. Pedro made a line plot to show the heights of the plants in his garden. How many plants are less than 3 inches tall?

- (A) 4                      (C) 10  
(B) 5                      (D) 16



**Spiral Review** (CC.3.NBT.1, CC.3.NBT.2)

2. Find the sum. (Lesson 1.7)

$$\begin{array}{r} 642 \\ + 259 \\ \hline \end{array}$$

- (A) 383  
(B) 801  
(C) 891  
(D) 901

3. Find the difference. (Lesson 1.10)

$$\begin{array}{r} 460 \\ - 309 \\ \hline \end{array}$$

- (A) 61  
(B) 151  
(C) 161  
(D) 169

4. There were 262 hamburgers cooked for the school fair. What is 262 rounded to the nearest hundred? (Lesson 1.2)

- (A) 200  
(B) 260  
(C) 270  
(D) 300

5. Makenzie has 517 stickers in her collection. What is 517 rounded to the nearest ten? (Lesson 1.2)

- (A) 500  
(B) 510  
(C) 520  
(D) 600