

# Dot Plots and Histograms

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 24

## Quick Review

A **dot plot** shows each data value as a dot above a number line, so the **height of a stack** tells you how many times that value appears. A **histogram** groups data into equal **intervals** (or “bins”) and draws a bar for each interval; the **bar height** is the **frequency** — how many values fall in that interval. Both displays help you see the **shape** of the data: where it clusters, where there are gaps, and which values are most common. Bars in a histogram *touch* because the intervals are connected.

◇ **Example:** A dot plot of pets owned shows: 0 has 2 dots, 1 has 4 dots, 2 has 3 dots, 3 has 1 dot. How many students were surveyed, and what value is most common?

⇒ Each dot stands for one student, so just add the dots:  $2 + 4 + 3 + 1 = 10$  students were surveyed. To find the most common value, look for the tallest stack — the value 1 has 4 dots, more than any other. So 1 pet is the most common answer, and we call it the **mode**.

**Answer:** 10 students; mode = 1

## PRACTICE

Use the described dot plot or histogram to answer each question.

- A dot plot has stacks: 1:2, 2:3, 3:1. How many data values? \_\_\_\_\_
- Dot plot: 5:2, 6:4, 7:3. Which value is the mode? \_\_\_\_\_
- Dot plot: 0:1, 1:3, 2:2. How many data values? \_\_\_\_\_
- Dot plot: 10:1, 12:3, 14:2. What is the range? \_\_\_\_\_
- Dot plot: 2:1, 3:2, 4:2, 5:1. How many data values? \_\_\_\_\_
- Dot plot: 8:3, 9:1, 10:1. Which value is the mode? \_\_\_\_\_
- Dot plot: 1:1, 2:1, 3:1, 4:1. What is the median? \_\_\_\_\_
- Dot plot: 5:2, 6:2, 7:2. How many data values? \_\_\_\_\_
- Histogram bins: 0–4:3, 5–9:5. How many data values? \_\_\_\_\_
- Histogram: 0–9:2, 10–19:6, 20–29:4. Total values? \_\_\_\_\_
- Histogram: 0–9:2, 10–19:6, 20–29:4. Tallest bar interval? \_\_\_\_\_
- Histogram: 1–5:4, 6–10:4, 11–15:2. Total values? \_\_\_\_\_
- Dot plot: 3:4, 4:2, 5:2. How many data values? \_\_\_\_\_
- Dot plot: 3:4, 4:2, 5:2. What is the mode? \_\_\_\_\_
- Histogram: 10–19:1, 20–29:3, 30–39:1. Total values? \_\_\_\_\_
- Dot plot: 0:2, 1:2, 2:2, 3:2. Total values? \_\_\_\_\_
- Histogram: 0–4:5, 5–9:3, 10–14:2. Tallest bar interval? \_\_\_\_\_
- Dot plot: 7:1, 8:1, 9:3, 10:1. What is the mode? \_\_\_\_\_
- Dot plot: 2:3, 4:3. What is the range? \_\_\_\_\_
- Histogram: 1–10:2, 11–20:2, 21–30:2. Total values? \_\_\_\_\_

## Word Problems

- A dot plot shows how many books 12 students read last month: 0 has 1 dot, 1 has 3 dots, 2 has 5 dots, 3 has 2 dots, 4 has 1 dot. How many students read more than 1 book? \_\_\_\_\_
- A histogram of test scores has these intervals: 60–69 has 4 students, 70–79 has 8, 80–89 has 6, 90–99 has 2. How many students scored at least 80? \_\_\_\_\_



23. A dot plot of goals scored shows: 0 has 2 dots, 1 has 4 dots, 2 has 3 dots, 3 has 1 dot. Find the total number of goals scored by all players. \_\_\_\_\_

24. A histogram of daily steps (in thousands) has: 0–4 with 1 day, 5–9 with 3 days, 10–14 with 3 days. Over how many days was the data collected, and which interval is least common? \_\_\_\_\_



## Answer Keys

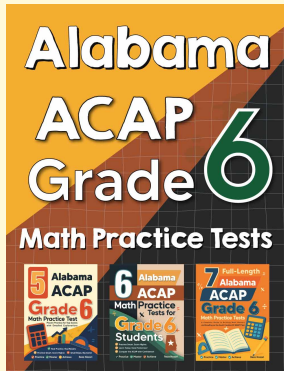
- |  |   |
|--|---|
| 1. <input type="text" value="6"/>      | 13. <input type="text" value="8"/>                    |
| 2. <input type="text" value="6"/>      | 14. <input type="text" value="3"/>                    |
| 3. <input type="text" value="6"/>      | 15. <input type="text" value="5"/>                    |
| 4. <input type="text" value="4"/>      | 16. <input type="text" value="8"/>                    |
| 5. <input type="text" value="6"/>      | 17. <input type="text" value="0-4"/>                  |
| 6. <input type="text" value="8"/>      | 18. <input type="text" value="9"/>                    |
| 7. <input type="text" value="5/2"/>    | 19. <input type="text" value="2"/>                    |
| 8. <input type="text" value="6"/>      | 20. <input type="text" value="6"/>                    |
| 9. <input type="text" value="8"/>      | 21. <input type="text" value="8 students"/>           |
| 10. <input type="text" value="12"/>    | 22. <input type="text" value="8 students"/>           |
| 11. <input type="text" value="10-19"/> | 23. <input type="text" value="13 goals"/>             |
| 12. <input type="text" value="10"/>    | 24. <input type="text" value="7 days; 0-4 interval"/> |

### Step-by-Step Explanations

- |   |  |
|---|--|
| <p>1. Add the dots in every stack: <math>2 + 3 + 1 = 6</math>.</p> <p>2. The tallest stack is at 6 with 4 dots, so 6 is the mode.</p> <p>3. Sum the dots: <math>1 + 3 + 2 = 6</math>.</p> <p>4. The values go from 10 to 14, so the range is <math>14 - 10 = 4</math>.</p> <p>5. Add: <math>1 + 2 + 2 + 1 = 6</math>.</p> <p>6. The stack at 8 is tallest with 3 dots, so 8 is the mode.</p> <p>7. The values are 1, 2, 3, 4; the median is the average of 2 and 3, which is 2.5.</p> <p>8. Sum the dots: <math>2 + 2 + 2 = 6</math>.</p> <p>9. Add the bar heights (frequencies): <math>3 + 5 = 8</math>.</p> <p>10. Sum the frequencies: <math>2 + 6 + 4 = 12</math>.</p> <p>11. The interval 10–19 has the highest frequency, 6.</p> <p>12. Add the frequencies: <math>4 + 4 + 2 = 10</math>.</p> <p>13. Sum the dots: <math>4 + 2 + 2 = 8</math>.</p> | <p>14. The tallest stack is at 3 with 4 dots.</p> <p>15. Add the frequencies: <math>1 + 3 + 1 = 5</math>.</p> <p>16. Sum the dots: <math>2 + 2 + 2 + 2 = 8</math>.</p> <p>17. The interval 0–4 has the greatest frequency, 5.</p> <p>18. The tallest stack is at 9 with 3 dots.</p> <p>19. The values are 2 and 4, so the range is <math>4 - 2 = 2</math>.</p> <p>20. Add the frequencies: <math>2 + 2 + 2 = 6</math>.</p> <p>21. "More than 1" means 2, 3, or 4 books. Add those stacks: <math>5 + 2 + 1 = 8</math> students.</p> <p>22. "At least 80" covers the 80–89 and 90–99 bins: <math>6 + 2 = 8</math> students.</p> <p>23. Multiply each value by its number of dots and add: <math>0(2) + 1(4) + 2(3) + 3(1) = 0 + 4 + 6 + 3 = 13</math> goals.</p> <p>24. Add the frequencies: <math>1 + 3 + 3 = 7</math> days. The 0–4 interval has the smallest frequency, 1, so it is least common.</p> |
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