

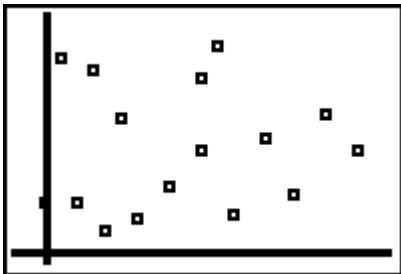
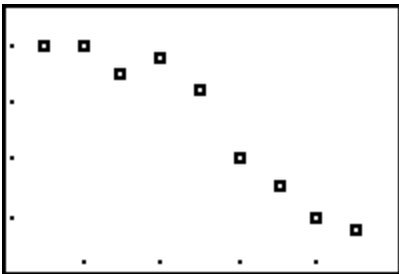
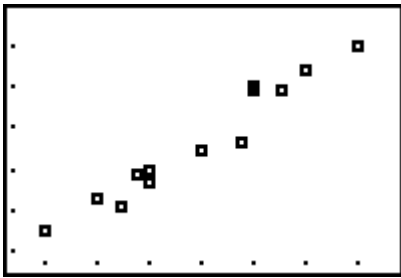
# Lesson 3: Interpreting the Meaning of Points on a Scatter Plot

## WARM UP:

Take up day 3 homework questions.

Trend: \_\_\_\_\_

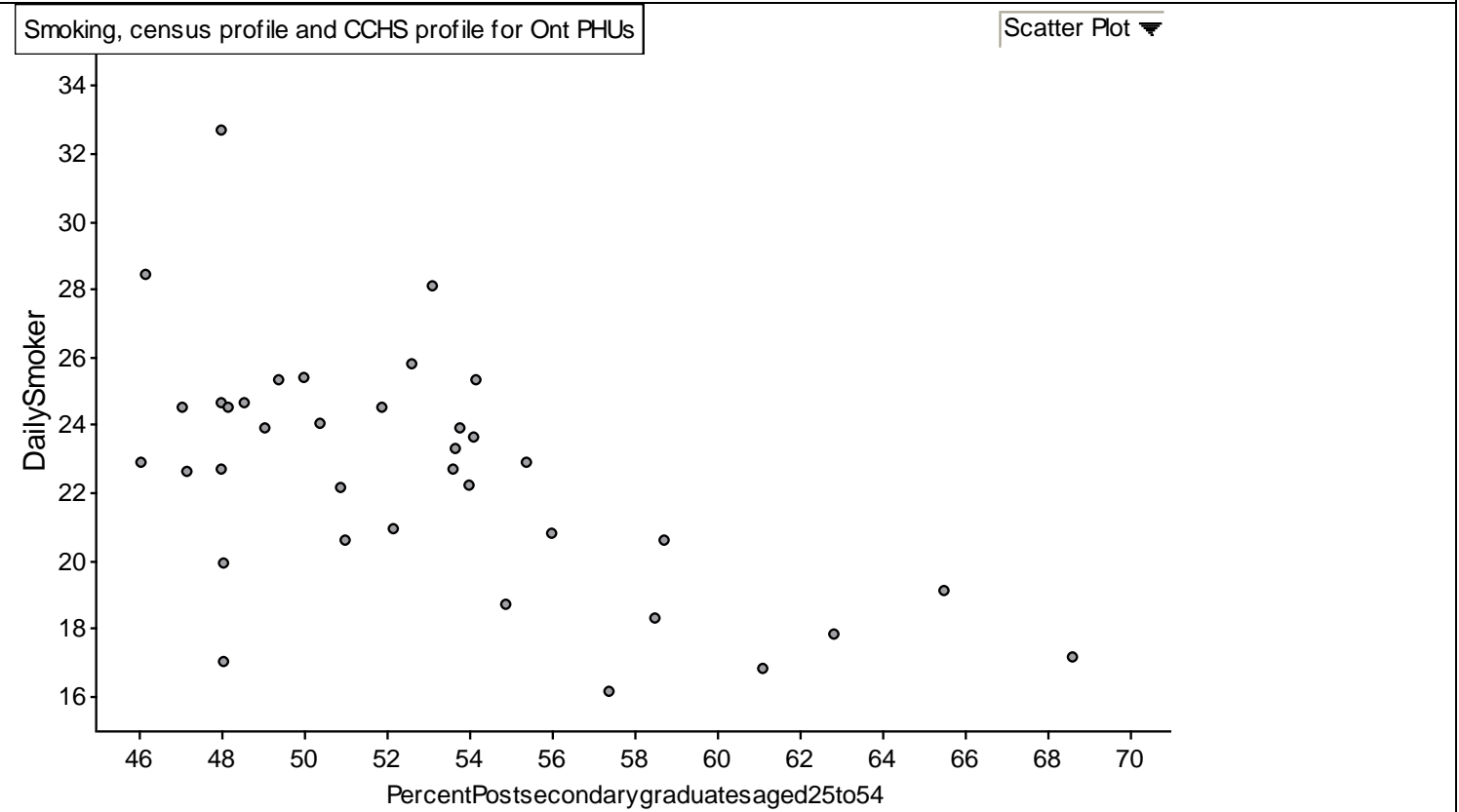
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Relationships: \_\_\_\_\_

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**Figure 1. % of Population that Smokes Daily vs. % Post-Secondary Graduates (aged 25-54)**



Source: Statistics Canada

1a) What is the quantity on the x-axis (including units)?

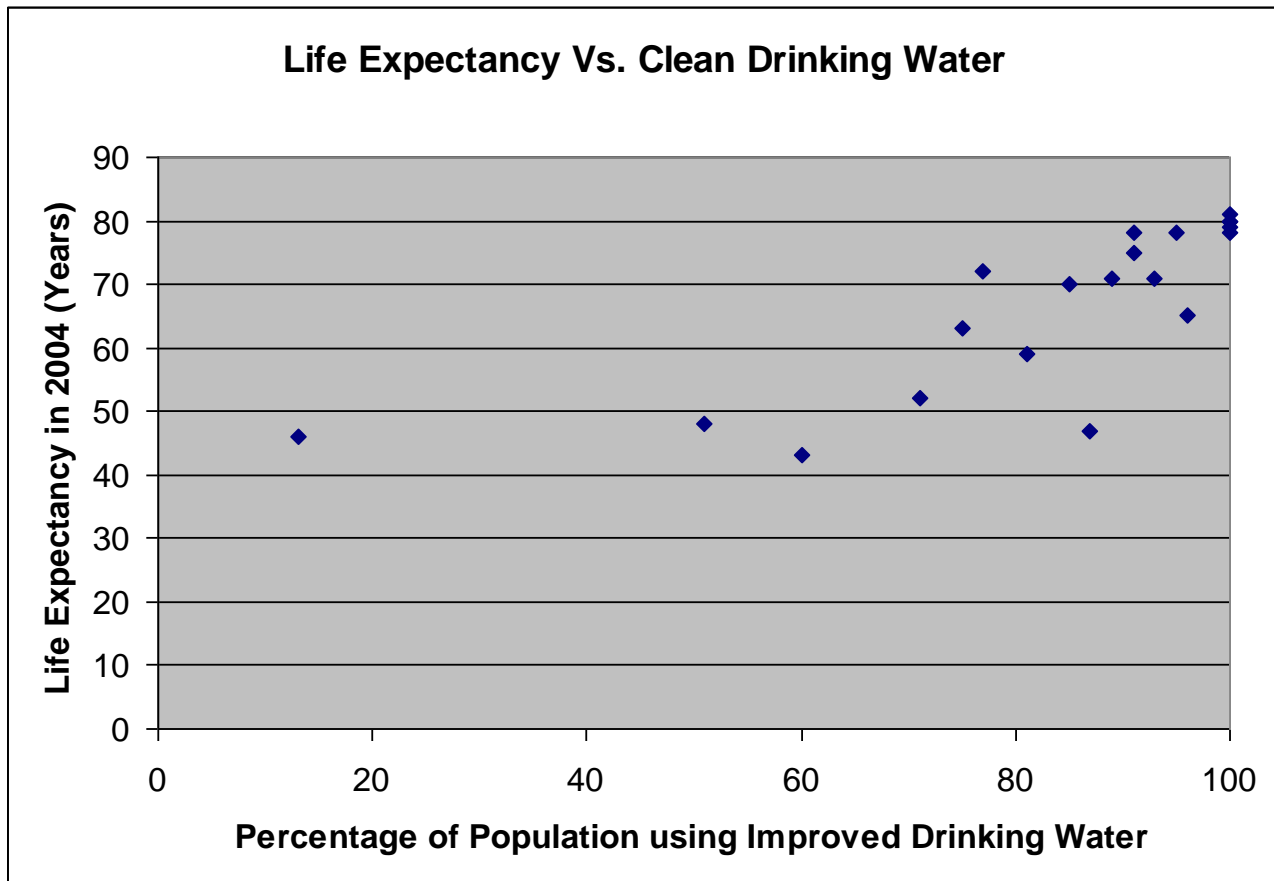
1b) What is the quantity on the y-axis (including units)?

1c) Is there a trend in this data?

1d) One point for data from the Ottawa Public Health Unit is (68.6, 17.1). Circle this point. What does this represent?

1e) Write a statement to describe the relationship of this data, if one exists.

**Figure 2. Life Expectancy (Years) vs. % Population Using Improved Drinking Water (Afghanistan)**



Source: UNICEF

2a) What is the quantity on the x-axis (including units)?

2b) What is the quantity on the y-axis (including units)?

2c) Is there a trend in this data?

2d) Choose one point and write this as an ordered pair  $(x, y)$ . What does this point represent?

2e) Write a statement to summarize any conclusions (or the relationship) you can make from this data.

## Your Turn:

1. Create a scatter plot of this data (label axes, give the graph a title, and plot the points):

<b>Number of lates</b>	12	4	0	10	15	18	1	3	8	7	10	2	11
<b>Mark (%)</b>	65	75	78	45	58	54	85	90	63	72	62	76	71

\*\*\* On graph paper\*\*\*

2. Describe the trend and relationship (if any).

**Homework: p.63-64 #3, 4, 6-8 p.107 #1-5**