

Name _____ Hour: _____

Lesson 1.4 Day 2: Lewes to Chincoteague Island pgs 12-13

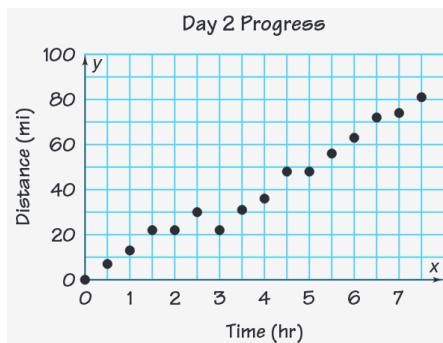
Chincoteague: How to pronounce: <http://inogolo.com/pronunciation/Chincoteague>

Chincoteague Island: http://www.chincoteague.com/pony_swim_guide.html

Chincoteague Island Location: <http://www.chincoteague.com/location.html>

Map of Bike route: <http://mapq.st/1fRUy6Z>

Celia's data was graphed and shows the distance the riders are from Lewes as the day progresses.



Does it make sense to connect the points on the graph?

Why or why not?

Complete the table of data that matches the coordinate pairs of the graph. You will need to *interpolate* (your best guess based on the numbers it is between) many of the distance values.

Time (hr)	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5
Distance (mi)																

What might have happened between hours 2 and 4?

What do you think happened between hours 1.5 and 2?

During which interval(s) did the riders make the most progress?

Highlight the where this is indicated in the chart and in the graph.

During which interval(s) did the riders make the least progress?

Highlight the where this is indicated in the chart and in the graph.

Is it easier for you to see these changes in the graph or in the table? Explain.

Use the graph to determine the total distance the riders travel on Day 2. Show how you can get this answer.