

1-12-2006

## Breathing Much?

Christina Gelhausen  
*Trinity University*

Follow this and additional works at: [http://digitalcommons.trinity.edu/educ\\_interactives](http://digitalcommons.trinity.edu/educ_interactives)



Part of the [Education Commons](#)

---

### Repository Citation

Gelhausen, Christina, "Breathing Much?" (2006). *Interactive Homework*. 13.  
[http://digitalcommons.trinity.edu/educ\\_interactives/13](http://digitalcommons.trinity.edu/educ_interactives/13)

This Instructional Material is brought to you for free and open access by the Education Department at Digital Commons @ Trinity. It has been accepted for inclusion in Interactive Homework by an authorized administrator of Digital Commons @ Trinity. For more information, please contact [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

Student's Name: \_\_\_\_\_

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

### Breathing Much?

Dear Family Partner,

In math, we are studying **Graphs and Predictions**. I hope you enjoy this activity with me. This assignment is due \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
(Student's Signature)

OBJECTIVE: To create and make a prediction from a graph.

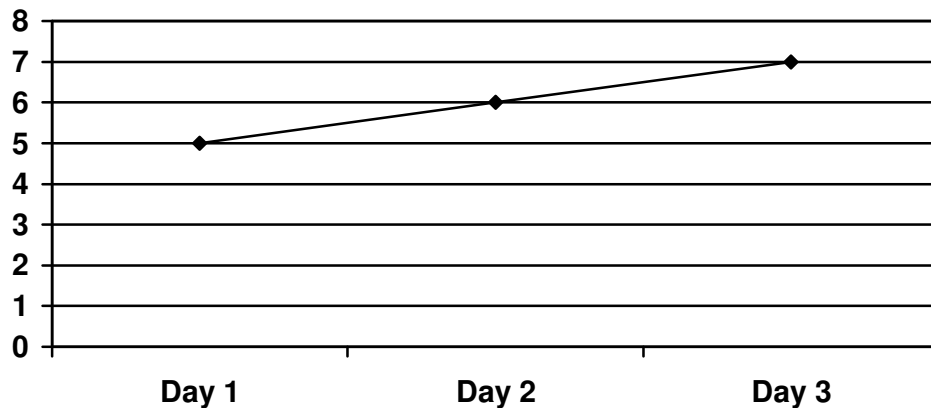
#### Who is your family partner?

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

Relationship: \_\_\_\_\_

#### **LOOK THIS OVER:** Explain this example to your family partner.

1. Line graphs show trends over time.
2. This line graph shows the amount of colors that were worn over a 3 day period.



3. The Days are across the bottom while the number of colors worn are up the side.
4. What do you think will happen on Day 4? (It will continue to increase!)

#### **WITH YOUR PARTNER:** With your family partner, gather the necessary data, make a line graph, and make a prediction!

Choose one partner to be the “breather” and one partner to be the “counter.”

The “breather” will be the one doing activities and breathing while the “counter” will be counting the number of breaths the “breather” takes as well as timing – one minute at a time.

**Step one:** For 1 minute, the “breather” will breathe normally while the “counter” watches the time and counts the total number of breaths taken by the “breather.”

Time	# of Breaths
1 <sup>st</sup> minute	

Student's Name: \_\_\_\_\_

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

**Step two:** For 1 minute, the “breather” will talk while the “counter” watches the time and counts the total number of breaths taken by the “breather.”

Time	# of Breaths
2 <sup>nd</sup> minute	

**Step three:** For 1 minute, the “breather” will hop up and down while the “counter” watches the time and counts the total number of breaths taken by the “breather.”

Time	# of Breaths
2 <sup>nd</sup> minute	

**Step four:** For 1 minute, the “breather” will run in place while the “counter” watches the time and counts the total number of breaths taken by the “breather.”

Time	# of Breaths
2 <sup>nd</sup> minute	

Create a line graph in the space provided below with the data you collected. The time should be across the bottom and the # of Breaths will go up the side of the graph.

What do you think will happen in the 5<sup>th</sup> minute?  
Will the number of breaths go up or down?

**HOME TO SCHOOL COMMUNICATION:**

Dear Family Partner,

Thank you for working on this activity with your child. Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

- \_\_\_\_\_ 1. My child understood the homework and was able to discuss it.  
\_\_\_\_\_ 2. My child and I enjoyed the activity.  
\_\_\_\_\_ 3. This assignment helped me to know what my child is learning in math.

Other comments:

---

---

Family Partner Signature: \_\_\_\_\_