## TABLE OF CONTENTS

Foreword	vi
Acknowledgments	ix
About <i>Bridging the Gap</i>	xi
Linking Investigations with GAISE Levels and Common Core State Standards	XV
Section 1: Getting Started	<b>17</b>
Investigation 1.1: Formulating a Statistical Question	20
Section 2: Looking at Data	<b>27</b>
Investigation 2.1: What Colors Are Our Shoes?	28
Investigation 2.2: What Shapes Are Our Buttons?	37
Investigation 2.3: Is London Bridge Falling Down?	44
Investigation 2.4: How Can We Sort Our Junk?	53
Section 3: Describing Distributions	<b>63</b>
Investigation 3.1: How Many Pockets?	64
Investigation 3.2: Who Has the Longest First Name?	72
Investigation 3.3: How Expensive Is Your Name?	85
Investigation 3.4: How Long Are Our Shoes?	98
Section 4: Comparing Groups	<b>111</b>
Investigation 4.1: How Far Can You Jump?	112
Investigation 4.2: How Fast Can You Sort Cards?	126
Investigation 4.3: How High Does a Ball Bounce?	141
Investigation 4.4: Can You Roll Your Tongue?	153
Section 5: Exploring Relationship	<b>163</b>
Investigation 5.1: Do Names and Cost Relate?	164
Investigation 5.2: How Tall Were the Ancestors of Laetoli?	175
Investigation 5.3: How Long Does It Take to Perform the Wave?	188
Investigation 5.4: How Do Events Change Over Time?	198
Section 6: Investigating Probability	<b>211</b>
Investigation 6.1: How Likely Is It?	212
Investigation 6.2: What's the Chance of Seeing an Elephant at the Zoo?	222
Investigation 6.3: What Do Frogs Eat?	231
Investigation 6.4: How Many Spins to Win the Prize?	242
Section 7: Teacher Resources	<b>251</b>
The National ASA Poster Competition	252
The National ASA Project Competition	261
American Statistical Association Online Resources	270