

**BIG**

**DATA AND  
GRAPHS**



# TABLE OF CONTENTS

Teacher Tips	3
Content Vocabulary	5
Frequency Tables	11
Dot Plots	16
Quiz the Class	21
Roll a Bar Graph	27
QR Codes	36
Types of Graphs Sort	41
Write Your Own Questions	53
Answering Questions about Graphs	58
Data Match	65
Data Spin	73
Test Bridge Questions	78

# TO THE TEACHER

- This product is meant to be a no frills, all action tool for cementing the concept of using data and graphs in problem solving situations in preparation for standardized testing.
- Each activity can be completed in a variety of ways to fit your classroom needs.
- It was created with the following standards in mind:
  - TEKS
    - 3.8(A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals
  - Common Core
    - CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent five pets.

# PREP RECOMMENDATIONS

- Each activity is created in black and white to conserve color ink.
  - Using colored paper to differentiate different parts in each activity or the different stations will help students to stay organized.
- If you plan to use the activities for small group or partner activities over time, I would recommend laminating them for durability.

# CONTENT VOCABULARY

summarize

use

data

categories

frequency table

dot plot

pictograph

bar graph

scaled intervals

table

represents

more than

less than

total

information

title

labels

times as many

summarize

use

data

categories

frequency  
table

dot plot  
line plot

pictograph

bar graph

scaled  
intervals

table

represents

more than



less than

total

information

title

labels

times as  
many

one view

# FREQUENCY TABLES

Create a frequency table for each set of data given.

# TEACHER SUGGESTIONS

## FREQUENCY TABLES

- In this activity students are asked to create a frequency table for each set of data given.
- This activity can be used in a variety of ways.
  - ✓ Small group with teacher guidance
  - ✓ A partner activity for practice
  - ✓ Independently to assess

### Materials

Included:

Data Tables  
Recording Sheet

- Answer Key

Not Included:

- Pencil

# 1

Length of a Pencil  
in Inches

6	8	9	7
10	7	8	9
7	6	9	6
7	7	8	8

# 2

Favorite Ice Cream  
Flavor

V	C	M	C
M	V	C	C
M	V	V	V
M	C	C	M

# 3

Number of Students  
In a Group

5	4	5	3	
7	5	4	3	4
5	4	4	6	
5	6	3	3	

# 4

Shirt Size

s	m	s	
s	m	m	m
l	l	l	m
l	l	s	s

# 5

Favorite Drink

w	s	t	w
w	s	s	s
t	w	t	w
s	s	t	w

# 6

Speed Limits

60	55	70	70
70	55	35	55
35	45	60	35
35	70	70	55

Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# FREQUENCY TABLES RESPONSE SHEET

Create a frequency table for each set of data given.

1	2	3
4	5	6

previews

# FREQUENCY TABLES ANSWER KEY

**1** Length of a Pencil

Inches	frequency
6	3
7	5
8	4
9	2
10	1

**2** Ice Cream Flavor

flavor	frequency
vanilla	5
chocolate	6
mint	5

**3** Number of Students in Groups

Number of Students	frequency
3	4
4	5
5	7
6	4

**4** Shoe Sizes

Shoe Size	frequency
small	5
medium	5
large	6

**5** Favorite Drink

Drink	frequency
water	6
tea	4
soda	6

**6** Speed Limit

speed limit	frequency
35	4
45	1
55	4
60	2
70	5

# DOT PLOTS

Create a dot plot based on the frequency tables given.



# TEACHER SUGGESTIONS

## DOT PLOTS

- In this activity students are asked to create a dot plot for each of the frequency tables given.
- This activity can be used in a variety of ways.
  - ✓ Small group with teacher guidance
  - ✓ A partner activity for practice
  - ✓ Independently to assess

### Materials

Included:

Frequency  
Tables

- Recording Sheet
- Answer Key

Not Included:

- Pencil

# 1

Students at a Cafeteria Table	
Students	Frequency
0	1
10	1
20	3
30	2

# 2

Extension Cord Lengths	
Length	Frequency
10 ft	1
15 ft	1
20 ft	4
25 ft	2
30 ft	3

# 3

Pets in Each House	
Pets	Frequency
2	1
3	1
4	4
5	2
6	3

# 4

Length of Cartons	
Length	Frequency
30 min	1
40 min	2
50 min	3
60 min	4

# 5

Heights of Trees	
Height	Frequency
20 ft	1
30 ft	1
40 ft	4
50 ft	2
60 ft	3

# 6

Crayons in a Box	
Crayons	Frequency
5	1
10	3
15	1
20	2
25	2
30	4
35	1

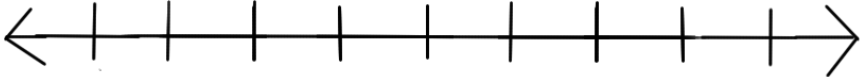
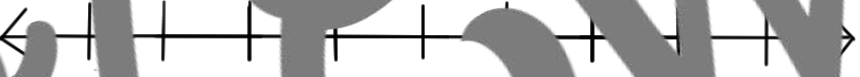

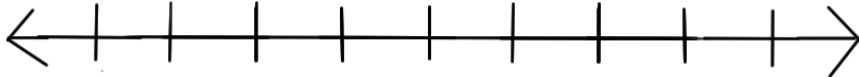
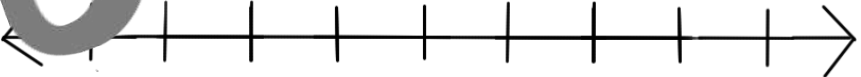
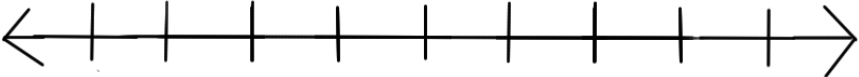
Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# DOT PLOTS RESPONSE SHEET

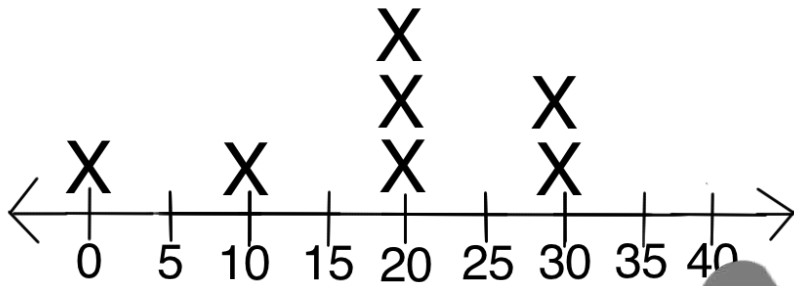
Create a dot plot using the data given in each of the frequency tables.

<b>1</b> 	<b>2</b> 
<b>3</b> 	<b>4</b> 
<b>5</b> 	<b>6</b> 

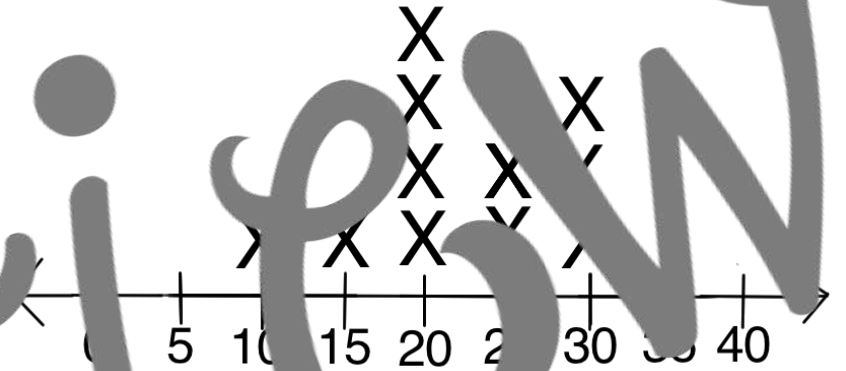
# DOT PLOTS

## ANSWER KEY

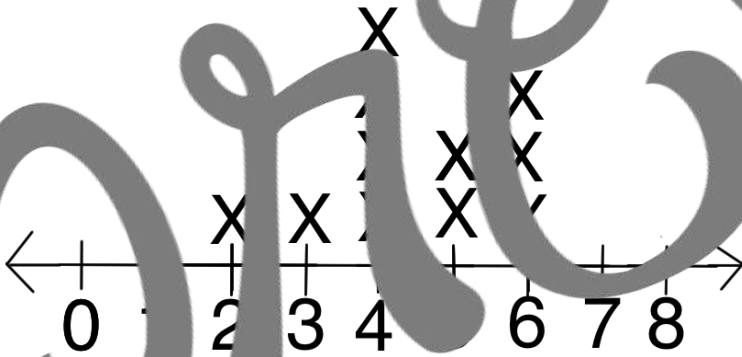
1



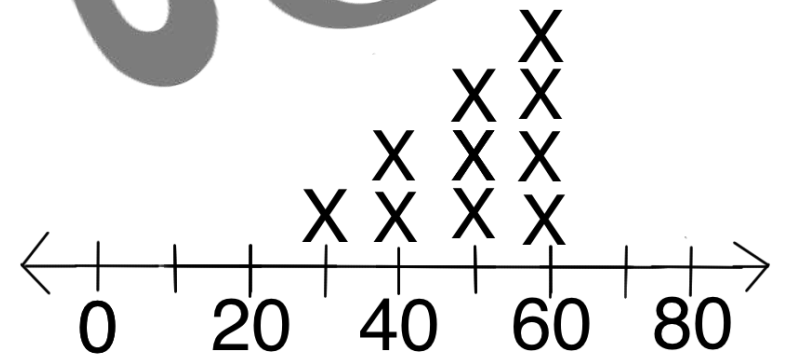
2



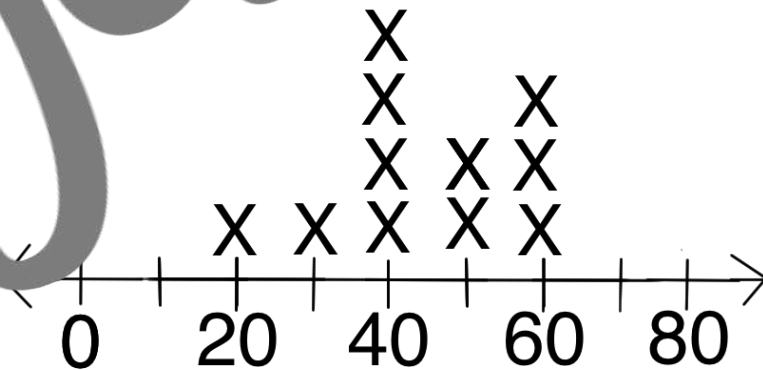
3



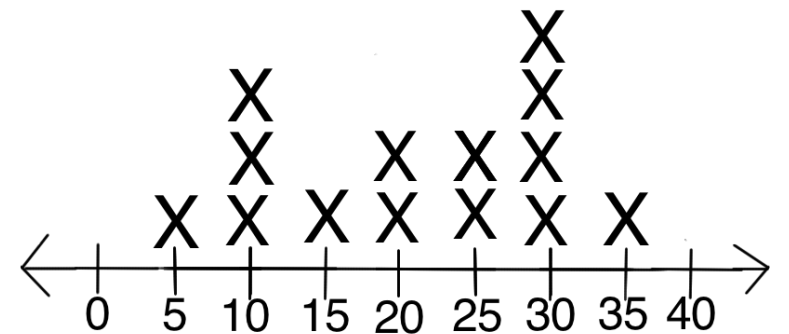
4



5



6



# QUIZ THE CLASS

Formulate a question to ask your classmates and collect your data. Then organize your data into a frequency table, dot plot, pictograph, and bar graph.

# TEACHER SUGGESTIONS

## QUIZ THE CLASS

- In this activity students are asked to formulate a question to ask their peers and collect the data to use to create a frequency table, dot plot, pictograph, and bar graph.
- This activity can be used in a variety of ways:
  - In a small group with teacher guidance
  - A partner activity for practice
  - Independently to assess

### Materials

- Included:
- Recording Sheet
  - Rubric
- Not Included:
- Pencil
  - Answer Key

Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# QUIZ THE CLASS RESPONSE SHEET

**MY QUESTION:**

**MY DATA:**

**TITLE:**

TITLE:						

*pre-view*

# FREQUENCY TABLE:

# PICTOGRAPH:

	frequency

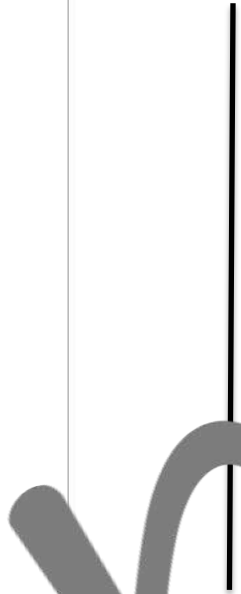


= \_\_\_\_\_

preview



# BAR GRAPH:



DOT PLOT:



Scale:

Name \_\_\_\_\_ # \_\_\_\_\_

Date \_\_\_\_\_

# QUIZ THE CLASS RUBRIC

	1 point	3 points	5 points
<b>Question and Data Collection</b>	The question is not well thought out and data is incomplete.	The question is well thought out, and data was collected.	The question is creative, and the data was collected and organized in the table.
<b>Frequency Table</b>	Frequency table is incomplete or inaccurate.	Frequency table is complete, but may be missing elements such as a title and labels.	Frequency table is complete and accurate as well as includes all labels and titles.
<b>Pictograph</b>	Pictograph is incomplete or inaccurate.	Pictograph is complete, but may be missing elements such as a title, scale, or key.	Pictograph is complete and accurate as well as includes a title, labels, scale, and key.
<b>Dot Plot</b>	Dot plot is incomplete or inaccurate.	Dot plot is complete, but may have a mistake or be missing labels or a title.	Dot plot is complete, accurate, and includes a title and labels.
<b>Bar Graph</b>	Bar graph is incomplete or inaccurate.	Bar graph is complete, but may be inaccurate or be missing labels, a title, or a scale.	Bar graph is complete, accurate, and includes all elements including a title, labels, and a scale.

**SCORE** \_\_\_\_\_ /25

# ROLL A BAR GRAPH

Use the die to collect data, and then create a bar graph with a scaled interval to show your data.

# TEACHER SUGGESTIONS

## ROLL A BAR GRAPH

- In this activity students are asked to roll a die to collect data, and then create a bar graph with a scaled interval to show their data.
- This activity can be used in a variety of ways:
  - ✓ In a small group with teacher guidance
  - ✓ As a partner activity for practice
  - ✓ Independently to assess

### Materials

#### Included:

- Data Dice to choose from
- Recording Sheet
- Rubric for Bar Graph

#### Not Included:

- Pencil
- Answer Key

# DATA DICE

CAT

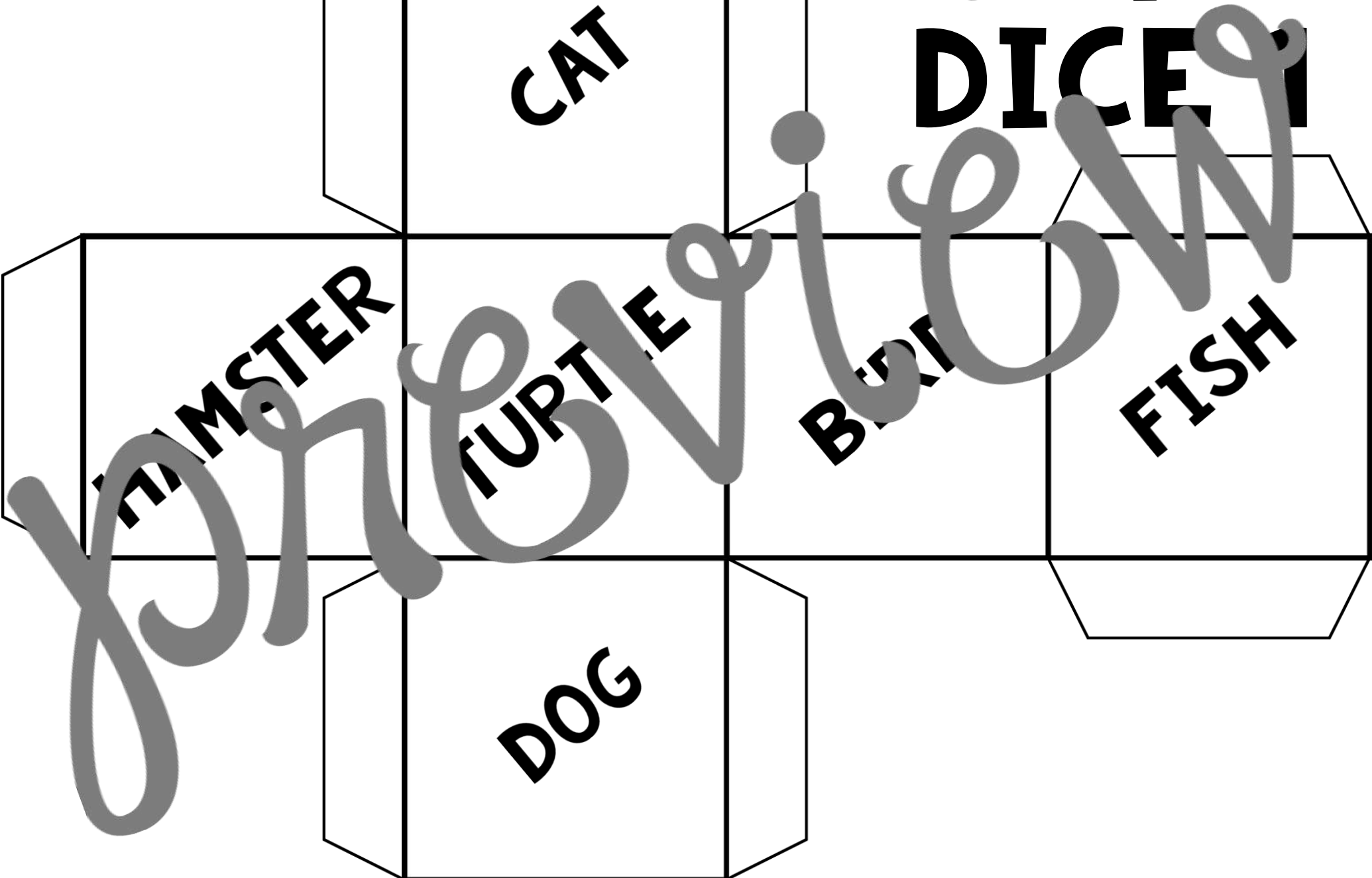
HAMSTER

TURTLE

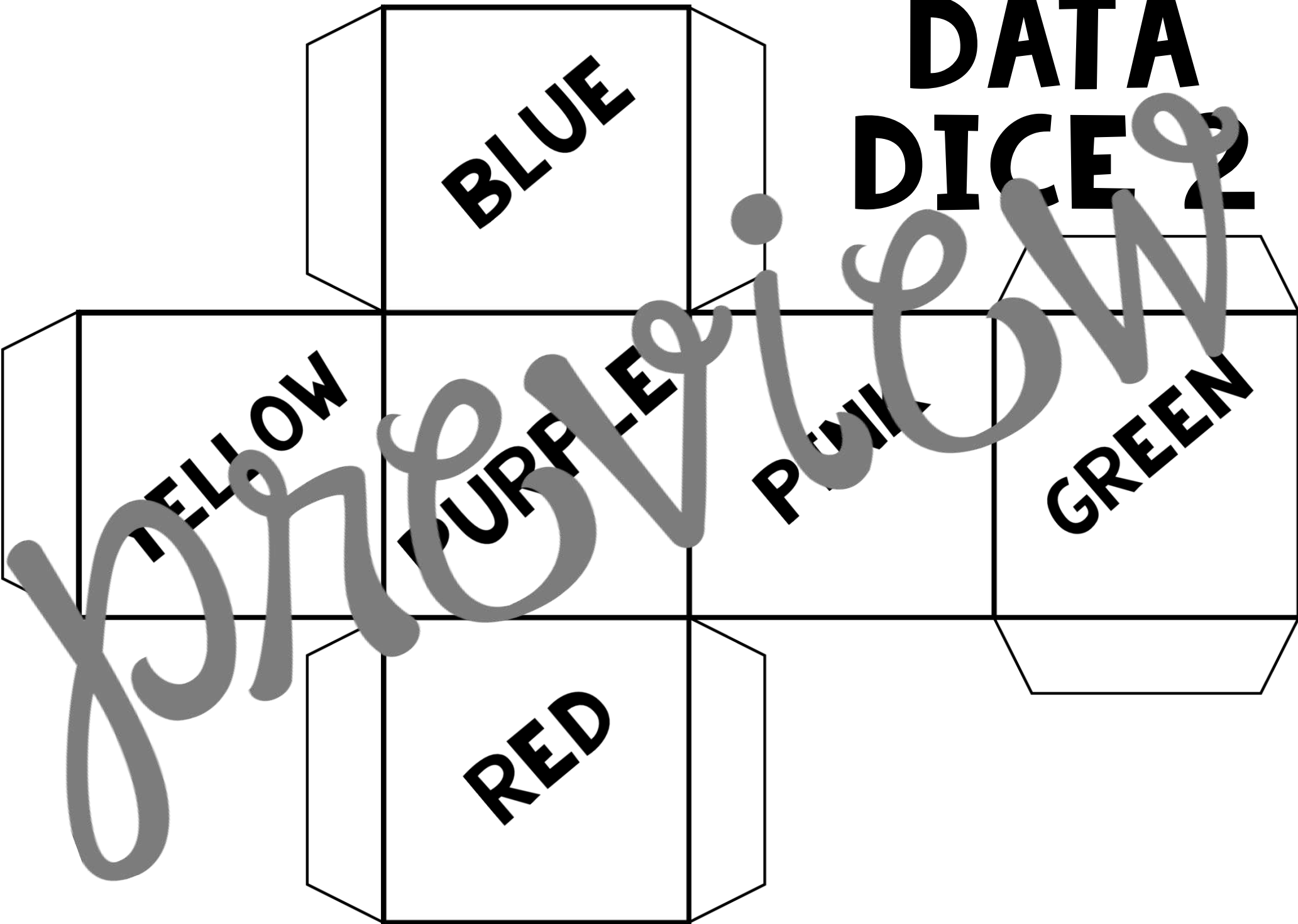
BIRD

FISH

DOG



# DATA DICE 2



# DATA DICES

ZEBRA

GRAFFE

ELEPHANT

CHEETAH

GAZELLE

LION

Previews

# DATA DICE

MATH

READING

WRITING

SCIENCE

SOCIAL  
STUDIES

SPECIALS

*Preview*



# DATA DICES

TRUMPET

VIOLIN

DRUMS

GUITAR

FLUTE

PIANO

*Preview*

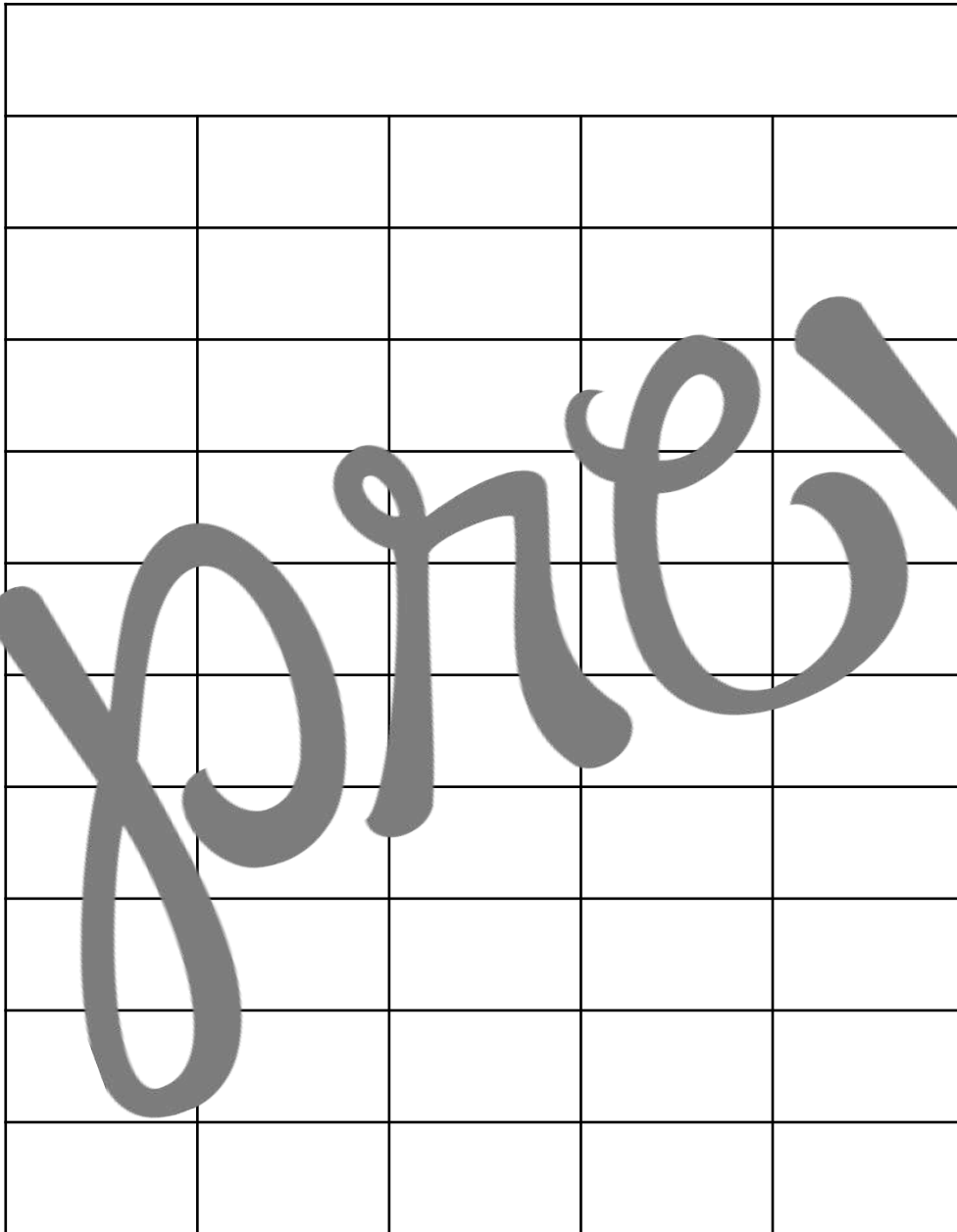
Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# ROLL A BAR GRAPH RESPONSE SHEET

Roll the dice to collect data, & then give your data a possible title and create a bar graph.



response view

Scale:

--

Name \_\_\_\_\_ # \_\_\_\_\_

Date \_\_\_\_\_

# ROLL A BAR GRAPH RUBRIC

	<b>1 point</b>	<b>3 points</b>	<b>5 points</b>
<b>Data Collection</b>	Data is incomplete.	Most of the data was collected.	All data was collected and given a title that makes sense.
<b>Title and Labels</b>	The bar graph does not have a title or labels.	The bar graph has a title, but no labels.	The bar graph has both a title and labels that accurately describe the data.
<b>Bars</b>	The bars on the bar graph are incomplete or inaccurate.	The bars on the bar graph are complete and mostly accurate.	The bars on the bar graph are complete and accurate.
<b>Scale Intervals</b>	A scale is used or provided.	A scale interval is used, but not identified.	A scale interval is used and identified accurately.
<b>Neatness</b>	The data and bar graph are difficult to read due to messiness.	The data or bar graph are hard to read due to messiness.	The data and bar graph are organized and neat.

preview

**SCORE** \_\_\_\_\_ /25

# QR CODES

Scan the "START" card and follow the directions to use all cards stopping at the "END" card.

# TEACHER SUGGESTIONS

## QR CODES

- In this activity students are asked to scan QR codes and follow the directions to find and locate the described graph or set of data.
- This activity can be used in a variety of ways:
  - ✓ In a small group with teacher guidance
  - ✓ A partner activity for practice
  - ✓ Independently to assess

### Materials

Included:

Reference Graphs  
Page

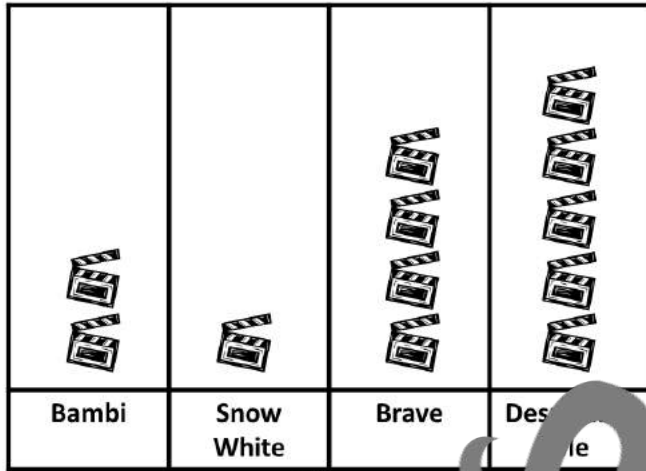
- QR Code Cards

Not Included:

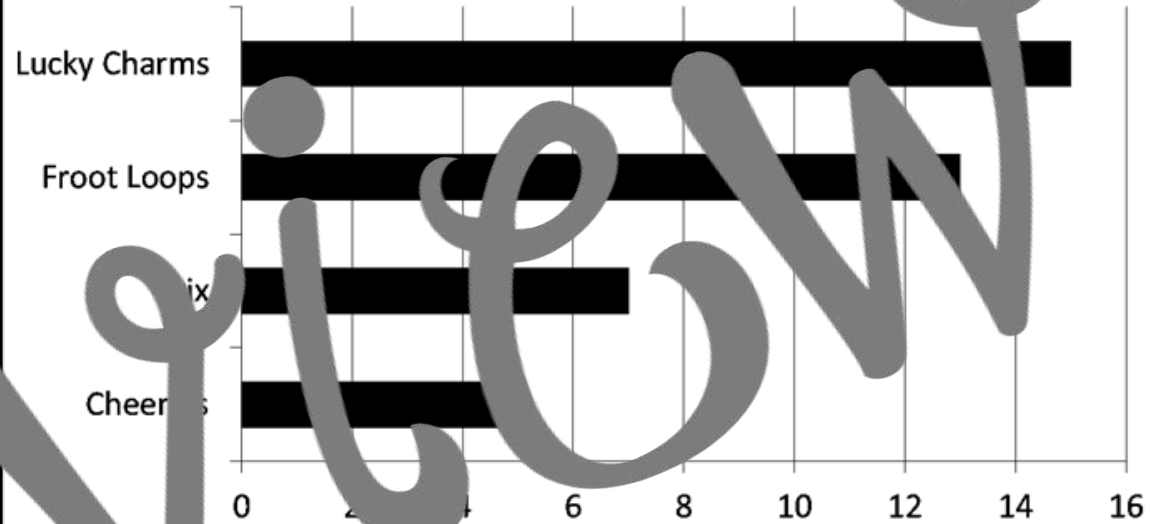
- A device capable of scanning QR Codes such as a smartphone or tablet

# QR CODES REFERENCE GRAPHS

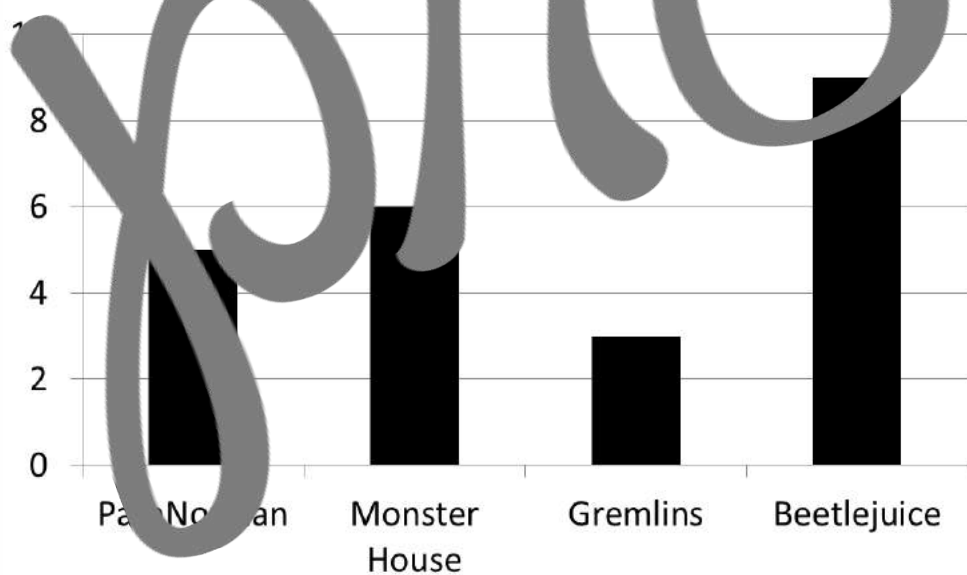
### Favorite Animated Films



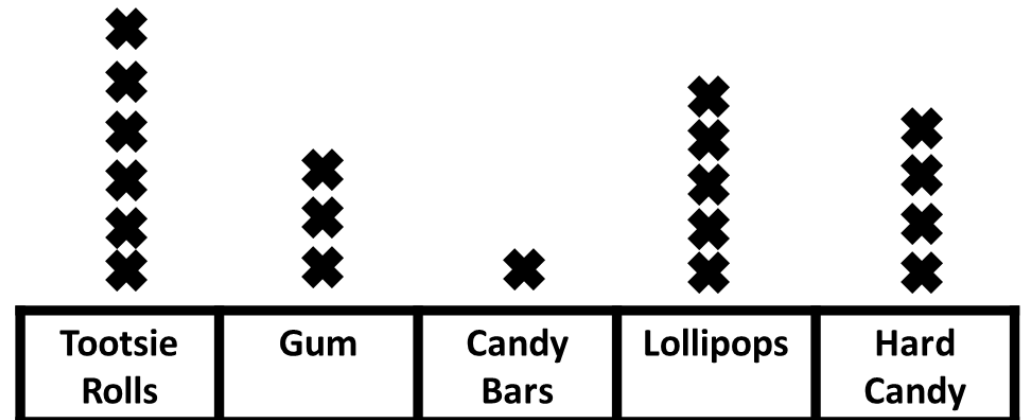
### Favorite Cereal



### Favorite Scary Movie



### Types of Candy Received on Halloween



= 5 pieces

**START**

**6**

**7**



*one  
two  
three  
four  
five*

**5**

**10**



8



15



45



20



12



3

END

*one file*



# TYPES OF GRAPHS SORT

Sort each of the graphs by the  
type of graph.

# TEACHER SUGGESTIONS

## TYPES OF GRAPHS SORT

- In this activity students are asked to sort each of the graphs by the type of graph.
- This activity can be used in a variety of ways:
  - ✓ Small group with teacher guidance
  - ✓ A partner activity for practice
  - ✓ Independently to assess

### Materials

Included:  
• Graphs

• Sorting Mat

- Recording Sheet
- Answer Key

Not Included:

- Pencil

# TYPES OF GRAPHS SORTING MAT

Pictograph

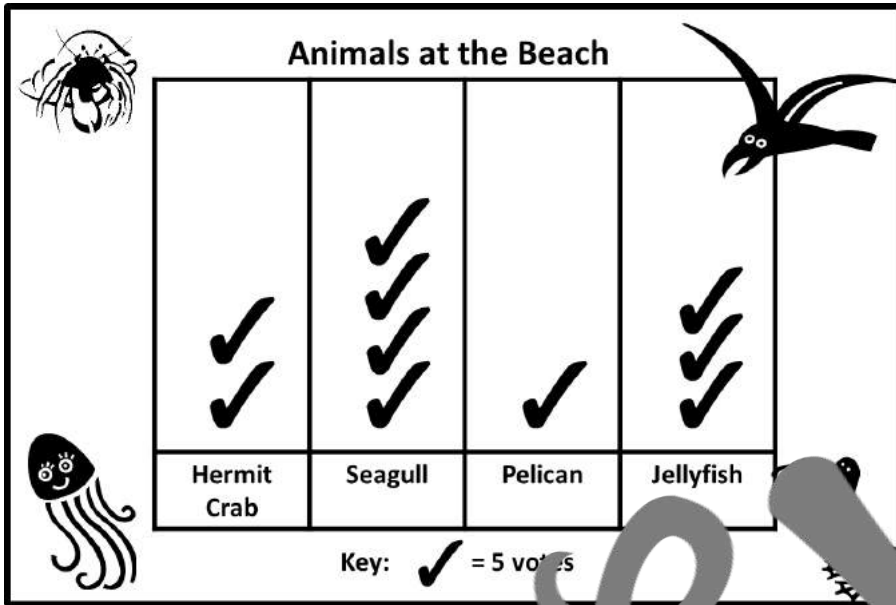
Bar Graph

Dot Plot  
Line Plot

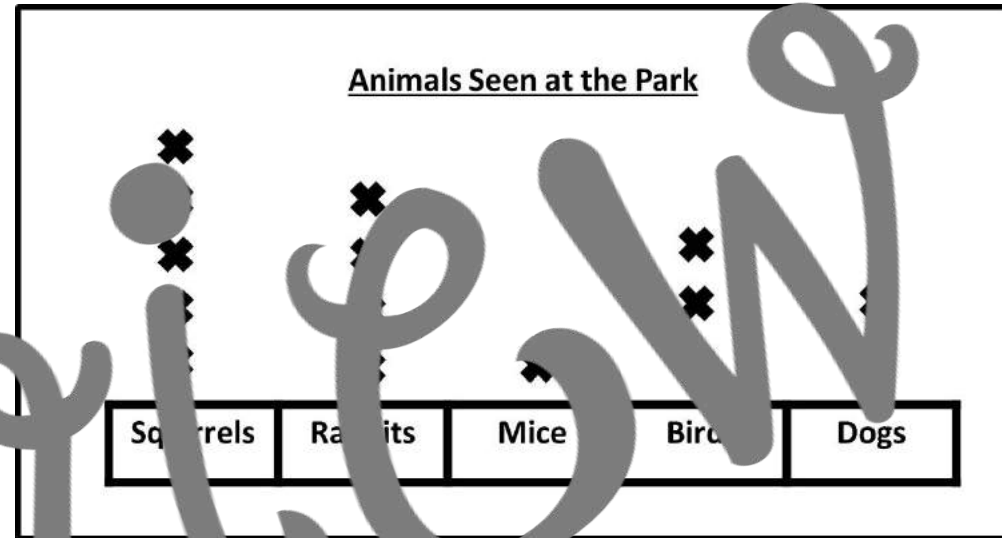
Frequency  
Table

previews

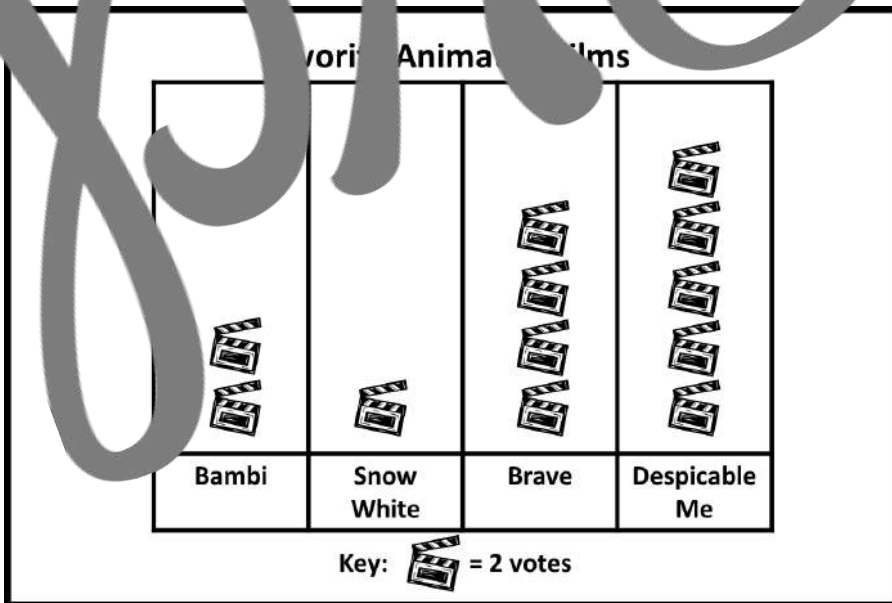
# 1



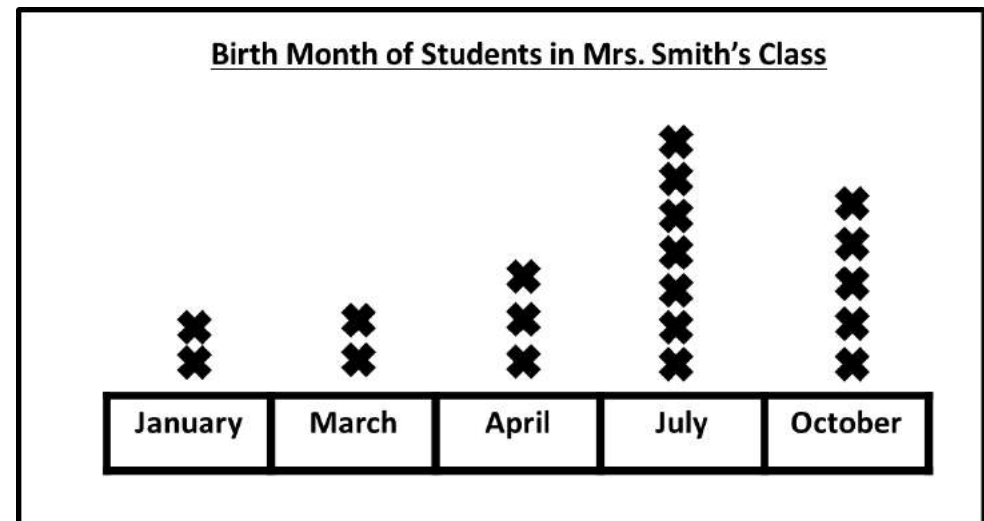
# 2



# 3



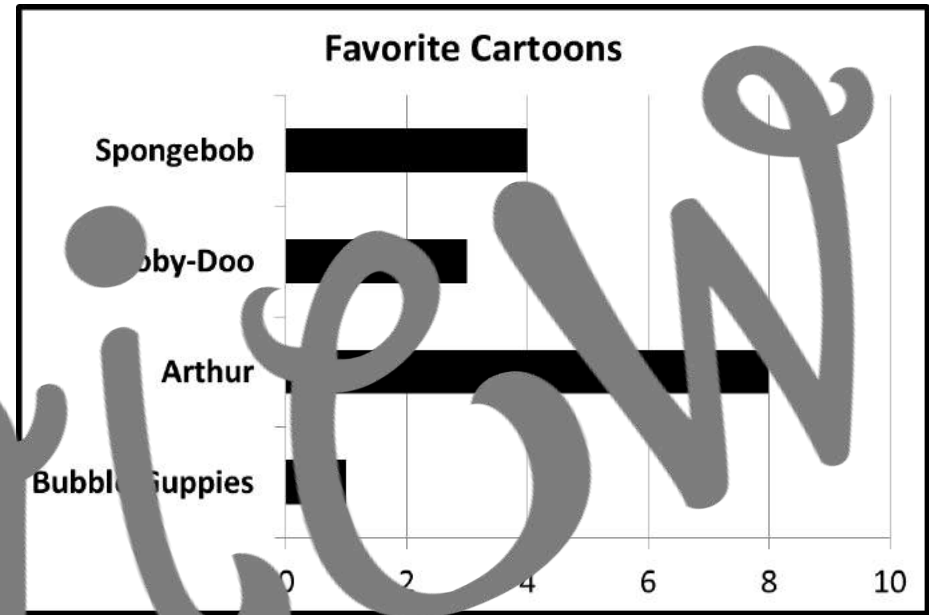
# 4



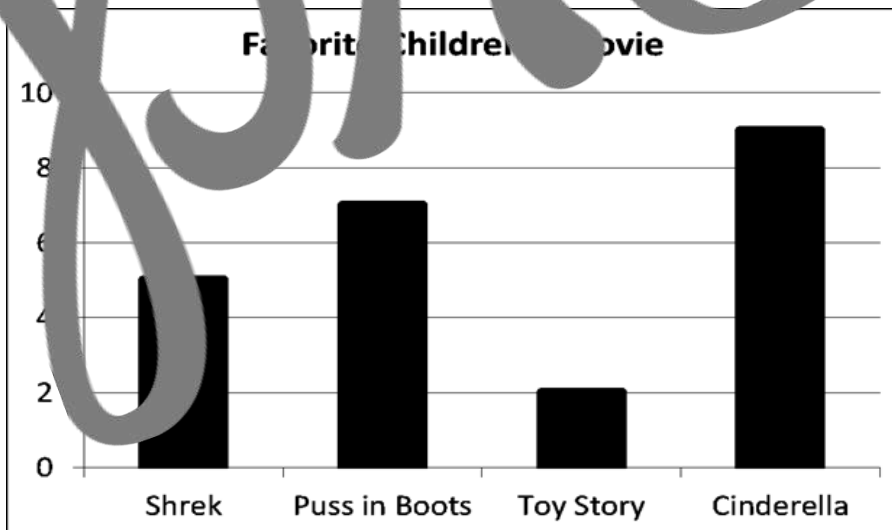
5

Car Accidents By Month	
May	4
June	8
July	9

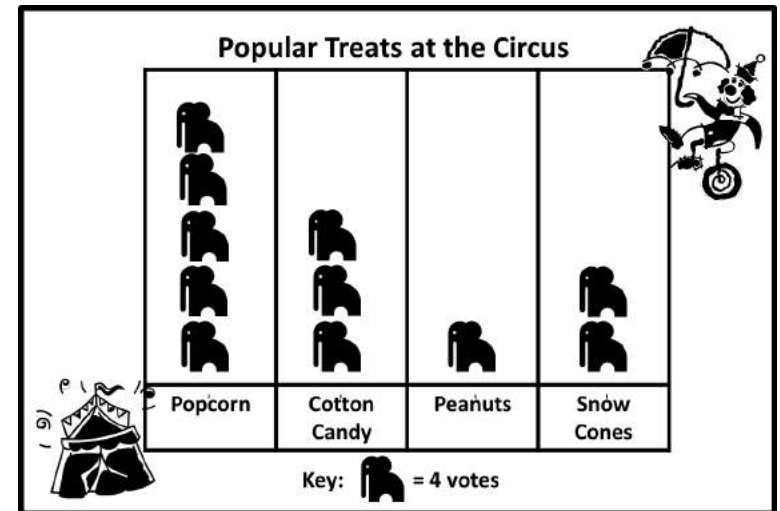
6



7



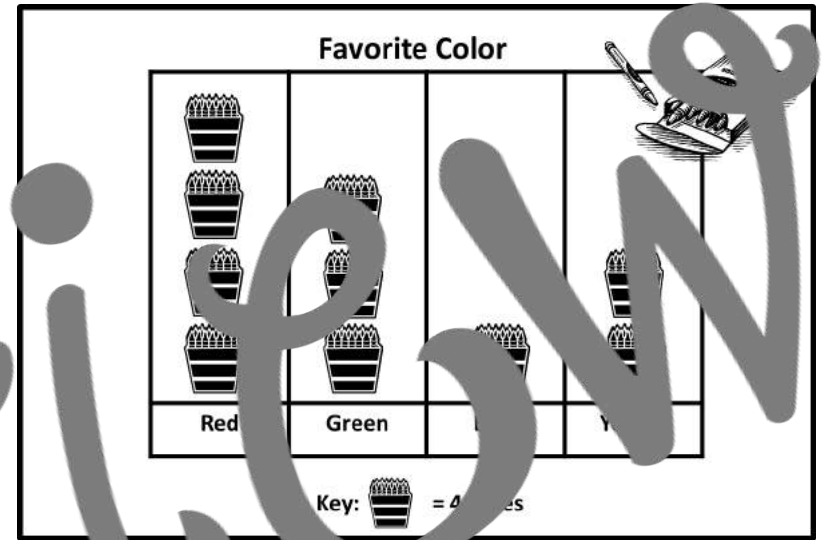
8



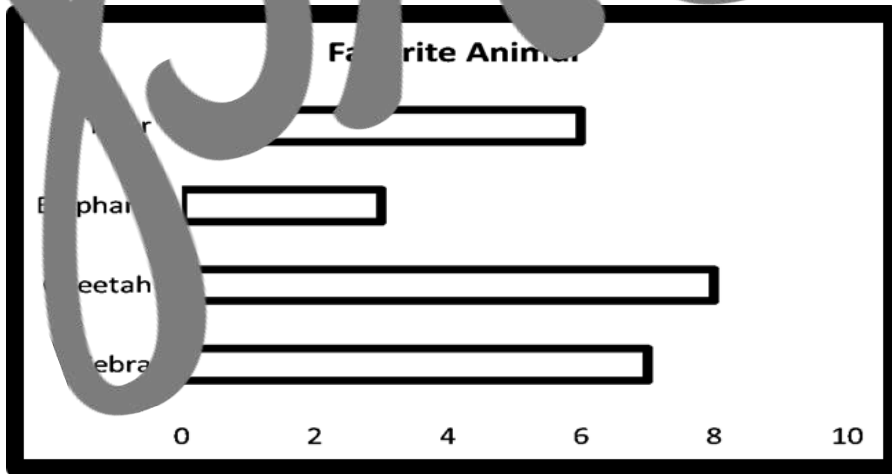
# 9

Favorite Colors	
Orange	7
Red	9
Green	1

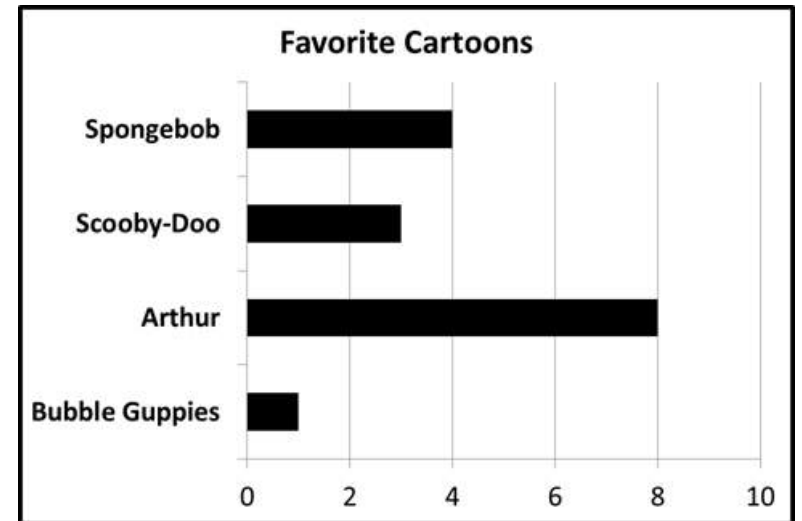
# 10



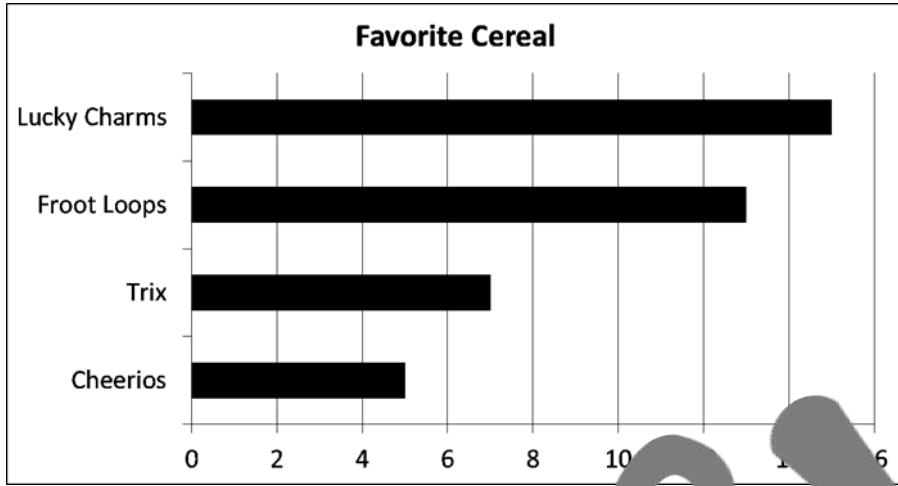
# 11



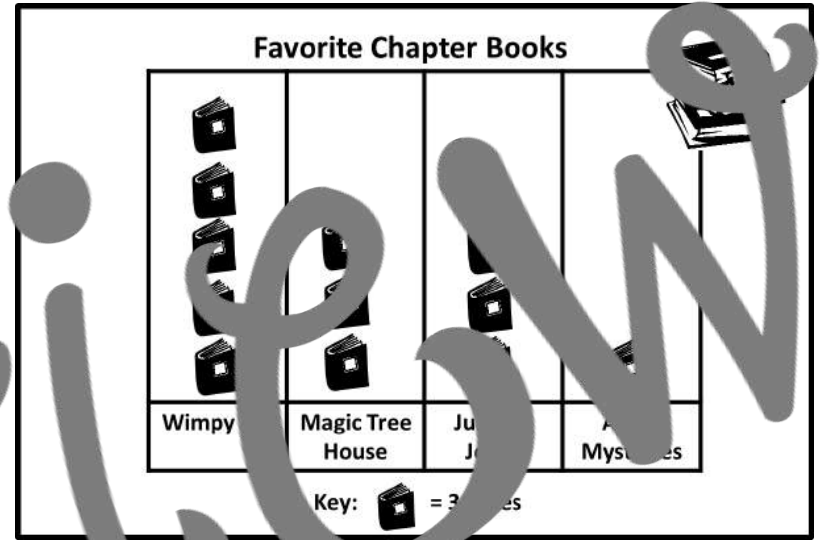
# 12



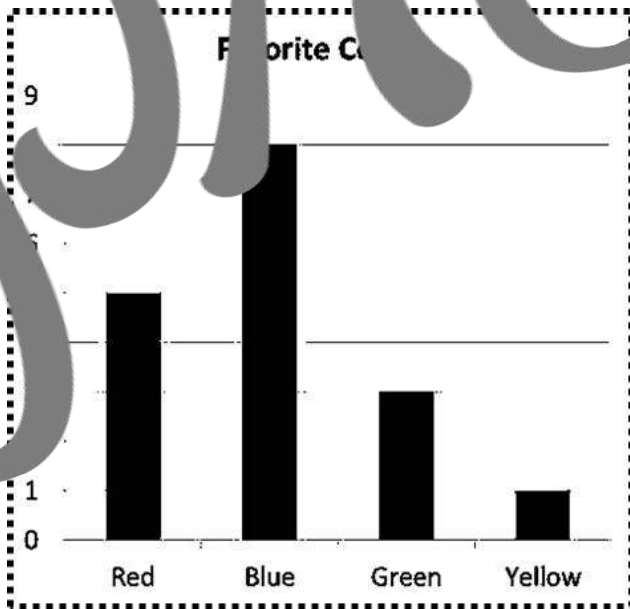
# 13



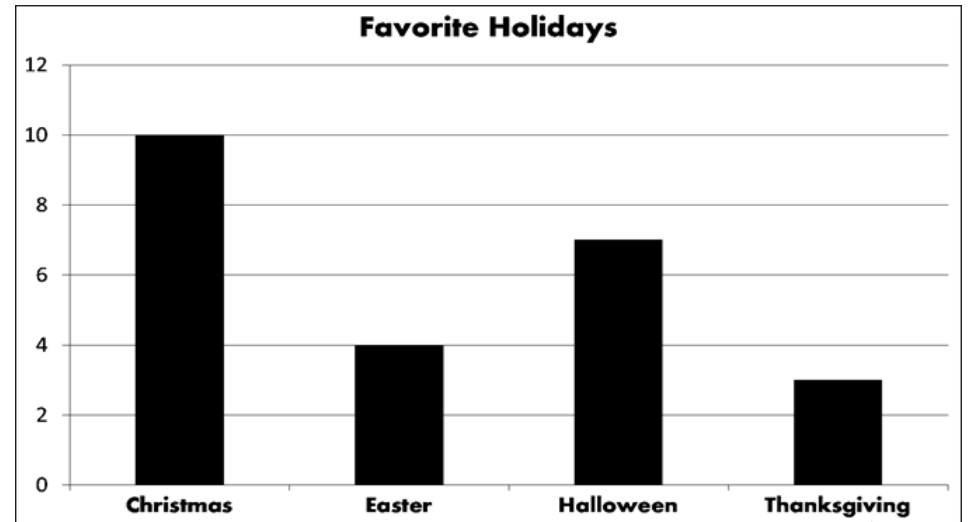
# 14



# 15



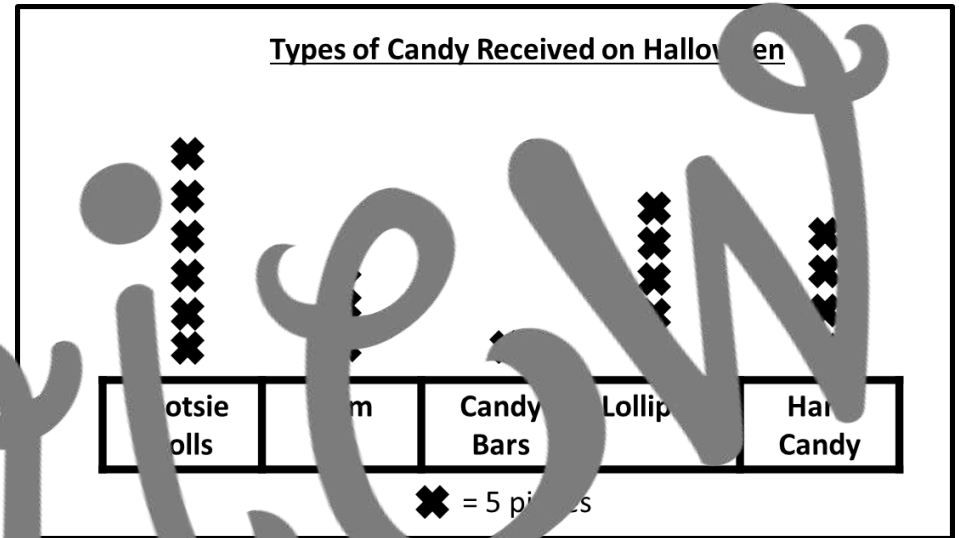
# 16



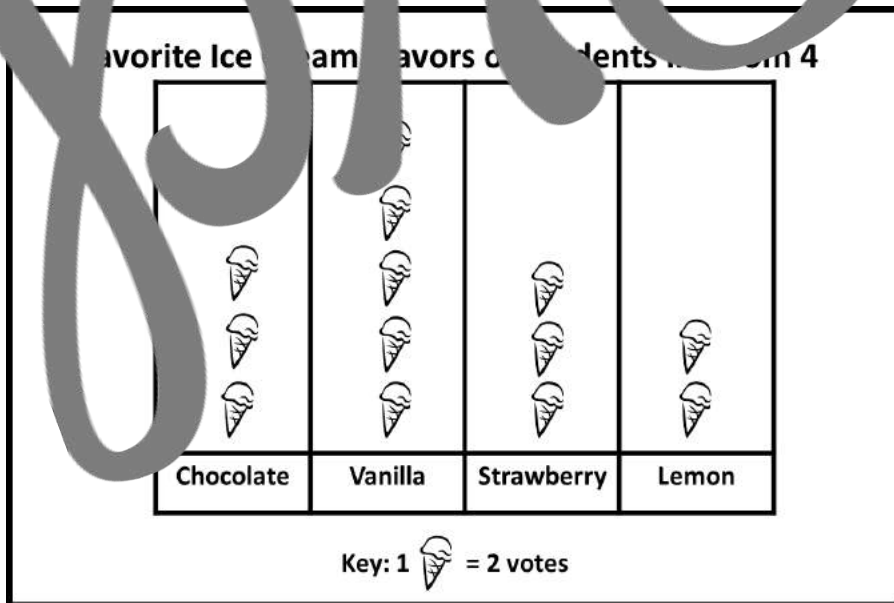
# 17

	2
	8
	12
	4
	7

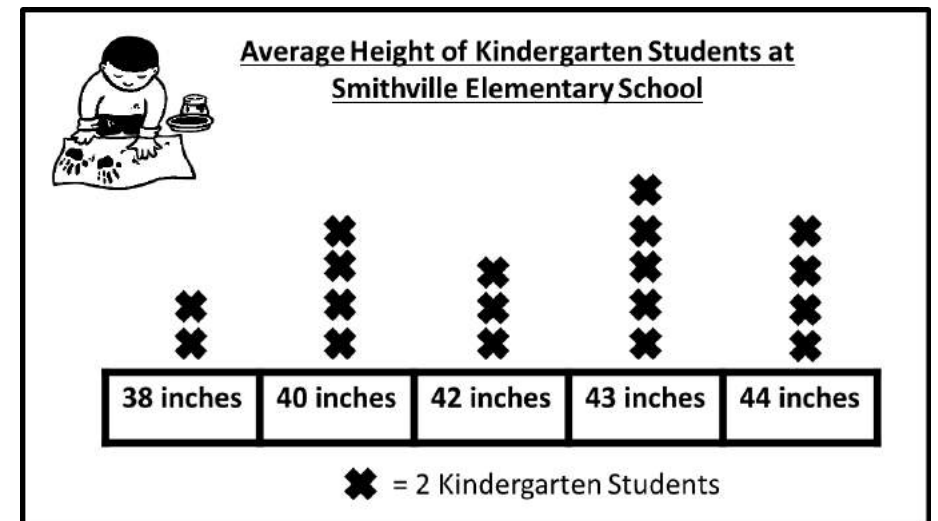
# 18



# 19

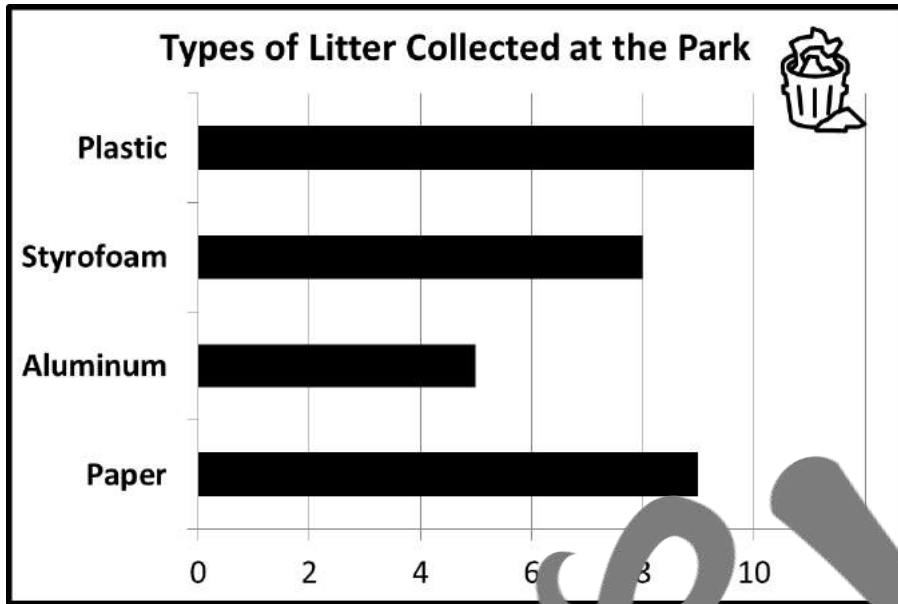


# 20

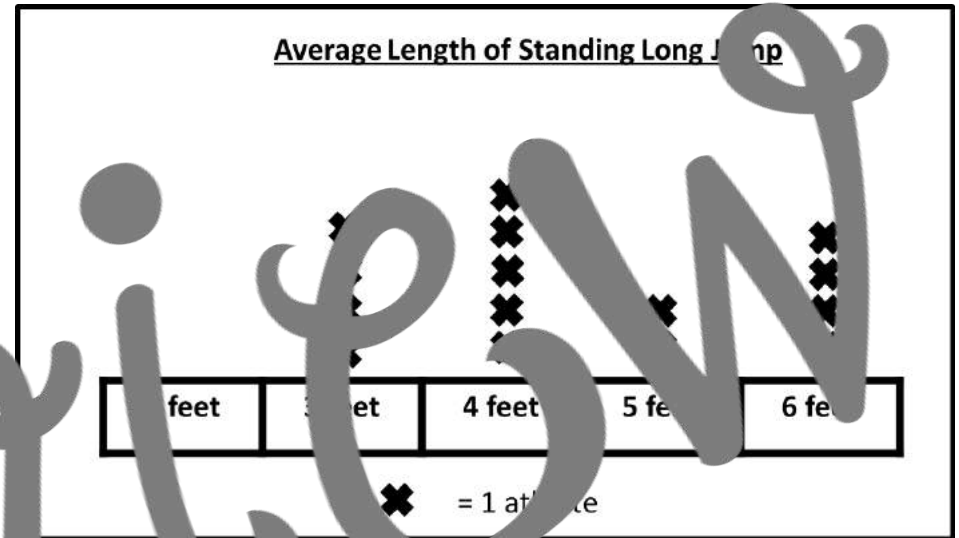




# 21



# 22



# 23

**Minutes of Reading Completed**

15 Minutes	3
30 minutes	10
45 minutes	8

# 24

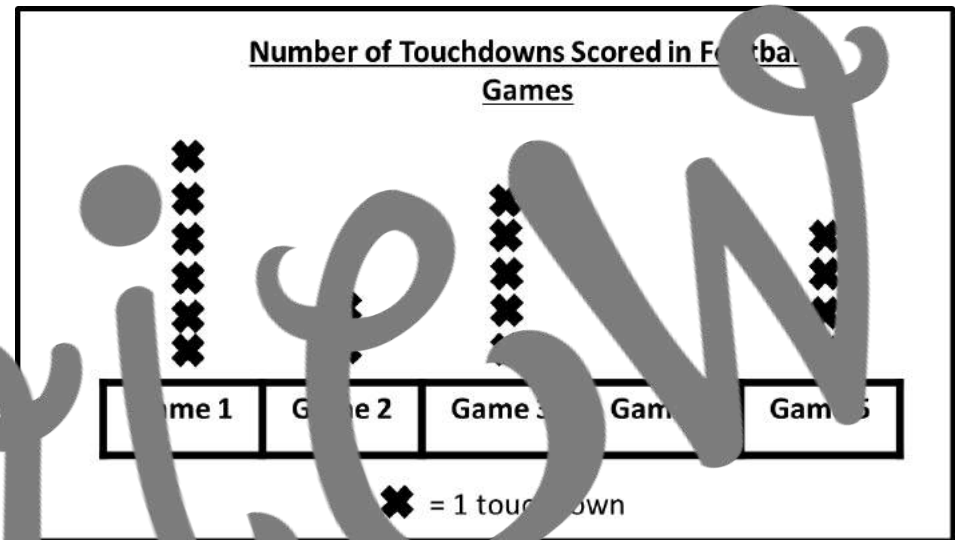
**Number of Passengers on Public Transportation**

Monday	48
Tuesday	63
Wednesday	26
Thursday	49

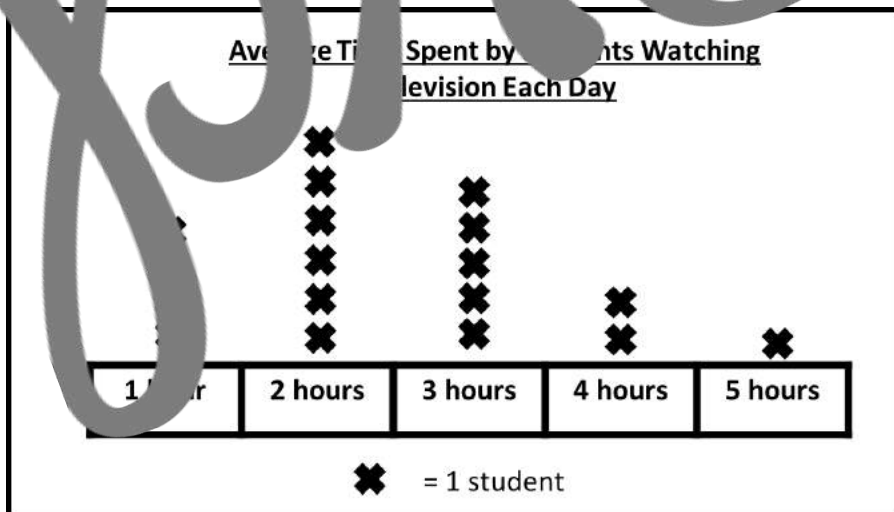
# 25

Number of Students Out Sick	
Monday	4
Tuesday	6
Wednesday	2

# 26



# 27



# 28

Pets in Each House	
Pets	Frequency
2	1
3	1
4	4
5	2
6	3

Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# TYPES OF GRAPH SORT RESPONSE SHEET

Sort each graph by the type, and then record them below.

Pictograph	Bar Graph	Dot Plot Line Plot	Frequency Table

previews

# TYPES OF GRAPHS SORT

Pictograph	Bar Graph	Dot Plot Line Plot	Frequency Table
1	6	2	5
3	7	4	9
8	11	18	17
10	12	20	23
14	13	22	24
17	15	26	25
	16	27	28
	21		

# WRITE YOUR OWN QUESTIONS

Examine each graph and write your own question that could be answered using the graph.

# TEACHER SUGGESTIONS

## WRITE YOUR OWN QUESTIONS

- In this activity students are asked to write questions that could be answered using the provided graph.
- This activity can be used in a variety of ways:
  - ✓ Small group with teacher guidance
  - ✓ A partner activity for practice
  - Independently to assess

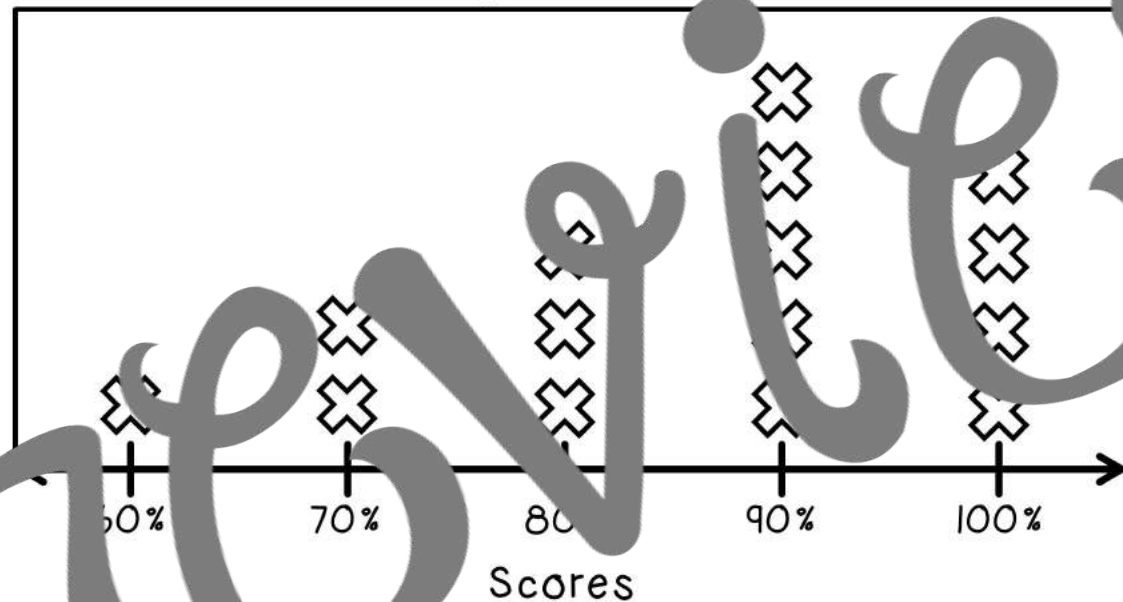
### Materials

- Included:
- Recording Sheet
  - Example
- Not Included:
- Pencil
  - Answer Key

# WRITE YOUR OWN QUESTIONS

## EXAMPLE

Spelling Test Scores



1. How many more people scored a 90% than an 80% on their spelling test?
2. How many spelling tests were scored total?
3. How many fewer students scored a 100% than a 90%?

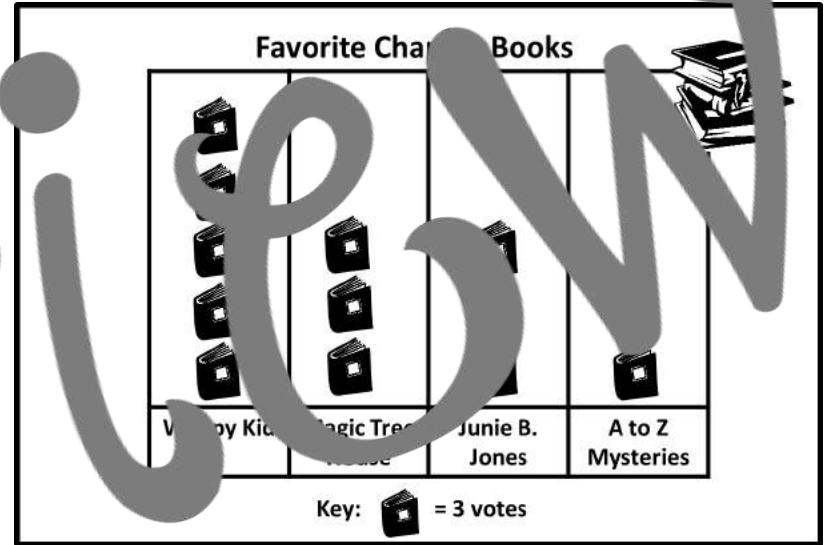
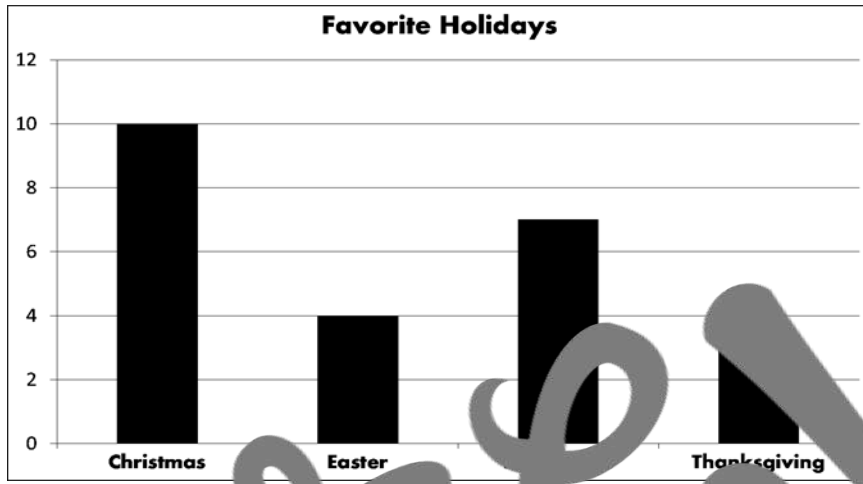
Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# WRITE YOUR OWN QUESTION RESPONSE SHEET

Study each graph, and then write three questions that you could answer using the graph.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



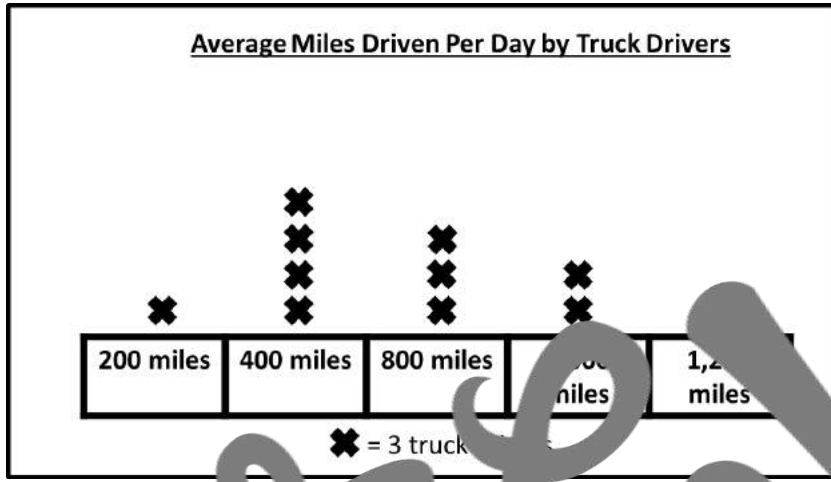
Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# WRITE YOUR OWN QUESTION RESPONSE SHEET

Study each graph, and then write three questions that you could answer using the graph.



Number of Students Sick	
Monday	4
Tuesday	6
Wednesday	2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# ANSWERING QUESTIONS ABOUT GRAPHS

Use the information in the  
graphs to answer each  
question.

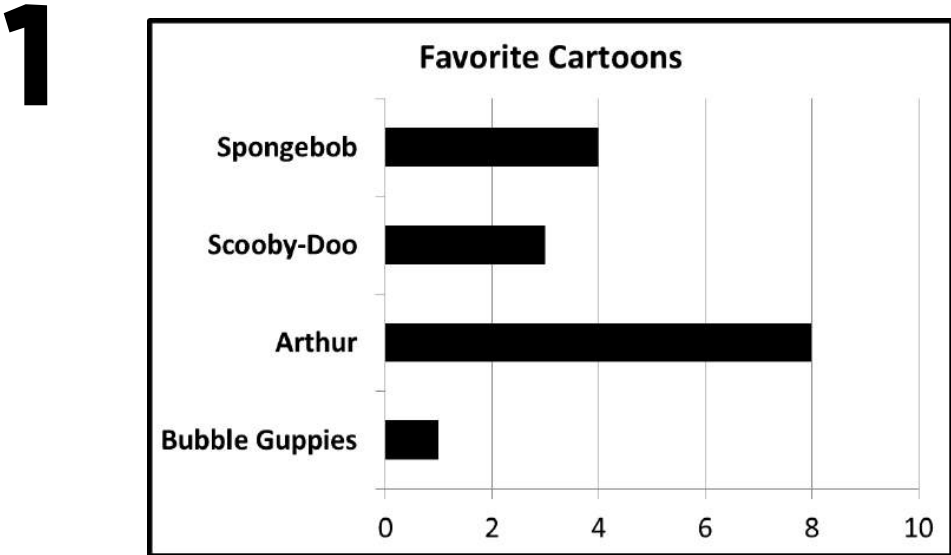
# TEACHER SUGGESTIONS

## ANSWERING QUESTIONS ABOUT GRAPHS

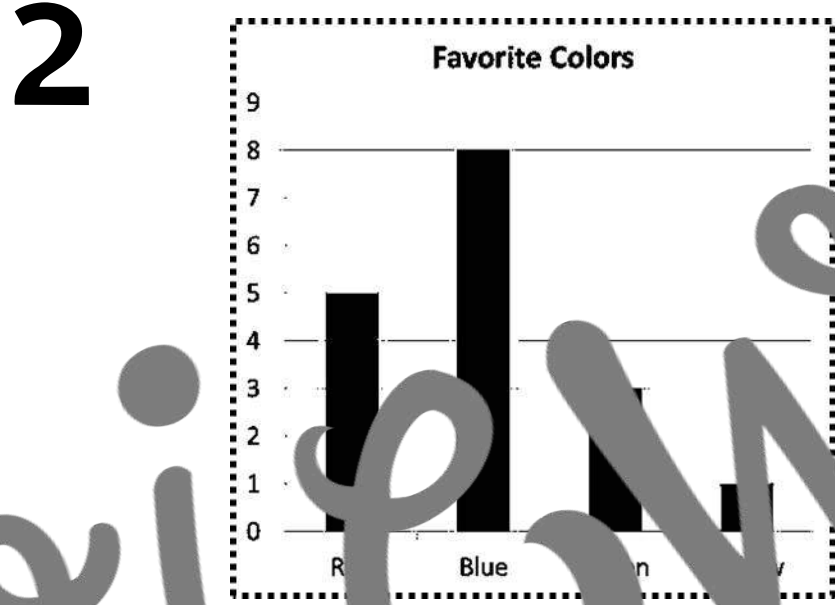
- In this activity students are asked to use the provided graphs to answer questions.
- This activity can be used in a variety of ways:
  - ✓ Small group with teacher guidance
  - ✓ Partner activity for practice
  - ✓ Independently to assess

### Materials

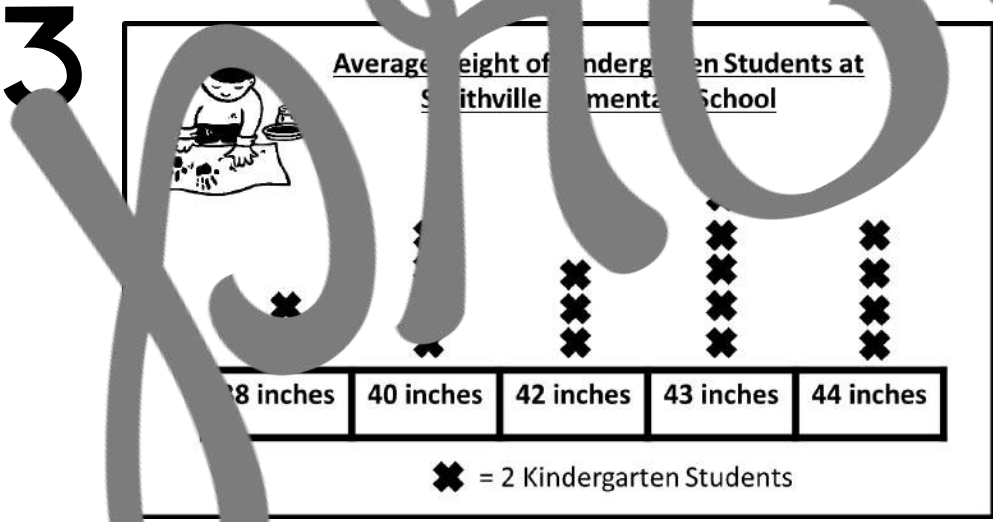
- Included:
- Graphs with Questions
  - Recording Sheet
  - Answer Key
- Not Included:
- Pencil



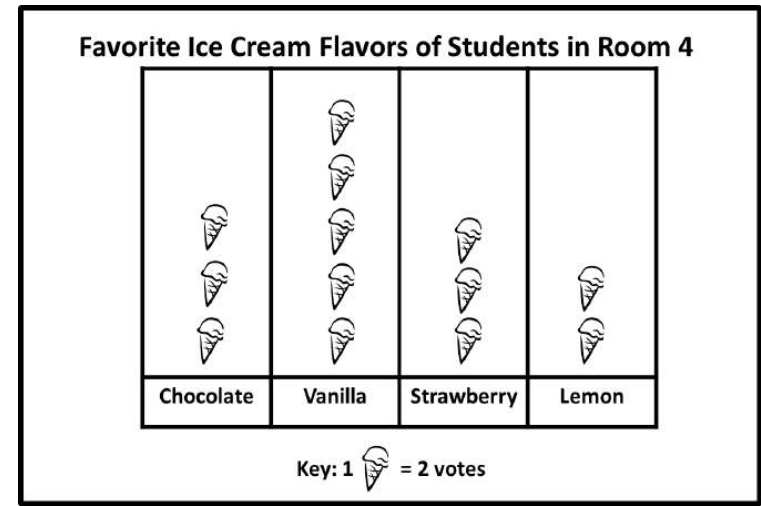
How many more people prefer Arthur to Spongebob?



How many more students chose blue than green and yellow?

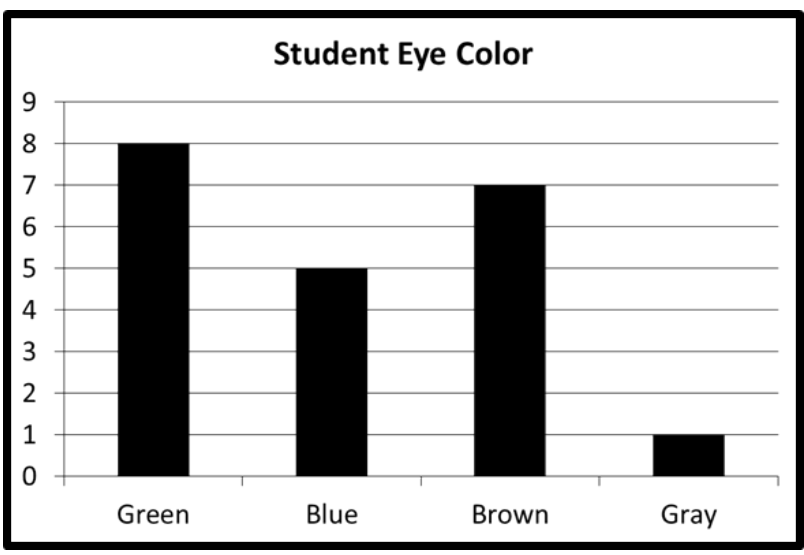


How many kindergarteners are less than 42 inches tall?



How many people chose strawberry or lemon as their favorite?

5



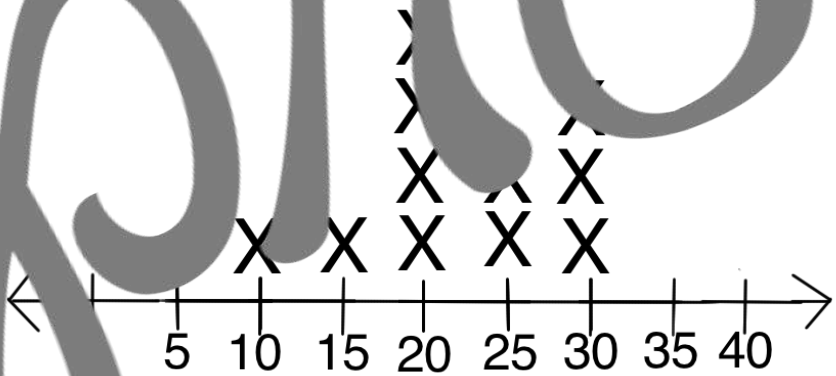
How many students were asked their eye color?

6

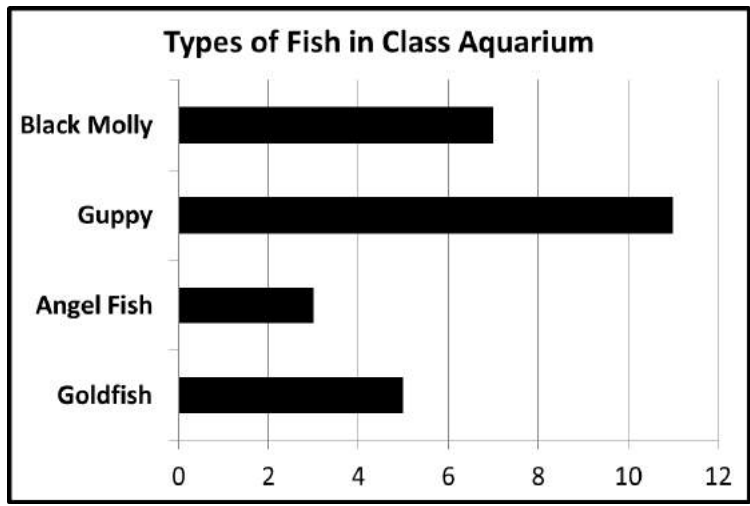
Monday	48
Tuesday	63
Wednesday	26
Thursday	4

How many more passengers were there on Monday than Wednesday?

7



If each X represents 5 people, how many people are 30 years old?



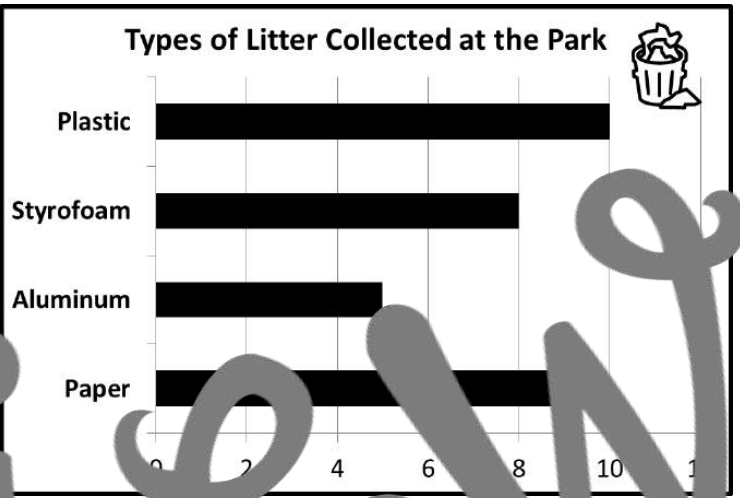
How many more guppies are in the tank than goldfish?

9

Car Accidents By Month	
May	4
June	8
July	9

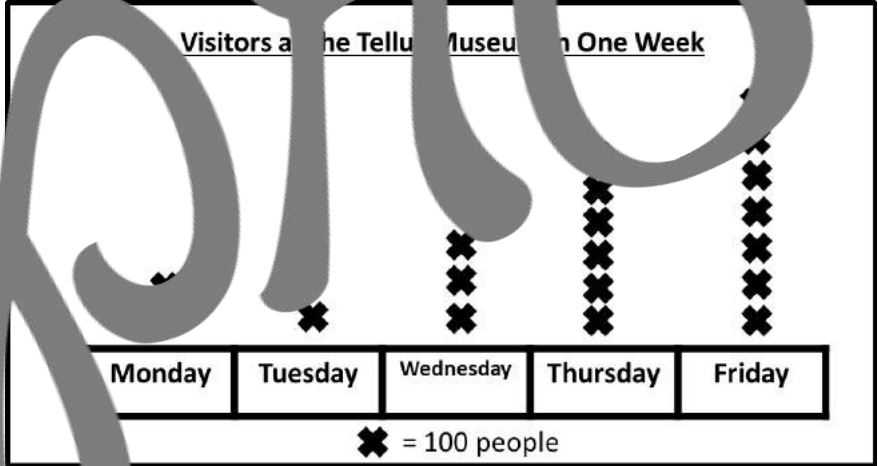
How many car accidents were there in all three months?

10



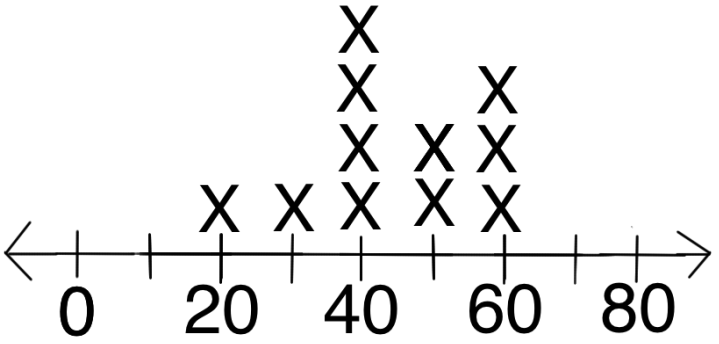
How many less pieces of aluminum were collected than plastic?

11



How many people visited the Tellus Museum on Tuesday and Wednesday?

12



If each X represents 3 boxes. How many boxes of 60 crayons are there?

Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# ANSWERING QUESTIONS ABOUT GRAPHS RESPONSE SHEET

Study each graph and use the data to answer the question.

1	2	3	4
5	6	7	8
9	10	11	12

previews

# ANSWERING QUESTIONS ABOUT GRAPHS

## ANSWER KEY

<b>1</b> 4 people	<b>2</b> 4 students	<b>3</b> 12 kinders	<b>4</b> 10 people
<b>5</b> 21 students	<b>6</b> 22 passengers	<b>7</b> 15 people	<b>8</b> 6 guppies
<b>9</b> 21 accidents	<b>10</b> 5 pieces	<b>11</b> 400 people	<b>12</b> 9 boxes



# DATA MATCH

Match each dot plot to the table that displays the same data.

# TEACHER SUGGESTIONS

## DATA MATCH

- In this activity students are asked to match each dot plot to the table that displays the same information.
- This activity can be used in a variety of ways:
  - ✓ In a small group with teacher guidance
  - ✓ As a partner activity for practice
  - ✓ Independently to assess

### Materials

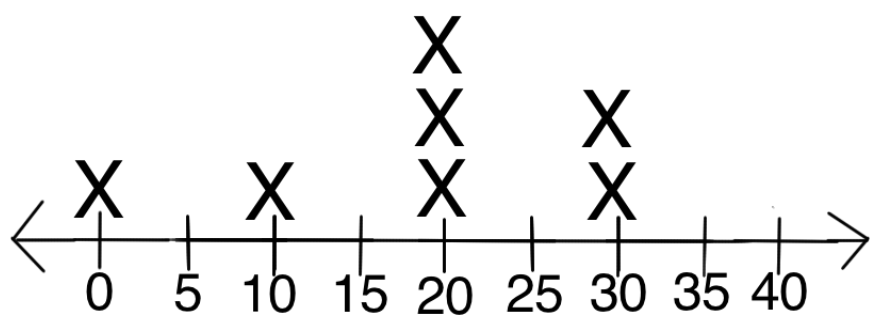
#### Included:

- Dot Plots
- Data Tables
- Recording Sheet
- Answer Key

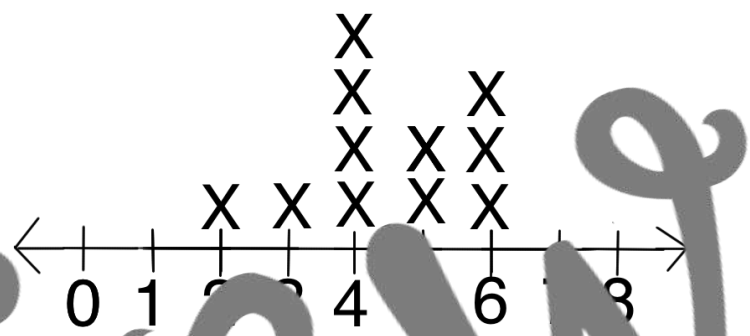
#### Not Included:

- Pencil

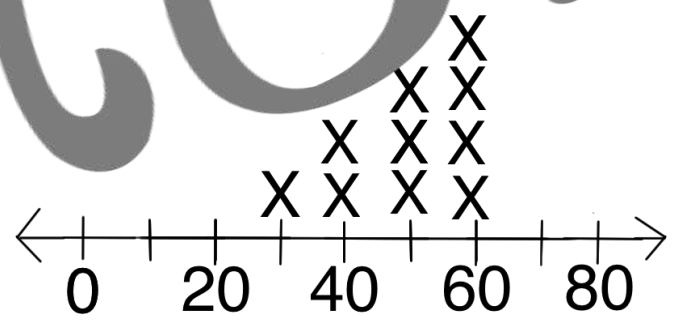
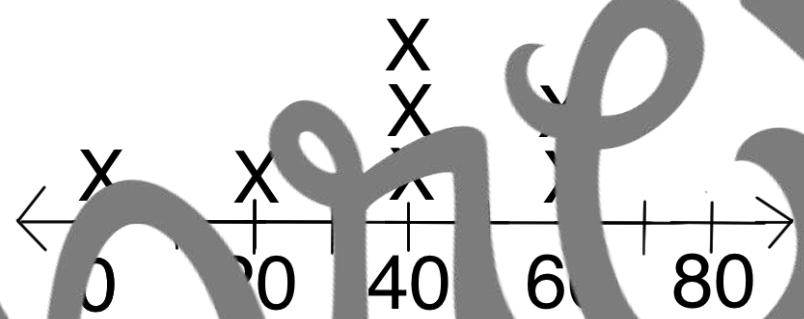
1



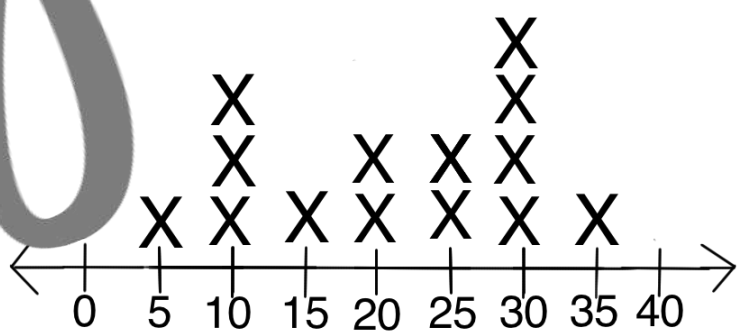
2



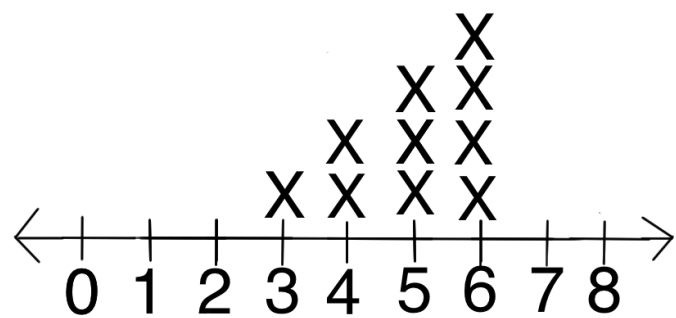
3



5

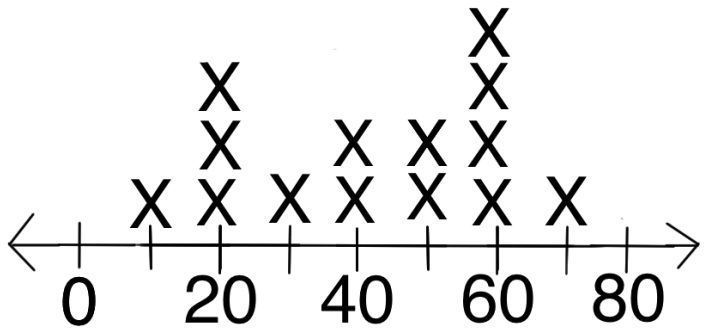


6

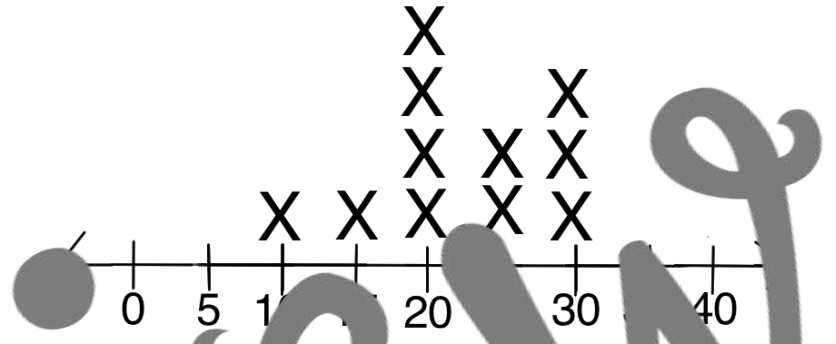


Practice writing the word **review** on the lines.

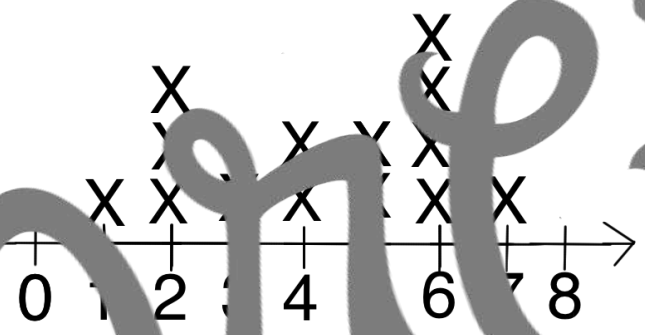
7



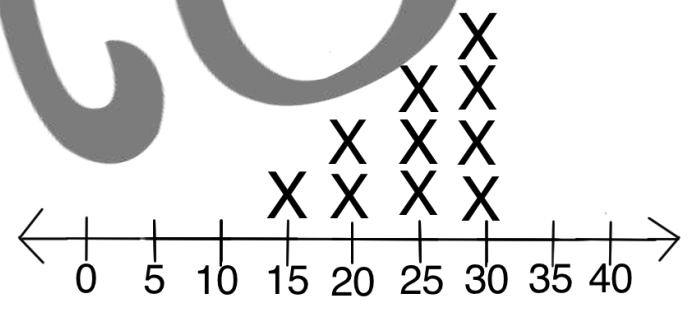
8



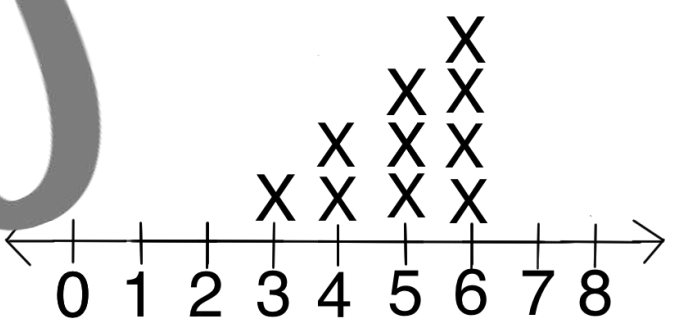
9



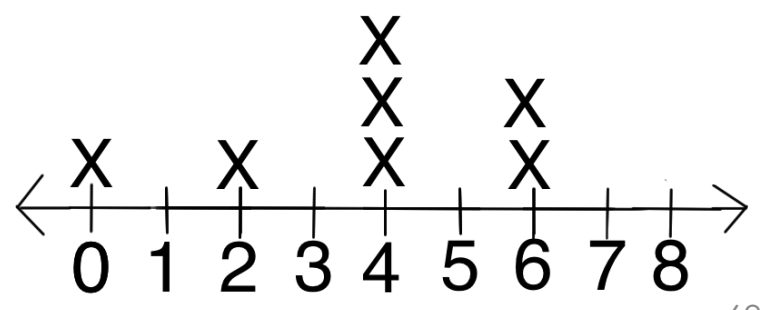
10



11



12



Some review

# E

Number	Frequency
10	1
20	3
30	1
40	2
50	2
60	4
70	1

# C

Number	Frequency
10	1
15	1
20	4
25	2
30	3

# J

Number	Frequency
1	1
2	3
3	1
4	1
5	2
6	4
7	1

# A

Number	Frequency
15	1
20	2
25	3
30	4

# H

Number	Frequency
3	1
4	2
5	3
6	4

# G

Number	Frequency
0	1
2	1
4	3
6	2

# F

Number	Frequency
0	1
10	1
20	3
30	2

# I

Number	Frequency
2	1
3	1
4	4
5	2
6	3

# B

Number	Frequency
0	1
20	1
40	3
60	2

# L

Number	Frequency
30	1
40	2
50	3
60	4

# K

Number	Frequency
5	1
10	3
15	1
20	2
25	2
30	4
35	1

# D

Number	Frequency
3	1
4	2
5	3
6	4

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

# DATA MATCH RESPONSE SHEET

Match each dot plot to the table that displays the same data.

1	2	3	4
5	6	7	8
9	10	11	12

previews

# DATA MATCH ANSWER KEY

1F

2I

3B

4W

5K

6D

7E

8C

9J

10A

11H

12G



# DATA SPIN

Spin to create a tally table, and then create a dot plot with the data.

# TEACHER SUGGESTIONS

## DATA SPIN

- In this activity students are asked to use a spinner to collect data in a tally table, and then use it to create a dot plot with a scaled interval.
- This activity can be used in a variety of ways:
  - ✓ In a small group with teacher guidance
  - ✓ As a partner activity for practice
  - ✓ Independently to assess

### Materials

Included:

• Data Spinners  
• Recording Sheet

• Rubric

Not Included:

• Pencil  
• Answer Key

Name \_\_\_\_\_

# \_\_\_\_\_

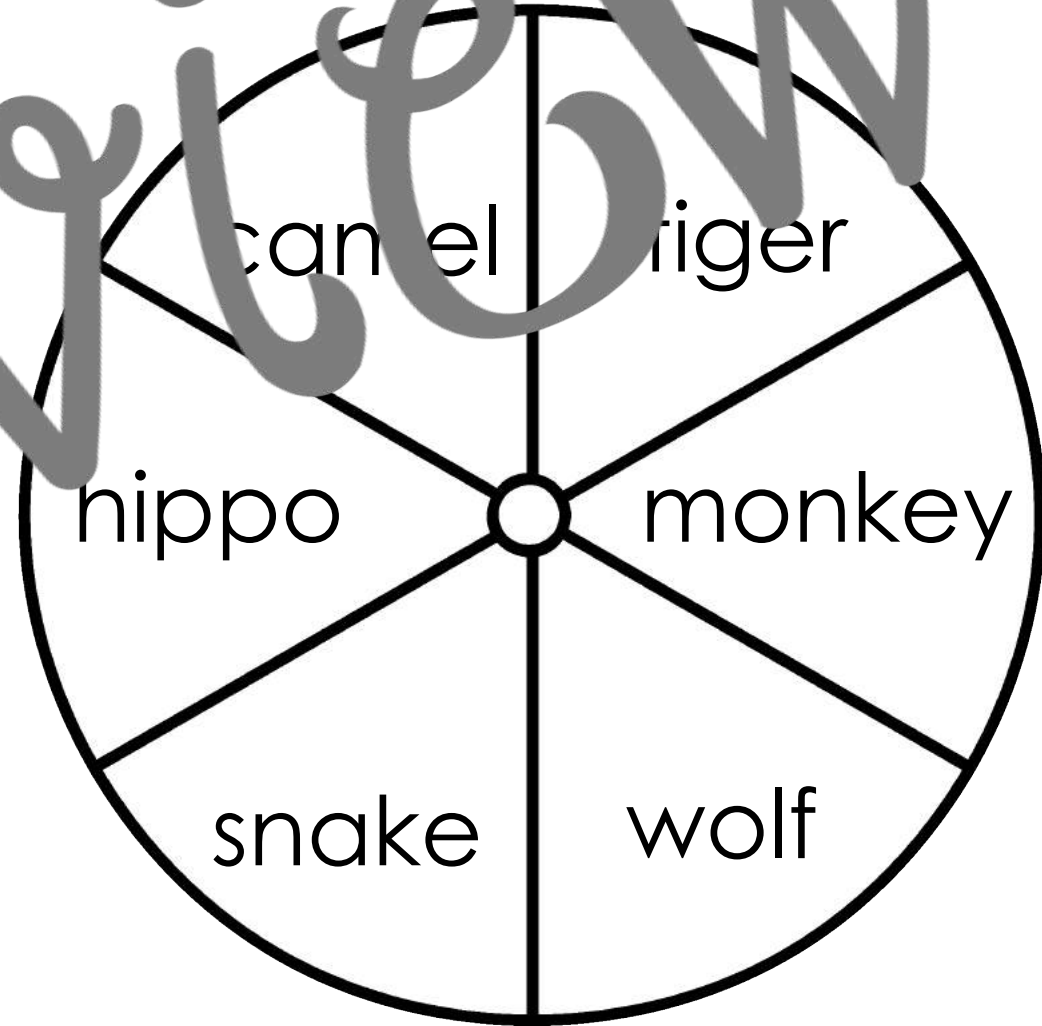
Date \_\_\_\_\_

# DATA SPIN RESPONSE SHEET

Use the spinner to collect data fifty times. Then create a dot plot with a scaled interval to display the information.

## Favorite Zoo Animal

Favorite Zoo Animal				



one view

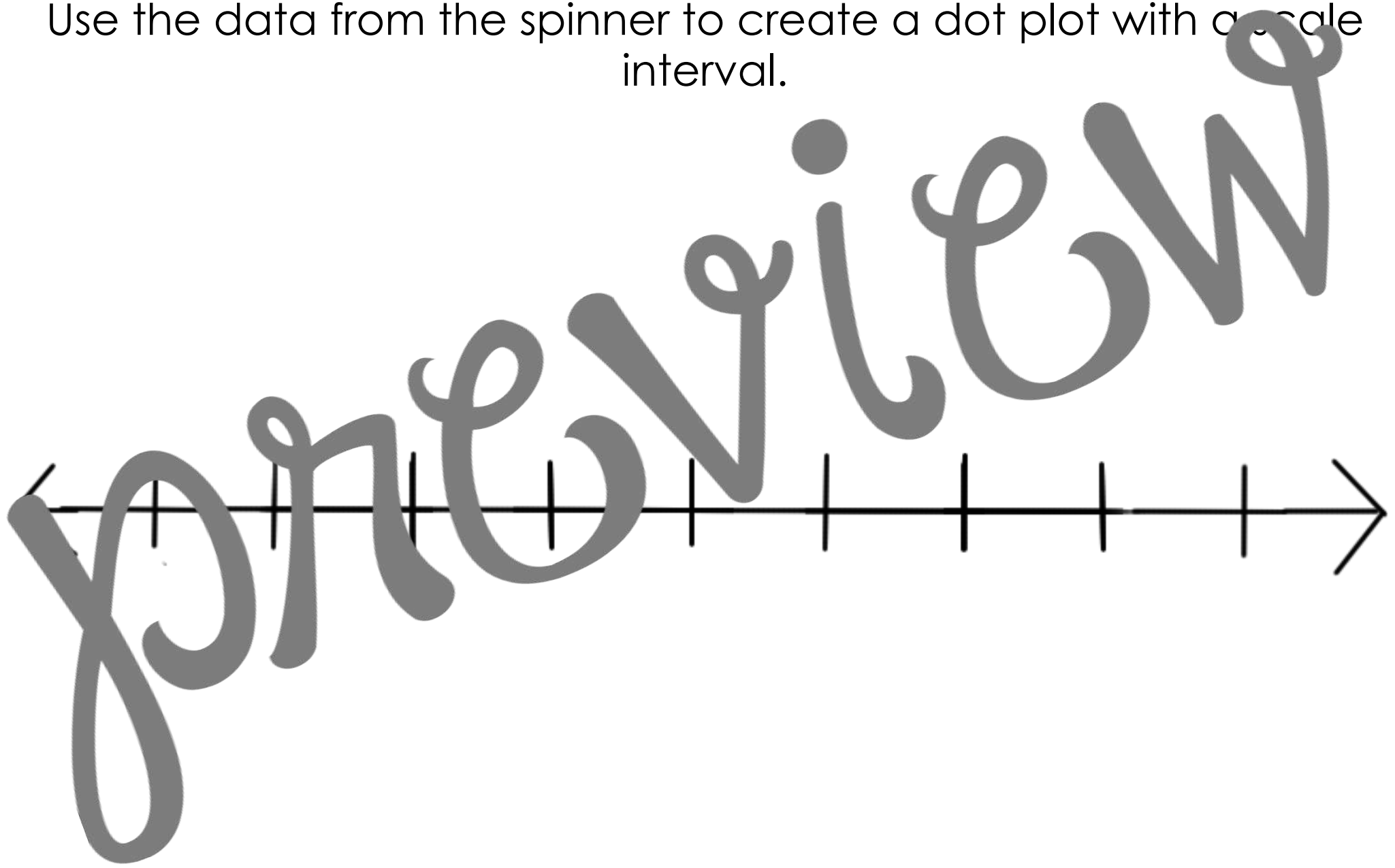
Name \_\_\_\_\_

# \_\_\_\_\_

Date \_\_\_\_\_

# DATA SPIN RESPONSE SHEET

Use the data from the spinner to create a dot plot with a scale interval.



Name \_\_\_\_\_ # \_\_\_\_\_

Date \_\_\_\_\_

# DATA SPIN RUBRIC

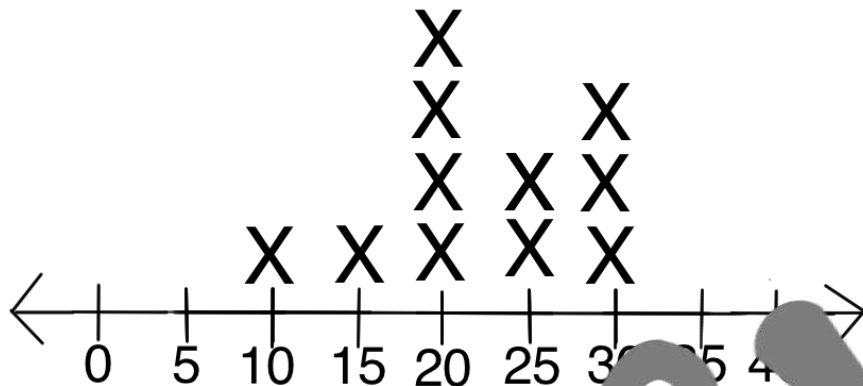
	<b>1 point</b>	<b>3 points</b>	<b>5 points</b>
<b>Data Collection</b>	Data is incomplete.	Most of the data was collected.	All data was collected and given a title that makes sense.
<b>Title and Labels</b>	The dot plot does not have a title or scaled interval.	The dot plot has a title, but not a scaled interval with key.	The bar graph has both a title and scaled interval with key.
<b>Dot Plot</b>	The dot plot is inaccurate or incomplete.	The dot plot is complete, but may have mistakes.	The dot plot is complete and accurate.
<b>Neatness</b>	The data and dot plot are difficult to read due to messiness.	The data or dot plot are hard to read due to messiness.	The data and dot plot are organized and neat.

Preview

**SCORE** \_\_\_\_/20

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

# TEST BRIDGE QUESTIONS



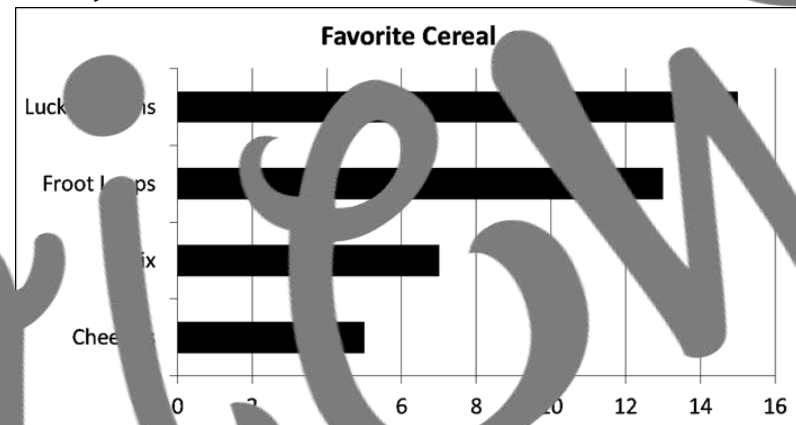
**X = 3 students**

1. How many students read less than 20 minutes?

- a. 5
- b. 6
- c. 7
- d. 2

2. How many students read 30 minutes or more?

- a. 9
- b. 3
- c. 6
- d. 5



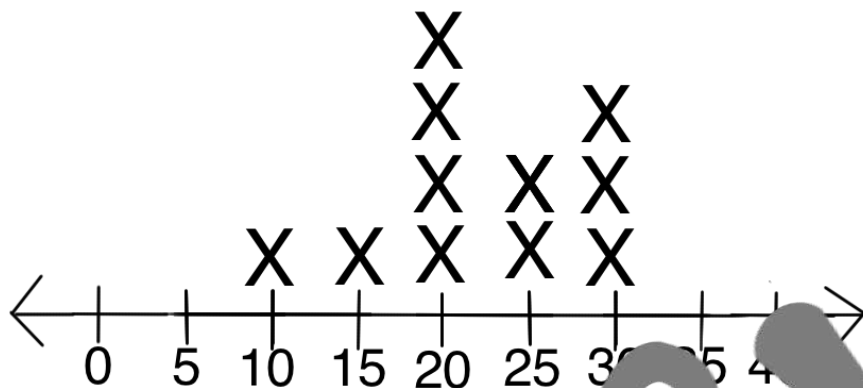
3. How many students chose Trix or Froot Loops?

- a. 6
- b. 13
- c. 20
- d. 7

4. Which two cereals were chosen a combined 18 times?

- a. Lucky Charms and Trix
- b. Trix and Cheerios
- c. Froot Loops and Cheerios
- d. Lucky Charms and Cheerios

# TEST BRIDGE QUESTIONS ANSWER KEY



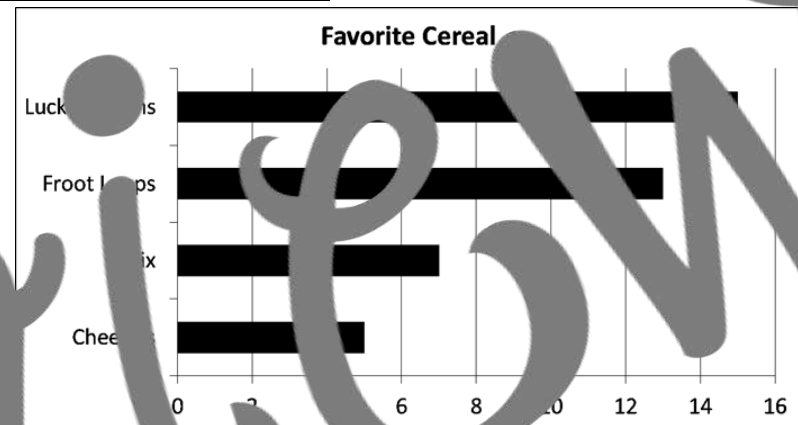
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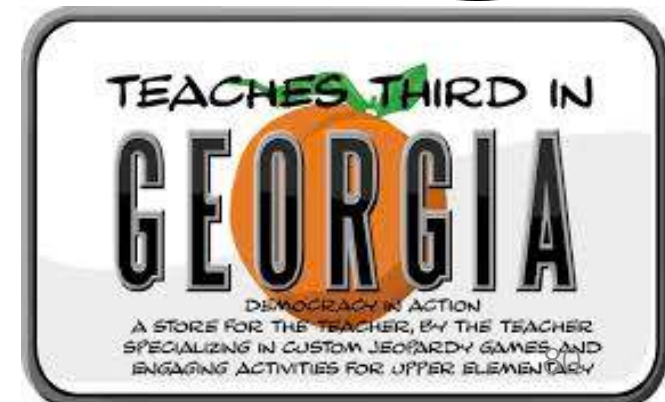
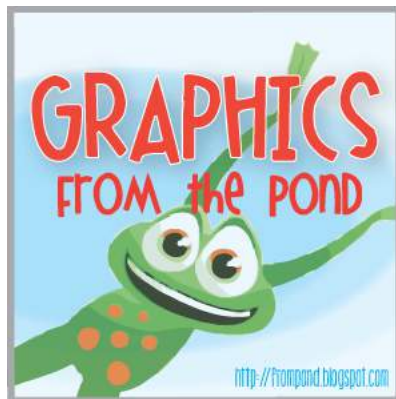
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