

**Subject (grade):** WA 20

**Lesson Title:** Collecting Data

**Teacher:** Nicholas Ciarciaglini (Mr. Ciarciaglini)

**Timeframe:**

60 mins

**Desired Results:**

Objectives/Outcome(s)/Indicator(s):

**WA20.11** Extend and apply understanding of representing data using graphs including:

- bar graphs
- histograms
- line graphs
- circle graphs.

*Key Understanding ('I can' statements):*

1. I can collect data.
2. I can create graphs for the data I collected

Assessments:

In this lesson I will be assessing:

Assessment of Learning (*Formative*): I will be assessing the student's work on their projects that is the appearance of their project. (**See Rubric WA20**)

Assessment of Learning (*Summative*): I will be assessing the math behind (the graphs they do) the final product of their project. (**See Rubric WA20**)

**Procedures:**

1. They will only have one class.
2. For 15 minutes they will collect data from at least 10 of their peers.
3. For 15 minutes they will create at least three different types of graphs.
4. For 30 minutes they will create a 10-slide presentation for presenting for their peer. Which should include (**Checklist**):
  - a. Picture of their project
  - b. The reason why about their two mediums and word.
  - c. The Area and Volume of their project.
  - d. The data they collected from their peers.
  - e. The graphs they created.

5. They will take the Self-Assessment home and complete it.

Additional Procedures:

None

**Materials:**

The students will need the following document:

- Workbook
- Laptop
- Worksheet 3
- WA20 Checklist Sheet
- Reflection

Yourself (teacher) will need:

NONE

**Resources:**

Chapter Two of the textbook: Graphical Representations.

2.1: Line graphs

2.2: Bar graphs

2.3: Histograms

2.4: Circle graphs

How to go about using Microsoft Word or Google Docs to insert equations:

[Creation of a Font](#)

**Adaptions/ Differentiations:**

Some adaptations/differentiations for this lesson:

- Allowing students to type up their plans inside Word or Docs.
- If students need more time to finish their plan give them that extra time to work on it.
- Look at examples from the textbook about creating graphs.

**Management Strategies:**

Here are some management strategies for this lesson:

- If the students are fooling around and not Focusing on their own Project tell them:

- They will not get any more class time to work on their projects.