

LAQUESHIA S. WHITE

Graph of the Day

Mathematics Curriculum Tool

Unit 1 – Graphs, Probability, and Patterns

Activity #	Related TEK	GLE #	GLE Text and Benchmarks
			Data
1,2,3	3.14a/b	39	Identify categories and sort objects based on qualitative (categorical) and quantitative (numerical) characteristics (D-1-E)
4,13,12	3.14a/b	42	Match a data set to a graph, table, or chart, and vice versa (D-2-E)
4,13,5,6	3.14a/b	43	Represent and solve problems using data from a variety of sources (e.g., tables, graphs, maps, advertisements) (D-3-E)

Students use <http://nces.ed.gov/nceskids/createagraph/> to create graphs from data that they collect. They will learn to insert their graphs into a word document and use this data to generate and answer questions on a working document. There will be a daily data wiz selected after the tools and processes are introduced. The data wiz will be responsible for creating the class graph using the data that was generated by the whole group or homework assignment. The data wiz will insert the graph and begin the process for the class by asking a question for other students to solve during Independent Work Time/Center Time. The other students will take turns answering, and then giving a question until all possibilities are exhausted. The teacher will assess each student's ability to ask and answer appropriate questions that match the given graph as well as time management. The students will monitor this process by marking their names off of the student checklist attached to the monitor of the data wiz computer.

Rationale

Data analysis appears to be an area of weakness on our iLEAP Assessments. A relative advantage of using this procedure within a data analysis lesson would be to promote exploration and presentation of student generated data where the students take ownership of the product. Also, it gives the students opportunities to apply math knowledge and skills in meaningful texts.

