

DATA FROM INTERVIEWS

Performance Standard (10A/10B).B

Create and conduct a survey about favorite foods, gather and represent the data, interpret data and make predictions to present to the class:

- *Mathematical knowledge*: Represent data appropriately;
- *Strategic knowledge*: Create appropriate questions and organize and interpret the data systematically; and
- *Explanation*: Explain what was done and why it was done.

Procedures

1. *In order to organize, describe and make predictions from existing data (10A) and formulate questions, design data collection methods, gather and analyze data and communicate findings(10B)*, students should experience sufficient learning opportunities to develop the following:
 - Organize and interpret simple data such as pictographs, tallies, tables, and bar graphs.
 - Make predictions from data.
 - Create and use interview questions to gather data.
2. Each student will formulate their own question about a given topic, collect, organize and display the information acquired and explain their ending project.
 - Day 1 – Introduce the topic of ‘food’ to the students. Explain that they will be thinking of a question that they can ask their classmates about this topic (e.g., What is your favorite ice cream?, What do you usually eat for breakfast?, Which food group do you eat from the most?...) The students are given a blank sheet on which to write their question and then gather and record the data by interviewing their classmates.
 - Day 2 – Students are given graph paper to organize their data into a bar graph.
 - Day 3 – Students pick two other ways to display their data. They may choose a pictograph, tally graph, or table. Create the new displays to be mounted on posterboard.
 - Day 4 – Students mount displays, question and gathered data on posterboard. They must write at least 3 statements interpreting the data and one statement that makes a prediction from the data.
 - Day 5 – Students present to the class their data collection, graphs, interpretations and predictions.
3. Assess using the standard rubric. Mathematical Knowledge can be assessed by checking the continuity of the graphs, graph labeling and interpretations. Strategic Knowledge can be assessed by observing the organization and display of gathered data. Explanation can be assessed by the presentation of information and the level of interpretation. A student who is only interpreting the graph using “most” and “least” and the number in each column is not meeting the standard in the explanation component.

Examples of Student Work follow

Time Requirements

- This task is designed to be a week-long (5 day) project, approximately 1 class period per day.

Resources

- Blank paper
- Graph paper
- 1 posterboard per student
- Writing utensils, crayons, markers
- Mathematics Rubric

ASSESSMENT (10A/10B).B

"Exceeds"

What is your favorite candy?

What is your favorite candy?

Sucker	3
gum	5
Caramel	15

What is your favorite candy?

Sucker gum caramel

MEETS

Do not use blue protograph
Use print one from other poster.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

I had a tie between sucker and gum. Caramel had 12 more than sucker and gum. Caramel had 15. I predict that more people will pick caramel because caramel had a lot.

