

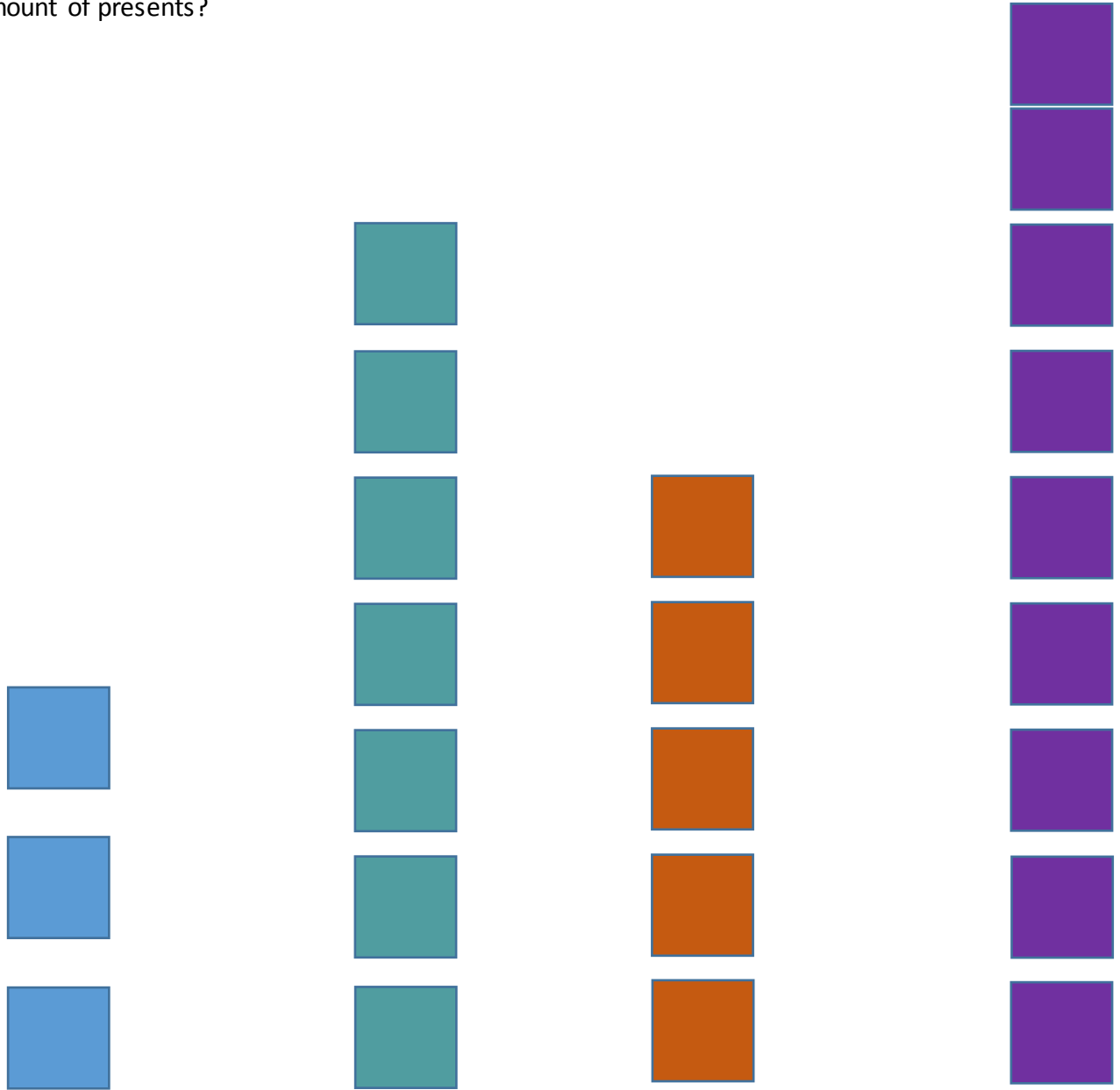
Understanding Average

Concept	Students will use visual models to determine the average of a set of data.
Focus Lesson 1	<p>Teacher asks the following questions and records student responses on chart paper for students to refer to later.</p> <p>Pose the following question and visual to students:</p> <p>Look at the data in the graph below.</p> <pre> x x x x x x x x x x x x <u>x x x x x x</u> 1 2 3 4 5 6 </pre> <p>Ask: <u>What could this data represent?</u> (possible responses could include, but are not limited to: results of a survey, scores on a test, ages of students, grade level of students in a club, etc.)</p> <p>Ask: <u>What do you notice about this data?</u> (record student responses) Possible responses could include, but are not limited to: column 1 has the most x's, column 6 has the fewest x's, columns 4 and 5 are tied with 3 x's, etc.</p> <p>Ask: <u>What information can we find with this data?</u> (record student responses) A line plot graph uses a number line to record how often something is taking place. I would look for responses that support this definition of a line plot graph.</p>
Round of Math Daily 3	
Focus Lesson 2	<p><i>Prior to this lesson, prepare chart paper with the following problem along with the data recorded on a line plot graph (see Task Problem Attachment for data). Use sticky notes (it helps to use different colors to represent each of Mrs. Smith's kids) to represent presents so that students can manipulate the graph to answer the task's question.</i></p> <p>Students will work with a partner to solve the following task:</p> <p>Mrs. Smith has been buying her 4 kids birthday presents throughout the year. When Mrs. Smith begins to wrap the gifts, she realizes that some of her kids are getting more presents than the others. How would you redistribute the presents so that each of her kids all get the same amount of presents?</p>
Round of Math Daily 3	
Focus Lesson 3	<p><i>Partners will share out their strategy for solving the previous task about birthday presents.</i></p> <p>After students have shared strategies, have them independently solve this problem:</p> <p>Jane passes out pizza to her classmates at the pizza party. She quickly realizes that each table group received a different number of slices. How can she redistribute the pizza to average the slices out?</p>
Student Sharing	

Task Problem

(Create 1 set of data for each partner group of students on chart paper with post-it notes)

Mrs. Smith has been buying her 4 kids birthday presents throughout the year. When Mrs. Smith begins to wrap the gifts, she realizes that some of her kids are getting more presents than the others. How would you redistribute the presents so that each of her kids all get the same amount of presents?

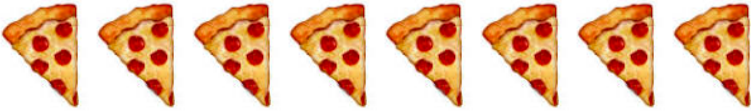
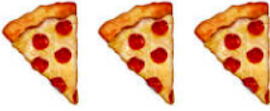
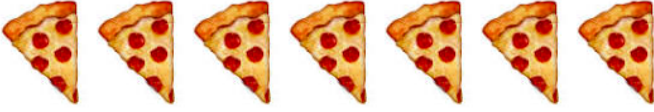

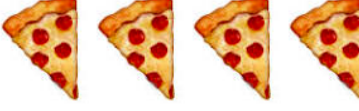
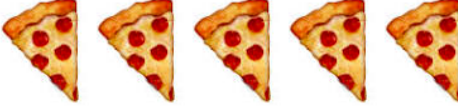


Josh	Katie	Jack	Stephanie
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Name: _____

Data: Understanding Average

Jane passes out pizza to her classmates at the pizza party. She quickly realizes that each table group received a different number of slices. How can she redistribute the pizza to average the slices out?

Table 1	
Table 2	
Table 3	
Table 4	
Table 5	
Table 6	

After redistributing the pizza slices, what is the average number of slices per table? _____

In the space below, use words, numbers, or symbols to explain how you found the average: