

Kingswood grade 4- data management
Read, describe and interpret primary data

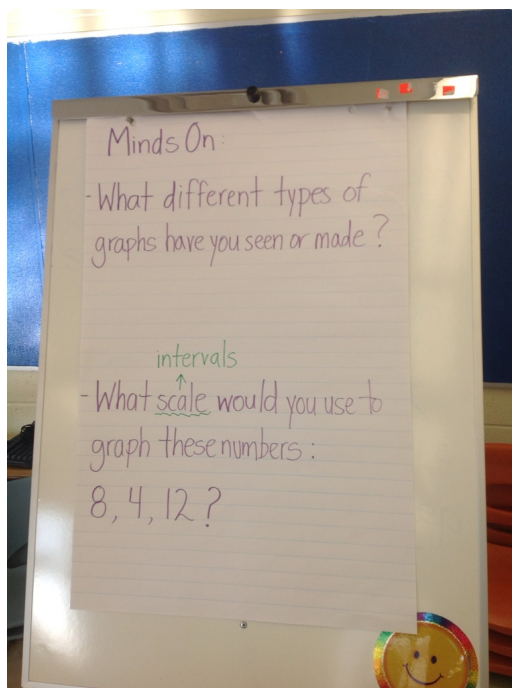
Comparisons/ combinations of information / drawing conclusions
Making inferences in terms of predictions- predict what results are likely for another class - make a prediction if we extended the data what would happen

Bars should be separated- visual information- drop category if it's a zero- both directions- need title and labels - scale can be labeled numerically or use a grid that represents it

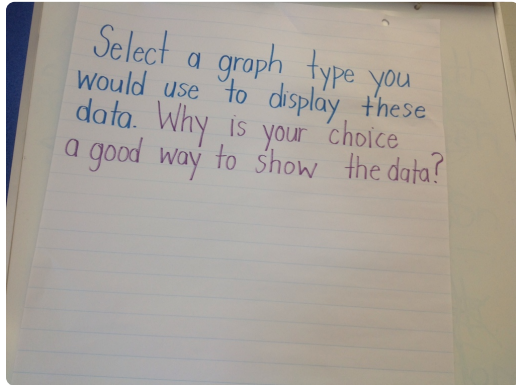
Expose to intervals

Data management in EQAO included multiplication/ addition/ probability/ subtraction

Minds on: tell me what types of graphs you know about?



Action:



Observations

Identified pictograph /bar graph/ line graphs/

Scale- numbers on a graph usually found on the y-axis, but can also be found on the x-axis

Group A titled the graph, so group B copied the same title on their graph
Group A

Counted

Dragon flies by 5

Ants by 1's

We can't fit 20 on this, how about we make it by 5 or 10

There's only going to be 4 numbers on the scale

It makes the most sense because these are even numbers

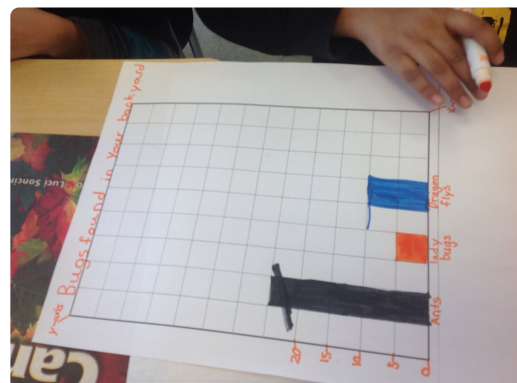
Labelled graph by 5's

Then made titles for columns

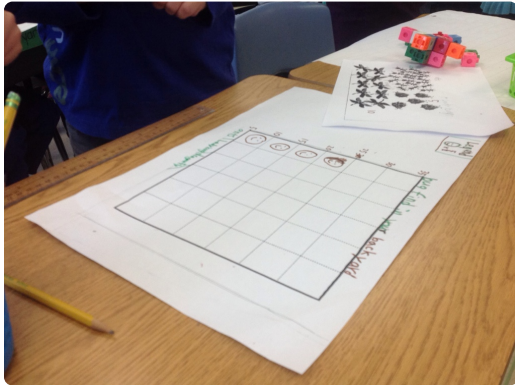
Coloured in graph

Which bug is most common

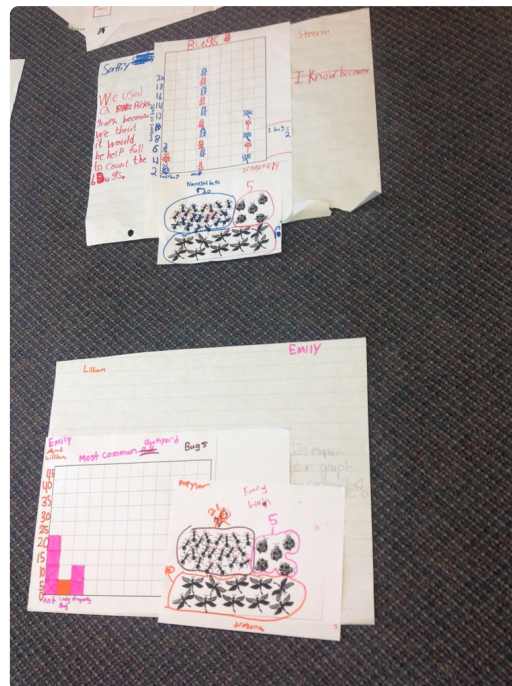
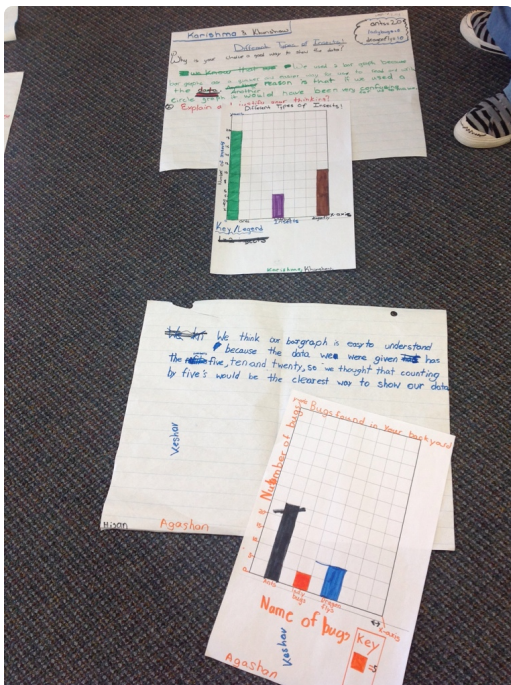
What is the least seen bug

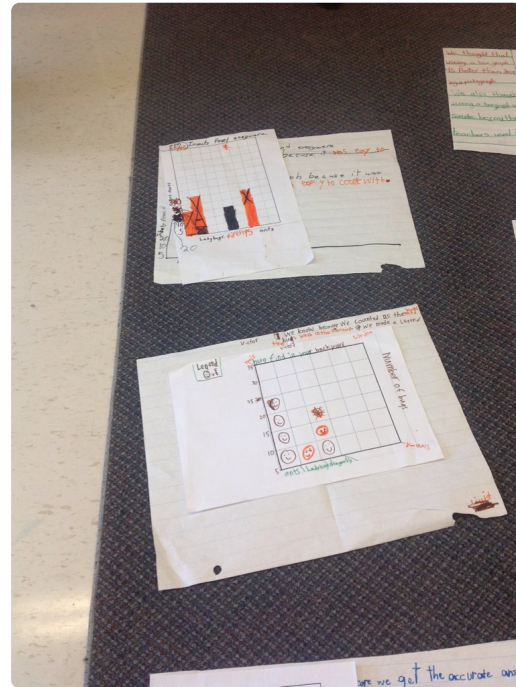
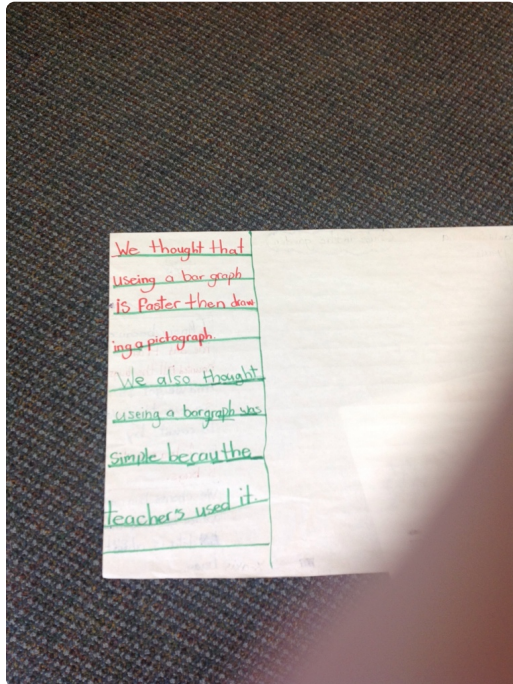


Group A
Doesn't know what the scale is



Started at 5





Debrief: gallery walk

On a post it note write:

Ask kids to find a graph they have a question about

Find one that has something they you didn't include

Find one that is similar to their graph

Write down something you would add to your graph / walk around

Come back and read your post it's.

Share

Focused on features and not data

Create a class graph/create an anchor chart- what makes a good graph?

Questions: what was your mathematical reason for choosing this graph?

Order is important- how would you order the bars to show your information In The most effective way? Why?

