

Week number: #3 [Sept. 17th – 21st, 2018]

Week topic: Graphing & Its Relationships, Review of Chapter One Key Terms

DAY ONE

Objective: Understanding Graphs – Types of Graphs

Materials: textbook, notebooks, graphing paper, sample print out of line, bar, and pie graphs, scissors, glue, chart paper

Assessment: Oral Communication - Participation

Vocabulary: line graph, bar graph, pie chart

5 minutes Warm-up	07:45-07:50
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Would you rather to record information using pen and paper or a camera?

10 minutes Introduction to Types of Graphs	07:50-08:00
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- Ask the students the following question: Why are graphs important in life? - they provide a visual representation of the data (bar) , changing in data (line), or how much of each data is present (pie, circle)
- Explain to students that there exists three main types of graph: line, bar, and pie (also referred to as circle) with each graph having its own characteristics.

10 minutes Graphic Organizer on Graphs	08:00-08:10
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- Work with students to create a graphic organizer that compares and contrasts the three different types of graphs. Demonstrate using chart paper, how to divide the organizer into three columns with the title of the graph as a heading.
- Work with students to summarize key points about the graphs

13 minutes Create your own graphic organizer	08:10-08:23
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- Have students recreate their own copy of the graphic organizer in their own notebooks that we completed in the class together
- Ask student recreate the graphs in their own notebooks

5 minutes – Wrap up	08:23 – 8:28
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- Students to gather materials in preparation for next class

Homework: to ensure their graphic organizer is complete

DAY TWO

Objective: Understanding Graphs –Making graphs

Materials: textbook, notebook, graphing paper, exit slips, graphing worksheet

Assessment: Written and Oral Communication - Participation

Vocabulary: independent, dependent, variables, x-axis, y-axis, scale, labels, title

5 minutes Warm-up	07:45-07:50
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- Ask for student volunteers to complete homework checks
- Review the definition of a graph

20 minutes Making a graph - characteristics	07:50-08:10
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- Ask student volunteers to hand out the graphing worksheet entitled “There’s a graph for that!”
- Review the important characteristics in making an sort of graph: scale, labels, title

30 minutes Making a graph - worksheet	08:10-08:40
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- Explain to the class that in this lesson they will learn how to use surveys to collect data and graph the data. As a class complete the collection of data survey by asking the class what their favorite dessert type is.

25 minutes (You do) Making a graph - worksheet	08:40-09:05
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- Ask students to complete the graphing worksheet

6 minutes – Wrap up	09:05-09:11
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Exit Slip – What is something new that you learned about graphs today?

Homework: students are to finish up the graphing worksheet for homework

DAY THREE

Objective: Understanding Graphs – Identifying the relationship between variables on a graph

Materials: textbook, notebook,

Assessment: Oral Communication - Participation

Vocabulary: relationship, direct, indirect

5 minutes Warm-up	07:45-07:50
<ul style="list-style-type: none"> - Ask for student volunteers to complete homework checks - Review the definition of a line graph 	
10 minutes Relationships between variables in a graph	07:50-08:00
<ul style="list-style-type: none"> - Explain to students that there are three types of relationships between variables on a graph. Use pg. 20 as a guide to explaining the three kinds of relationships. 	
10 minutes Drawing the relationships	08:00-08:10
<ul style="list-style-type: none"> - Recreate the graphs on page 20 in their notebook 	
13 minutes Independent Time	08:10-08:23
<ul style="list-style-type: none"> - Students to answer questions on page 21 	
5 minutes – Wrap up	08:23-08:28

Students to gather materials in preparation for next class

Homework: none

DAY FOUR

Objective: Review of Chapter One Key Terms

Materials: textbook, notebooks

Assessment: Oral Communication - Participation

Vocabulary: chapter one key terms

5 minutes Warm-up	07:45-07:50
<ul style="list-style-type: none"> - Ask would you rather write a poem or song? 	

10 minutes Chapter Key Terms	07:50-08:00
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- Ask the students the following question: How do key terms help with understanding?
- Explain to students that they will be looking to identify the key terms in Chapter One and that they will write the definitions for the key terms in their notebooks

10 minutes Key Term Organizer	08:00-08:10
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- Work with students to create a graphic organizer that lists the key terms and their definitions
- Work with students to build the graphic organizer, ask students to include illustrations to help with understanding the definitions.

13 minutes Create your own graphic organizer	08:10-08:23
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- Have students recreate their own copy of the graphic organizer in their own notebooks that we completed in the class together

5 minutes – Wrap up	08:23-08:28
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- Students to gather materials in preparation for next class

Homework: complete the definitions for homework