



Who is Fitzy Fox?

MATHS: GRAPHING CLASS DATA

Description:

In this lesson, students learn how to create tables, tallies and picture graphs while also getting to know their classmates in a little more depth.

Australian Curriculum Links:

Foundation

Data representation and interpretation

- Answer yes/no questions to collect information and make simple inferences (ACMSP011)

Year 1

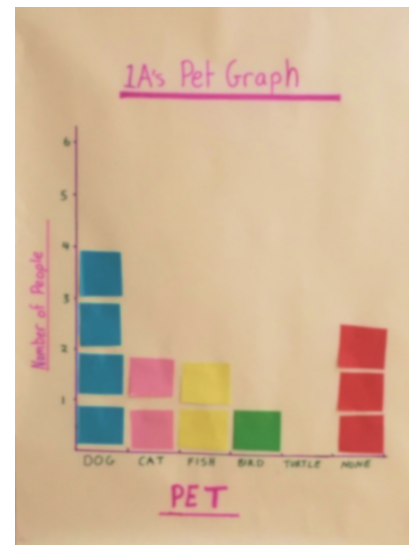
Data representation and interpretation

- Choose simple questions and gather responses and make simple inferences (ACMSP262)
Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)

Year 2

Data representation and interpretation

- Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048) Collect, check and classify data (ACMSP049)
Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)



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Lesson Outline:

Introduction:

Model how to complete a tally chart by collecting data from questions such as "Who has a pet at home and what type of pet is it?"

Body:

Model how to **create a graph**: Give students a post-it-note and on it, they write their type of pet or 'none' if they don't have one.

Ask students to come up to the large graph on the board (prepared by the teacher) and place their post-it-note in the appropriate place.

Describing the graph: Ask students to make statements from the graph. For example, "In our class 5 people have a dog" or "In our class 8 people don't have a pet."

Independently or in small groups, students create their own question such as:

- Favourite type of pet?
- Favourite gelato/ice-cream flavor?
- Would you prefer a veggie burger or meat burger?

Once, the students have tallied the data, they can create a graph and make statements from it for example "5 out of 10 people like chocolate ice-cream).



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Conclusion:

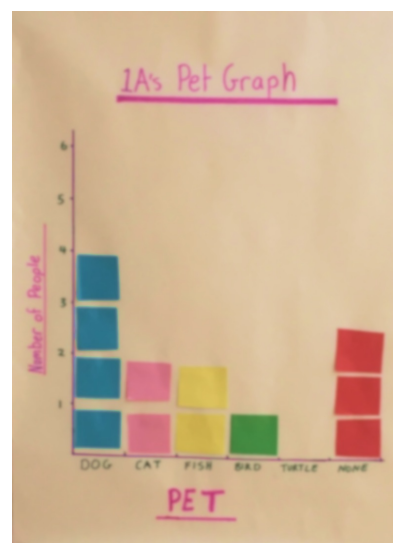
As a whole class, students discuss their data and use this opportunity to work out any misconceptions about tallies and graphs.

Assessment:

- Workbook samples of creating tallies and graphs.
- Anecdotal evidence of discussions (questioning, reading tallies etc)

Resources:

- Pens/Pencils
- Poster paper
- Post-it-notes



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