Lesson Plan: Graphing (Day 3 of Topic)

Topic: Bar Graphs

Objective: Students will be able to construct and interpret a Bar Graph

NYS Learning Standards:

- SI 1.1- Formulate questions independently with the aid of references.
- SI 1.2- Construct explanations using visual models.
- SI 1.3- Present and defend explanations so they can be understood and assessed.

M3.1a- use appropriate tools to solve problems about the natural world.

M2.1a- interpolate and exterpolate from data.

M2.1b- quantify patterns and trends

Materials:

Worksheet, overhead and transparencies, powerpoint presentation, projector, graph paper, pencils

Anticipatory Set:

Ask students to write down two reasons why a Bar Graph is different than a Line Graph.

Methodology:

1. Discuss what a Bar Graph is.
2. Discuss why we use Bar Graphs.
3. Show overhead transparency giving different illustrations of Bar Graphs.
4. Ask students why we use Bar Graphs?
5. Describe necessary components of a Bar Graph.
6. Ask students to draw their own Bar Graph based on what kinds of pets the students have at home. (Dogs, Cats, Fish, Guinea pigs, Hamsters, Birds, etc.) Take a survey- collect data- wri down on the board.
7. Have students work in pairs to construct Bar Graph based on the data collected. One graph pe group.
8. Have students present their graphs to the class.
9. What are the advantages of using a Bar Graph?

HW:

Complete worksheet on Bar Graphs.