

Data About Us

Investigation 2 Types of Data Day 1 2.1 Category and Number Questions

Connection

Prior Work	Current Big Idea	Future Work
<ul style="list-style-type: none"> Collect data. 	<ul style="list-style-type: none"> Distinguish between questions that produce word answers and number answers. 	<ul style="list-style-type: none"> Use graphs to group data.

Lesson Process

Steps	Student activity	Teacher Support	Comment/Evaluation
Launch 10-15 minutes	<ul style="list-style-type: none"> Read Introduction to Investigation 2. Discuss answers to questions. 	<ul style="list-style-type: none"> Focus on questions posed in the introduction to Investigations 2. “Look over the questions, and think about how you would respond to each.” “To which questions would respond with a word?” “To which questions would you respond with a number?” 	<ul style="list-style-type: none"> Help students summarize what they know about categorical and numerical data.
Explore	<ul style="list-style-type: none"> Complete Problem 2.1 and Problem 	<ul style="list-style-type: none"> Look for interesting questions students 	

15-20 minutes	2.1 Follow-Up with partner or with group.	have generated to share with class.	
Summarize 8-10 minutes	<ul style="list-style-type: none"> • Talk about questions generated. • Contribute to list of numerical and categorical questions. 	<ul style="list-style-type: none"> • Start a class list of numerical and categorical questions. • Think about the kind data the questions will elicit. • Will responses actually answer the questions in which students are interested in? 	<ul style="list-style-type: none"> • Have students think about whether the data generated by their questions is what they intended.
Homework	<ul style="list-style-type: none"> • ACE questions 1-8. 		

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Investigation 2 Types of Data Day 2 2.2 Counting Pets

Connection

Prior Work	Current Big Idea	Future Work
<ul style="list-style-type: none"> Distinguish between categorical data and numerical data. 	<ul style="list-style-type: none"> Reading information from graphs. 	<ul style="list-style-type: none"> Make judgments about the accuracy and reliability of given data. Make inferences and predictions about the group to which given data pertains.

Lesson Process

Steps	Student activity	Teacher Support	Comment/Evaluation
Launch 10-15 minutes	<ul style="list-style-type: none"> Read introduction to 2.2. Inspect data on counting pets. 	<ul style="list-style-type: none"> Ask questions to help student read the tables and graphs. Ask students to make a graph from the given data and then find the range, median, and mode. Help students read the data, read between the data, and read beyond the data. 	<ul style="list-style-type: none"> We cannot perform numerical operations on categorical data. Numerical measures such as mean, median, and range cannot be used to interpret categorical data.
Explore	<ul style="list-style-type: none"> Complete Problem 2.2 and Problem 2.2 Follow-Up with partner and with 	<ul style="list-style-type: none"> Listen to student discussions relating to questions from problem 2.2 and 	

15-20 minutes	group.	Problem .2 Follow-Up.	
Summarize 8-10 minutes	<ul style="list-style-type: none"> • Explain responses to the questions. • Discuss given responses. • Begin Mathematical Reflections. 	<ul style="list-style-type: none"> • Students may write additional questions that can and cannot be answered by the given data, and discuss their questions. 	<ul style="list-style-type: none"> • It is important for students to understand what they can and cannot know from a set of data.
Homework	<ul style="list-style-type: none"> • ACE questions 9-17. • Complete Mathematical Reflections. 		<ul style="list-style-type: none"> • Use Check-Up 1 after completion of Investigation 2.