



## Color Coding:

**Green (G)** - The lesson accurately reflects the Framework standard(s).

**Yellow (Y)** - This lesson includes notes to refer to while planning the lesson.

**Red (R)** - This lesson does not accurately reflect the Framework standard(s). Skip the lesson.

## Essential Question:

How can you describe the shape of a data set using graphs, measures of center, and measures variability?

## Lesson-by-Lesson Overview:

Lesson #, Standard	Title	Materials	Vocab	Notes
Show What You Know				
<b>13.1</b> <b>G</b> 6.SP.5c	Patterns in Data	MathBoard counting tape		Review <i>About the Math</i> in Ch. 13 TE pg. 515A for background information.
<b>13.2</b> <b>G</b> 6.SP.4	Box Plots		Lower quartile, upper quartile, box plot	This lesson only focuses on the part of the standard that addresses box plots.
<b>13.3</b> <b>G</b> 6.SP.5c	Mean Absolute Deviation	Counters, large number line from 0-10	Mean absolute deviation	Counters can be used to make a dot plot to help understand mean absolute deviation.
<b>13.4</b> <b>Y</b> 6.SP.5c	Measures of Variability		Measures of variability, range, interquartile range	<p>In the last lesson, students learned how to calculate one measure of variability, the mean absolute deviation.</p> <p>In this lesson students will calculate the range and the interquartile range. (See Framework pages 43-44)</p> <p><a href="https://www.cde.ca.gov/Ci/ma/cf/documents/mathfwgrade6lmg2.pdf">https://www.cde.ca.gov/Ci/ma/cf/documents/mathfwgrade6lmg2.pdf</a></p>
<b>Mid-Chapter Checkpoint</b>				
<b>13.5</b> <b>G</b> 6.SP.5c	Choose Appropriate Measures of Center and Variability	Index cards		Students will understand that one measure of center may be more appropriate because it gives a better description of the data values.

<b>13.6</b> <b>Y</b> 6.SP.3	Apply Measures of Center and Variability			<i>Go Deeper</i> - Have students create their own sets of data that have the same means and ranges as problems in the lesson.
<b>13.7</b> <b>Y</b> 6.SP.2	Describe Distribution	1 in. grid paper	Distribution	Review <i>About the Math</i> on pg. 541A to support student understanding of the relationship of graphing data and analyzing the data.
<b>13.8</b> <b>Y</b> 6.SP.2	Problem Solving - Misleading Statistics			This lesson addresses the center and spread of data, but doesn't fully address the standard as described in the Framework.  <i>Framework: As students analyze and/or compare data sets, they consider the context in which the data are collected and <b>identify clusters, peaks, gaps, and symmetry</b> in the data. Students learn that data sets contain many numerical values that can be summarized by one number, such as a measure of center (mean and median) and range.</i>

### Ch. 13 Test

<b>Reteach Options</b>	<p>Reteach standards from this unit to help meet students' need. Some ideas for reteach activities are listed below:</p> <ul style="list-style-type: none"> <li>● Math centers or math games focused on unit standards</li> <li>● Small group instruction focused on a single standard</li> <li>● Whole group instruction focused on a single standard</li> <li>● My Favorite No – Rewrite student work with an error and work as a class to identify positives in the work and areas that need to be revised</li> <li>● Select 1 – 3 problems to resolve in their groups and discuss whole class. We want new learning to occur on this day that helps students over misconceptions.</li> <li>● Complete the "Performance Task" from Go Math! In the Assessment Book in small groups. Share strategies and discuss whole class.</li> <li>● Use the Reteach activities based on standards that need intervention.</li> </ul>
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