

Hot Lesson, Grade 6

The Big E

Objective:

Students will be able to predict mean attendance of the Big E from supplied data.

Students will use prior knowledge of estimation.

Students will differentiate between more or less within the context of this lesson.

Language Objective:

Students will be able to identify and use the following math language: predict, prediction, attendance, mean, estimate, "estimate mean attendance"

Opening Preassessment: 15 minutes

Teacher directed, students will explore the pronunciation, definition, and utilization of vocabulary within language objective.

How many of you have ever heard the word predict?

Where have you heard it? When have you used it?

What is the difference between predict and prediction?

Can you use the word in an sentence and share with the class?

...and of course we take attendance in class every day? Who's here?

Didn't we talk about trends when we studied scatterplots?...

How about what the term "mean" represents?

Estimate?

Does everyone know what the Big E is? Predict what the term "estimate mean attendance" represents in relation to the Big E?

Lesson:

1. Students read aloud the attendance chart for the Big E. teacher models the first year.

2. Look at the attendance column. What trend do you see? Based on your prediction, what would the fair's attendance be for the year 2008? 2009?
3. In small group make a prediction for questions 1 and 2 with calculators.
4. CHECKPOINT: Team captains identify the small group is ready, and teacher asks questions pointed at different .
5. Reflection

Materials: each student needs a copy of the problem, a calculator, pencil and scrap paper, Ready Cups for small group