

I'm not robot!

## DISPLAYING STATISTICAL DATA

1. A car magazine did a survey of the colours of new cars bought in 1998. Draw a suitable pictograph to show this information. Remember to include a key.  
White: 1200, Blue: 900, Yellow: 550, Cream: 750, Green: 320, Red: 870, Black: 640

2. A group of 102 students listed their means of transport to school.

Means of transport	Bus	Car	Bike	Walk	Train
No. of students	40	30	6	20	6

Display this information as a pie chart.

3. Average amount of sleep needed a day.

New Born Baby	18 hours
2 year old child	13 hours
5 year old child	11 hours
10 year old child	10 hours
Adult	8 hours
80 year old adult	5 hours

Draw a suitable bar chart for this information.

4. A student collected data about the height of the pupils in her class. Draw a histogram for the tabulated data.

Height (cm)	Frequency
150 - 154	2
154 - 158	4
158 - 162	6
162 - 166	4
166 - 170	4
170 - 174	7
174 - 178	4

5. The table below shows the favourite colour of pupils, by gender.

Colour	Black	Blue	Yellow	Green	Red	Pink
No. of girls	8	7	3	2	5	2
No. of boys	6	8	1	5	7	0

Draw a composite bar graph for the data.

6. The test results of pupils, by gender, is shown below. Compare the results in a back to back stem and leaf plot.

Boys: 51, 32, 44, 72, 52, 69, 49, 32, 68, 53, 71, 55

Girls: 33, 46, 74, 35, 48, 61, 31, 47, 47, 68, 54, 36, 48, 70, 52, 63, 51

## Fractions Problem Solving Multiply < Divide

1. Michelle's family drinks  $\frac{1}{3}$  gallons of milk a day. How much milk do they drink in 4 days?

2. Mackie's recipe calls for 3 cups of sugar. She only has a  $\frac{3}{4}$  cup measuring cup. How many  $\frac{1}{2}$  cups will she need to make the full 3 cups?

3. Lance's mom bought a  $\frac{1}{2}$  pound bag of jelly beans. Lance and his brother had to share the jellybeans. How many pounds did they each get?

4. Ken and 2 friends bought a large popcorn at the movies. They each ate  $\frac{1}{4}$  of the popcorn. How much of the popcorn is left?

5. Jack bought 3 yards of fabric to make notebook covers. If each notebook cover uses  $\frac{1}{4}$  yards of fabric, how many notebook covers can he make?

6. Matanna runs  $\frac{2}{3}$  of a mile 3 times a week. How much does she run in two weeks?



new to teaching. It's a win-win situation for everybody. Hmmm. Highlight materials you'eAAAll need and have them available ahead of time InstructionConsidering the academic, social and personal needs of the students, write out the instruction plans, keeping sequencing in mind for flow. I doneÁÁAt feel well, I doneÁÁAt feel well, I've got a stomachache, I've got a stomachache. In American English it is usual to use the structure "I have (a cold)" when talking about sickness, however in British English the most common structure is "I've got (a cold)". Point to the card again and say "What's this?" and elicit the word for the hidden image ("Sore throat"). 5. Student A picks up a card but doesn't show Student B. Chorus Verse 2: I doneÁÁAt feel well, I doneÁÁAt feel well, I've got a sore throat, I've got a sore throat. Now move onto the next card and do the same. I doneÁÁAt feel well, I doneÁÁAt feel well, I've got a Nose, I have a nasal secretion. Looks like you have a cold! When you're done, put students in couples to act and identify each vocabulary element. Here's an example: the goal for my students is to name all the food groups and give examples for each group. What's up? " (GB version) Chorus: Hello, hello, what's going on? There are some ways you can do this, one way is that each teacher plan some subjects, then use the other lessons of your master partner for the subjects you did not plan. To continue enjoying our site, we ask you to confirm your identity as a human. Students have to identify the image that is acting holding the flash card or the poster image of their song. Students: He has an ear pain! Master: Let's see... (Read) "I have an ear pain." For example, suppose you created a lesson plan for social studies and sciences for the week, and your colleague created plans for language and mathematics arts. Include a warm-up activity to draw the attention of students. Have you ever heard of the expression "There's an app for that"? Students: Your ear! Teacher: Yes, look how big it is! What about Mr. STRING? Then take the next board card and give another student and ask the same question, getting the right answer. One of the best ways to plan the lesson faster is to collaborate with other teachers. Then play the song a couple more times until everyone has it. I don't feel well, I don't feel well, I have a nasal secretion, I have a nasal secretion. For the parts "I don't feel well", look very sad and clutch your head and stomach. Collaboration makes it much easier for the teacher and not to mention that students also love working!different students from other classrooms. In this way, each teacher only had to plan one or two subjects versus versus of them. Again, ask all the students with cards. It sounds like you've got a cold! (download MP3 here) Gestures for "What's Wrong? Students will learn about the five food groups first by looking at a food chart then going into small groups and brainstorming what foods go into each food group. Lyrics for "What's Wrong? Here are a few more teacher-tested ideas for thinking outside of the box. Everyone copy Mr. Stretch! (Student all hold their heads pretending to have a headache) Teacher: (reading on page 4) "What else is wrong, Mr. Stretch?". If Student B gets the gesture correct s/he can keep the card for 1 point. In order to be effective, lesson planning does not have to be exhausting and so detailed that you plan out each and every scenario. The player with the most points is the winner. You can do this swapping activity a few times if everyone enjoys it. For the sickness words act out the problem: - headache: hold head in pain - cough: hold hand over mouth and cough - stomachache: rub stomach - sore throat: hold throat and stick out tongue - runny nose: wipe nose and sniff - earache: hold ear in pain We also have a video that you can stream in class to sing along with (Internet connection required): 7. Teach the structures Next you are going to teach "What's wrong?", "What's the matter with you?" and "I have a/an ..." (GB: "I've got a/an ..."). Get the students really involved in the story by asking lots of questions and getting them to touch and say the parts of the body and sickness in the story. A great example of this comes from a fourth-grade classroom where the teachers in the school would change classrooms for different subjects. Teachers do this because it's their road map, it leads them to what their students will be learning and how they will go about teaching them. Try thinking outside of the box and have your students help you, invite a guest speaker or go on a field trip. Have the "patient" knock to the room and tell the patient to sit down. By walking through the lesson plan, you'eAAAll find areas that might need tweaking. It is called Planboard and One Note and Lesson Planning to name a few. Chorus the word 3 times. Walk around and ask questions as everyone is working. This helps you gain confidence and ensures successful classroom instruction. Let them have as much fun as they want, but keep circulating and helping with the target language. Say to the student "What's wrong?" or "What's the matter (with you)?" Finally, have the best pairs do their role-plays in front of the class. Lesson Procedure: Warm Up and Maintenance: See our "Warm Up & Wrap Up" page. After you'eAAÁve completed the lesson in the classroom, evaluate how it went. 2. Next, they will receive a paper plate and food cards. It sounds like you've got a cold!). The lesson helps students to learn a lot of useful structures and vocab and includes a nice, easy song to sing. What parts worked and which ones need adjusting? Before you even start to plan your lesson think about what your learning objective is. It sounds like you have a cold!" (GB: " Hmmm. Explain that you are the doctor and the student is the patient (who is very sick!). Start by standing in front of the class and doing the actions for one of the sickness vocab (e.g. hold your head and groan for "headache"). 4. I don't feel well, I don't feel well, I don't feel well today. Open your eyes and say to one student "What's wrong?" and s/he should reply according to the card s/he has. Review the key points. Thank you very much for your cooperation. First, create the scene - two chairs facing each other for the doctor's office. Without a detailed lesson plan, the substitute teacher would not know what to do with the students. (Student all hold their ears pretending to have an earache) etc. Play the "What gesture?" game For this you can either give out a set of the health flashcards to each (using the vocab of the song) or giving a copy of "What is wrong? Notes: 1. Question "What's the matter?" and have the patient say something (e.g., "I have stomach pain" GB: "I have stomach pain"). Reproduction of medical/patient functions Now a bit of fun. What is not completed on Monday can be finished on Tuesday. Write an introduction to the lesson, giving an overview of what is expected. Give the reluctance room in each of the lesson plans to make adjustments as needed. It leaves room in the plan to areas that were difficult for students to understand. Slowly you're going to deliver all the cards so you only have blank cards on the board. Who says you had to do all the work? For "What's wrong?" and "What's wrong with you?", the parties put a worrying expression and make the gesture of questions from the palms they face. Some sites offer free lesson plans while others may have to pay a small fee, however, it is worth every penny. Once you find out what your overall goal is, then you can start thinking about what activity you want students to do. If you have a long white coat and a toy stethoscope this will make the role play even more realistic (and fun!). Then student B has to make the gesture (e.g. for "stomachache", rub your stomach). Once you find out what your learning goal is, then all you have to do is a quick search for a lesson plan that correlates with your ultimate goal. Attack on a lesson plan to the next. The incorporation of various learning styles into lesson plans can be an effective teaching method with a wide range of students and their abilities. A free lesson plan template is ideal for creating weekly lesson plans. OnceWritten the lection plans, make a copy to have in case the original is lost and as home support. Objectives Plan your goals for the lessons plan. I don't feel good, I don't feel good, I have an ear pain, I have an ear pain. o'Do. you can use the song sign to help (or put flash cards on the board in the correct order of the song). Then do a test, for example, take your pulse. Then go to the next letter, picking up three times. the pairs play "what's wrong" put everyone in pairs and make them stack so cards or photos, face down, on the table. Do you want your students to learn to count for 10 or be able to write an essay by hearing all so words of spelling? ... alternatively, see our video version of the reader (Internet connection:) 6. I don't feel well, I don't feel well, I have a cough, I have a cough. in your lesson plan, marks notations in textbooks you are using as a cross reference. For the part "hello, hello," wave as you sing, verse 1: I don't feel well, I don't feel well, I have headache, I have headache. Also, point forward in oted. ask a volunteer student. 2. applications have made it easier for teachers to make so plans faster. prepare so memory cards by putting a bit of Blu-Tack, or something to make the card stick, at the top of each card on both sides. like oted does every action says the vocab (e.g., "oh no... 8. the student b asks "What's going on?" or "What's the matter with you?" and the student has to answer (e.g., "I have stomach pain" gb: "I have stomach pain.") then point to a card and get the vocab (master: "What is this?," students: "Stop the throat) and paste on the new side") in this lesson plan we first provide American English structures, followed by the British version, shown as (gb: ...). every time more problems arise and do other tests (for example, listen to your back with the stethoscope, check the reflections of the sus sus ¡Araulave om'Ác relas y .avítcarta dadvívta anu rraorc .sovntjebo sus aremune deto sarnetnM .otcerroc sotnemla ed opurg le noc lepap ed acalp al ne satcerroc n'Áicatnemlia ed satejrat sal racoloc se ovitejbo uS ...).cte .sodÁo sol ne erim .sdrAc .saratc sal sadot arap otSE .sotseg sol sagah y natnac sarnetn nagis et sodot euq odneicah .zév aremrip rop n'Áicnac al necot y eip ed nagnop se sodot euq zahf .sodnuges 5 etnarud soju sol rarrac a nav euq esalac ut a elid .arohA .fasap ©AuQzÁ" le atnac .etmeicifus se

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