

<b>Standard(s)</b>	<p>MGSE6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</p> <p>MGSE6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>MGSE6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. Summarize and describe distributions.</p> <p>MGSE6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>MGSE6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> <li>Reporting the number of observations.</li> <li>Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>Giving quantitative measures of center (median and/or mean) and variability (interquartile range).</li> <li>Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</li> </ol>				
<b>Essential questions Or “I Can...” statements</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<p>How can measures of central tendency and the measures of variation describe the data set.</p> <p>I can describe the shape of a histogram, box plot, or line plot.</p>	See unit 6 framework for all.	See unit 6 framework for all.	See unit 6 framework for all.	See unit 6 framework for all.
<b>Warm-up</b>	#134	#135	#136	#137	#138 (would have students do after the test for the sake of time)
<b>Opening</b>	Review vocabulary from Friday....cluster, skewed, gap, etc.	Review homework	Review homework	Any questions that students struggled with in the hall yesterday?	Review and collect practice test Return graded “showdown”
<b>Work Session</b>	<p>-describing data foldable</p> <p>-watch videos from Friday we didn’t get to</p>	- statistics showdown review/questions in the hallway	-finish up statistics showdown	<p>-computer lab</p> <p><a href="https://www.buzzmath.com/Docs#CC06E164">https://www.buzzmath.com/Docs#CC06E164</a></p> <p><a href="http://www.buzzmath.com/Docs#CC06E176">http://www.buzzmath.com/Docs#CC06E176</a></p> <p>click “visitor” to get started</p>	Unit 6 TEST
<b>Homework</b>	Week 28 sheet		Practice test		NONE
<b>Closing</b>	Clean up glue and scissors. Discuss any questions the students have about the information in the foldable		Collect clipboards and papers	Questions about practice test....reminder it is due tomorrow.	
<b>Assessment for understanding</b>	Formative-gather information through discussion with students	Formative-activity is self-checking	Formative-gather information through discussion with students	Formative-gather information through students most difficult questions, grade “showdown” for accuracy	Summative-grade assessment for accuracy