

Area/Skill - Science	Cognitive Skill Level - Analysis	Correlation to Framework - 03.03/03.06/03.07	Lesson Number - 21
<p>Activity Title - Interpreting a Line Graph</p> <p>Goal/Objective</p> <p>To interpret and predict information from the newspaper in the form of graphs.</p> <p>Lesson Outline Introduction</p> <p>Discuss that everyday we can get a prediction of the temperature for the next five days by simply looking in the newspaper. Have students look at the weather page that shows the weather predictions for the upcoming week.</p> <p>Activity</p> <p>Provide each students with the weather page from the daily newspaper. Use the pictorial five-day forecast for this activity. Have the students review the information of the temperature highs and lows for the five-day period. Give each student graph paper. As a group, decide on the graph's title (e.g. Five-Day Forecast) and appropriate headings (e.g. Today—Thurs. –Fri.—Sat.– Sun.). Discuss that the left side of the graph would indicate temperature in degrees. Decide on an appropriate scale (e.g. 5 degrees, 10 degrees, etc.). As a group, plot the first temperature. Have the students plot the other temperatures and connect the dots to show a potential trend.</p> <p>Debriefing/Evaluation Activity</p> <p>Debrief the activity by asking questions about the graph and potential trends that may be indicated. Examples would be: What is the average temperature over the five days? What is the range of temperatures? What temperatures would you predict for the following five days based on your chart?</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Newspapers—weather page • Graph paper and pencils • Colored pencils • Calculators 	
<p>Real-Life Connection</p> <p>Have students locate the temperature for their local area. Have students then locate the temperature of the location in which they were born or in which a family member or friend lives. Discuss the implications of weather forecasting on one's daily life.</p>		<p>Extension Activity</p> <p>Have students plot the “lows” on their line graph using a different color pencil or marker. Discuss the value of a multiple-line graph in displaying information.</p> <p>ESE/ESOL Accommodations</p> <p>Pair students who need assistance with another student who will assist them in graphing.</p> <p>Allow students to use calculators to complete math calculations.</p> <p>Provide students with colored markers and highlighters to assist them in locating data.</p> <p>Provide a written definition of the terms “high” and “low”.</p>	

GED 2002 Teachers' Handbook of Lesson Plans

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<p data-bbox="58 175 674 207">Activity Title - Interpreting a Line Graph</p> <p data-bbox="58 212 235 245">Introduction</p> <p data-bbox="58 277 2039 342"><i>Ask:</i> How many of you check the weather report each day to see what it will be like? How many of you like to know what type of weather is in store for the next week? How can you gain this information?</p> <p data-bbox="58 375 1478 407"><i>Say:</i> One source of information for predicting the weather is the daily weather report in your local newspaper.</p> <p data-bbox="58 440 247 472">Main Activity</p> <p data-bbox="58 505 2039 570"><i>Say:</i> Today, we are going to use the weather page of the local newspaper to graph the weather for the next week and to see if we can predict the what type of weather we can expect in the near future.</p> <p data-bbox="58 602 2039 699">Provide students with a copy of the weather page from the local newspaper that has the five-day forecast. This forecast may be shown through pictures or a chart, depending on the newspaper. Assist students to draw a line graph using the data from the newspaper. If this is their first attempt at drawing a line graph, you will want to assist them by asking the following types of questions.</p> <p data-bbox="58 732 1178 764"><i>Ask:</i> What type of heading will you use with this graph? (Example: Five-Day Forecast).</p> <p data-bbox="58 769 1037 802">What will you label your x-axis? (Example: Wed.—Thurs.—Fri.—Sat.—Sun.)</p> <p data-bbox="58 807 1661 839">What will you label your y-axis? (Example: Temperature in degrees—decide what scale to use, i.e. 5 degrees, 10 degrees, etc.)</p> <p data-bbox="58 844 2011 909"><i>Say:</i> Now that you have your graph drawn, it is time to plot the different points that are indicated by the high temperatures for each day. After you have indicated each day's temperature by a dot, connect the dots to form a line graph.</p> <p data-bbox="58 941 2003 1006"><i>Ask:</i> What is the range of temperatures over the five days? What is the average temperature? What day had the lowest temperature, the highest? Based on the trend shown by the line graph, what type of temperatures would you predict for the next week? Why?</p> <p data-bbox="58 1039 478 1071">Debriefing/Evaluation Activity</p> <p data-bbox="58 1104 2011 1169"><i>Say:</i> Line graphs show trends. By being able to create a line graph, you will better be able to interpret those graphs that you will experience on the GED Tests. What types of line graphs will you see? Think for a moment about different types of information that can be displayed by a line graph.</p> <p data-bbox="58 1201 2039 1299">Have students brainstorm different types of line graphs that they have used. Examples may include: stock market gains or losses, salary increases, population graphs, etc. You may wish to follow-up the activity by having students plot the low temperatures for the same period on the same graph with a different color of pencil. This will provide students with practice in creating and reading a multiple-line graph.</p>			