Lesson Plan

Date:	Class: Year 6		Subject: Math
Learning Objective: I am learning to compare information in different data displays		**Success Criteria:** • Describe similarities and differences between graphs • Interpret graphs with missing or misleading information • Identify features of graphs used to manipulate and persuade an audience	

Lesson Structure			
Stage	**Teacher**	**Students**	**Key Strategies/ Adjustments**
Opening *(Review/Preview)*	Put a statistic on the board and read to the class	Interpret what the statistic means, what they find interesting and whether they think it is true or misleading	Reader Group discussion Prompting/questioning
I Do *(Modelled)*	1. Review two types of graphs and highlight features. Complete a Venn Diagram comparing the two graphs 2. Use a graph from the media and discuss how it has been manipulated to mislead/persuade	Listening and viewing	Visuals/diagram Think Alouds Graphic Organiser Highlighting Think Alouds Recorded though bubbles linked to features
We Do *(Guided/Shared)*	1. Provide focused support - guide students through the process of completing a Venn Diagram to compare two types of graphs Which graph tells the story? - Guide students through two representations of the same data and decide which one represents it best 2. Present a manipulated graph. Provide check ins and targeted support	In pairs, complete a Venn Diagram for two different data displays (a variety of graphs represented on posters for students to choose). Access support from the guided table if necessary. Identify which graph represents the data best and why? Think/Pair/Share – what is missing? How is the data misleading? What is it trying to make us think?	Cooperative learning Graphic Organiser Direct instruction support Targeted questioning and prompting Visuals Group discussion Prompting/questioning Cooperative learning Targeted questioning and prompting
You Do *(Independent)*	Provide small group instruction (focused and intensive support)	Take a provided graph and make changes to make it misleading/persuasive - choose the type of graph, and whether to manipulate on paper, mini whiteboard or iPad	Scaffolds Choice Assistive Tech
Closing *(Review/Preview)*	Display a graph from the You Do task	Randomly selected students to interpret the data and identify a misleading/persuasive feature	Visuals Prompting Targeted questioning
Wrap up	Exit routines		

Commented [SL(1)]: AAP: I am learning to read information in simple data displays
ILG: I am learning to comment on and respond to questions about pictographs and displayed information

Commented [SL(2)]: AAP: What's the same? What is different? – Graphic organisers with multiple choice prompts
ILG: Include a pictograph at the guided table – make a comment, respond to questions

Commented [SL(3)]: AAP: Targeted questioning about information displayed to make simple inferences
ILG: Targeted questioning about information displayed in a pictograph - Which one has more? Less?

Commented [SL(4)]: AAP: Targeted questioning about information displayed to make simple inferences.
ILG: Make a comment about data in a pictograph

Commented [SL(5)]: AAP: Read and record the amount of data represented. Use this to respond to true or false questions
ILG: Respond to questions about information displayed.