

Data Handling

SPECIFIC OBJECTIVES

The students will

- know collecting and tabulating data using tally marks.
- learn presenting data through graphs like pictograph, bar graph and circle graph.
- understand the interpretation of graphs.
- know the importance of data in the graph.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- Presentation of Data (pages 168–171)
- Interpretation of Graphs (pages 171–174)

TEACHING AIDS

Plain paper, graph/squared paper, a geometry box, tham pencil, sketch pens, etc.

TEACHING STRATEGY

- First, the teacher should talk to them about the collection of data and recall the ideas of tally marks in the tabular form. Then, she should instruct them to do 'Let Us Recall' exercise.
- Further, the teacher should explain to them the method to represent the data through pictograph, bar graph and circle graph. For text and exercise, she should go to pages 168–171.
- Again, the teacher should encourage them to study the given graph and answer the questions based on it. Thus, the students will be able to interpret the graph. For text and exercise, she should go to pages 171–174.
- Finally, she should motivate them to complete the task given under value corner.

EXPECTED LEARNING OUTCOMES

Students are able to

- collect and tabulate the data.
- display the data using different graphs.
- read and understand the given graphs.
- use the graph and data in daily life activities.

- At the end of the semester, the teacher may assess the student's concept using the materials of Model Test Paper or prepare a similar sheet herself.

SUGGESTED PROJECT

Help your students to develop graphing skills with this math activity on graphs.

Materials: Newspapers, a pencil, paper, a ruler, market

Instructions:

- Ask the students to keep a diary and track temperatures for a week. Each morning, remind them to record the day's high and low temperatures. A daily newspaper or even a weather site can be used for gathering the data.
- At the end of a week, the students will make a graph to represent their findings. Suggest to them that the vertical axis can be used to represent the temperatures while the horizontal axis can be used to represent the different days of the week. Let them study the data and find out the lowest and the highest recorded temperatures of the week and represent the numbers on the vertical axis accordingly.
- To make the graphical representations of high temperatures look different from the low ones, ask them to shade one and leave the other blank.
- Making a graph makes the process of learning enjoyable by bringing the concept out of textbooks and making it a part of their daily lives.

