

Brandon Valley School District  
District Learning Plan  
May 11-15, 2020

Grade 6 Math



# Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Statistics

SUBJECT/GRADE: 6th Grade Math

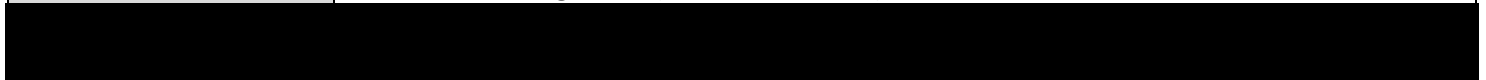
DATES: May 11-15, 2020



<p>What do students need to do?</p> <p><b><u><a href="#">PART ONE link to BV instructional video for week of May 11 -May 15, 2020</a></u></b></p> <p><b><u><a href="#">PART TWO link to BV instructional video for week of May 11 -May 15, 2020</a></u></b></p>	<p>Monday (5/11):</p> <ul style="list-style-type: none"> <li>● Students will use pages 864-866 in the math textbook and the provided notes to learn how to create and interpret line plots. After going through the notes provided and watching the PART ONE instructional video, complete <b>math textbook page 867 problems #1, #2 and #3</b>. Students may use calculators.</li> </ul> <p>Tuesday (5/12):</p> <ul style="list-style-type: none"> <li>● Students will use pages 872-874 in the math textbook and the provided notes to learn how to create and interpret histograms. After going through the notes provided and watching the PART TWO instructional video, complete <b>math textbook page 875 problems #1 through #7</b>. Students may use calculators.</li> </ul> <p>Wednesday (5/13), Thursday (5/14) and Friday (5/15):</p> <p>Students will be completing an ALEKS assignment titled <b>Statistics</b>. The assignment can be accessed on <a href="https://my.mheducation.com/">https://my.mheducation.com/</a>. Students are required to achieve a 92% or higher. They will have multiple attempts to achieve this percentage.</p> <p><b>**If you do not have online access, please contact your teacher to receive a copy of the assignment via email or pick up.</b></p> <p>Suggestions/Tips:</p> <ul style="list-style-type: none"> <li>● The assignment can be broken up into segments. For example, complete approximately 4 questions a day. You can decide the rate this assignment is completed. <b>It is due Sunday, May 17th at the end of the day.</b></li> <li>● Student progress will automatically save.</li> <li>● Use examples and notes provided during distance learning. Previous notes/examples can be accessed using the archived distance learning plans link (<a href="https://brandonvalley.k12.sd.us/covid/DistanceLearningArchive.html">https://brandonvalley.k12.sd.us/covid/DistanceLearningArchive.html</a>).</li> <li>● Explanations are available for each question utilizing the “eyeglasses” button on the right hand side of the ALEKS assignment.</li> </ul>
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<p>What do students need to bring back to school?</p>	<ol style="list-style-type: none"> <li>1. math textbook page 867</li> <li>2. math textbook page 875</li> <li>3. aleks assignment (if not done online)</li> </ol>
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<p>What standards do the lessons cover?</p>	<p>6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p>
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	c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
What materials do students need? What extra resources can students use?	<p>Need:</p> <ul style="list-style-type: none"> <li>● math textbook (online book is available at <a href="https://my.mheducation.com/">https://my.mheducation.com/</a> )</li> <li>● worksheets (see PDF documents below)</li> </ul> <p>Extra:</p> <ul style="list-style-type: none"> <li>● Multiplication Table <ul style="list-style-type: none"> <li>○ <a href="https://www.mathsisfun.com/tables.html">https://www.mathsisfun.com/tables.html</a></li> </ul> </li> </ul>
What can students do if they finish early?	<p>ALEKS topics- <a href="https://my.mheducation.com/">https://my.mheducation.com/</a></p> <ul style="list-style-type: none"> <li>● Continue working your topics</li> </ul> <p>QuickTables (math fact practice)</p> <p>Khan Academy- <a href="https://www.khanacademy.org/math">https://www.khanacademy.org/math</a></p>
Who can we contact if we have questions?	<p><b>Brandon Valley Intermediate School</b></p> <p><b>Principal-</b> Mr. Skibsted- <a href="mailto:Nick.Skibsted@k12.sd.us">Nick.Skibsted@k12.sd.us</a></p> <p><b>Assistant Principal-</b> Mr. Pearson- <a href="mailto:Rick.Pearson@k12.sd.us">Rick.Pearson@k12.sd.us</a></p> <p><b>Math Teachers:</b></p> <p>Ms. VanRoekel: <a href="mailto:Rebecca.VanRoekel@k12.sd.us">Rebecca.VanRoekel@k12.sd.us</a> (blue team)</p> <p>Ms. Lewis: <a href="mailto:Layne.Lewis@k12.sd.us">Layne.Lewis@k12.sd.us</a> (white team)</p> <p>Ms. Wiese: <a href="mailto:Stacey.Wiese@k12.sd.us">Stacey.Wiese@k12.sd.us</a> (red team)</p> <p>Mr. Kocer: <a href="mailto:Cassius.Kocer@k12.sd.us">Cassius.Kocer@k12.sd.us</a> (silver team)</p>
<p><b>Notes:</b> Worksheets do not have to be printed off. Problems can be answered on blank or lined paper. The math textbook can also be accessed online at <a href="https://my.mheducation.com/login">https://my.mheducation.com/login</a>.</p>	

***Instructional materials are posted below (if applicable)***

## Line Plots

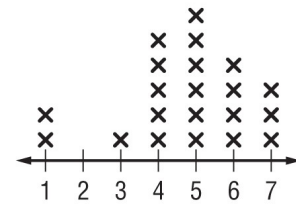
One way to give a picture of data is to make a line plot. A **line plot** is a visual display of a distribution of data values where each data value is shown as a dot or other mark (often an X). A line plot is also known as a **dot plot**.

### Example 1

Students in one class recorded how many first cousins each student had. Here are the results:

Number of First Cousins						
6	5	1	7	3	4	4
5	1	5	5	4	7	5
5	6	7	6	4	6	4

Number of First Cousins



Draw and label a number line that includes the least and greatest data values. Place as many X's above each number as there are responses for that number.

**Find the median, mode, range, and any outliers of the data shown in the line plot. Then describe the data using them.**

**Median-** middle number of the data set (remember to put them in order from least to greatest first!)

**Mode-** number that occurs the most

**Range-** difference between highest and lowest number

**Outliers-** numbers that are much higher or lower than the rest of the data.

1 1 3 4 4 4 4 4 5 5 (5) 5 5 5 6 6 6 6 7 7 7

median

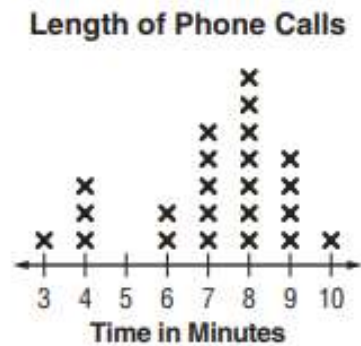
range  $7 - 1 = 6$

**The median is 5. The mode is also 5. The range is 6. There are no outliers. The total number of students surveyed is 21. Most students have 4 or more first cousins. Fifty percent of the students have 5 or more first cousins.**

**Example 2**

The line plot shows the length of phone calls. Describe the data. Include measures of center and variability.

\*Remember that the measures of center are **mean, median and mode**. The measures of variability are **first quartile ( $Q_1$ ), third quartile ( $Q_3$ ), interquartile range (IQR) and range**. Also identify any **outliers**.



There are 23 phone calls represented. The mean is about 7.1. The median is 8. The mode is also 8. The first quartile ( $Q_1$ ) is 6. The third quartile ( $Q_3$ ) is 8. Therefore, the interquartile range (IQR) is 2. The range is 7. There are no outliers. Most phone calls were longer than 6 minutes. Half of the phone calls were between 6 and 8 minutes long. More phone calls were 8 minutes long than any other time.

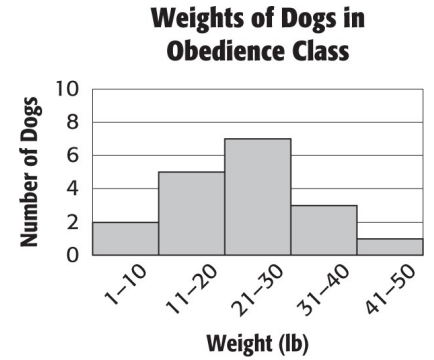
# Histograms

Data from a frequency table can be displayed as a **histogram** a type of bar graph used to display numerical data that have been organized into equal intervals. These intervals show the **relative distribution** of the data or how many pieces of data are in each interval.

## Example 1

Refer to the histogram shown. How many dogs in the class weigh more than 20 pounds

Seven dogs weigh between 11 and 30 pounds three dogs weigh between 31 and 40 pounds and one dog weighs between 41 and 50 pounds.



$$7 + 3 + 1 = 11$$

eleven dogs weigh more than 10 pounds.

## Example 2

The table shows the ages of teachers at a middle school. Draw a histogram to represent the data.

- Step 1** Draw and label a horizontal and vertical axis. Include a title.
- Step 2** Show the intervals from the frequency table on the horizontal axis. Label the vertical axis to show the frequencies.
- Step 3** For each interval draw a bar whose height is given by the frequencies. There should be no gap between the bars so represent that all values are represented with the intervals.

Ages of Teachers		
Age (yr)	Tally	Frequency
20-29		4
30-39		6
40-49		4
50-59		1

### Describe the histogram.

Twenty teachers participated in the survey. No one is older than 60 years. More teachers are 30-39 than any other age range. Thirteen teachers are between 20 and 49.

