

## **Investigations**

**Book:** Measurement Benchmarks

**Session:** 2

**Page:** 81

### **1. Concept:**

- Solving problems involving a series of related calculations
- Using measurement conversions in the problem solving process
- Making and interpreting line plots
- Using real world knowledge to evaluate a statistic

### **2. CSOs:**

**M.S.5.4.5**

**M.S.5.4.7**

### **3. Technique/Procedure/Introduction/Set:**

- Students analyze data from commercials at home.
- Discuss homework from the previous lesson.
- Organize data on a line plot together. Make sure all data is on the chart.
- Discuss the chart. What is typical about the number of commercial minutes in a half hour show?
- Try to come to an agreement on the typical number or two numbers and then look at the range on the data. Discuss the reason for the two extremes.
- Discuss why different shows have different amounts of commercial minutes.

### **Closure:**

Ask students to estimate how many hours a week a typical fifth grader watches TV. Write all estimates on the board. The average fifth grader watches 24.5 hours of TV a week according to the Almanac. Ask students if they think they watch more or less than this amount?

### **Homework:**

Distribute Student Sheet 22 and describe the homework. Students are to find out the ages of four adults in their lives.

### **4. Today's Math/Assessment:**

Page 136

### **5. Materials:**

- Chart paper
- Completed Student Sheet 21 (from Session 1 Homework)
- Calculators
- Overhead projector
- Student Sheet 22 (1 per student, Homework)

### **6. Vocabulary:**

Commercials / Typical