

# Graphing Game

## Big Question:

How can we teach students graph comprehension and data analysis in a fun and engaging way?.

## Set the Stage:

Much of the science portion of the ACT is data analysis. This activity will help students learn about the types of graphs on the ACT as well as how to create their own, in hopes that they will gain confidence on the science section

## Resources:

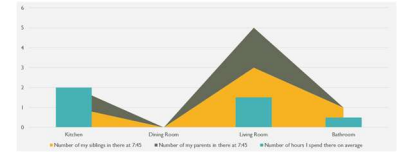
Everything you need is on the powerpoint!

## Activity:

Lesson Plan Goes Here. For example:

### Procedure (Remote)

- Everything instructors will need is on the powerpoint! Just run through it and look over the notes!
- For each graph there are some leading questions in the notes that you can ask the students, for each leading question you can give them a point for getting it correct – either have them write it down or shout it out and only the fastest gets it
- For the creation of the graphs, the time limits are provided in the notes



## Materials:

- Remote
  - Paper
  - Colored Pencils
- In Person
  - Printouts of the graphs
  - Colored Pencils

# Graphing Game

## Procedure (In Person)

### Graph 1 and 2:

- Show the students the filled out graph #1 from the powerpoint and ask the leading questions, to familiarize them with this type of graph
- Tell the students that they will be having a competition in which they have to fill out a similar graph for themselves – this will require them to run around the school counting things (Note: instructors! You will have to fill in this graph yourself depending on your location! Graph b should outline what you should do!)
- Give them graph b and start the clock
- The first student back wins! Wait until all students have completed their graphs
- Have all of the students present their graphs, and check their accuracy, ask the leading questions
- Repeat for Graph 2

### Graph 3:

- Show the students the filled out graph 3 and ask the leading questions!
- Now give the students a blank graph b and tell them they can fill it out any way they want but it should be formatted the same as graph c. They can use rooms in their school, pictures on the walls, books they find, whatever they want! But they must be able to show the class what they used – they have 5 minutes to work on this
- Have the students fill out their graphs and ask 2 questions about it! Other students who answer correctly get a point

### Graph 4:

- Show the students graph 4 from the powerpoint and ask them to write down what they think is behind the yellow rectangles!

### Student's Turn!

Follow the guidelines in the powerpoint!

### Standards:

BSB: The Do Place: NGSS - 2-PS1.A.1; K-PS2.A.2; K-PS3.C.1; NS 4D/P1  
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