

## Planning Notes

### Get Ready

- Review the meaning of *average*. Give an example, such as goals against average in hockey. Talk about examples that do not seem to make sense. For example, the average number of children at home per family in Canada was 1.1 in 2006.
- Give examples of *mean*, *mode*, and *median*. For example, the mean number of children per family can help determine the number of students expected in a new community. The mode of shoe size can help a store stock the most popular size. The median cost of TVs is helpful to find the typical cost, because some TVs are very expensive and distort the mean cost of a typical set.
- Provide an example in which there is more than one mode.
- Review the different types of graphs: bar, pictograph, circle, and line. Discuss which types of graphs best show specific types of data.
- Provide students with **BLM 11–1 Chapter 11 Problems of the Week** at the beginning of the chapter. Discuss solutions with the class as you progress through the chapter. Alternatively, you can use this blackline master as a review exercise at the end of the chapter. Have students try at least one question. Many of these problems require students to think creatively and try a variety of approaches. Students can take these problems home, or work on them in class with other students when time permits.

### Math Link

- Begin the Math Link by discussing the history of buffalo in Canada and the near extinction of the species caused by hunting and land use.
- Discuss the meaning of the word *ungulate* and why the table gives an approximate total for the number of each ungulate in the park.
- Encourage students to brainstorm reasons to track population sizes of wildlife.
- Review the steps for making a bar graph and a pictograph. Discuss possible symbol(s) for the pictograph.
- Some students may benefit from using **Master 9 0.5 Centimetre Grid Paper** for their graphs. Alternatively, have students construct their graphs on the computer.

### Foldable

- The front left shutter of the Foldable reviews terms relating to statistics that students learned in grade 7. The inside left shutter reviews the types of graphs learned in grade 8. Students should complete this review section after making the initial fold.
- The inside centre of the Foldable is a layered book that will help students complete a project. Each section of the layered book guides them through the process, helping them to frame their question, identify how they will conduct the study, and so on.
- Students can use the back of the Foldable as a place to attach the scoring rubric they develop in Section 11.4.