

LESSON PLAN



Class	Subject	Time slot	Lesson	Topic
IX	Mathematics	35 Mins	Statistics	P2
				☐ Presentation of Data ☐ Frequency Distribution table ☐ Ex 14.2

Expected Learning Outcome: Learners will be able to

- 1) Define raw data.
- 2) Construct a frequency distribution table to classify data.

Expected skill development:

- 1) Observational skill while classifying data
- 2) Critical thinking
- 3) Procedural thinking
- 4) Communicating using mathematical terminology
- 5) Visual and spatial ability
- 6) Strategic thinking

FLOW OF LESSON WITH RESPECT TO TIME (Introduction/ warm-up, Content, Think Line, Closure)

<u>Pedagogy</u>	<u>Content</u>
<u>(10 mins) Warm Up</u> <u>(Individual work)+ Black Board</u> Facilitator will randomly ask the marks obtained by 10 learners in a mathematics test and write it on the board: ① By looking at it in this form, can you find the highest and the lowest marks?  Thinkline ① What is the Range of the above data?	<u>Response by the learners:</u> 55 36 95 73 60 42 25 78 75 62 <u>The data in this form is called raw data.</u> 95 and 25 <u>The difference of the highest and the lowest values in the data is called the range of the data.</u> 95-25=70

(10 mins) Demonstration by Facilitator on Board

Refer Example 2 : Page 240 of NCERT

QUESTION: What do you understand by the term Frequency?

If these scores are arranged in ascending or descending order, it will take less time to identify. This form is also known as arrayed form.

But at the same time, presentation of data in ascending or descending order can be quite time consuming, particularly when the number of observations in an experiment is large.

To make the data more easily understandable, we write it in the form of a table which is called an ungrouped frequency distribution table, or simply a frequency distribution table.

We can use also tally marks in preparing these tables. She will explain with Example 3 of NCERT on the board. She further explains that To present such a large amount of data so that a reader can make sense of it easily, we condense it into groups. These groupings are called 'classes' or 'class-intervals', and their size is called the class-size or class width. In each of these classes, the least number is called the lower class limit and the greatest number is called the upper class limit

Presenting data in this form simplifies and condenses data and enables us to observe certain important features at a glance. This is called a grouped frequency distribution table.

(15 mins) In class Exercise:: Closure

Ex 14.2 Q1

The blood groups of 30 students of Class VIII are recorded as follows:

A, B, O, O, AB, O, A, O, B, A, O, B, A, O, O, A, AB, O, A, A, O, O, AB, B, A, O, B, A, B, O.

Represent this data in the form of a frequency distribution table. Which is the most common, and which is the rarest blood group among these students?

- Proposed Questions (must include the questions asked in the classroom and the ones given as class-work in the notebook)

Mentioned above

a) **Evaluation/ Assessment:** Teacher will assess the children randomly and also through student teacher interaction.

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Learners on the way

The blood groups of 30 students of Class VIII are recorded as follows:

A, B, O, O, AB, O, A, O, B, A, O, B, A, O, O,
A, AB, O, A, A, O, O, AB, B, A, O, B, A, B, O.

Which is the most common, and which is the rarest, blood group among these students?

Advanced Learner

The blood groups of 30 students of Class VIII are recorded as follows:

A, B, O, O, AB, O, A, O, B, A, O, B, A, O, O,
A, AB, O, A, A, O, O, AB, B, A, O, B, A, B, O.

Represent this data in the form of a frequency distribution table.

Materials needed/ Resources:- Chalk, duster, NCERT Exemplar, NCERT Text book

Common Misconceptions:

- Difficulty in identifying the continuous and discontinuous data.

Addressing the misconceptions:

- By giving examples and showing the comparison

- **Home Assignments:** Attempt Ex14.2 Q2, Q3 and Q4 in the notebook.

Teaching Methodology

- Interactive
- Discussion