

<b>Teacher's name</b>	Flavio Graziani	
<b>Date</b>	18/05/2015	
<b>Time</b>	60 minutes	
<b>Subject</b>	Mathematics /Science	
<b>Class</b>	5th year	
Group profile	<b>Strenghts:</b> quite good general cognitive level low number of students.	
	<b>Weakness:</b> Our pupils are attending the 2nd year of English course.	
	<b>Content</b>	Weather conditions. Temperature and humidity data from 9 <sup>th</sup> of May to 17 <sup>th</sup> of May 2015 What is a histogram. What is a Cartesian graph. The meaning of average. Students have to record data, insert data in a diagram, interpret data in the diagram, compare data, calculate the average temperature.
	<b>“ The weather”</b>	
	<b>Communication Vocabulary</b>	Lexis related of the weather and temperature: sunny, windy, foggy, changeable, raining, stormy, cloudy,..... Technical vocabulary for Mathematics. Minus, plus, add, multiply , divide, .... Tecnical vocabulary for Statistic . Data, bar chart, line graph, Cartesian plan,... Vocabulary to interact in a work group.
	<b>Structures</b>	What's the weather like? It's rainy, cloudy,... What's the temperature today? It's..... In Grigno/Lagos is warmer/hotter/cooler than.... The thermometer says... minus 15°C Above/over/below ...°C How many raining/cloudy/windy/... days ? Functional language for Classification, description evaluation, make Conclusions. Describe the weather. Answer
	<b>Functions</b>	Ask and give information about : -weather: Is it /It is sunny, raining, cloudy,... It's cold, warm, hot,... -quantity: how many degrees,
	<b>Cognition Skills</b>	Find and collect information. Organize info. Analyze and compare data. Give reasons. Make conclusions. Imagine or hypothesize. Judge and evaluate. Apply a reasoning. To make an enquiry. Develop a creative thinking. Evaluate.
	<b>Culture</b>	We will compare the weather and temperature for the same period in Lagos Nigeria to the ones in Grigno (in our class a pupil comes from this country).

<b>Final task</b>	Students show the use of tools of a statistic representation: a. dress build an histogram about the weather (half group) b. calculate the average of temperatures (half group)
<b>Timetable fit</b>	Previous lessons: What Statistics is. What statistics studies.
	Future lessons: consolidation of same skills through exchange of roles.
<b>Anticipated problems and solutions</b>	Pupils couldn't make head in a Cartesian graph . In the phase of prior knowledges I'll give to my students a simple grid in wich they have to pick out the right dots following coordinates.
<b>Resources and materials to be used</b>	<a href="http://www.3bmeteo.com/meteo/grigno">http://www.3bmeteo.com/meteo/grigno</a> www.timeanddate.com
	Instructions to make a bar chart and calculate the average, adapted and translated from Sussidiario Cetem classe 5 by the teacher pages 300, 301. The teacher gives an incomplete bar chart to be filled. The teacher gives an incomplete Cartesian graph .

Stage	Aim	Procedure	Materials	Interaction	Timing
1	Remember how to use coordinates	Whole class play a game. I'll draw on black board a simple grid where my student have to pick out the right dots following coordinates.	No material expected for this practical and oral activity.	Teacher and pupils interact in a game.	3 minutes
2	Make a prediction	Whole class Activate prior knowledges. Brainstorming on this question: <i>What do you think could be an average is it?</i>	No material expected for this practical and oral activity.	Pupils exchange opinions. The teacher listens and eventually ask question for clarification.	5 minutes
3	Learn how to make a bar chart and calculate the average	Some students read aloud the instructions for calculating the average. Teacher gives written examples .	Worksheet with instructions to make a bar chart and calculate the average, adapted and translated from Sussidiario Cetem classe 5 by the teacher pages 300, 301.	Some students Teacher eventually explains if pupils don't understand.	15 minutes
4	<p>To be aware that a real phenomenon can be represented and measured in a diagram.</p> <p>The Maths language can give an explanation</p> <p>To be aware that we can put information in a graph and we can explain from a graph a situation. We can draw conclusions.</p>	<p>Work in group</p> <p>1<sup>st</sup> Group "weather in Grigno" Student A Reads and communicates the data. Student B inserts the data in the bar graph. Student C answers to the questions in the bar chart. Student D communicates the data about the temperatures. Student E completes and inserts data in the Cartesian graph. A,B,C,D,E, all together calculate the average Student F takes notes and communicates the results to the teacher.</p> <p>2<sup>nd</sup> Group "Weather in Lagos" Same share-out of work.</p>	<p>Worksheets</p> <p><u>Student A1 A/2</u> From the site <a href="http://www.3bmeteo.com/meteo/grigno">www.3bmeteo.com/meteo/grigno</a> What was the weather like? <u>Student B1/B2</u> Bar graph without some information. <u>Student C</u> Questionnaire with fill gaps related to the bar chart. <u>Student D</u> Detect the daily temperature: the max. and the min. <u>Student E</u> Complete the line graph. <u>Students A,B,C,D,E</u> Calculate the average <u>Student F</u> Report the results.</p>	Class is divided in two groups. Each student has a task. Kids compare and contrast, expressing personal opinions.	37 minutes