

**Activity:**

# TABLE TEASERS

**Strand:** Data

**Stage:** 2/3/4

**Syllabus outcome:** **DS 2.1** – Gathers and organises data, displays data using tables [and graphs], and interprets the results.

**[DS 3.1** – Displays and interprets data in graphs with scales of many-to-one correspondence.]

**DS 4.1** – Constructs, reads and interprets graphs, tables, charts and statistical information.

**Key ideas / Working Mathematically** – posing questions about information in tables [and graphs]

**Questioning:** Posing questions about information in a table

**Applying strategies:** Trialling different operations in order to reach the “right answer”

**Communicating:** Discussing and explaining, improving strategies.

**Reasoning:** During the activity

**Reflecting:** Checking, modifying, clarifying and fine-tuning final product.

**Literacy / Numeracy:** Increased confidence in students’ understanding and usage of terms - metalanguage  
Increased confidence in describing and justifying mathematical processes  
Increased familiarity with working co-operatively with others – social skills

**Curriculum differentiation:** - “answers” on the answer sheets may range from very simple ie reading from a table, to much more complex, involving reasons for **why** some of the results are the way they are.

<b>Quality teaching:</b>	<b>Intellectual Quality</b>		<b>Quality Learning Environment</b>		<b>Significance</b>	
	Deep Knowledge	<b>X</b>	Explicit Quality Criteria		Background Knowledge	<b>X</b>
Deep Understanding	<b>X</b>	Engagement	<b>X</b>	Cultural Knowledge		
Problematic Knowledge	<b>X</b>	High Expectations	<b>X</b>	Knowledge Integration	<b>X</b>	
Higher-order Thinking	<b>X</b>	Social Support	<b>X</b>	Inclusivity	<b>X</b>	
Metalanguage	<b>X</b>	Students’ Self-regulation	<b>X</b>	Connectedness	<b>X</b>	
Substantive Communication	<b>X</b>	Student Direction	<b>X</b>	Narrative	<b>X</b>	
<b>Learning styles:</b>	Visual	<b>X</b>	Auditory	<b>X</b>	Kinaesthetic	<b>X</b>

**Lesson outline:**

- Students work in pairs
- Each pair discusses the “answers” they are given and pose questions based on the data in the table, that would lead to those particular answers.
- Those who have completed the sheet of questions can make up a set of their own questions, to give to class colleagues.
- Extension: students can be given more complex questions involving higher order thinking, such as giving reasons why they think some of the data is the way it is, other useful data that could be collected, other effective ways to display the data, etc