

MEAN, MEDIAN, RANGE, MODE



range

The range is the difference between the lowest and highest values.

To find the range:

- 1 First, find the highest and lowest values.

120, 130, 140, 140, 150, 160

- 2 Subtract the lowest value from the highest value.

$$160 - 120 = 40$$

The range is 40.

Name: _____ Date: _____

Finding the Mean in a Data Set

Directions: Find the mean in each data set.

① 8, 10, 9, 2 mean: _____

② 78, 45, 99, 15, 14, 79 mean: _____

③ 35, 23, 46, 18, 16, 40, 4 mean: _____

Name: _____ Date: _____

Finding the Mean

The mean is the average in a set. The total of the numbers divided by how many numbers there are. To find the mean:

First, add all the values to find the total. $120 + 130 + 140 + 140 + 150 + 160 = 840$

Divide the total by the number of values you added together. $\frac{840}{6} = 140$

Directions: Find the mean in each data set.

① 120, 130, 140, 140, 150, 160 mean: _____

② 62, 23, 56, 38, 64, 27 mean: _____

③ 8, 56, 34, 56, 58, 47 mean: _____

④ 100, 157, 250, 250, 96 mean: _____

mode

The mode is the most frequent value.

To find the mode:

First, count how many of each value appear.

120, 130, 140, 140, 150, 160

The mode is the value that appears the most.

120, 130, **140**, 140, 150, 160

The mode in this set is 140.

You can have more than one mode.

median

The median is the middle value.

To find the median:

- 1 First, put all of the values into order.

120, 130, 140, 140, 150

- 2 The median is the middle value.

120, 130, **140**, 140, 150

- 3 If there is an even number of terms, add the two middle terms and divide by 2.

120, 130, 130, 140, 140, 150

$$130 + 140 =$$

$$270 \div 2 =$$

135 is the median.



Mean Median Mode And Range Lesson Plans

Daryao Khatri



Mean Median Mode And Range Lesson Plans:

Math Made a Bit Easier Lesson Plans Larry Zafran, 2010-01-19 This is the third book in the Math Made a Bit Easier series by independent math tutor Larry Zafran. It is a book of sixty lesson plans for tutors, parents, and homeschoolers. Each lesson plan includes all the components of a typical classroom lesson such as aim, motivation, warm-up exercises, demonstrative examples, questions for thought and discussion, and connections to earlier and later material. The math content in this book is directly aligned and ideally used in conjunction with the first book of the series and its companion workbook of practice exercises. It covers the topics which comprise the foundation of math, beginning with lessons in basic arithmetic, followed by basic operations, negative numbers, fractions, decimals, percents, and basic probability and statistics. If these topics are not completely mastered, later work will prove to be quite difficult. This is especially true of algebra. The book includes a chapter on how to be an effective math tutor, as well as a chapter on how to optionally incorporate meditation instruction to help students get into a relaxed and alert state of mind, which is ideal for learning math and taking exams. [Teaching about Gender Diversity: Teacher-Tested Lesson Plans for K-12 Classrooms](#) Susan W. Woolley, Lee Airton, 2020-09-02 Featuring lesson plans by educators from across North America, Teaching about Gender Diversity provides K-12 teachers with the tools to talk to their students about gender and sex, implement gender diversity inclusive practices into their curriculum, and foster a classroom that welcomes all possible ways of living gender. The collection is divided into three sections dedicated to the elementary, middle, and secondary grade levels, with each containing teacher-tested lesson plans for a variety of subject areas, including English language arts, the sciences, and health and physical education. The lesson plans range widely in terms of grade and subject, from early literacy read-alouds to secondary mathematics. Written by teachers for teachers, this engaging collection highlights educators' varied perspectives and specialized knowledge of pedagogical practices for the diverse contemporary classroom. Teaching about Gender Diversity is an ideal resource for teacher educators, teachers, and students taking education courses on equity, diversity, and social justice, as well as curriculum and teaching methods. Visit the book's companion website at teachingaboutgenderdiversity.com. [Teaching Mathematics in Grades 6 - 12](#) Randall E. Groth, 2012-08-10 A journey into the vibrant and intriguing world of mathematics education, Teaching Mathematics in Grades 6-12 explores how research in mathematics education can inform teaching practice in grades 6-12. The author shows secondary mathematics teachers the value of being a researcher in the classroom by constantly experimenting with methods for developing students' mathematical thinking and then connecting this research to practices that enhance students' understanding of the material. The chapters in Part I introduce secondary teachers to the field of mathematics education with cross-cutting issues that apply to teaching and learning in all mathematics content areas. The chapters in Part II are devoted to specific mathematics content strands and describe how students think about mathematical concepts. The goal of the text is to have secondary math teachers gain a deeper understanding of the types of mathematical knowledge their students bring.

to grade 6 12 classrooms and how students thinking may develop in response to different teaching strategies

The Motivated Student Robert A. Sullo,2009 Research has shown time and again that the traditional reward punishment model does nothing to boost student achievement In *The Motivated Student Unlocking the Enthusiasm for Learning* veteran educator Bob Sullo suggests a different approach cultivating students inner drive to learn by addressing their essential psychological needs Drawing from in depth interviews with successful educators counselors and administrators and a careful analysis of the research on classroom motivation Sullo provides an indispensable blueprint for ensuring that students in grades 4 12 are engaged in the classroom He offers practical clear cut strategies for getting students focused and ready to learn by Eliminating external rewards for learning Building positive relationships with students Creating realistic expectations for your students Developing lesson plans that are relevant to students lives and Planning with students psychological needs in mind As every teacher knows students learn best when they actually want to learn Whether at the elementary or high school level this book will make you think about who your students really are and help you develop a culture of inquiry trust and engagement that will release each child s enthusiasm for learning

Activities for Teaching Citizenship in Secondary Schools Patricia Baker,David Turner,2014-05-12 A resource for teachers wishing to develop citizenship in their teaching activities It provides activities for use in teaching and includes lesson plans photocopiable work sheets and guides to further resources

Approaches to Learning and Teaching Mathematics Charlie Gilderdale,Alison Kiddle,Ems Lord,Becky Warren,Fran Watson,2017-08-31 A subject specific guide for teachers to supplement professional development and provide resources for lesson planning *Approaches to learning and teaching Mathematics* is the result of close collaboration between Cambridge University Press and Cambridge International Examinations Considering the local and global contexts when planning and teaching an international syllabus the title presents ideas for Mathematics with practical examples that help put theory into context Teachers can download online tools for lesson planning from our website This book is ideal support for those studying professional development qualifications or international PGCEs

Mathematics Teaching, Learning, and Liberation in the Lives of Black Children Danny Bernard Martin,2010-06-21 With issues of equity at the forefront of mathematics education research and policy this collection offers authoritative scholarship that sheds light on the ways that young black learners experience mathematics in schools and their communities

Fantasy Soccer and Mathematics Dan Flockhart,2007-03-23 The innovative math program based on real life sports statistics Cover

A Teaching Guide to Revitalizing STEM Education Daryao Khatri,2012-11-13 Standard math and science textbooks typically follow a deductive style of content presentation that involves too much lecturing too much of the teacher s back at the chalkboard too little interaction with students and too little time for all of the students to take adequate notes By reading and using *A Teaching Guide to Revitalizing STEM Education* educators will rediscover how to streamline the subject matter math physics statistics and organic chemistry by eliminating unnecessary difficulties and distractions from course textbooks

A useful guide for both high school teachers and postsecondary faculty this book explains how to organize arrange and streamline STEM content so that it is approachable understandable and applicable for students Likewise this guide discusses important classroom management skills and pedagogical techniques that will help students master these critical subjects Providing and explaining over a dozen lesson plans A Teaching Guide to Revitalizing STEM Education will encourage educators to effectively optimize the recent emphases on science technology engineering and math education *Teaching and Learning High School Mathematics* Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans **Embracing Mathematics** Peter Appelbaum, with David Scott Allen, 2008-06-30 This

alternative textbook for courses on teaching mathematics asks teachers and prospective teachers to reflect on their relationships with mathematics and how these relationships influence their teaching and the experiences of their students. Applicable to all levels of schooling, the book covers basic topics such as planning and assessment, classroom management and organization of classroom experiences. It also introduces some novel approaches to teaching mathematics such as psychoanalytic perspectives and post modern conceptions of curriculum. Traditional methods of teaching issues are recast in a new discourse provoking new ideas for making mathematics education meaningful to teachers as well as their students. Co-authored by a professor and coordinator of mathematics education programs with illustrative contributions from practicing elementary, middle and high school mathematics teachers, this book is a unique collaboration across all pre-college grades making it ideal for teacher discussion groups at any level. Embracing Mathematics integrates pedagogy and content exploration in ways that are unique in mathematics education. Features textboxes with reflection questions and suggested explorations that can be easily utilized as homework for a course or as discussion opportunities for teacher reading groups. Offers examples of teachers' action research projects that grew out of their interactions with the main chapters in the book. Is not narrowly limited to mathematics education but incorporates curriculum studies, an invaluable asset that allows instructors to find more ways to engage students in self-reflexive acts of teaching. Embracing Mathematics is intended as a method text for undergraduate and master's level mathematics education courses and more specialized graduate courses on mathematics education and as a resource for teacher discussion groups.

Diversity in Mathematics Education Alan Bishop, Hazel Tan, Tasos N. Barkatsas, 2014-09-20. This book presents a research focus on diversity and inclusivity in mathematics education. The challenge of diversity, largely in terms of student profiles or contextual features, is endemic in mathematics education and is often argued to require differentiation as a response. Typically, different curricula, text materials, task structures or pedagogies are favoured responses, but huge differences in achievement still result. If we in mathematics education seek to challenge that status quo, more research must be focussed not just on diversity but also on the inclusivity of practices in mathematics education. The book is written by a group of experienced collaborating researchers who share this focus. It is written for researchers, research students, teachers and in-service professionals who recognise both the challenges but also the opportunities of creating and evaluating new inclusive approaches to curriculum and pedagogy, ones that take for granted the positive values of diversity. Several chapters report new research in this direction. The authors are part of or have visited with the mathematics education staff of the Faculty of Education at Monash University in Melbourne, Australia. The chapters all focus on the ideas of development in both research and practice, recognising that the current need is for new inclusive approaches. The studies presented are set in different contexts including Australia, China, the United States and Singapore.

Understanding the Math You Teach Anita C. Burris, 2005. Teaching strategies are grounded in the NCTM standards and illustrated with real student work. In addition, the author provides a full range of concrete developmental

activities that encourage future teachers to make math make sense for themselves as well as for their students Believing that teachers who are comfortable with mathematics develop learners who are comfortable with mathematics this author empowers preservice preK 4 teachers to teach math confidently by laying a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching methods Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math manipulatives as well as the use of technology computer and otherwise to assist today's mathematics teacher For educators aids and parents responsible for teaching Pre K to fourth grade math

Fantasy Football and Mathematics Dan Flockhart, 2007-03-23 Student create fantasy sports teams by picking real life professional football players and then follow their players statistics and calculate their teams total points using algebraic or nonalgebraic methods specifically designed to complement the math skills they are learning

Advancing the STEM Agenda Cindy P. Veenstra, Fernando F. Padró, Julie A. Furst-Bowe, 2012-05-15 In July 2011 the ASQ Education Division held its first Advancing the STEM Science Technology Engineering and Mathematics Agenda in Education the Workplace and Society Conference at the University of Wisconsin Stout This publication is a selection of papers and workshops from this groundbreaking conference The ideas presented here will help other educators and policy makers to develop their own innovative high impact ideas for inspiring student interest in STEM careers improving the delivery of STEM education at their schools and colleges and helping STEM college graduates transition to the workplace The chapters in this book reflect research and best practices integrating the ideas of continuous improvement in combination with a can do attitude to provide a valuable resource that will lead others to consider similar innovative and collaborative educational structures that will drive more interest in STEM majors in college and provide for our next generation of scientists technicians and engineers Prior to reviewing Advancing the STEM Agenda I had a list in my mind of topics that I hoped would be addressed I'm very pleased with how many are covered and covered well This project succeeds at the challenge of providing not only beneficial breadth but also important depth Because our public private partnership has been committed explicitly to continuous improvement for more than a decade I couldn't help but notice as the editors also point out in their conclusion the extent to which continuous improvement is a common thread throughout the book That speaks to the book's practical utility in many settings and on a long term basis No less valuable is the discussion of student motivation by many of the authors which STEM teachers in our area have identified as a major issue of interest to them in recent surveys Richard Bogovich Executive Director Rochester Area Math Science Partnership Minnesota Veenstra Padró and Furst-Bowe provide a huge contribution to the field of STEM education We all know the statistics and of the huge need in the area of STEM students and education but what has been missing are application and success stories backed by research and modeling The editors have successfully contributed to our need by focusing on collaborative models building the K 12 pipeline showing what works at the collegiate level connecting across gender issues and illustrating workforce and

innovative ideas John J Jasinski President Northwest Missouri State University Advancing the STEM Agenda provides a broad set of current perspectives that will contribute in many ways to advancing the understanding and enhancement of education in science education and engineering This work is packed with insights and perspectives from experienced educators and bridges the transition from education to workplace John Dew Senior Vice Chancellor Troy University *Journal of Research on Computing in Education* ,1998 **Maths in Practice Workbook 1** Steve Kirkman,Kerrie McAlister,2013-08-05

From STEM to STEAM David A. Sousa,Tom Pilecki,2018-01-31 Weave arts activities to STEM instruction and STEAM ahead to academic success Arts activities enhance the skills critical for achieving STEM success but how do busy STEM educators integrate the arts into sometimes inflexible STEM curriculum This new edition of From STEM to STEAM explores emerging research to detail the way It includes Classroom tested strategies including sample K 12 lessons plans and planning templates Tools for building a professional development program designed to helps arts and STEM teachers collaborate to create STEAM lessons Sample planning frameworks for transitioning schools from STEM to STEAM The main objective of both art and science is discovery Lead your students to make that connection and STEAM ahead to academic success **Learning-Driven Schools** Barry Beers,2006-06-15 Many teachers are trained to approach their work with a set of teaching strategies and lessons that changes little over time Because they are focused on how they teach rather than on how their students learn they use the same techniques day after day making no adjustments for students different learning needs In Learning Driven Schools A Practical Guide for Teachers and Principals Barry Beers shows how teachers can plan teach and assess for student learning and how principals can support teachers in their efforts The book includes An overview of the research on knowledge retention Real life samples of lesson plans that address state and local standards Strategies on accurately assessing student learning Advice for teachers on addressing the needs of struggling intermediate and advanced students at the same time and Advice for administrators on conducting effective classroom observations A rallying cry and how to guide rolled into one this book is an invaluable resource for anyone passionate about learning Having served as a veteran teacher and principal himself Barry Beers brings his own experience and understanding to bear on the essential task of ensuring that student learning remains the clear focus of our schools **Teaching Secondary School Mathematics: Techniques And Enrichment** Alfred S Posamentier,Beverly Smith,2020-09-18 The primary aim of this book is to provide teachers of mathematics with all the tools they would need to conduct most effective mathematics instruction The book guides teachers through the all important planning process which includes short and long term planning as well as constructing most effective lessons with an emphasis on motivation classroom management emphasizing problem solving techniques assessment enriching instruction for students at all levels and introducing relevant extracurricular mathematics activities Technology applications are woven throughout the text A unique feature of this book is the second half which provides 125 highly motivating enrichment units for all levels of secondary school mathematics Many years of proven success

makes this book essential for both pre service and in service mathematics teachers

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