

# MATHS

## Lesson 22

Prep

**Topic: Data representation and interpretation**

### Representing responses to questions

#### Lesson concepts



**Data collection** — Questions



**Data representation** — Concrete representations



**Data representation** — Drawings

Today students will:

- represent responses to questions.

#### Resources

##### Digital

Learning object — Eye video — Down by the bay: Rhyming song

##### Find and prepare

Sheet — Pease porridge hot

#### Key terms

For definitions and explanations of terms, please see the [Glossary](#).



## Lesson

### Introduce the lesson

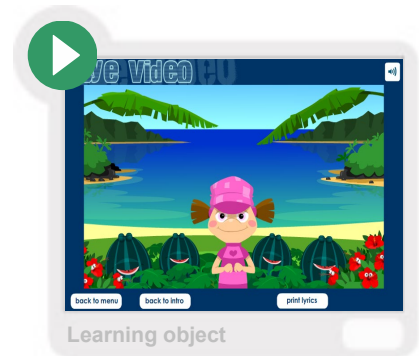
#### Note

It is important to highlight and develop the following vocabulary throughout this lesson.

question, answer, yes, no, information, sort

### Question in rhymes

- Open the **Learning object — Eye video — Down by the bay: Rhyming song.**



- Have students watch and listen to the rhyming song.
- Ask students to identify and answer the questions in the song (for example: 'Did you ever see a fly wearing a tie?'). Identify appropriate responses to a question.
- Read the rhyme on the **Sheet — [Pease porridge hot.](#)**
- Explain to students the meaning of the rhyme and talk about the three different ways that the porridge could be eaten.

#### Focus questions

Q: *What were the three ways that porridge was eaten in the rhyme?*

A: Hot, cold, in the pot nine days old.

Q: *What does it mean that **some** like it hot, **some** like it cold? How many is **some**?*

Q: *Was there a favourite way to have porridge?*

Q: *How could you find out the favourite way to eat porridge?*

A: For example: By asking people.

## Explore ways of displaying responses

### Breakfast survey

- Explain to students that they are going to ask a question to find out if people like to eat their porridge (or cereal) hot.
- Help students to plan the question they will ask.

#### Focus questions

Q: *What question do you think you would ask if you wanted to find out if people like to eat their porridge (or cereal) hot?*

A: For example: Do you like to eat your porridge (or cereal) hot?

Q: *What answer can be given to that question?*

A: Yes or no.

- Explain to students that they will ask other people the question so they can find out if people like to eat their porridge hot.
- Ask students to predict what they will find out.
- Help students to set up a way to record what people say; for example: write their question at the top of a page and write 'yes' and 'no' under the question.

#### Say to students

When you ask someone the question 'Do you like to eat your porridge (or cereal) hot?', place a tick under 'yes' if they say 'yes' and a tick under 'no' if they say 'no'.

- Students can ask family members at a more convenient time (for example: dinnertime, or they can phone or email other family members (Grandma, aunty), along with friends and classmates).

### Display responses to the questions

For example:

Do you like to eat hot porridge?	
YES	NO
✓	✓
✓	✓
✓	✓
✓	✓
✓	
7	3

- When students have asked other people their question and recorded the results, help them to interpret the information they have gathered.

### Focus questions

Q: *Were there more 'yes' or 'no' answers for the question?*

A: For example: More 'yes' answers.

Q: *What could that mean?*

A: For example: That more people like their porridge hot.

Q: *Would you say that hot porridge (or cereal) was very popular? How do you know?*

A: For example: Yes, it is very popular because seven people preferred their porridge hot.

Q: *What did you find out by asking that question?*

A: For example: More people prefer to eat hot porridge.

Q: *What other 'yes' or 'no' questions could you ask about porridge (or cereal)?*

A: For example: Do you like sugar on your porridge? Do you ever eat porridge for dinner?