



# Mean, Median, Mode, and Range Lesson Plan: Grade 6

Grade Level: **Sixth Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective

In this lesson, sixth graders use BrainPOP resources to learn how to find mean, median, mode, and range.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Mean, Median, Mode, and Range movie.
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Game: Sort tiles to match categories.
- 3. Assess:**
  - Take the Mean, Median, Mode, and Range quiz.

## Preparation


- Preview the BrainPOP movie [Mean, Median, Mode, and Range](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Mean, Median, Mode, and Range Movie](#) and [Vocabulary](#).
- Create and schedule Day 2 assignment: [Mean, Median, Mode, and Range Movie](#), [Game](#), and [Quiz](#).

## Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

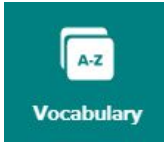
- *Think of times in everyday life that you have collected data. What was the data used for?*
- *What are some ways to summarize data that you have collected?*

## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the <a href="#">Mean, Median, Mode, and Range</a> movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 0:51: Why would it be helpful to know the range of scores for the spelling test?</p> <p>Timecode 1:39: How are the mean and median similar? How are they different?</p> <p>Timecode 1:48: Why would it be helpful to know the mode of scores for the spelling test?</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> <li>Two students act out the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on either mean, median, or mode.</li> <li>Pause at two key points and prompt students to <b>summarize</b>.</li> <li><b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>Pause at key points and ask the <b>discussion questions</b> in the student's home language or English.</li> </ul>

## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
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1. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open [Vocabulary](#).

Students click Flip All or each term individually. To hear a term read aloud, click the speaker icon.



Students type a definition and sentence for each term.

When they finish, students click **Save**, then **Submit To Teacher** button and/or print out.

- Print Vocabulary.



- Students write a definition and sentence for each term.

- Assign **appropriately challenging words** to individual students.
- Assign a few of the six terms to individual students to **define** and **use in a sentence**.
- As a challenge, students can **add two additional terms**, writing a definition and sentence for each.

- Say the term(s) in students' **home language**. Then say the words in English. Have the student repeat in English.
- Use the **term in a sentence**. Prompt students to say the word and repeat the sentence.
- Click the speaker icon to hear the term read aloud.



## DAY 2: Build Background (5 minutes)

### Lesson Steps

### Offline Modifications

### Modifications for Diverse Learners

### ELL/Language Development




2. Watch the [Mean, Median, Mode, and](#)

- Students return to their drawings of **key concepts from the first viewing** and add new details.
- As a **challenge**, invite students to identify more than one new fact.


[Range](#) movie again.

Prompt students to find a fact or something new that they didn't notice the first time.

## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>1. Students open their Sortify assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Sortify Game</a>.</p> <p>Students sort lists of numbers into self-selected categories.</p> <p>Students click each bucket to review and submit. When they finish, students click <b>I'm Done</b>, then the <b>Submit To Teacher</b>.</p>	<ul style="list-style-type: none"><li>• Create a <a href="#">paper version</a> of the game.</li><li>• Use index cards as tiles to recreate the game.</li></ul>	<ul style="list-style-type: none"><li>• <b>Model</b> your thinking for students as you play the game.</li><li>• Assign <b>specific bucket categories</b> to individual students.</li><li>• <b>Challenge</b> students to use the 'median low to high', 'range low to high', or 'mean low to high' buckets.</li><li>• Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li></ul>	<ul style="list-style-type: none"><li>• Say the name of each tile and bucket category in students' <b>home language</b> or English. Have them repeat it in English.</li><li>• Before students decide where tiles go, have them use their home language or English to <b>discuss where they plan to place tiles</b>.</li></ul>

## DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>Quiz</p>	<ul style="list-style-type: none"><li>• Print the <a href="#">quiz</a> for students to complete.</li></ul>	<ul style="list-style-type: none"><li>• <b>Read aloud</b> the questions and answers.</li><li>• <b>Reduce the number</b> of questions</li></ul>	<ul style="list-style-type: none"><li>• <b>Read aloud the quiz</b> in students' home language.</li><li>• <b>Highlight the key vocabulary</b> in</li></ul>

<p>3. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the <a href="#">quiz</a>.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click <b>Submit to Teacher</b>.</p>		<p>and/or possible answers (using the Quiz Mixer).</p> <ul style="list-style-type: none"><li>● <b>Support recall</b> by revisiting movie drawings.</li></ul>	<p>a printable version of the quiz.</p> <ul style="list-style-type: none"><li>● <b>Support recall</b> by having students review drawings they made during the movie.</li></ul>
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