

Chart Interpretation: What Does It Say?

60 minutes

ICT2: Introduction to other software packages and applications

WHAT THIS LESSON DOES

Learn how to read bar and pie charts for the biggest and smallest values as well as proportions. Write short interpretations ending with a decision for your project and separate what the chart shows from what it does not.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Interpret bar and pie charts at a glance for biggest, smallest and proportions
- Write a short interpretation that supports a project decision
- Separate what a chart shows from what it does not show
- Add 3-4 sentence interpretations under each project chart

BEFORE THE BELL

- Prepare physical markers or cards for the line activity.
- Have a sample chart prepared on the board with numbers covered.
- Keep Aoife's worked-example figures or a one-page class sample chart ready for students missing bar or pie charts.
- Print a few matching worksheets for early finishers during Portfolio Build.
- Have one student chart (or the worked example) ready to display. Students need 06_ka2_charts from earlier chart lessons open in their cloud drive. Keep Aoife sample figures or a one-page class chart file ready for anyone missing charts.
- Display Aoife's four beats and the two scaffold images. Optional: print a few matching worksheets for early finishers. Keep sentence-starter stems ready for weaker writers.
- Open the opinion-line interactive on the class display. Plan to spend roughly equal time on each statement.
- Students need 06_ka2_charts with bar and pie charts already built. Have Aoife sample figures or a class sample chart ready. Print a few matching sheets for early finishers. Plan the minute-10 freeze and end-of-block screen check.

Chart Interpretation: What Does It Say?

HOW THE LESSON RUNS

5 min	introduction	Introduction
8 min	content	Key concepts
14 min	activity	What can this chart claim?
3 min	content	Common issues
20 min	activity	Portfolio Build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Lead from Aoife's four beats on screen; keep the table as a reference card.
- Take voices from different ends of the line in the opinion activity; project the think-about stems.
- At Portfolio Build start, check both charts exist; redirect missing-chart students to the class sample.
- Mid-point freeze around minute 10 of Portfolio Build: one strong decision and one over-claim aloud.
- Close check: students show both interpretations on screen before log-off; file remains 06_ka2_charts.

WHAT TO WATCH FOR

- Only describing colours and chart type: point students to the four beats and optional stems.
- Writing that the chart proves something: ask them to point to the backing data cell or slice.
- Freezing on the decision line: use the coach prompt and board examples from the oral round.

DIFFERENTIATION

- Support: optional sentence starters on the Portfolio Build card (what it shows / biggest / smallest / decision / does not show).
- Extension: matching worksheet or comment on a chart that shows unexpected results.
- Support: allow a short partner talk before writing, then independent typing.