

Advanced Chart Interpretation

60 minutes

ICT Specialism 3: Spreadsheets

Outcome M3.U2.2

WHAT THIS LESSON DOES

Learn how to interpret charts by spotting trends, outliers and hidden averages. Write short non-technical paragraphs that highlight the largest and smallest values and connect each chart to a useful decision for your project.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M3.U2.2	Generate and interpret charts, graphs and data tables appropriate to the data, to effectively communicate information from a spreadsheet.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Read charts for trends, outliers, and hidden averages
- Write a short non-technical interpretation naming biggest and smallest values
- Link each chart to one decision it informs

BEFORE THE BELL

- Have one sample stall chart ready on the board (€50 most weeks, €95 on match day), and, if you kept examples from earlier work, a strong interpretation and a weak one to show beside it.
- Have the key concepts table and the Four-beat scaffold worksheet ready.
- Check which students already have charts in sm3_project_data (or their own equivalent file) inside 09_specialism/sm3/.
- Have one sample project chart ready on the classroom screen (GAA stall numbers if needed)
- Board-ready GAA stall numbers; matching worksheet available for a short pair check
- Demo sample sales data quickly, then let students build chart and write; have model paragraph ready to reveal
- Know which students lack project charts; have Four-beat scaffold ready; plan the minute-17 screen swap

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
4 min	content	Common issues
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Demo the sample data quickly on screen first, then let students build the chart and write their own four-beat paragraph.
- Reveal the model paragraph only after the gap-fill, so that students compare their own wording with it rather than copy it.
- Circulate during independent practice to confirm that students are in the correct named file and that their decisions are specific to their own project.
- Call the three-minute screen swap at about minute 17, so that the partner check in the success criteria actually happens.
- Keep the reflection oral and brief.

WHAT TO WATCH FOR

- Writing only about chart shape without numbers: remind students to name the biggest and smallest values with units.
- Treating the average as typical without checking outliers: prompt students to identify any unusual value first.
- Creating generic decision links: guide students towards a decision that belongs to their own project.
- Editing the practice file instead of sm3_project_data: redirect them before the end of the block.

DIFFERENTIATION

- Support: the Four-beat scaffold worksheet (Trend / Biggest / Smallest / Decision) for students who need the structure in front of them.
- Extension: direct early finishers to the note on why the average misleads.
- Fallback: students without project charts write an own-words interpretation of the practice stall data in sm3_interpretation_practice and note in a cell where the real project chart will go later.