



Unit Description

Title	I LIKE EATING...
Age of students/grade	10 years old/ Primary School
Length of the unit	4 hours in a month
Mathematical topic	Mathematical area relating to statistics, data representation and percentages. Various types and use of data
Prerequisite knowledge	<ul style="list-style-type: none"> • Numbers • Reading (mathematical) comprehension • Drawing graphs
Materials needed	<ul style="list-style-type: none"> - Stationery - Personal computer - IWB (Interactive Whiteboard) or smart TV - Excel (or similar) and Word (or similar) software - Flashcards - Mind maps
Objectives	<ul style="list-style-type: none"> • Learning new vocabulary in L2 • Learning a functional use of the L2 (in this case, related to Maths) • Acquiring the basics of the statistical method • Learning to collect, represent and analyze data • Learning different types of graphs • Connection with Italian language for a functional use of L2 - (ITALIAN) • Interacting and cooperating in teamwork - (CIVICS) • Using technologies to facilitate the lesson (<i>special applications to create survey forms, mind maps, flash cards and also spreadsheets for data collection and graphs creation</i>) – (ITC)
Notes on work with migrant students	<ul style="list-style-type: none"> • Cooperative learning (peer to peer/teamwork) • Audiovisual tools (IWB or Interactive Whiteboard, blackboard, flashcards to identify and underline important words and/or concepts)

Lesson plan

ACTIVITY DEVELOPMENT

STEP 1 – LEXICON (0,5 h)

- Presentation of the lexicon (e.g. through flashcards) which will be used, in terms of contents, actions and tools.
- The lexicon of the **contents** to be presented:
 - Pizza - Fish - Meat - Hamburger - Chips - Soup - Pasta - Sweets - Meatballs – Lasagne - Chocolate – *Other* (some typical food chosen by our foreign students, no matter if migrants or not. Some examples: SARMALE from Romania (cabbage rolls with pork meat), ŠALTIBARŠČIAI from Lithuania (cold beet soup), PASKA from Ukraine, but also from Russia and Romania (typical Easter cake), PIEROGI RUSKIE from Poland (meat dumplings), SHOPSKA SALAD from Bulgaria (salad with cheese), MANTU from Afghanistan (meat, cabbage and pumpkin dumplings)
- The lexicon of the **tools** to be presented:
 - About mind maps
 - About questionnaire
- Lexicon relating to the **method**
 - Survey - Questionnaire
 - Data collection - Table
 - Data representation – Graphs and charts
 - Type of charts (aerogram – square aerogram – percentage – histogram)
 - Analysis - Questions / Answers - True and False

STEP 2 – SURVEY (1,5 h)

- First it should be chosen if the submission will be done by paper or by digital tool (e.g. Google Forms). *This could change the organization of the work.*
- The class will be divided into 5 groups of 5 students. Each group will receive the form created by the teacher, entitled “WHICH IS YOUR FAVOURITE FOOD?”. 10 types of food have to be chosen from + 1 (*other*)
- The questionnaire will be submitted to 100 students and each group will be responsible for 20 questionnaires.

STEP 3 – DATA COLLECTION AND CHARTS CREATION (2 h)

- Each group provides the teacher the collected data. By means of the Interactive whiteboard and suitable software, the teacher merges all data collected, creating a general table.
- The creation of charts will be done automatically with digital tool (e.g. Excel or similar)
- The 1st type is the square aerogram: the questionnaires are 100 and it's easy to realize a square aerogram in their notebooks. In this way it's easy also to introduce the concept of percentage (children color 32 squares of 100 = $32/100 = 32\%$)
- Once the percentages have been introduced, a pie chart with percentages is presented on the IWB (Interactive Whiteboard) (2nd type of chart).
- The histogram could be the 3rd type of chart introduced (if there is time left)

STEP 4 – GRAPHS ANALYSIS (at home)

- The last part of the activity involves the analysis of the collected data by the students.
- The charts created will be printed and glued on their notebooks.
- Below the charts, they will write the teacher's questions to be answered with True or False.