



GRAPHING LESSON

T183

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October 25, 2003



OBJECTIVES

- Graph points on a coordinate grid with the use of a Ti-83 calculator
- Determine patterns in a graph
- Determine measures of central tendency



CSO's

- **A1.2.5 & AM2.2.1** analyze a given set of data for the existence of a pattern numerically, algebraically, and graphically; determine the domain and range; and determine if the relation is a function
- **A1.2.18 & AM1.2.13** collect, organize, interpret data, and predict outcomes using the mean, mode, median, range, and standard deviation



MONTHLY BUDGET SHEET



MONTH

ENDING BALANCE

January	\$
February	\$
March	\$
April	\$
May	\$
June	\$
July	\$
August	\$
September	\$
October	\$
November	\$
December	\$



ADAPTATIONS

- Mixed ability groups
- Have a replica of the calculator on the wall and on an overhead transparency
- Connect the calculator to the overhead projector
- Bold specific keys of the calculator on the instruction sheet
- Visual representation of mean, median, mode



PRE-REQUISITE

■ BALANCING A CHECKBOOK

- Students were given a starting balance and a list of dates with deposits, checks written, automatic withdrawals, and transactions with a debit card. They had to find the final balance and check accuracy against the correct balance.
- Example - 10/5/03: ATM withdrawal \$25.00, 10/15/03: deposit \$295.57



PRE-REQUISITE

■ INTEREST

- Give an explanation of how to find interest by multiplying the interest rate by the total amount.
- Example - The interest on a credit card is 19%. How much extra money will you be paying if your bill is \$350?

answer: \$66.50



PRE-REQUISITE

■ FINANCIAL ADVICE

- Use credit cards with the least amount of interest.
- Pay credit cards in full or pay as much as possible.
- Write all checking transactions in your checkbook in order to avoid an over-withdrawal fee.



PRE-REQUISITE

■ Money Management Project (similar to the game Pay Day)

- Students work in groups of 4.
- They all start out the year with \$3500.00
- Every month, they are given credits, expenses, and situations where they have to make financial decisions.
- Examples: buying insurance, credit card payments, receiving paychecks, taking vacations, doctor bills, etc.
- Students keep track of their income at the end of each month for one year period.



PRE-REQUISITE

■ WEBSITES

- <http://www.moneyinstructor.com>
- <http://www.practicalmoneyskills.com>
- <http://www.fleetkids.com>



SELF-GUIDED LESSON

- Use graphing paper to graph monthly ending balances.
- Create two lists in the calculator of the monthly ending balances.
- Graph a line on the calculator using the two lists.
- Record Observations.
- Calculate central tendencies using the calculator.



FOLLOW - UP

- The students will answer questions that will enhance their critical thinking skills and logical reasoning.
- Example: According to your monthly balances, what month would have been the best month to take a trip to Disney World?