

**WORK IT
OUT****Using a double entry table
"Temperature graph"****16-21****Level 2
Exercise 1**

<i>Aims</i>	Practising using a double entry table to draw graphs.
<i>Applications (examples)</i>	<p><u>In class:</u> introduction to decimal numbers and fractions, advanced reading comprehension skills, use of graphs in geography, technology and, in general, any school activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work:</u> using and drawing graphs of production, control, safety, team work.</p> <p><u>In everyday life and leisure:</u> any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...) Also filing forms, the football pools, understanding tables and graphs in a newspaper.</p>
<i>Materials</i>	<ul style="list-style-type: none">-A sheet of paper with data consisting of the temperature of a patient and the days on which the temperature was taken.-A sheet of paper with a grid. The vertical axis is graded in terms of temperature and the horizontal axis in terms of date.
<i>Instructions</i>	Draw the temperature graph of the patient on the grid, according to the data given.
<i>Comments</i>	The teacher could discuss variations in body temperature with the students before starting the exercise. This would inform comments on the temperature graph, once it is drawn.
<i>Variations (examples)</i>	The grid could be used for other purposes, for example the level of production in a factory, salary changes and so on. The students will decide which relevant numbers to write on the grid. .
<i>Individualisation</i>	Yes, if the students can read numbers.
<i>Answers</i>	Yes.

Dates
(days in the month of June)

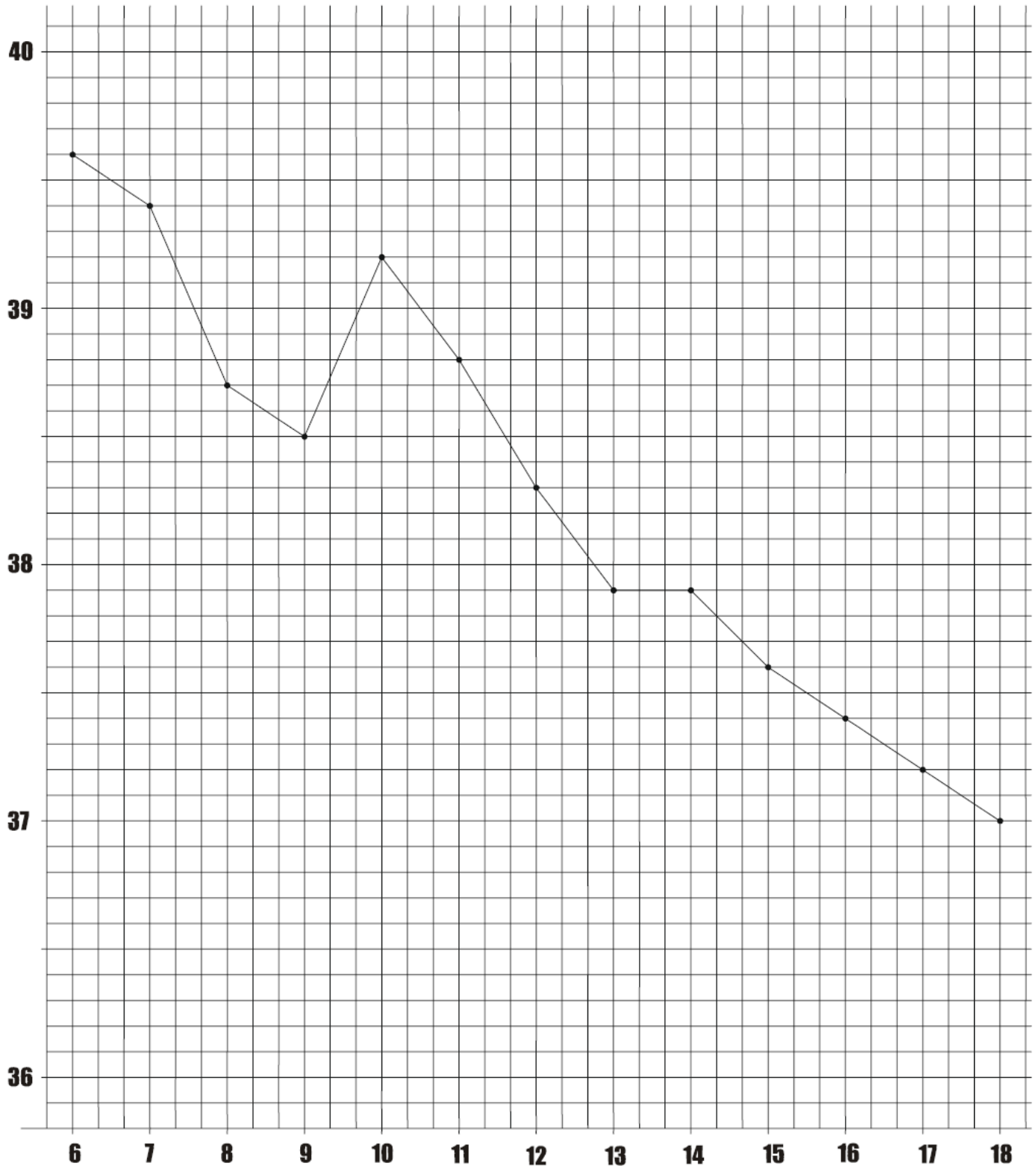
Record of patient's temperature

6	39,6 °
7	39,4 °
8	38,7 °
9	38,5 °
10	39,2 °
11	38,8 °
12	38,3 °
13	37,9 °
14	37,9 °
15	37,6 °
16	37,4 °
17	37,1 °
18	36,9 °

**WORK IT
OUT**

**Using a double entry table
" Temperature graph "**

16-21
Answers



**WORK IT
OUT****Using a double entry table****16-22****"Schedule"****Level 2
Exercise 2*****Aims***

- Practising understanding a double entry table, finding one's bearing in it and filling in data.
- Practising using the 24h clock.

***Applications
(examples)***

In class: introduction to arithmetic, reading, use of graphs in geography, technology and, in general, any school activity involving:

- using a double entry table to look for data.
- filling a double entry table
- making a double entry table (for example a timetable) or a graph.

At work: introduction to the use of information tables and any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board. Fill in a planner or a diary.

In everyday life and leisure: any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...) Also filing forms, the football pools, understanding tables and graphs in a newspaper. Using a diary.

Materials

A sheet of paper with a double entry table. The left-hand column contains hours and the top row contains numbers representing minutes. Under the table are five series of numbers representing time slots according to the 24h clock,

Instructions

The students have to fill in the cells corresponding to the time-slots given.

Comments

One of the difficulties is to move on to the next row, which is necessary for the second and fifth time-slots.

***Variations
(examples)***

1. Students can use the table to show their personal schedule, which will then be read by the group.
2. Numbers could be changed to refer to a 12h clock.

Individualisation

Yes, if the students can read numbers.

Answers

Yes.

	0	5	10	15	20	25	30	35	40	45	50	55
9												
10												
11												
12												
13												
14												
15												
16												
17												

10 : 20 → 10 : 30

11 : 10 → 11 : 45

13 : 40 → 14 : 10

15 : 25 → 15 : 30

16 : 50 → 17 : 15

	0	5	10	15	20	25	30	35	40	45	50	55
9												
10												
11												
12												
13												
14												
15												
16												
17												

10 : 20 → 10 : 30

11 : 10 → 11 : 45

13 : 40 → 14 : 10

15 : 25 → 15 : 30

16 : 50 → 17 : 15

**WORK IT
OUT****Using a double entry table
"Happy birthday"****16-23****Level 2
Exercise 3**

<i>Aims</i>	Practising finding your bearings in a table meant to be used or read by taking into account columns and rows.
<i>Applications (examples)</i>	<p><u>In class</u>: any activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable). <p><u>At work</u>: any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...)</p>
<i>Materials</i>	A sheet of paper with, first, a frame containing six dates expressed in numbers (days and months) and six empty boxes. Underneath the frame, a double entry table with a column of months on the left and a row of day from 1 to 31 in the bottom row.
<i>Instructions</i>	The students have to draw a cross in the cells corresponding to the dates given. Then they have to draw crosses corresponding to birthdays of their choice and enter the dates in the empty boxes of the frame above, in the same format as the previous dates.
<i>Comments</i>	If the teacher uses the terms horizontal or vertical, s/he must make sure that the students understand those terms and do not confuse them.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. The students can take turns in telling the group when their birthday is. The others then enter this date in the table by drawing a cross in the appropriate cell.2. The teacher could ask the student to colour certain time-slots on the table, for example the next holiday, a school event, a personal event, a civic event and so on.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Partial answers.

13.07	19.03	07.12	05.10		
20.12	24.02	16.04	10.06		

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JANUARY																															
FEBRUARY																															
MARCH																															
APRIL																															
MAY																															
JUNE																															
JULY																															
AUGUST																															
SEPTEMBER																															
OCTOBER																															
NOVEMBER																															
DECEMBER																															

13.07	19.03	07.12	05.10		
20.12	24.02	16.04	10.06		

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JANUARY																															
FEBRUARY																								X							
MARCH																			X												
APRIL															X																
MAY																															
JUNE									X																						
JULY												X																			
AUGUST																															
SEPTEMBER																															
OCTOBER					X																										
NOVEMBER																															
DECEMBER							X													X											