

Memory game

- mean, median, mode, range

<p>My journey times to/from college this week (in minutes) were: 15; 20; 25; 20; 10 20; 35; 25; 30; 40 What was the mean?</p>	<p>My journey times to/from college this week (in minutes) were: 15; 20; 25; 20; 10 20; 35; 25; 30; 40 What was the mode?</p>	<p>My journey times to/from college this week (in minutes) were: 15; 20; 25; 20; 10 20; 35; 25; 30; 40 What was the median?</p>
<p>My journey times to/from college this week (in minutes) were: 15; 20; 25; 20; 10 20; 35; 25; 30; 40 What was the range?</p>	<p>30 mins</p>	<p>20 mins</p>
<p>24 mins</p>	<p>22.5 mins</p>	<p>Jane's journey times to/from college this week (in minutes) were: 10; 20; 15; 20; 10 10; 50; 50; 15; 10 What was the range?</p>

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<p>Jane's journey times to/from college this week (in minutes) were:</p> <p>10; 20; 15; 20; 10 10; 50; 50; 15; 10</p> <p>What was the mean?</p>	<p>15 mins</p>	<p>40 mins</p>
<p>Jane's journey times to/from college this week (in minutes) were:</p> <p>10; 20; 15; 20; 10 10; 50; 50; 15; 10</p> <p>What was the median?</p>	<p>10 mins</p>	<p>21 mins</p>
<p>Jane's journey times to/from college this week (in minutes) were:</p> <p>10; 20; 15; 20; 10 10; 50; 50; 15; 10</p> <p>What was the mode?</p>	<p>Jane's journey times to/from college this week (in mins.) were: 10; 20; 15; 20; 10 10; 50; 50; 15; 10</p> <p>My journey times to/from college this week (in minutes) were: 15; 20; 25; 20; 10 20; 35; 25; 30; 40</p> <p>What is the difference between the range of my times and the range of her times?</p>	<p>10 mins</p>

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<p>The ages of the students in this class (in years) are: 16; 18; 17; 16; 19; 16 What is the mode?</p>	<p>16 yrs</p>	<p>The ages of the students in this class (in years) are: 16; 18; 17; 16; 19; 16 What is the mean?</p>
<p>17 yrs</p>	<p>The ages of the students in this class (in years) are: 16; 18; 17; 16; 19; 16 What is the median?</p>	<p>16.5 yrs</p>
<p>The ages of the students in this class (in years) are: 16; 18; 17; 16; 19; 16 What is the range?</p>	<p>3 yrs</p>	

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Instructions and teaching notes

Your class will be divided into small (3-6 learners) groups.

Laminate one set of tables for each group (doing each set in a different colour avoids confusion) and cut into rectangular cards.

The cards are mixed up and placed face down in front of learners. Learners take it in turns to turn over two cards, trying to match a question with the right answer. If they do so, they keep the pair and have another go until they do not get a matching pair. If they do not get a matching pair, they turn the cards back over.

Differentiation

The difficulty level / length of time can be adjusted by only playing with some of the cards – there are three separate groups within each set – or by putting the questions in one row and the answers in another.

Learners can play in pairs, encouraging discussion of terms and promoting use of strengths and weaknesses. For example, some dyslexic learners have a poor memory and do not cope well with long texts but have a good memory for space and patterns. They could be paired with a learner who would have no difficulty in calculating and remembering the answer to the question card but may forget where the correct answer card is although it has previously been turned over.