**Station: Finding the Balance Point**

**What do students do:** Students will be given a listof the prices of six toys. Students will draw a number line on the white board from 0 to 12, leaving about an inch between the numbers. There will be six small sticky notes to represent the prices of each toy. Students will place a dot on the line where they think the mean might be. The students are going to determine the actual mean, without computation, by moving the sticky notes towards the “center.”

**What do students learn:** Students learn that they can determine the mean of a given data by using a graph, without using computation. Students also learn how to construct a graph when given data, and how to analyze the graph.

**What do students produce:** Students produce a graph with the data that is given to them. They also produce the mean of the data, by moving the sticky notes to balance out the information. The sticky notes will eventually be stacked above the same number, which will be the balance point or mean.

**Differentiation:** This can be differentiated in many ways. The prices of the toys can be increased or decreased, as well as the amount of prices of toys given. Another way to differentiate this would be to represent it with the connecting cubes. The same concept can be done with the cubes, by evening them all out.

**References:**

Pg. 451

John A Van De Walle, *Elementary and Middle School Mathematics: Teaching Developmentally*. 7th edition. Allyn & Bacon: Pearson Education