|  |  |
| --- | --- |
| **Balanced Math Data Management**  Big Ideas:   * Graphs are powerful data displays since visual displays quickly reveal information about data. * When data are displayed, either visually or in a table or chart, they can be analyzed to look for patterns, make predictions, make comparisons, draw inferences, and make decisions.   Curriculum Expectations: 3m80, 3m81, 3m82  Process focus: Reasoning & Proving and Communication | |
| Math Journal  (Resource: KF) | Math Journal  How are pictographs and bar graphs **alike**? How are they **different**?  (Remember to check your Math Journal success criteria BEFORE handing in your work!) |
| Independent Problem Solving  (Resource:  modified EQAO) | Independent Problem Solving  There are 62 students in Grade 3 at Fieldcrest. The students are put into 3 groups.  The graph shows the number of students in each group.  Part of the scale is missing and so is the bar for Group A.  (Insert bar graph here)   1. Complete the scale on the graph. 2. Find how many of the 62 students are in Group A.   Show your work.   1. Group A has \_\_\_\_\_ students. 2. Draw a bar on the graph to show the number of students in Group A.   **Parallel Task:** 19 Students in a Grade 3 class and scale is one. Hundreds chart to accompany problem. |
| Shared Problem Solving  (Resource:  modified EQAO) | Shared Problem Solving  Mason asked the students in our class to choose their favourite sport. He recorded their choices in the tally chart below. (Insert tally chart here)  Four students made pictographs with this information.  (Insert pictographs here)   1. Circle the pictograph that IS correct and explain how you know. 2. Put an X over the pictographs that are NOT correct and explain how you know. |
| Math Games | Data Management Match Game (see attached)  Data Management Memory Game (see attached)  (Resource: K. Fennell) |
| Math  Facts | Apple Adding (Addition Facts 0-18)  Nine in a Hive (modified, Addition Facts 0-9)  (Resource: File-Folder Games for Math) |
| Guided Math  (Resource: MS Excel & KF) | Creating Bar Graphs in MS Excel.  Materials: Laptops & “How to” sheet for each student  2-3 Tally charts for modelled, shared and independent practice. Assessment: Independent graph |
| Early Finishers | Apple Adding (Addition Facts 0-18)  Nine in a Hive (modified, Addition Facts 0-9)  OR Summative Unit Task |
| Consolidation | Math Journal – Student moderation of peers work samples for Bump It Up board  Independent Problem Solving – Specific feedback from success criteria with model response posted.  Share the Wealth  Reasoning and Proving Prompts   * How do you know that your answer is correct? * How do you know that this pictograph is incorrect?   Communication Prompts   * Is there a math manipulative you could use that might help you to prove your answer? * What strategy did you use to solve this problem?   Learning Skill – Collaboration Prompts   * How did you agree to use this strategy? * Was there a time when you disagreed? What did you do then? * Did everyone have a chance to contribute to solving this problem? Tell us how. |