**Balanced Math Planning**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Amount of Time:** 30 minute Rotations

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| **Strand:** Data Management  **Expectation:** Read, interpret and draw conclusions from primary data (e.g. survey results, measurements, observations) and from secondary data or community data in the newspaper, data from the Internet about population etc.) presented in charts, tables and graphs.  **Big Idea(s):** Graphs are powerful data displays because they quickly reveal a great deal of information.  **Math Process Focus:** Communication | |
| **Minds On** | |
| **Open Question/**  **Independent**  **Problem Solving** | * Show students a pictograph about a fourth grade class. Students need to think about what the graph is about based on the pictures and must try to figure out how many kids there might be in the class realizing that each image may represent more than one student and figuring out what would make sense. |
| **Math Facts:** | * Multiplication Game from Math Grid Games |
| **Math Games:** | * Students will play a game called popular products with a partner. Each partner will roll a dice and then they will multiply the two numbers rolled. Whoever says they answer first will record their answer in a stem and leaf plot. |
| **Shared Problem Solving:** | * Students will be given a pie-graph that shows the proportion of children in a class who prefer particular shows. Students will work together to discuss how many students might be in the class and how many might prefer each show. They will then present the data in a different way (e.g. a bar graph). |
| **Guided Math:** | * Learning Goal: Students will learn the difference between reading a graph and drawing conclusions from a graph. |
| **Math Journal:** | * Sort the numbers from 1 to 20 by using two sorting rules so that there are 4 numbers that are in the overlap (that is they fall in both categories). |
| **Consolidation** | |
| **Consolidation:** Students will share their solutions for their shared problem-solving question. Students will focus on using their “Math Communication” question prompts and Success Criteria (on anchor chart). | |

**Additional Notes:**

Students will continue working on their multiplication skills throughout this rotation because of an overall indicated need.