**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:** | * Provide a graph without any labels- ask students “What could this graph represent? Why do you think that?” |
| **Math Facts:** | * Students will focus on double digit and single digit multiplication and division (see worksheet page). |
| **Math Games:** | * Students have a choice of a multiplication facts game, factors game, or factors bingo. |
| **Shared Problem Solving:** | * Question 1:   Two dice are thrown. How many combinations could result in even- numbered sums? |
| **Guided Math:** | * Looking at graph features. Students will create a list of graph “must haves” in order to show correct and accurate information (our classroom top 10 list). |
| **Math Journal:** | * How do you decide which type of graph is best to display various sets of data? Why do we need different types of graphs to display data? Give an example to support your answer. * Group 2: A company wants to show that their business is growing. What kind of graph could they use to show this? What might the graph, table, or chart look like? |
| **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).  Success Criteria:   * explain and discuss what I know * use correct mathematical language in responses * interpret/summarize important information * identify key information   Question Prompts:   * how can you express (explain/describe) this in a different way? * what is a definition for? * how can you reword this question? * How do you know this answer? | |

**Additional Notes:**

Students will continue working on their multiplication and division skills throughout this rotation because of an overall indicated need in both classrooms.