|  |
| --- |
| Unit 6 Pre-Assessment |
| 1.MD.4  1.G.1  1.G.2 |
|  |
| 6-1 |
| 1.MD.4  1.G.1  1.G.2 |
| Simple Comparisons and Graphs  Quick Practice: Here’s the Score 1 – Compare two numbers and identify the greater number. “Here’s the score, which is more?”  Money routine  Number comparisons – 9 and 6 draw circles and compare by length and number  Compare groups of real objects:  Give two children books. I am giving Pablo some books and jenny some books. Who has more books? Who has fewer? Can we say how many more books one person has? It is hard to see, isn’t it? There must be a better way.  Introduce simple picture graphs.  How many fewer books does jenny have than Pablo?  Represent a new situation and draw a picture graph. “What kind of questions could we ask about the picture graph?”  How do we equalize the graph (take 3 away, add 3 more)  Page 203 – Use and compare data. Who has more, how many more? Who has fewer how many fewer?  Intervention: Equal or not equal. Cup of 15 counters. Make a row of red and yellow, are they equal?  On level: Make a graph, ask questions about it, make both rows equal. Show what you did by making an equation.  Challenge: Make a graph. Write a story that matches the graph. Write 2 questions about the graph. Trade and solve. |
| 6-2 |
| 1.MD.4  1.G.1  1.G.2 |
| Construct Picture Graphs  Quick Practice: Here’s the score 1, Decade cards compare the 2 numbers, which is more? How much more?  Money Routine:  Number Comparisons:  Choose quantities of items to graph. Balloons and hats (10 and 7)  Construct a picture graph. – Use the grid on back of wipeboard.  Make comparisons: When we compare two groups of things we look at them together. Who can say a sentence that compares the balloons with the hats? Is there another way to compare them? (more, fewer)  Construct a new graph on food types. Who can say a sentence that compares \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_. Can someone say it another way?  Page 207 – Use picture graphs to compare.  Intervention: Math grid on wipeboard. Bag of objects. Take items out of bag. Make two rows of objects. Make a graph, label each row, write a title.  On level: 20 objects. Math grid. Draw a graph to show the objects. Compare your graphs. Ask each other questions about the graphs.  Challenge: Copy the unfinished graph on grid. Use the clue and complete the graph. Take turns drawing the first row of a graph and giving a clue. Other partners complete the graph. |
| 6-3 |
| 1.MD.4  1.G.1  1.G.2 |
| Quick Graphs and Comparisons:  Quick Practice: Count Backward – Write a 2 digit number on board, have class count back from that number. Use a hand signal to start/stop.  Decade cards 1 – which is more? How much more?  Money Routine:  Number Comparisons:  Record Jumps: All students have a grid. Write the titles : Number of Jumps. Pick two students and record each number of jumps.  Build a graph with stair steps. Who can make a comparing question about the graph? Who has the answer?  .  Paired practice: Build a graph and make comparisons with a partner  Page 209 – Making a graph with dots and comparing.    Intervention: Grid, stair steps, paper bag. Each person takes a stair step out of the bag. Work together to make a 2-row graph. Label the rows with your names. Compare the dots.  On level: Grid and stair steps. Choose an action you can do in place. Each partner does the action 10 times or less. Count each action and record. Build a graph together. Compare the graph.  Challenge: Grid and stair steps. Write a comparison statement about dots 1 to 9. Use stair steps. Make a graph to match. Compare and discuss how the graphs are different but match the statement. Repeat. |
| 6-4 |
| 1.MD.4  1.G.1  1.G.2 |
| Graphs with Multiple Rows:  Quick Practice: Count Backward from a 2-digit number  Here’s the score 1  Decade cards 1  Money Routine  Model Global comparisons with multiple row picture graphs  Explain that sometimes we want to compare more than 2 groups of things. Have students compare using the words more/fewer.  Identify info on the graph (how many \_\_\_\_\_, which one had \_\_\_\_\_this many)  Compare info on the graph (how many more, how many fewer?)  Invent questions – What questions can we ask about this graph?  Page 212 – Make a graph using red yellow and blue cubes.  Intervention: Title a graph “Doubles Rolled” label your rows with initials. Take turns rolling the cubes. When you roll a double, draw a circle in your row.  On Level: Same as above  Challenge: Decide what type of real data to collect. Each person collects data for the graph. When the graph is finished take turns asking questions. |
| 6-5 |
| 1.MD.4  1.G.1  1.G.2 |
| Data Collection and graphing:  Quick Practice: here’s the score 1, decade cards 1, count backward from a double digit number  Money Routine  Gather data about favorite colors. Use stair steps to graph data. Elicit children’s questions.  Divide the class in groups of 4. Provide each group with 2 sets of stair steps. Each child closes their eyes and picks a stair step. They then arrange them from shortest to longest. Model comparative statements. I have 8 dots that is the most dots. I have 5 dots that is 3 fewer than Ed has. Practice comparative statements.  Intervention: Favorite colors graph – make a bar graph using the data from above. Use matching colors. Color one square for each vote. Put a title and labels on your graph. Discuss your graph using “more and fewer”.  On Level: Find squares rectangles triangles and circles in the classroom. Count the number of each shape. Use stair steps to make a graph. Discuss your graph using more and fewer.  Challenge: Make a list of several breakfast foods. Survey the class about their favorite. Use the data to make a graph. Share results with the class. |
| 6-6 |
| 1.MD.4  1.G.1  1.G.2 |
| Student Generated Graphs:  Quick Practice: Here’s the score 2 – compare 2-digit numbers and say “Which is less? Try your best!” – The side with the lesser number stands up.  Decade Cards 2 – Compare two numbers, identify the number that is less, and tell the difference. (Secret Code Cards)  Money Routine  Work in groups to make graphs. Have students count out the number of letters in their first names. Each child fills in a row on the group’s graph, using a small circle to represent each letter of his or her name. Student Page 213  Organizing and presenting data – In a few minutes, your group will show the class the graph you made. Think about what you want to say. Someone in your group should tell the class whose name has the most letters and whose name has the fewest letters. Then you might want to compare your name with someone else’s name and tell how many more or how many fewer letters it has.  Make reports and find longest and shortest names – Make a list of longest and shortest names from each group, then find who has the longest/shortest in the class.  Make a prediction – Challenge children to predict the number of letters in the name of a hypothetical new student. Explain that a prediction is a kind of guess based on data or observations of trends. Encourage children to validate their thinking and support their predictions.  Student Page 214 – From picture to number comparisons  Remember equal is another way to say “the same as”. Introduce comparing number with greater than/less than symbols.  Intervention: Each person write the name of a family member. Count the number of letters. Work together to make a graph and write a title. Draw one circle for each letter. Math talk: tell which name has more letters and which has fewer.  On Level: Work together and make a list of your favorite animals. Make a graph showing the number of letters in each word. Trade graphs and check. Ask eachother questions using the words more, fewer, most, and fewest.  Challenge: Work together to make a list of 10 names that have 3, 4, or 5 letters each. Create a 3-row graph (Use the labels: 3 letters, 4 letters, 5 letters). Complete the graph and use one circle for each name. |
| 6-7 |
| 1.MD.4  1.G.1  1.G.2 |
| From Graphs to Tables:  Quick Practice – Here’s the Score, Decade Cards 2  Money Routine  Make a favorite seasons graph. Students write a title at the top of their math board and label categories. Have children raise their hand when their favorite season is called. Students record the data on their boards.  Ask comparison questions using the words most, fewest, more, fewer.  Show the information on a table. Student Guide Page 215. Explain that tables display an amount with a number instead of a row of pictures or circles.  Intervention: All students write their name in the first column. All students write the number of letters in the second column. Take turns asking questions.  On level: Create a graph on the grid. Label it “Colors in the bag”. Take turns pulling out a cube. Record each turn on the graph. Continue until the bag is empty. Complete the table using the data.  Challenge: Work together to choose a topic. Collect data and show it on a graph. Turn the graph over. Write comparison questions using the table. Answer the questions. |
| 6-8 |
| 1.MD.4  1.G.1  1.G.2 |
| Story Problems with Comparisons  Quick Practice: Here’s the Score 2, Decade Cards 2, Count Backward!  Money Routine  Compare two known quantities:  Jeremy has 10 crayons. Amanda has 3. How many more crayons does Jeremy have than Amanda?  Students solve using stair steps (horizontally or vertically). Students answer questions in complete sentences:  How many more crayons does Jeremy have? How many fewer crayons does Amanda have?  Story problems:  I walked 2 blocks, and Raul walked 7. How many fewer blocks did I walk than Raul? How many more blocks did Raul walk than I did?  Olivia has 10 stickers. Tony has 8. How many more stickers does Olivia have than Tony? How many fewer stickers does Tony have than Olivia?  Find an Unknown quantity that is more:  Abby has 4 erasers. Ramon has 5 more than Abby. How many erasers does Ramon have?  Find an unknown quantity that is less:  Emma read 8 books this week. Andy read 3 fewer books than Emma. How many books did Andy read?  Solve Comparison problems student guide page 217.  Intervention: All students take some objects. Student 1 has more, student 2 has fewer. Student 1 says a statement with the word “more”. Student 2 “fewer”. Partner 1 gives some objects to partner 2 so 1 has fewer. Repeat.  On Level: (20 counters) Take some counters. Tell how many you took. Tell how many more or fewer your partner should take. Partner two takes counters. Partner 2 makes a statement to compare. Tell how many you have in all.  Challenge: Draw a group of 3-7 of the same object. Draw another group of 3-7 of the same object, OR cross out some of the objects in the first group. Partner 2 says or writes a comparison problem that matches the drawing. Take turns. |
|  |
| 6-9 |
| 1.MD.4  1.G.1  1.G.2 |
| Comparison story problem strategies:  Quick Practice: Here’s the score 2, Decade cards 2, count backward!  Money Routine  Compare two known quantities:  Hassan has 10 peanuts. Omar has 4. How many more peanuts does Hassan have than Omar? Have students explain their strategies.  Find an unknown quantity that is more:  Natasha has 5 balloons. Cindy has 3 more balloons. How many balloons does Cindy have in all?  Find an unknown quantity that is less:  Wan worked 7 hours this week. Lee worked 3 fewer hours. How many house did Lee work?  Student guide page 219, 220  Use tables to solve problems:  What do the numbers in the first row and the second row mean? There is a pattern in the table, can anyone describe it?  Intervention: Read the story “Paul baked 14 muffins. Beth baked 5 fewer muffins than Paul. How many muffins did Beth bake?”  Act out the story with counters and record your work with circles.  On Level: Student 1 write a number 6-10 in the first blank. Student 2 write a number 1-5 in the second blank. All solve using any method. Compare answers and check.  “Julia baked \_\_\_\_ muffins. Paul baked \_\_\_\_ more muffins than Julia. How many muffins did Paul bake?  Challenge: Make up and write a comparison story problem. Solve using a count-on drawing. Solve using an equation. Compare answers and check. Switch roles and repeat. |
| 6-10 & 6-11 |
| 1.MD.4  1.G.1  1.G.2 |
| Measurement with inches:  Quick Practice: Here’s the score 2, decade cards 2, count backwards!  Money routine  Introduce the inch with a stair step. Long ago people measured with their thumbs. What are some good things about using your thumb to measure? What are some bad things about using your thumb?  Student guide page 221 – Use stair steps to measure. Explain the word length (we find out how long something is).  Make a ruler on a blank piece of paper using the stair step.  Student guide pare 222 – measure and compare. Which ladybug walked farther? How much farther? What should the big ladybug do if she wants to be with the little bug?  Intervention: Start at 0. Place one inch strip on the ruler. All partners find the line and number on the ruler at the end of the strip. All partners say “The row of the strips is \_\_\_ inches long”. Take turns adding one strip each time.  On Level: Take a string and lay it on the ruler. Partner 2 takes a string and lays it on the ruler. Partner 1 tell about the length of your string. Compare the lengths. Partner 2 repeat with their string.  Challenge: Work together and go on a measurement hunt. Find 6 objects that have these lengths: 1 inch, 2 inches, 3 inches, 4, 5, and 6. Record your work. |
| Measurement Tables  Quick Practice: Here’s the score 2, decade cards 2, count backward!  Money routine  Student guide page 223 – complete the measurement table. Remind students to write inch or inches after each measurement.  Answer the comparison questions. How can you find how much shorter the crayon is than the pencil?  Student guide page 224 - Analyze tables – work with a partner to ask questions about the data tables.  Student guide page 225 – Measure the lines in inches. Make a table of distances. – Practice putting the ruler at the beginning of the lines.  Intervention: (inch ruler with lines) Work together to write the length of each line. Take turns asking questions using the words longest, shortest, longer, and shorter. How did you find your answers?  On Level: (inch ruler, paper strips, blank tables) Look at the table as shown. All partners lay a strip on the ruler. Record the length in the table. Repeat for all strips. Use the table to ask comparing questions.  Challenge: (inch ruler) Go on a measure hunt. Record your work in a table. Label the columns Object and Length. Under Length, write whole-inch lengths from 1 to 6 inches. Find objects that have those lengths. |
| 6-12 |
| 1.MD.4  1.G.1  1.G.2 |
| Comparison and rotation of shapes  Quick Practice: here’s the score 2, decade cards 2, count backward!  Money routine  Using the grid on the mathboard, have students draw a rectangle 4 x 2. Rotate the grid ¼ clockwise and have students do the same. Draw the new rectangle on the board. Repeat. How is the second rectangle different from the first rectangle? Which rectangles are the same?  Rotate a square 3 x 3. Do any of the squares look different? Why do all these squares look the same? Now ask them to draw a dot near the top of their squares and repeat the activity. Do these squares look different? How are they different?  Predicting the next rotations student guide page 227. What happens as the circle turns? How many turns are there before the pattern starts over again? After the last circle in the row, draw a picture to show what the circle will look like when it is turned again.  Student guide page 228 – predict the next view in a rotation (using letters).  Intervention: (paper shapes) Tape the bottom of the rectangle to a grid line. All partners draw how the rectangle looks. Rotate the grid a quarter turn. All partners draw how the rectangle looks now. Take turns. Compare drawings and discuss patterns. Repeat using a triangle and a square.  On Level: Write your first name. Draw the first letter on the grid. Rotate the grid a quarter turn. Draw how the letter looks now. Turn the grid and draw 2 more times. Repeat for each letter in your name. Put each letter in a new row.  Challenge: Draw a simple shape. Keep all the lines on the grid lines. Take turns rotating the shape a quarter turn. All partners draw how the shape looks after each turn. Stop after 8 turns. Compare your drawings and discuss patterns you see. |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |