# *Maths and Me*: 1st class – Short Term Plan, Unit 16: Data 2 (May: Week 3)

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|---|---|
| **Strand(s) > Strand Unit(s)** | Data and Chance > Data. |
| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to pose questions of interest, record and use data as evidence to answer those questions and communicate the findings. |

| Lesson | Focus of Learning (with Elements) | CM | Learning Experiences | Assessment |
|---|---|---|---|---|
| 1 | **Pictograms:** Differentiates information as useful or surplus to address questions of interest (R); Selects and applies appropriate methods of recording and representing data in different problem-solving scenarios (A&PS); Explores and recognises different ways of collecting and representing data (U&C); Reads, interprets, poses questions about and discusses data displays such as concrete and visual charts (e.g. pictograms) and graphs (e.g. block graphs) (C) | | D C Reason & Respond L1–3<br>D Lexi's Animal Cards L1<br>C Pictograms L1<br>C P Build it; Sketch it; Write it L2<br>D Notice & Wonder L3<br>D Think-Pair-Share L3<br>C Mini Surveys L4<br>D C Which Will I Buy? L4<br><br>**Print resources**<br>Pupil's Book pages 101–104<br>Home/School Links Book page 36<br>PCMs 56–58 | **Intuitive Assessment:** responding to emerging misconceptions<br><br>**Planned Interactions:** responding to insights gleaned from children's responses to learning experiences<br><br>**Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet page 27 |
| 2 | **Block Graphs:** Selects and applies appropriate methods of collecting, recording and representing data in different problem-solving scenarios (A&PS); Explores and recognises different ways of collecting and representing data (U&C); Reads, interprets, poses questions about and discusses data displays such as concrete and visual charts (e.g. pictograms) and graphs (e.g. block graphs) (C) | | | |
| 3 | **Comparing Data Displays** Selects and applies appropriate methods of collecting, recording and representing data in different problem-solving scenarios (A&PS); Recognises that data symbols hold and/or represent information or numerical value (U&C); Reads, interprets, poses questions about and discusses data displays such as concrete and visual charts (e.g. pictograms) and graphs (e.g. block graphs) (C) | | | |
| 4 | **Let's Find Out:** Selects and applies appropriate methods of collecting, recording and representing data in different problem-solving scenarios (A&PS); Explores and recognises different ways of collecting and representing data (U&C); Listens to others' interpretations of data investigations and compares with own interpretations (R) | | | |
| 5 | **Review and Reflect:** Reviews and reflects on learning (U&C) | | | |

**Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** C concrete activity; D digital activity; P activity based on printed materials, followed by lesson numbers.

# Additional information for planning

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|---|---|
| **Progression Continua** | See '1st Class *Maths and Me* Progression Continua Overview' for a detailed breakdown of how all progression continua are covered. |
| **Maths Language** | See '1st Class *Maths and Me* Language Overview', individual lesson plans and Unit 16 Maths Language Cards. |
| **Equipment** | See '1st Class *Maths and Me* Equipment Overview' and individual lesson plans. |
| **Inclusive Practices** | • See Let's Strengthen and Let's Deepen suggestions throughout lesson plans.<br>• See Unit 16 Let's Strengthen Suggestions for Teachers. (These address the Common Misconceptions and Difficulties listed below.)<br>• See Unit 16 Let's Strengthen PCM.<br>• See Unit 16 Let's Deepen PCM. |
| **Integration** | See individual lesson plans. |

# Background and rationale

- This unit is a single-week block of content, located in May, and the second of two Data units in 1st Class.
- This unit is mainly concerned with developing the topic of pictograms and introducing block graphs. Scale will also be introduced. The unit requires the children to use skills such as counting, skip counting, comparing, calculating and problem-solving throughout, consolidating their prior learning. Central to the unit is the concept of the child as a mathematician who is collecting, sorting, tallying, representing and interpreting. The children will have to assess the relevance of information. For example: In response to a question, information about colour and size might be collected, but only the colour information is needed.
- Applying the Data Investigation Cycle is a very important part of the learning in this unit. (See Data Investigations Using the PPDAC Cycle on page 313.)
- The overarching theme of collections (stamps, cars, etc.) has a real-life context and easily lends itself to data collection and recording.

The theme of this unit is **Collections**.

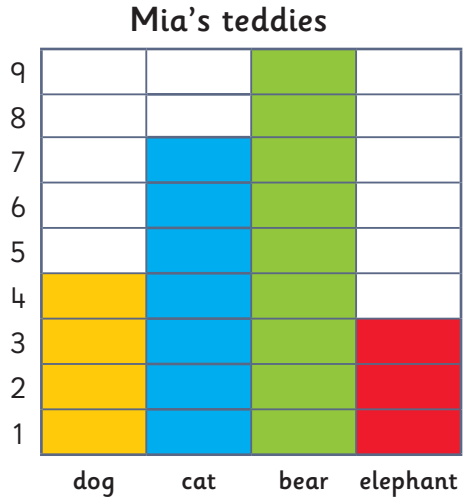
# Common misconceptions and difficulties

- The children may need support with the structure of pictograms.
- They may need support with the structure of block graphs.
- They may need support with recognising that each block counts as 1.
- They may need support in 'reading' block graphs.
- They may not grasp the importance of the sizing and spacing of blocks in a block graph.

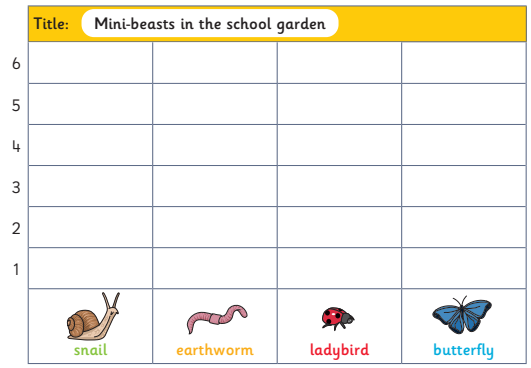
The Unit 16 Let's Strengthen Suggestions for Teachers address the common misconceptions and difficulties listed above.

# Mathematical models and representations

- Assorted countable collections/resources (e.g. counters, links)
- Groupable cubes (e.g. interlocking cubes, multilink cubes)
- Pictograms
- Block graphs




*Block graph*




*Pictogram*

## Teaching tip

Throughout the unit, encourage the children to reflect on the data, to analyse it and to explain how it might be used, e.g. to predict trends, the most likely responses from a similar group of respondents, and so on.
A Block Graph manipulative printable is available to support this unit. Click on the resources icon on the *Maths and Me* book cover on edcolearning.ie

Day 1, Lesson 1

# Pictograms

## Focus of learning (with Elements)

- Differentiates information as useful or surplus to address questions of interest (R)
- Selects and applies appropriate methods of recording and representing data in different problem-solving scenarios (A&PS)

## Learning experiences

- (D) Digital activity: Lexi's Dog Card Collection
  *MAM* Routine: Reason & Respond
- (D) Digital activity: Lexi's Animal Cards
- (C) Concrete activity: Pictograms
- (P) Pupil's Book page 101: Pictograms

## Equipment

- Large (A3) card or paper for each pair
- Glue sticks
- PCM 56

## Maths language

- pictogram, data, same, sort, different, sorting, more, less, most, least, how many? how many altogether? symbol

## Warm-up

### (D) Digital activity: Lexi's Dog Card Collection
*MAM* Routine: Reason & Respond

Lexi collects picture cards. This pictogram shows her dog cards and how many she has of each card.
Display the slide, give the children time to consider it, and then say/ask:

- This unit is all about data. What do you think this means?
- When information is arranged like this, what do we call it? (pictogram)
- Why do you think it is called a 'pictogram'?
- What do you notice about how the information is organised?
- What information, do you think, is this pictogram giving us?
- How do you think the information was collected?
- Tell me about this pictogram using the word 'more'/'less'.
- Tell me about this pictogram using the word 'most'/'least'.
- Ask your partner a question about this pictogram using the words 'how many?'.
- How many dog cards altogether has Lexi collected?
- Tell me something that this pictogram does not tell you (does not have information about).
- Lexi also has a marble collection. Is this information useful?
- Is this information about Lexi's dog cards useful? Could it be used in any way?

## Main event

### (D) Digital activity: Lexi's Animal Cards

Lexi has lots of other animal cards and loves to sort them.

Display the image and elicit from the children some sorting rules that could be applied to the cards (e.g. animals that can fly/can't fly; animals that can swim/can't swim; small/medium/large animals).

### (P) (C) Concrete activity: Pictograms

Give each pair of children a copy of PCM 56: Animal Cards to cut out. Ask each pair to:

- Talk about the animal.
- Think of a 'sorting rule'.
- Make a pictogram.

Assessment Opportunity

The children can paste their pictogram onto the large sheet of card or paper for display in the classroom. As the children work, conference with them, checking for understanding of key vocabulary and concepts. Ask:

- What sorting rule did you think of?
- How have you organised the data?
- Is it easy for someone else to read your pictogram?
- Tell me about this pictogram using the word 'more'/'less'.
- Tell me about this pictogram using the word 'most'/'least'.
- Ask me a question about this pictogram using the words 'how many?'.
- How many cards do you have altogether?
- Tell me something this pictogram does not tell you (does not have information about).
- If my sorting rule is *Fly/Cannot fly*, do I need to know if the animal can swim?
- If my sorting rule is *Swim/Cannot swim*, do I need to know if the animal can fly?
- Can you think of a different sorting rule? How would that look in a pictogram?

**P Pupil's Book page 101: Pictograms**


### Let's strengthen

Review the pictograms in the warm-up digital activity 'Lexi's Dog Card Collection'. Provide a sorting rule for the pictogram activity, if needed.

### Let's deepen

The children may be ready to use symbols in pictograms. Supply the children with a second copy of PCM 56: Animal Cards and ask them to make another pictogram using a different sorting rule.

## Optional consolidation and extension possibilities

**Daily Data** What colour are your eyes? The children answer the Daily Data question as they come in each morning. The data can be collected in a number of ways, e.g. drop a counter into an appropriately named box or write the answer on a large sheet of paper. Retain the information for the Review and Reflect Day.

**Display Table** Ask the children to bring in teddies/hats/odd socks from home. Display them on a table. Provide sorting circles, lollipop sticks and pictogram templates so the children can sort, group and record.

**Maths Journal** Ask ten children to answer the question 'What is your favourite colour?' Draw the pictogram.

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**Day 2, Lesson 2**

# Block Graphs

**Focus of learning (with Elements)**

- Selects and applies appropriate methods of collecting, recording and representing data in different problem-solving scenarios (A&PS)

## Learning experiences

- D C Digital activity: Which Dinosaur?
  *MAM* **Routine: Reason & Respond**
- C P Concrete activity: Block Graph Fun
  *MAM* **Routine: Build it; Sketch it; Write it**
- P Pupil's Book pages 102–103: Block Graphs

## Equipment

- Counting collections: coins, bears, counters, beads, shapes, pasta shapes, buttons
- Interlocking cubes (in three different colours)
- Sorting circles

## Maths language

- block graph, fewer, altogether, survey

# Warm-up

### D C Digital activity: Which Dinosaur?
*MAM* **Routine: Reason & Respond**

**Teacher note:** Have plenty of interlocking cubes to hand in three different colours – one colour to represent each dinosaur type. Put three sorting circles in place for the children to place the cube colour (dinosaur) of their choice. Label each sorting circle with the name of one of the dinosaur types. There is no correct or incorrect answer – the children simply choose which dinosaur they would like to see.

Ask if any of the children collect dinosaur cards or toys. (There may be a counting collection of dinosaurs in the classroom.) Ask:

- If you could go back in time, which dinosaur would you like to see – the tyrannosaurus rex, the stegosaurus or the pterodactyl?

Click the buttons to display the images depicting the three dinosaurs on the IWB. The children then conduct a walking survey to give their answer. They walk to the cubes, choose the relevant colour and place it in the correct sorting circle for their chosen dinosaur.

When the children have placed all their cubes, ask:

- Could the cubes be organised in a different way? How?

Have some children put the cubes together in towers and place them side by side. Ask/say:

- How is this different to a pictogram?
- What is used instead of pictures?
- If a pictogram is called that because pictures are used, what might I call this? (This is called a block graph. Why do you think this is so?)
- How did we collect this information/data?
- How did we organise the data?
- How do I know which tower of cubes shows which dinosaur?
- Should I write or draw something? Where should I write or draw it?
- Is the data easy to 'read'?
- Tell me something about this block graph using the words 'more' and 'less'.
- Tell me something about this block graph using the words 'fewer' and 'least'.
- Tell me something about this block graph using the word 'altogether'.
- How could we share this data? (Take a photo, make a poster, etc.)
- If this survey was done in another First Class, do you think the graph would look the same?

### Teaching tip

Take a photo of the block graph for the Review and Reflect Day.

### Let's strengthen

The children may need support to make a single choice and relate that to choosing the related interlocking cube.

For the main event, provide the children with counting collections which make it easier to think of a sorting rule (e.g. 2/3 colours, big/small items).

# Main event

### C P Concrete activity: Block Graph Fun

***MAM* Routine: Built it; Sketch it; Write it**

Each pair of children will need a counting collection. The children are familiar with the 'counting' collections used in the classroom for other maths activities. The children choose their sorting rule and divide up their collection accordingly.

Assessment Opportunity

#### Teaching tip

Individual counting collections should be differentiated by colour, shape, size and type so the children have a variety of sorting rules to choose from (e.g. red, yellow, green and blue 2-D shapes). Shape types should not all be of the same colour (e.g. not all triangles should be green) and should be a mix of small, large, thin and thick. Vary the number of items in each collection (e.g. a mix of shapes, bears, coins and buttons, of four different colours, in one bag).

**Build it!** Can you use the interlocking cubes to build a block graph to show the results from sorting your collection?

**Sketch it!** Can you draw the resulting block graph? Show us.

**Write it!** Can you use words, branching bonds or number sentences to represent the number? Show us.

#### Teaching tip

Supply PCM 57: Block Graph to the children for 'Sketch it!'. However, some children might like to create their own sketches.

As the children are working, conference with them to check for understanding of key language and concepts. Questions could include:

- What is your sorting rule?
- Did you consider other sorting rules? Which ones?
- How did you organise your collection once you had decided the rule?
- Tell me about your block graph. What data does it show?
- What does one block/cube tell me?
- Do you think using blocks makes the data easy to read?
- Which do you prefer: pictograms or block graphs?
- Tell me something about this block graph using the word 'more'/'less'.

Tell me something about this block graph using the word 'fewer'/'least'.

- Tell me something about this block graph using the word 'altogether'.
- When you sketch your block graph, is it important that each block is shown as the same size?
- In your sketch, how do I know what each tower of cubes represents/is telling me? Could I draw something? Where?

#### Teaching tip

Some children may benefit from working with a smaller quantity. Early finishers can swap collections with another pair and build a different block graph.

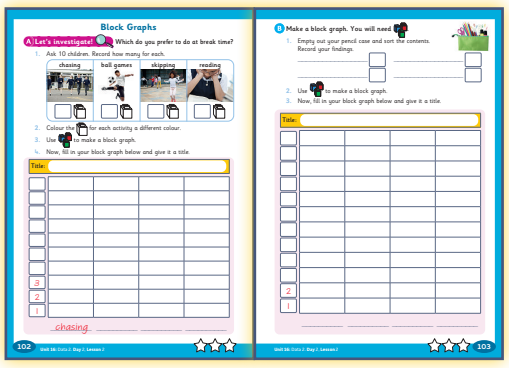
#### Let's deepen

The children may be ready to include 'Write it' in the main event. Ask them to write some questions that could be asked about the block graph (e.g. can you use words, branching bonds or number sentences to represent the number? Show us.)

#### Teaching tip

Take photos of the block graphs for use in the Review and Reflect Day.

### P Pupil's Book pages 102 and 103: Block Graphs



## Optional consolidation and extension possibilities

**Daily Data** In which month is your birthday? The children answer the Daily Data question as they come in each morning. The data can be collected in a number of ways, e.g. drop a counter into an appropriately named box or write the answer on a large sheet of paper. Retain the information for the Review and Reflect Day.

**Display Table** Ask the children to bring in teddies/hats/odd socks from home. Display them on a table. Provide sorting circles, lollipop sticks and pictograph templates so the children can sort, group and record.

**STEM** Bring the children on a nature walk. Provide a sheet of paper with pictures of tree types growing in the locality and a place to record 'other'. Ask the children to count each tree of each type and record it. The children use the data to create a pictogram. Other surveys: traffic and car colour; traffic and transportation type (bus, car, bicycle); spring flowers; birds.

**Home/School Links Book** Page 36 can be completed at any stage after this lesson.

**My Maths Fact File** Page 128 'Block Graph' can be competed at any stage after this lesson.

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**Day 3, Lesson 3**

# Comparing Data Displays

**Focus of learning (with Elements)**

- Selects and applies appropriate methods of collecting, recording and representing data in different problem-solving scenarios. (A&PS)

**Learning experiences**

- (D) (C) Digital activity: Carroll Diagrams – What is the Sorting Rule? *MAM* Routine: Reason & Respond
- (D) Digital activity: Mia's Teddy Collection *MAM* Routines: Notice & Wonder, with Think-Pair-Share; Reason & Respond
- (P) Pupil's Book page 104: Comparing Data Displays

**Equipment**

- Interlocking cubes

**Maths language**

- is equal to/equal(s), twice, half

## Warm-up

(D) (C) **Digital activity: Carroll Diagrams – What is the Sorting Rule? *MAM* Routine: Reason & Respond**

Display Slide 1, showing the coins in two groups. Ask/say:

- What could the sorting rule be?
- Why did you decide on that rule?
- Can anyone think of another rule?

Ask the children to use cubes to show the number of cent coins and euro coins as a block graph. Say/ask:

- Tell me something about your block graph using the word 'equal'/'altogether'.
- If there were two more €1 coins, how would your block graph change?
- Sketch your block graph on your MWB.
- Are all the blocks the same size?
- How can you tell which tower of blocks represents/tells you about which shapes? Could you write/draw something? Where would you write/draw it?

Display Slide 2, showing the shapes in two groups and ask/say:

- What could the sorting rule be?
- Why did you decide on that rule?
- Can anyone think of another rule?
- Sort the squares and triangles into two groups based on one of the children's ideas (shape, colour, size or number of corners).

Ask the children to use cubes to show the groups as a block graph. Say/ask:

- Tell me something about your block graph using the word 'more'/'less'/'altogether'.
- If there was one more triangle, how would your block graph look?
- Sketch your block graph on your MWB.
- Are all the blocks the same size?
- How can you tell which tower of blocks represents/tells you about which shapes? Could you write/draw something? Where would you write/draw it?

## Main event

**D Digital activity: Mia's Teddy Collection**
***MAM* Routines: Notice & Wonder, with Think-Pair-Share**

Display the first image on the IWB. Using Think-Pair-Share, ask:

Assessment Opportunity

- What do you notice?
- What do you wonder?

When you have collected feedback, click on to reveal the next part of the image and repeat the above process. Continue the slow-reveal of the block graph until all of the block graph has been revealed, but do not reveal the final page of the slideshow, which relates to the Pupil's Book page 104.

**D Digital activity: Mia's Teddy Collection**
***MAM* Routine: Reason & Respond**

Have the final block graph on display on the IWB. Ask the following questions, using Reason & Respond to gather feedback:

- Do you know what this is called? (block graph)
- Why do you think it is called a block graph?
- What do you notice about the size and spacing of the blocks? (They are the same throughout.)
- This unit is all about data. Do you remember what this means?
- Data is a collection of information. What does this data tell us about Mia's teddy collection?
- Why are four blocks coloured in above the word 'Dogs'/seven coloured in above the word 'Cats'/ nine coloured in above the word 'Bears'/three coloured in above the word 'Elephants'?
- Tell me a sentence about this block graph using *'Mia has more ... than ... .'*
- Tell me a sentence about this block graph using *'Mia has less ... than ... .'*
- Tell me a sentence about the information in this block graph using *'fewer than'*.
- How many teddies altogether?
- How do you think Mia collected this data?
- Can you show this data using cubes?

Reveal the final slide of the slideshow. This slide links with Pupil's Book page 104. See the teaching tip.

### Let's deepen

The children may be ready to use multiple values: If each block represented two teddies, how many dogs/cat/bears/elephants would Mia have?

Play 'Throw and Block' from the Games Bank.

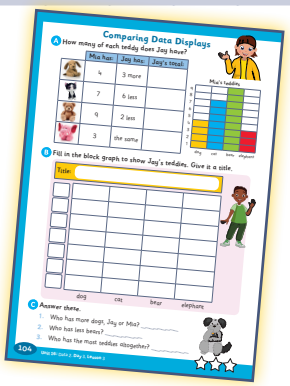
### Let's strengthen

Provide some children with the block graph manipulative printable for the warm-up.

### Teaching tip

When the children are working on the Pupil's Book page, ensure that the block graph of Mia's teddy collection is shown on the IWB.

**P Pupil's Book page 104: Comparing Data Displays**




### Let's strengthen

For more practice, use the Unit 16 Let's Strengthen PCM.

# Optional consolidation and extension possibilities

**Daily Data** In what month is your birthday? The children answer the Daily Data question as they come in each morning. The data can be collected in a number of ways, e.g. drop a counter into an appropriately named box or write the answer on a large sheet of paper. Retain the information for the Review and Reflect Day.

**Display Table** Ask the children to bring in teddies/hats/odd socks from home. Display them on a table. Provide sorting circles, lollipop sticks and pictograph templates so the children can sort, group and record.

**Tree Survey** Bring the children on a nature walk. Provide a sheet with pictures of tree types growing in the locality and a place to record '*other*'. Have the children count each tree of each type and record it. The children use the data to create a pictogram. Other surveys: traffic and car colour; traffic and transportation type (bus, car, bicycle); spring flowers; birds.

**Story** Read *The Word Collector* by Peter H. Reynolds. The children think of a sorting rule, choose words from books in the class library (e.g. happy/sad words; short/long words; number of syllables; number of letters) and make a graph.

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**Day 4, Lesson 4**

# Let's Find Out

**Focus of learning (with Elements)**

- Selects and applies appropriate methods of collecting, recording and representing data in different problem-solving scenarios (A&PS)

**Learning experiences**

- C Concrete activity: Mini Surveys
- D C Digital activity: Which Will I Buy?

**Equipment**

- Interlocking cubes
- PCM 57

**Maths language**

- There is no new maths language for this lesson.

# Warm-up

**C Concrete activity: Mini Surveys**

Depending on class size, divide the children into groups of 7–10 children. Instruct each group to conduct a mini survey among themselves. To do this, they:

- Agree on a question. (Alternatively, have some questions ready, e.g. Which is your favourite food: pizza, chicken, fish or pasta?)
- There would be two and four different answers, e.g. the food survey.

They plan the survey, e.g. how will they ensure all children in the group are asked the question and no one is left out?

How will they record the answers?

Use interlocking cubes to show the data.

As the children work, conference with them, asking:

- What is your question?
- What is your choice of answers?
- How will you record the answers?
- How will you make sure everyone in the group has answered?
- Have you organised your data into a block graph?
- What is the data telling you?

Once the surveys are complete, each group presents their data to the class: what was the question and how was it answered? Encourage children in other groups to ask questions using words such as: *how many? more*, *less*, *least*, *fewer*, *altogether*. Initially, model questions to the first group presenting, then encourage the children to ask the other groups similar questions. Finally, ask the children:

- Is this information useful? How? (It would be useful to know everyone's favourite food if you were having a party.)
- Did it make you think of any other questions you would like to ask?
- If you were doing the survey again and asking the same question, would you give a different choice of answers?
- Do you find the data surprising in any way? Would you have expected different answers/results?

## Main event

### D C Digital activity: Which Will I Buy?

Assessment Opportunity

Tell the children that you want to add to the classroom counting collections. Explain that the ones you already have (e.g. counters, bears, buttons) sometimes get lost or broken. It is time to get some more, and you would like their help in deciding what to buy. Tell them that you have done a bit of research and have come up with four ideas, but you can only buy one and would like the children's help in choosing which one. Display the options on the IWB and elicit from the children how they could go about planning the collection of data, now that they have the question to be answered. As in the warm-up, the children work in groups of 7–10, conducting a mini survey among the group. Conference with the children as they plan, asking:

- What is the question?
- What is the choice of answers?
- How will you record the answers?
- How will you make sure everyone in the class has answered?
- Have will you organise the data you collect?

Give interlocking cubes and PCM 57: Block Graph to the children. When the surveys are finished, ask each group to share their data. Ask:

- How many children answered the question?
- How did you ensure all children in the group had a chance to answer?
- How did you record the data as you collected it?
- How did you organise the data?

Ask the class as a whole to ask questions of the group using the words: *most popular*, *least popular, how many?* As the children report their data, record the numbers on the IWB. The end result will be a whole-class survey of which new resource to buy. When finished, analyse the results with the children. Ask:

- Which is the most/least popular option?
- How many children chose penguins/dinosaurs/farm animals/pom poms?
- How many more/less chose ...?
- Which is fewer: the number of children who chose X or the number who chose Y?
- Have we answered the question?
- Are you surprised at the results? Did you expect that X would be the most/least popular choice?
- How is this data useful?
- Does this survey make you think of any other surveys you would like to carry out? (favourite sports/cartoon character/colour/day of the week/season)

### Teaching tip

Although it has been used in previous lessons, in this lesson the children are using the Data Investigation Cycle (PPDAC) in a very structured manner. If you think your class would benefit, introduce them to the stages of the cycle (see Data Investigations Using the PPDAC Cycle on page 315) as a way to use data to solve real-world problems or questions that are relevant to the children. Alternatively, use as a Let's Deepen activity.

### Let's deepen

- The children may be ready to number the Y axis and to record results as 'whole' blocks rather than individual ones for any given option.
- Distribute the Unit 16 Let's Deepen PCM to the children.

### Let's strengthen

- In the mini surveys, the children may benefit from support in having pre-prepared questions and answers. Others may benefit from support in refining their questions and choice of answers.
- In the main event, some children will benefit from working with the SET in planning and collecting the data. If the SET is not available, give the children a specific job (e.g. to ask the question of a certain group of children).

## Optional consolidation and extension possibilities

**Daily Data** In what month is your birthday? The children answer the Daily Data question as they come in each morning. The data can be collected in a number of ways, e.g. drop a counter into an appropriately named box or write the answer on a large sheet of paper. Retain the information for the Review and Reflect Day.

**Display Table** Ask the children to bring in teddies/hats/odd socks from home. Display them on a table. Provide sorting circles, lollipop sticks and pictograph templates so the children can sort, group and record.

**STEM** Bring the children on a nature walk. Provide a sheet with pictures of tree types growing in the locality and a place to record 'other'. Have the children count each tree of each type and record it. The children use the data to create a pictogram. Other surveys: traffic and car colour; traffic and transportation type (bus, car, bicycle); spring flowers; birds.

**Story** Read *The Word Collector* by Peter H. Reynolds. The children think of a sorting rule, choose words from books in the class library (e.g. happy/sad words; short/long words; number of syllables; number of letters) and make a graph. A reading is available at: edco.ie/ag8u

**Games Bank** Play 'Graph it: Rock, Paper, Scissors'.

**Day 5, Lesson 5**

# Review and Reflect

| Focus of learning (with Elements) |
|---|
| • Reviews and reflects on learning (U&C) |

## Warm-up

Carry out a warm-up activity of your choice from one of the lessons in this unit.

## Main event

Use this menu of activity ideas to choose how best to structure this last lesson of the unit to suit your needs and the needs of your class.

| Let's talk! | Let's play! |
|---|---|
| Review and Reflect Poster: Use Think-Pair-Share alongside the prompt questions to review the unit.<br>What Will I Buy? block graph: Display the block graphs as a 'gallery' and give the children time to walk and talk about them. | Play 'Spin and Tally' from the Games Bank, incorporating pictograms and block graphs. See TRB Units 9–14.<br>Play 'Domino Pictograms' or 'Roll and Block' from the Games Bank. See TRB Units 9–14.<br>Play any game which allows for the incorporation of block graphs. Examples include 'Difference Snap' and 'Doubles Snap'. See TRB Units 9–14. |

| Maths language | Maths strategies and models |
|---|---|
| Using Think-Pair-Share, encourage the children to write some words that come to mind when they think about this week's lesson. Did they choose different words? How many different words were remembered? Ask:<br>• Can we explain the same word in a different way?<br>• Can we use pictures to explain a word?<br>• Is there an example in the classroom?<br>Use the Unit 16 Maths Language Cards to revise the key terms. For example: If the image and text are cut apart, can the children match them? | Ask the children to give examples of the models they used in this unit, e.g. pictogram, block graph, walking survey.<br>Which model of displaying data did they prefer and why? |
| **Progress Assessment Booklet** | **Maths stations** |
| Complete Questions 60–63 on pages 27. Alternatively, these can be left to do as part of a bigger review during the next review week. | Set up Maths Stations: one station for each of the Daily Data questions. Ask the children to use their Maths Eyes and the knowledge they have from the week's work to reflect on the data, to choose the way in which the data will be represented and to build and/or draw that representation. |
| **Let's strengthen** | **Let's deepen** |
| Identify children who might benefit from extra practice with some of the key concepts or skills in this unit. Use the Unit 16 Let's Strengthen PCM. Consult the Unit 16 Let's Strengthen Suggestions for Teachers. | Use the Unit 16 Let's Deepen PCM. |

# Notes