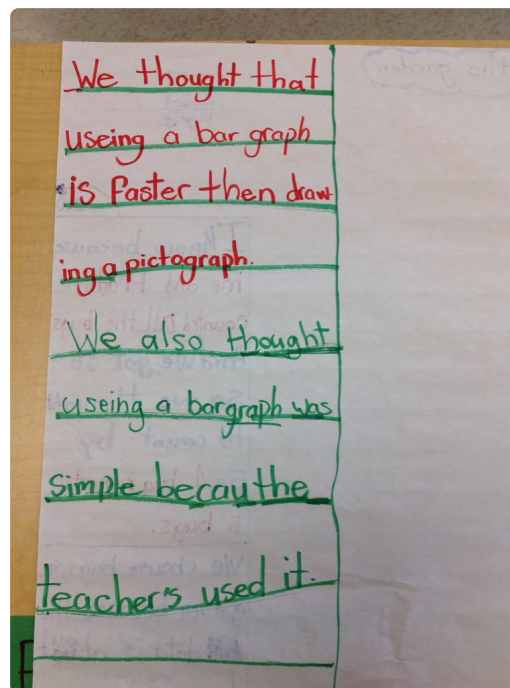
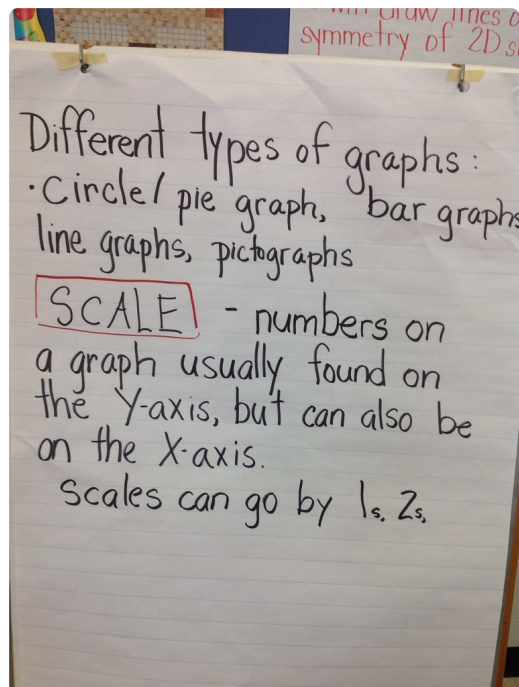
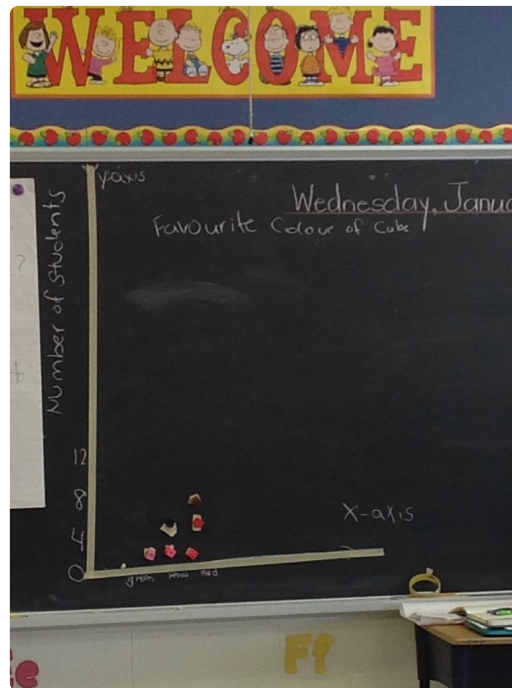
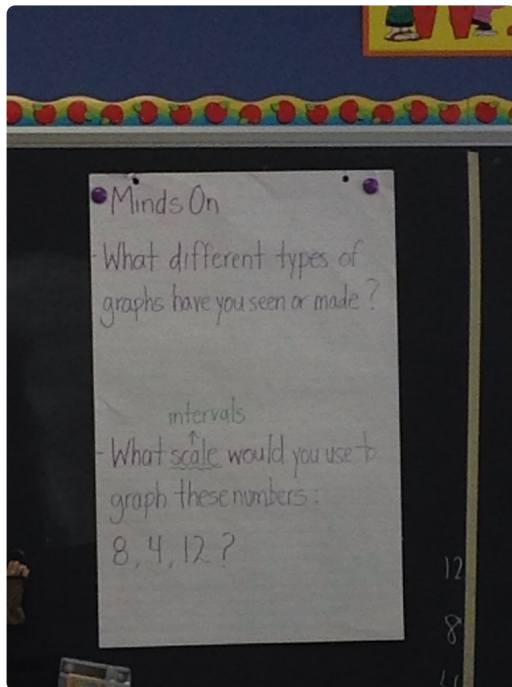


Kingswood, Grade 4-Data Management



-use the turn and talk to a partner strategy and wait time to give students a chance to do the thinking (legend)

-will students create a bar graph, since it was modelled in the minds on?

-will they all have keys, as they we're lead to this

Good questions

-is there a strategy you could use when counting to make sure your counting is accurate? How do you know if you've already counted something?

Students K and K:

-counting by ones, individually and then double checking by recounting

-scale of two, with the number five we will use half a lady bug

-not certain what they already know about graphs, labelling it the same as the model that was teacher generated

-they know to put the numbers on the lines

Misconceptions/AHA moment

-created the half unit at the bottom of axis, and shaded every other square in, but then changed the bar, coloured it in solidly, and now it makes sense

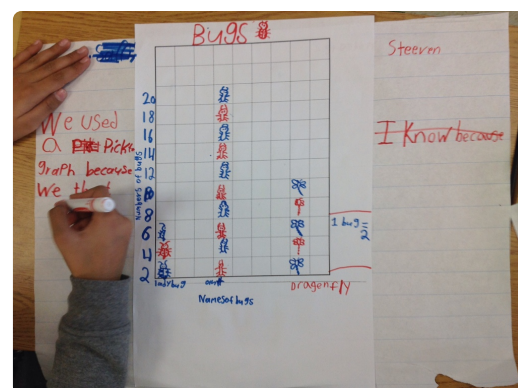
Malek and Alyssa

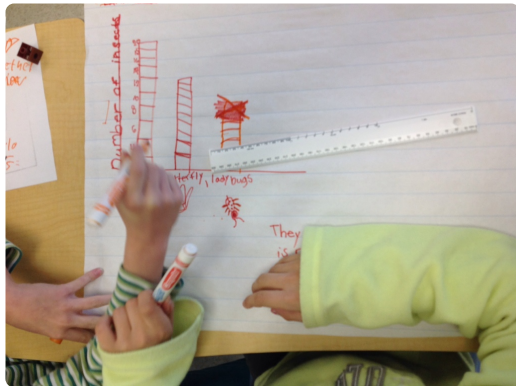
-understand the parts of the graph, but have made it free hand, so the intervals are not equal, the spaces in between...20 should be double ten, but it is more than double

Other misconceptions

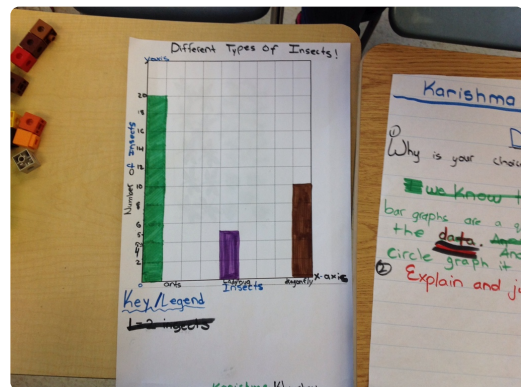
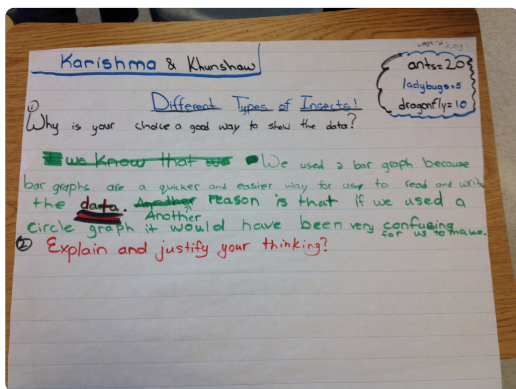
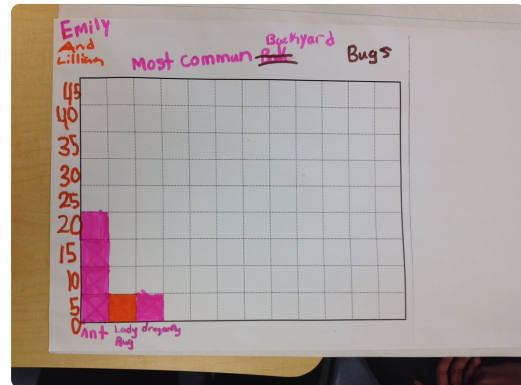
-using different pictures to represent the data

-using pictures to show data on a bar graph





-really large gaps between bars

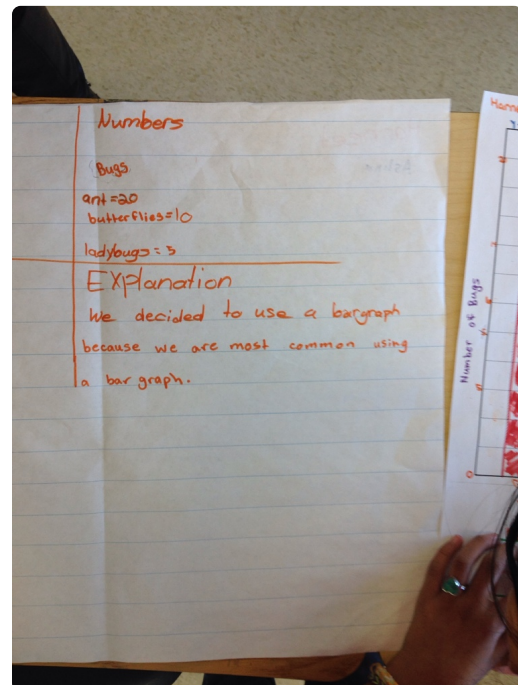


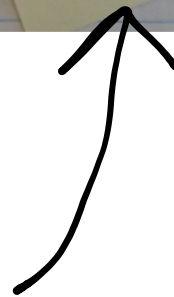
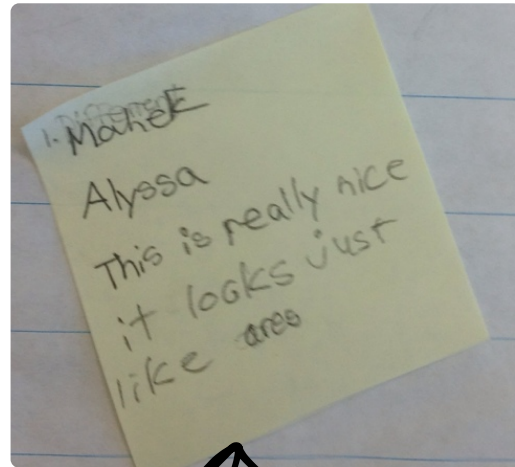
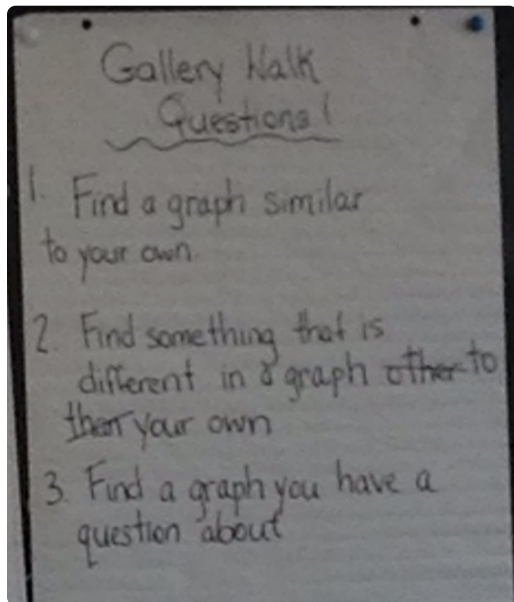
Insects found everywhere
This graph because it was easy to
use this graph because it was
easy to count with.

We think our bar graph is easy to understand because the data we were given has five, ten and twenty, so we thought that counting by five's would be the clearest way to show our data.

Vesha

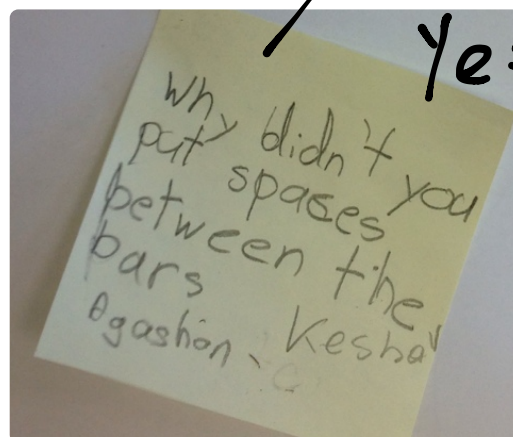
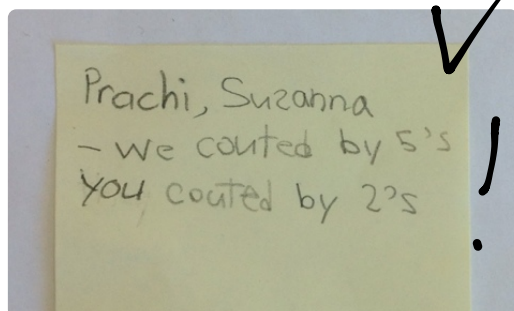
-great at coming up with titles



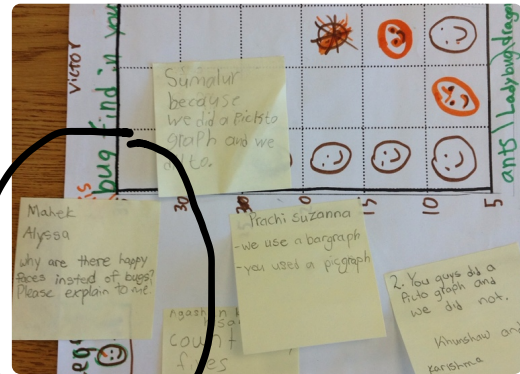
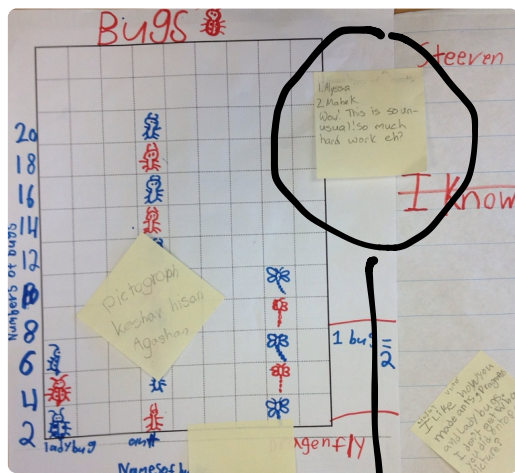


Need some explicit teaching around giving feedback

The Debrief



Yes!



→ !! ..

Whole Class Debrief

-some students figured out that it was too time consuming to make a pictograph, but couldn't articulate why, mathematically, they chose a bar graph

Kids came up with on their own:

-title

Teacher given:

-label

-axis

-number goes on the line

