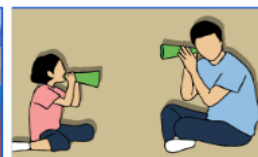
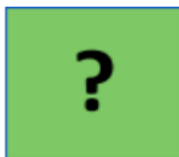


WEEK 2 Studios



Weekly Question

What do we understand about ourselves and each other as learners?

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Materials and Preparation	<u>For the Math Studio:</u> <ul style="list-style-type: none">● Clipboard, paper● Various art materials for making graphs (paper/markers/glue)● Strips of paper for title and labels● Small pictures of classmates (picture graph)- print from school photo composite sheet or draw simple face pictures
Opening	<p>Students' data work has important connections to addition and subtraction. Students can ask and answer questions about categorical data based on a representation of the data. Students can also ask and answer questions leading to other kinds of addition and subtraction problems such as compare problems or problems involving the addition of three numbers (for situations with three categories).</p> <p>Show students a graph that relays information about a group of people.</p> <p><i>What can this graph tell us? How might we make our own graphs about the people we learn with? What survey question can you ask to find out more information about your classmates? How will you share your findings with others?</i></p>

Math

Survey Questions

Objective:

I can ask a survey question to gather data on a subject of choice.
I can organize a data set with up to three categories into a chart or other display.
I can ask and answer questions about data points.
I can compare data from up to three categories

Introduction:

Look around our circle. What do you see? Our math community is made up of everyone in this room. We each are unique. We look different from one another. We also have different likes and talents. Some of us have long hair and some of us have short hair. Some of you might like to play sports while others like to do crafts or play games. One way to get to know each other better is to ask questions. Today we are going to write our own survey question to ask our classmates. We will use this information to find out more about each other. You will use your survey question to collect data about your classmates.

Process:

Teacher models what a survey question might be. Students help brainstorm several different topics that might lead themselves nicely to this task. Discuss ways that you might record the data you collect- chart, tally marks, check marks.

Let students work through the process of preparing their data for sharing with others. Over the course of the week highlight different strategies; pictographs, or bar graph.

Facilitation:

*What do you want to know?
How many people will you collect data from?
What will you do with your data?
What have you learned from your data?*

Ongoing Assessment:

- Students can reason abstractly and quantitatively by making sense of the data.
- Students can model with mathematics by collecting and using data.
- Students can attend to precision by organizing and representing data.

	<p>Sentence frames will support student mathematical discourse.</p> <p>There are _____ in all.</p> <p>More people chose _____ than _____.</p>
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Standards	<p><u>SR.C.2</u> Represent and interpret data.</p> <p>2.MD.D.10</p> <p>1.MD.C.4</p>
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