Lesson 7: Answer Questions about Scaled Bar Graphs

Standards Alignments

Building On   2.OA.C.3
Addressing   3.MD.B.3
Building Towards   3.MD.B.3

Teacher-facing Learning Goals

- Solve one-step "how many more" and "how many fewer" problems within 100, based on the data presented in scaled bar graphs.

Student-facing Learning Goals

- Let's solve problems based on data represented in bar graphs.

Lesson Purpose

The purpose of this lesson is for students to solve one-step "how many more" and "how many fewer" problems based on data presented in a scaled bar graph.

In grade 2, students solved simple Put Together, Take Apart, and Compare problems using data represented in a single-unit scaled bar graph.

In this lesson, students solve one-step Compare problems using data represented in scaled bar graphs.

Access for:

⬤ Students with Disabilities

- Representation (Activity 2)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- Materials from a previous lesson: Activity 1

Lesson Timeline

Warm-up	10 min

Teacher Reflection Question

Think about a time you recently made a mistake during math class. How did you leverage your mistake to show students that mistakes are just

Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

learning in process?

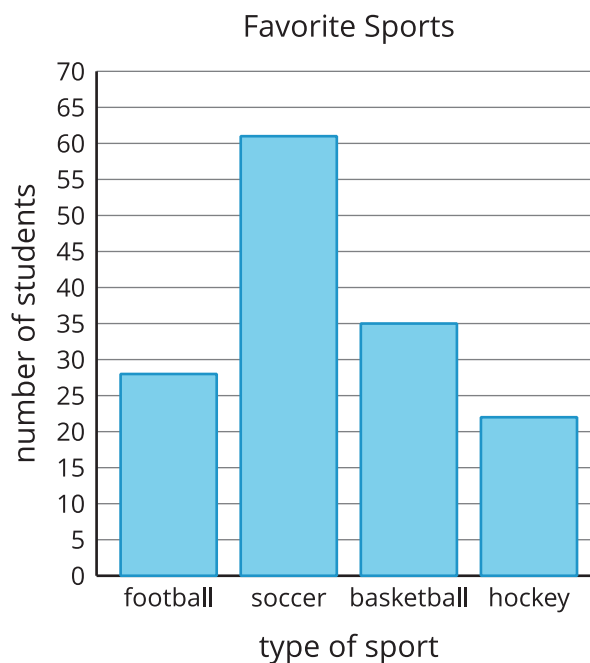# Cool-down (to be completed at the end of the lesson)   🕐 5 min

Favorite Sports

Student-facing Task Statement

A group of students were asked, "What is your favorite sport?"

Their responses are shown in this bar graph:

Favorite Sports

Use the graph to answer the questions.

1. How many more students chose soccer than football? Show your thinking using expressions or equations.
2. How many fewer students chose hockey than basketball? Show your thinking using expressions or equations.

Student Responses

1. 33 students. Sample response: $28 + 2 = 30$, $30 + 31 = 61$, and $2 + 31 = 33$.
2. 13 students. Sample response: $35 - 22 = 13$