

Lesson 6: Escojamos una escala

Standards Alignments

Addressing 3.MD.B.3

Teacher-facing Learning Goals

- Choose an appropriate scale for a bar graph that represents a given data set.

Student-facing Learning Goals

- Escojamos una escala para nuestra gráfica de barras.

Lesson Purpose

The purpose of this lesson is for students to consider the advantages and disadvantages of various bar graph scales.

In previous lessons, students created scaled picture and bar graphs with a given scale of 2 or 5. This lesson extends this work to allow students to choose the scale for their bar graph and reflect on the advantages or disadvantages of their choices. Through the work of the lesson, students notice that they can choose a scale based on the numbers in the data set and that the scale can make a graph easier or more difficult to read (MP6).

Math Community

Tell students they will reflect on their identified norms at the end of this lesson.

Access for:

Students with Disabilities

- Representation (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Notice and Wonder (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min

Teacher Reflection Question

In tomorrow's lesson, students solve one- and two-step "how many more" and "how many fewer" problems using data presented in scaled bar graphs. Based on the work you have seen students doing in previous lessons, what

Lesson Synthesis

10 min

Cool-down

5 min

strategies do you anticipate each student will use to solve these problems? How will you encourage each student to share their understandings and listen to one another's strategies?

Cool-down (to be completed at the end of the lesson)

🕒 5 min

Reflexiona sobre las gráficas de barras y la escala

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Student-facing Task Statement

1. ¿Cómo decidiste la escala de tu gráfica en la actividad anterior?
2. ¿Qué fue lo más importante que aprendiste hoy que te ayudará cuando hagas tu próxima gráfica de barras con escala?

Student Responses

1. Sample response: I chose a scale of 5 so I would have less numbers to write on my scale.
2. Sample response: I learned to think about the numbers in my graph to help me choose a scale.