

Lesson 4: Hagamos gráficas de dibujos con escala

Standards Alignments

Addressing 3.MD.B, 3.MD.B.3

Building Towards 3.MD.B.3

Teacher-facing Learning Goals

- Represent data using scaled picture graphs.

Student-facing Learning Goals

- Hagamos una gráfica de dibujos con escala.

Lesson Purpose

The purpose of this lesson is for students to create a scaled picture graph to represent categorical data.

In a previous lesson, students interpreted and answered questions about scaled picture graphs. In this lesson, they gather and organize data about ways that students would like to travel and represent the data in a scaled picture graph with a scale of 2. Students make sense of how to represent a single student on a scaled picture graph that has a scale of 2.

Math Community

Explain to students that norms are expectations that help everyone in the room feel safe, comfortable, and productive doing math together. Tell students that some of these norms may apply to both you and me, however there may be things you need me to do to support you in doing math each day. Offer an example, such as *“Cuando compartimos nuestras ideas con los demás, una norma que puede servir es ‘Escuchar cuando otros comparten sus ideas’ // “It may help us share our ideas as a whole class if we have the norm ‘Listen as others share their ideas.’”* Tell students you will pause at two different points of the lesson to identify norms that help everyone do math.

Access for:

Students with Disabilities

- Representation (Activity 2)

English Learners

- MLR8 (Activity 2)

Instructional Routines

How Many Do You See? (Warm-up)

Lesson Timeline

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

Teacher Reflection Question

What was the best question you asked students today? Why would you consider it the best one based on what students said or did?

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

🕒 5 min

Completa la gráfica de dibujos

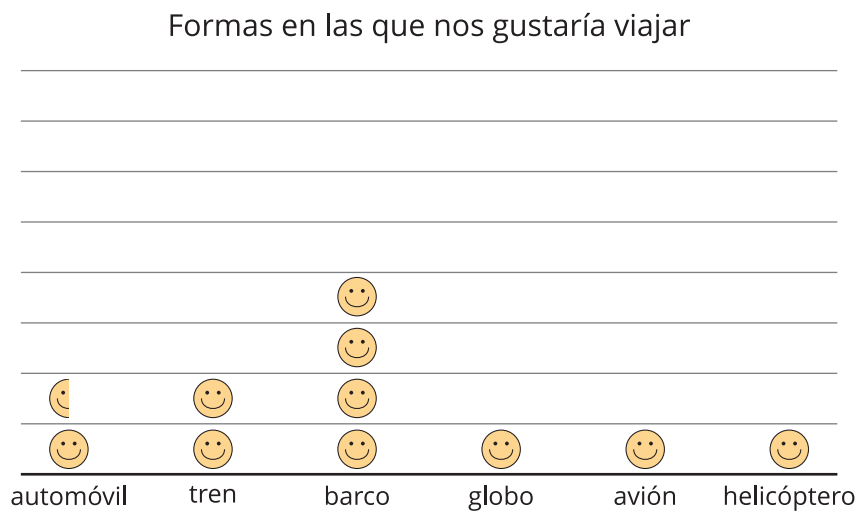
Standards Alignments

Addressing 3.MD.B.3

Student-facing Task Statement

A un grupo de estudiantes le preguntaron: “¿Cómo te gustaría viajar?”.

Sus respuestas se muestran en esta gráfica de dibujos:



Cada 😊 representa 2 estudiantes.

Cuatro estudiantes estaban ausentes cuando se recolectaron estos datos. A ellos cuatro les gustaría viajar en avión.

Agrega sus datos a la gráfica.

Student Responses

Students draw two more smiley faces in the plane column.