

Learning Segment Overview Directions: Briefly describe the instruction preceding the assessment by typing within the brackets in each section of the chart below (**no more than 2 single-spaced pages**). Do not delete or alter the chart; both the chart and your description are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

<p>Central Focus: [Students should be able to collect, sort, and organize data, as well as ask and answer varied word problems/questions about a data set.]</p>	<p>State-Adopted Content Standards [CCSS.MATH.CONTENT.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.]</p>		
	<p>Learning Objectives</p>	<p>Instructional Strategies and Learning Tasks</p>	<p>Formative and Summative Assessments</p>
<p>Lesson 1</p>	<p>[Students will be able to collect, sort, and organize data; then ask and answer questions about the number of data points.]</p>	<p>[Instructional Strategies: During this lesson students will learn how to collect information from a group of people and how to organize it. To begin the teacher will place a large chart paper on the floor that has the name of three books they have read. The students will be given a popsicle stick with their name on it, and they must write what their favorite book is out of the three books listed. The teacher will ask the students to place their popsicle sticks anywhere on the chart. She will explain that they just collected information, also known as data. However, it is very unorganized and hard to understand. She will then place a large chart paper on the floor that has a table drawn on it and the three listed books. The teacher will have students place their popsicle sticks in the chart next to the book they chose. She will then explain tally marks and have every fifth student place their popsicle stick over the previous four.</p> <p>Learning Tasks: The problem set is two pages long and the students must organize data that is provided into a table using tally marks and then answer questions pertaining to it. The exit ticket is very similar, but contains a different data set.]</p>	<p>[Formative Assessment: The teacher will ask students to give a thumbs up after the lesson if they understand or a thumbs down if they do not. During the problem set (independent practice), the teacher will circulate the room to help those who put a thumbs down. She will also observe the students as they complete the problem set.</p> <p>Following the lesson, the exit ticket will be collected to gauge individual student understanding of the material.]</p>

<p>Lesson 2</p>	<p>[Students will be able to collect, sort, and organize data; then ask and answer questions about the number of data points.]</p>	<p>[Instructional Strategies: On a large chart paper, the teacher will demonstrate how to come up with a question (What is the most popular recess activity?) and how to brainstorm categories (e.g. monkey bars, swings, tag), so they can collect data from the class.</p> <p>Learning Tasks: For the problem set, the students will choose a question, brainstorm three categories, and then collect data from other students. Each student then must answer questions about the data he/she collected from his/her peers. For the exit ticket, the students will be provided with data and they must answer three questions about it.</p>	<p>[Formative Assessment: The teacher will ask students to give a thumbs up after the lesson if they understand or a thumbs down if they do not. During the problem set (independent practice), the teacher will circulate the room to help those who put a thumbs down. She will also observe the students as they complete the problem set. Following the lesson, the exit ticket will be collected to gauge individual student understanding of the material.]</p>
<p>Lesson 3</p>	<p>[Students will be able to ask and answer varied word problem types about a data set with three categories.]</p>	<p>[Instructional Strategies: The teacher will introduce the concept of a bar graph by continuing to show students how to come up with a question, brainstorm categories, and then survey others. Instead of adding tally marks to the table (which is now vertical rather than horizontal in order to represent a graph) the teacher will have students place post it notes one next to the other without any overlaps or gaps in the category they want to vote for. This will show students that graphs make data easy to compare and are extremely organized.</p> <p>Learning Tasks: For the problem set, the students will organize data onto a table by drawing squares next to each other to represent a graph. The students will then answer a series of word problems pertaining to the data they organized. The exit ticket is very similar, but contains a different data set.]</p>	<p>[Formative Assessment: The teacher will ask students to give a thumbs up after the lesson if they understand or a thumbs down if they do not. During the problem set (independent practice), the teacher will circulate the room to help those who put a thumbs down. She will also observe the students as they complete the problem set. Following the lesson, the exit ticket will be collected to gauge individual student understanding of the material.]</p>