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| **NC.1.MD.4**  **Organize the Animals** | |
| **Domain** | Measurement and Data |
| **Cluster** | Represent and interpret data. |
| **Standard** | **NC.1.MD.4** Organize, represent, and interpret data with up to three categories.  ● Ask and answer questions about the total number of data points.  ● Ask and answer questions about how many in each category.  ● Ask and answer questions about how many more or less are in one category than in another. |
| **Materials** | BLM of animals cut into cards |
| **Task** | Cut out the animal cards and mix them up. Show the student the animal cards. Say: *How could you organize the cards into groups?* After the student responds, say: *Put the cards into groups*. Once the cards are sorted, ask the student:   * *Compare your groups. What do you notice about each of your groups?* Prompt if needed: *Is there anything that is the same about your categories? Different?* * Then ask: *How many more cats are there than dogs?* *How many more dogs would you need to have the same amount as birds?* |

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| **Continuum of Understanding** | | |
| **Not Yet Proficient** | * Unable to identify a way to organize the cards independently | * Sorts and classifies cards into categories. * Identifies “most” * Identifies “least”. * Correctly solves “how many more” questions. |
| **Progressing** | * Identifies a way to organize the cards, but inconsistently sorts as indicated * Changes the category(ies) during the organization process * Sorts the cards but does not compare the groups, even after prompting * Solves one or more “how many more” questions incorrectly |
| **Meets Expectations** | * Identifies a way to organize the cards and sorts them correctly as indicated * Compares the groups accurately, identifying such features as most, least, same * Solves all “how many more” questions correctly |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |

