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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.
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| **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
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| **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. |

