

Lesson 11: Class Pet Surveys

Standards Alignments

Addressing 1.MD.C.4, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6

Building Towards 1.MD.C.4

Teacher-facing Learning Goals

- Determine whether statements about data are true or false.
- Write statements about data from a visual representation.

Student-facing Learning Goals

- Let's see what the data tells us.

Lesson Purpose

The purpose of this lesson is for students to write and evaluate statements based on data in a visual representation.

In a previous lesson, students created representations of survey data collected from their class. In this lesson, students interpret data represented with tally marks to consider whether statements about the data are true or false. Students then write their own statements about a different set of data, also represented with tally marks.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Notice and Wonder (Warm-up)

Materials to Gather

- Materials from previous centers: Activity 3

Lesson Timeline

Warm-up

10 min

Teacher Reflection Question

What types of statements did students make about the data? What do these statements tell

Activity 1	10 min
Activity 2	10 min
Activity 3	15 min
Lesson Synthesis	10 min
Cool-down	5 min

you about how prepared students are to answer “how many in each category” and “how many in all” questions in upcoming lessons?

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

🕒 5 min

Class Pet Data

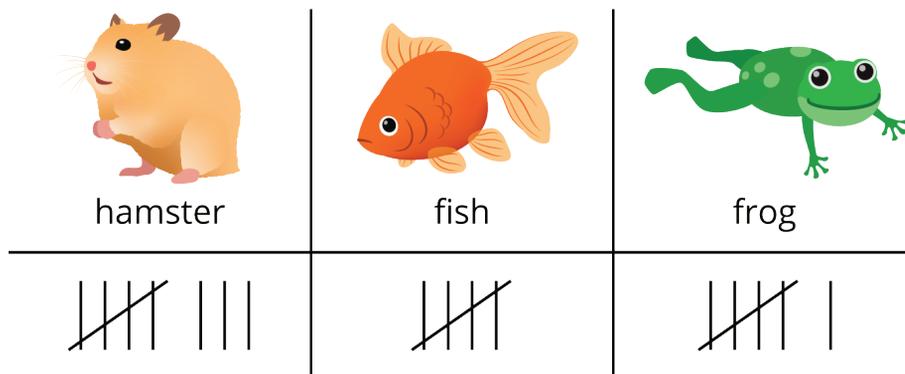
Standards Alignments

Addressing 1.MD.C.4

Student-facing Task Statement

Another class answered the question “Which animal would make the best class pet?”

Their responses are shown below.



Write 1 true statement about the data.

Student Responses

Sample responses:

- 8 students voted for hamster.
- 11 students voted for fish or frog.

- 19 students voted altogether.
- More students chose hamster than fish.