Lesson 18: Paint Splattered Bar Graph (Optional)

Standards Alignments

Addressing   2.MD.D.10, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9

Teacher-facing Learning Goals

- Add or subtract 2 three-digit numbers using place value strategies that include composing or decomposing 2 units.
- Determine questions that can be answered by a given bar graph.
- Interpret data represented in a bar graph.

Student-facing Learning Goals

- Let's solve problems involving a bar graph and addition and subtraction.

Lesson Purpose

The purpose of this lesson is for students to apply their understanding of bar graphs and addition and subtraction within 1,000 to write and solve questions that can be solved from information on a given bar graph.

This lesson is optional because it does not address any new mathematical content standards. This lesson does provide students with an opportunity to apply precursor skills of mathematical modeling.

In this lesson, students analyze a bar graph that has some information obscured due to a paint splatter. Students determine if a question can be answered with the given bar graph. They use their understanding of addition and subtraction within 1,000 to answer the questions and generate their own mathematical question. They engage in a question exchange with their peers in the second activity to ask and answer the questions they write.

Access for:

♿ Students with Disabilities

- Action and Expression (Activity 2)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

Number Talk (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	25 min
Lesson Synthesis	10 min

Teacher Reflection Question

Reflect on times you observed students listening to one another's ideas today in class. What norms would help each student better attend to their classmates' ideas in future lessons?