|  |  |  |
| --- | --- | --- |
| **Interpreting Pictographs** **Behaviours/Strategies** | | |
| 1. Student looks at pictograph, but does not know where to start. | 1. Student reads pictographs, but counts one   picture twice or mixes up the number word  sequence.  “1, 2, 3, 5, 6” | 1. Student reads pictographs, but struggles to   interpret data to answer “how many” questions. |
| **Observations/Documentation** | | |
|  |  |  |
|  |  |  |
| 1. Student reads pictographs, but struggles to   interpret data to answer comparison questions  (e.g., how many more/less).  “How do I know how many more  squirrels there are?” | 1. Student reads pictographs and interprets   displays by noting how many more/less than  other categories, but struggles to compare  the two graphs to see how the information  displayed is alike and how it is different. | 1. Student successfully reads pictographs and   interprets displays by noting how many more/  less than other categories, makes inferences about the data, and compares graphs using math language. |
| **Observations/Documentation** | | |
|  |  |  |