|  |
| --- |
| **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 wordsequence.“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 moresquirrels there are?” | 1. Student reads pictographs and interprets

displays by noting how many more/less thanother categories, but struggles to comparethe two graphs to see how the informationdisplayed 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** |
|  |  |  |