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| **Interpreting Pictographs** **Behaviours/Strategies** |
| 1. Student looks at pictographs, 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** |
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| 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 childrengo to art class on Thursdays?” | 1. Student reads pictographs and interprets

displays by noting how many more/less thanother categories, but struggles to use mathlanguage when making comparisons. | 1. Student successfully reads pictographs and

interprets displays by noting how many more/less than other categories and uses mathlanguage to make comparisons. |
| **Observations/Documentation** |
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