

The pictogram: one picture for one

CURRICULUM ALIGNMENT

DAT.DAT.2

pose questions of interest, record and use data as evidence to answer those questions and communicate the findings.

INTERACTIVES

Tally Chart · display

Pictogram Builder · challenge, display, explore

WHAT THIS LESSON TEACHES

A pictogram shows data as rows of pictures. When one picture stands for one item, you count the pictures in a row to find how many.

→ A row of three book pictures means three pupils chose books.

→ Five pencil pictures in a row means five votes for pencils.

MODEL THIS ON THE BOARD

BUILD THE CLASS FRUIT PICTOGRAM

- 1 Read the tally: apple 3, banana 5, orange 4.
- 2 In the apple row draw 3 apple pictures from the left start line.
- 3 In the banana row draw 5 banana pictures.
- 4 In the orange row draw 4 orange pictures.
- 5 Count each row aloud to check, then see that the banana row is longest.

LESSON ARC

Open from the fruit tally already on the board — apple 3, banana 5, orange 4 — and ask what one fruit picture could stand for. Model two lined-up rows on the pictogram interactive, counting one picture for one vote and spotting the longer row before anyone totals. Pupils build the three fruit rows together at the board, then draw a row of four apples from the left start line in their copybook. Class Challenge keeps the one-for-one builds brisk; close by asking what happens if five banana votes get only one picture.

TEACHING MOVES

1. **Getting Started.** Point at the tally (apple 3, banana 5, orange 4). Take three hands-up answers to ‘what could one apple picture stand for?’ Hold the idea of one picture for one vote — don’t name pictogram yet.
2. **Watch and Notice.** Show the three-apple row first and count aloud with the class: one picture, one vote. Slide the five-banana row underneath from the same start line and ask which is longer before anyone counts. Revoice: same start line, so the longer row had more votes.
3. **Try It Together.** Read the tally once more. One pupil builds the apple row, the next banana, then orange. After each row the class counts the pictures and matches them to the tally. Stop the board if anyone places two pictures for one vote and restate the rule.
4. **Draw four apples in your copy.** Pupils draw a row of four apples from the left start line in their maths copy (or on the pictogram-grid printable if you have it). Walk the room — no marking — and glance that every row starts on the same left edge.
5. **Class Challenge.** Keep it brisk practice: before each build ask how many pictures the row will need; after each build the class counts to check. Finish with all three rows lined up and ask which is longest and why — don’t re-teach the rule mid-round.

6. What Did We Notice?. Pose: if we put only one banana picture for five banana votes, would the banana row still look longest? Listen for ‘too short’ or ‘count wouldn’t match the tally’, then revoice: one picture, one vote — then the row length tells the truth.

COMMON MISCONCEPTIONS

⚠ Pupils place two pictures for one vote — they treat the picture like a tally stroke pair rather than a single unit.

Freeze the board. Point at one fruit picture and one tally mark side by side: ‘this picture is the whole vote, not half of it.’ Rebuild that row one-for-one and count aloud.

⚠ Pupils start each row at a different place on the left, so a shorter count can look longer.

Draw a shared start line down the left of the grid. Slide every row back to that line and ask again which is longest — length only works when the starts match.

⚠ Pupils say the banana row is longest because ‘banana is my favourite’, not because it has more pictures.

Cover the fruit labels and ask which row is longest by length alone. Uncover and match the count to the tally so the data, not the preference, decides.

DIFFERENTIATION

EMERGING

- Stay on a single row at the board — four apple pictures only — while the class builds three fruits. Pupil mirrors that one row in their copy from the start line.
- Pre-mark the start line and four light dots on their copy so they only draw over the dots, not invent the spacing.

DEVELOPING

- After the three-row build, ask: orange has 4 and apple has 3 — how many more pictures does orange need to match banana’s 5?
- Give a fresh mini-tally (grape 2, pear 6) and have them whisper how many pictures each row needs before the next board turn.

PROFICIENT

- Once the three rows are lined up, ask: ‘someone voted late and banana is now 6 — what happens to the longest row? Show it without rebuilding the other two.’
- Fast finishers turn to the Student Activity Book page while the class finishes the last board build.

✂ **Cross-curricular:** Link to SPHE food choices — class fruit-snack votes become tomorrow’s pictogram rows.

ANSWER KEY

Scaffold: visual check on the page

Q1: 3

Q2: 5

Q3: erasers

Q4: 4

Q5: 4

a) Always : That is the rule for this kind of pictogram.

b) Always : Longer rows hold more pictures and so more votes.

c) Never : Five pictures mean five pupils, not ten.

d) Never : One picture makes a shorter row than four pictures.

EXTENSION SHEET · STRETCH ANSWERS

S1: 8

S2: 10

S3: 14

S4: 3