

Reading a pictogram: comparing the rows

CURRICULUM ALIGNMENT

DAT.DAT.2

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

INTERACTIVES Pictogram Builder · challenge, display, explore

WHAT THIS LESSON TEACHES

On a pictogram, the longest row of pictures had the most votes and the shortest row had the fewest. Count the extra pictures that stick out past a shorter row to find how many more.

→ If the dog row has six pictures and the fish row has two, dogs had the most and fish had the fewest.

→ Dogs 8, cats 5 and fish 3: the dog row has five extra pictures past fish, so five more chose dogs than fish.

MODEL THIS ON THE BOARD

FAVOURITE PETS PICTOGRAM

- 1 Read each row by counting the pictures: dogs 8, cats 5, fish 3.
- 2 The longest row is dogs, so dogs had the most votes.
- 3 The shortest row is fish, so fish had the fewest votes.
- 4 Point to the 5 extra dog pictures past the fish row: 5 more chose dogs than fish.

LESSON ARC

Open with three hands-up guesses on which pet won — keep the real pictogram hidden so the hook stays a prediction. Model two pet pictograms on the IWB: run a finger along each row as the class counts, name most and fewest, then line the longer row against the shorter and count the extras aloud. Pupils take four turns on a built pictogram (dogs 8, cats 5, fish 3), then write the winner in their copybook. Class Challenge is four brisk builds; before each check, the class names the longest row and how many more.

TEACHING MOVES

1. **Getting Started.** Take three hands-up guesses before any pictogram appears. Ask both hooks — which pet won, and how the pictures could show how many more — then leave them hanging. Do not reveal the board yet.
2. **Watch and Notice.** On the first pictogram (dogs 6, cats 4, fish 2), run a finger along each row while the class counts aloud. Name dogs most and fish fewest. Line the dog row against the fish row and count the four extras — revoice ‘four more chose dogs than fish’. On the second (dogs 5, cats 7, fish 3), ask how many more cats than fish before you count.
3. **Try It Together.** The pictogram opens already built (dogs 8, cats 5, fish 3). Keep the +/- controls still. Four pupil turns at the board: count dogs, name most, name fewest, count how many more dogs than fish. Revoice any answer that jumps to a number without pointing at the pictures. Leave this board up.
4. **Write the winner in your copy.** Keep the same pictogram on screen. Pupils write which pet had the most and how many chose it. Walk the room glancing at pet name plus number — whole-class copybook practice, not marking.

5. **Class Challenge.** Four live builds only. Before every check, ask out loud: which row is longest, and how many more is that than the shortest? Keep it brisk — the build confirms the counts the class has just read. Watch for pupils who count one row carefully then guess the others.
6. **What Did We Notice?.** Leave the final Class Challenge pictogram on screen. Ask pupils to point at the extras that stick out past the shorter row. Head off 'I just knew' answers by making them show the extras on the board. Revoice: we count the pictures that stick out.

COMMON MISCONCEPTIONS

⚠ A pupil names the most by glancing — 'dogs look longest' — without counting each picture in every row.

Stop and run a finger along the short row first, then the long one, counting aloud together. Only after both counts sit on the board do you name most and fewest.

⚠ Asked how many more dogs than fish, the pupil answers with the dog total ('six') instead of the difference.

Line the two rows on the IWB so the extras stick out. Cover the matching pictures with your hand and ask 'how many are left showing?' Revoice the full sentence: four more chose dogs than fish.

⚠ The pupil subtracts the two numbers in their head and says 'I just knew' with no link back to the pictures.

Send them to the board to point at each extra picture while the class counts. The extras are the proof — the number alone is not enough in this lesson.

DIFFERENTIATION

EMERGING

- On each board turn, ask only 'which row is longest?' and have the pupil point while you count the pictures together — leave 'how many more' for a second pass with you.
- Keep the copybook write to the pet name alone; you supply the number once they have named the winner.

DEVELOPING

- After they write the winner, ask the same board: how many more dogs than cats? Same method, new pair of rows.
- Before the Class Challenge check, have them say the full sentence — '___ more chose ___ than ___' — not just the bare number.

PROFICIENT

- On the last Class Challenge pictogram, ask all three comparisons (most vs fewest, and each pair) before the build is checked — still from the pictures on the IWB.
- If they finish the Student Activity Book page early, invent one extra how-many-more question about the final board pictogram and write the full sentence in their copy.

✓ **Cross-curricular:** Quick SPHE link: run a three-option class vote on favourite breaktime snack and read most, fewest, and how many more from the live tallies.

ANSWER KEY

c) 5

Q1: dogs most, fish fewest

Q2: 4

Q3: apples, 7

Q4: 4

Q5: frogs, 7 fewer than foxes

a) **Always** : By the rule, the longest row of pictures had the most.

b) **Always** : By the rule, the shortest row of pictures had the fewest.

c) **Always** : Six pictures is a longer row than two, so it shows more.

d) **Never** : The fewest is shown by the shortest row, not the longest.

EXTENSION SHEET · STRETCH ANSWERS

S1: 8

S2: 12

