



INTRODUCTION

Basic Math Warm-Ups: Tables, Graphs, and Charts is designed to provide quick practice and review opportunities for students with learning differences. Each of the 180 warm-up activities has clear and simple directions. The practice activities are written at a low reading level, making them appropriate for students in upper elementary school, middle school, and high school.

Each reproducible page covers only one skill so that students who are already struggling will not be overwhelmed. At least two activity sheets are provided to address each skill. When completing an activity, students will apply basic concepts to solve, complete, or reproduce simple math problems.

It is suggested that students keep all their completed activities in a folder labeled “Tables, Graphs, and Charts Warm-Ups.” This will allow students to easily refer to the activities when working on future warm-ups and when completing other supplemental activities. These warm-ups are designed to supplement your existing curriculum. They can also be used as pre- and post-assessments to check for students’ skill mastery.

TABLES, GRAPHS, AND CHARTS



The six books in the *Basic Math Warm-Ups* series cover basic mathematics skills in number concepts; number operations; measurement; tables, graphs, and charts; rounding, reasonableness, and estimation; and fractions, decimals, and percents, as identified by the National Council of Teachers of Mathematics (NCTM). These warm-ups support the *Basic Math Practice* series and can be used independently or in conjunction with those binders. Each warm-up book provides 180 warm-ups—one for each day of the school year—that cover all of the objectives for each skill. The open-ended and multiple choice questions use varied approaches to address different modalities so that students’ different learning styles are addressed.

Basic Math Warm-Ups: Tables, Graphs, and Charts provides repeated daily practice in the basic foundation of math concepts development, which will also improve students’ confidence in their mathematical skills. These warm-ups can be used at any time for a variety of purposes. Use them as warm-ups, mini-lessons, review activities, “tickets out” to allow students to leave the classroom, or quick homework assignments. For your convenience, an answer key is provided for all of the warm-up activities.

TABLES, GRAPHS, AND CHARTS

Basic Math Warm-Ups



THE BASIC MATH WARM-UPS SERIES

There are six books in the *Basic Math Warm-Ups* series. Each book includes 180 pages of practice activities.



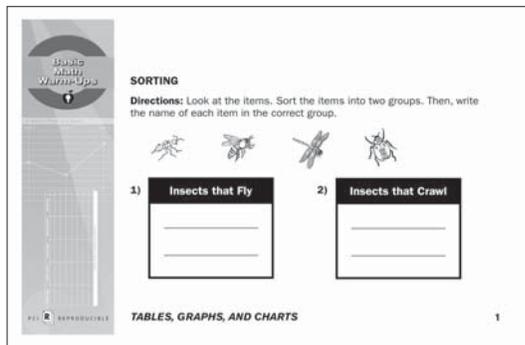
TABLES, GRAPHS, AND CHARTS

Basic Math Warm-Ups



TWO SECTIONS

This book is divided into two sections. The first section contains 180 activities covering the five standard measurements (linear, weight, capacity, time, and temperature) through a variety of formats. The second section is the answer key, which includes solutions for all of the activities. For answers that require estimations or nonstandard units of measurement, the answer key will read “Answers will vary.”



Basic Math Warm-Ups

SORTING

Directions: Look at the items. Sort the items into two groups. Then, write the name of each item in the correct group.



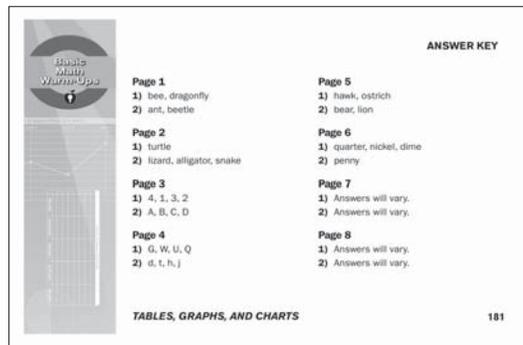
1) **Insects that Fly**

2) **Insects that Crawl**

REPRODUCIBLE

TABLES, GRAPHS, AND CHARTS

1



Basic Math Warm-Ups

ANSWER KEY

Page 1

1) bee, dragonfly
2) ant, beetle

Page 2

1) turtle
2) lizard, alligator, snake

Page 3

1) 4, 1, 3, 2
2) A, B, C, D

Page 4

1) G, W, U, Q
2) d, t, h, j

Page 5

1) hawk, ostrich
2) bear, lion

Page 6

1) quarter, nickel, dime
2) penny

Page 7

1) Answers will vary.
2) Answers will vary.

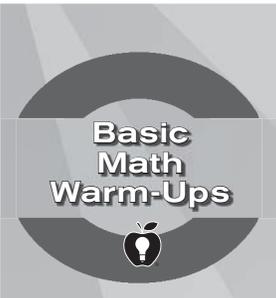
Page 8

1) Answers will vary.
2) Answers will vary.

REPRODUCIBLE

TABLES, GRAPHS, AND CHARTS

181



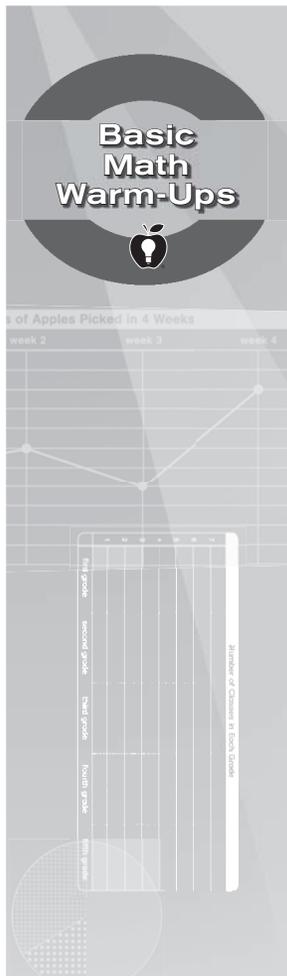
Basic Math Warm-Ups

OBJECTIVES

After students complete the activities in *Basic Math Warm-Ups: Tables, Graphs, and Charts*, they will be able to do the following:

- observe similarities and differences, which students will use when sorting and classifying items according to attributes
- collect and sort items
- organize data about items
- utilize independent thinking in selecting their own reasoning for sorting
- describe characteristics of data presented in tables
- represent data using tables
- answer comprehension questions about information provided in tables
- count the number of items displayed in graphs
- answer questions using information organized in graphs
- use organized data to construct graphs
- answer questions using information organized in pictographs, where each picture represents more than one piece of data
- identify scale or range for bar graphs and line graphs
- compare the information provided in two circle graphs
- analyze charts
- describe characteristics of data presented in charts
- represent data using charts

TABLES, GRAPHS, AND CHARTS



Research has shown that segmentation, or “breaking down a task,” is an effective method to use when teaching students with learning differences. Students with special needs cannot process large amounts of information at one time. However, according to Gersten, presenting small segments of information and then immediately applying that information has been proven to be a successful teaching method (1999). The activities in the *Basic Math Warm-Ups* series do just that. They present small, sequenced bits of instruction with ample opportunities for practice. These pages are excellent supplements for any mathematics program designed to help students sharpen their mathematics skills.

Basic Math Warm-Ups: Tables, Graphs, and Charts includes multiple activities that reinforce the skills of analyzing, interpreting, and representing data through sorting, tables, graphs, and charts, in ways that make them relevant and meaningful. As Jones, Wilson, and Bhojwani note, “Practice activities are essential components of mathematics instructional programs. Students with LD will generally need more practice and practice that is better designed than students without LD, if they are to achieve adequate levels of fluency and retention” (1997). The warm-up activities included in the series have simple directions, low readability to minimize frustrations due to reading difficulties, and few problems per activity to review and reinforce understanding of the skills.

TABLES, GRAPHS, AND CHARTS



The Principles and Standards for School Mathematics by the NCTM state that “students need to learn a new set of mathematics basics that enable them to understand how mathematical ideas interconnect and build on one another to produce a coherent whole” (2003). These warm-up activities do this by addressing sorting, tables, graphs, and charts through a variety of formats so that individual learning styles are addressed. The skills build on one another and reinforce previously learned skills. *Basic Math Warm-Ups: Tables, Graphs, and Charts* meets both state and national standards (including the National Council of Teachers of Mathematics Standards 2000 Project) regarding numbers, operations, problem solving, communication, and connections.

Gersten, R. (May 1999). “Teaching Expressive Writing to Students with Learning Disabilities.” Keys to Successful Learning Summit, Washington, D.C.

Jones, E. D., Wilson, R. & Bhojwani, S. (March/April 1997). “Mathematics Instruction for Secondary Students with Learning Disabilities.” *Journal of Learning Disabilities*, 30(2), 151–163.

National Council of Teachers of Mathematics. (2003). “Realizing the Vision.” *Principles and Standards for School Mathematics*. [Electronic version] Retrieved on June 23, 2004, from <http://standards.nctm.org/document/chapter8/index.htm>