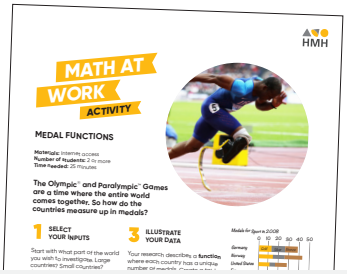
TEACHER SUPPORT

MEDAL FUNCTIONS

CONTENT: Represent and interpret data. Understand that a function is a rule that assigns to each input exactly one output. (For Grades 3+; supports Grade 8 content on functions)



CULTURAL CONNECTIONS: If students are having trouble thinking of a list of countries that matter to them, encourage them to tap into their own backgrounds and cultures. For example, if they speak a certain language or follow a certain religion, point them toward countries that do the same.

INTERDISCIPLINARY CONNECTIONS: There are many reasons that one country has more medals than another. It may have to do with population, climate, sport popularity, or economic conditions, to name a few. Have students make a claim as to why one country has more achievements than another, and then research evidence to support or refute their claim.

TECH FIX: For students without internet access, search online for a table showing medal counts across countries. Print out or take a screenshot of all or part of the table in advance, and have students create graphs based on what you prepared.

CONSTRUCTING A GRAPH

One common challenge when making a graph is labeling the axes and giving the graph a title so that others can read and interpret it correctly. Pay attention to how students label their graphs and guide them toward making clear labels. In particular, have students explore whether changing the order of the countries improves the graph's clarity.

EXTEND THE ACTIVITY

Challenge students to investigate a question that takes time into account. For example, how has the number of medals changed over time? Or how has the number of countries competing changed over time? Could they use the same type of graph? Why or why not? Have them make another graph to illustrate their findings.

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