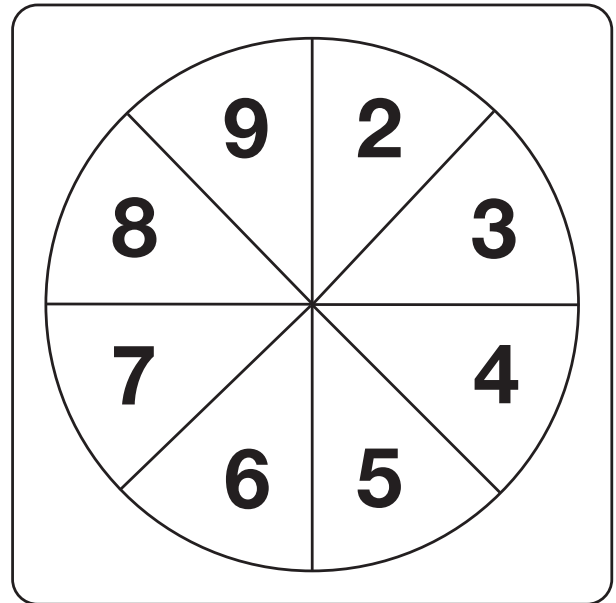
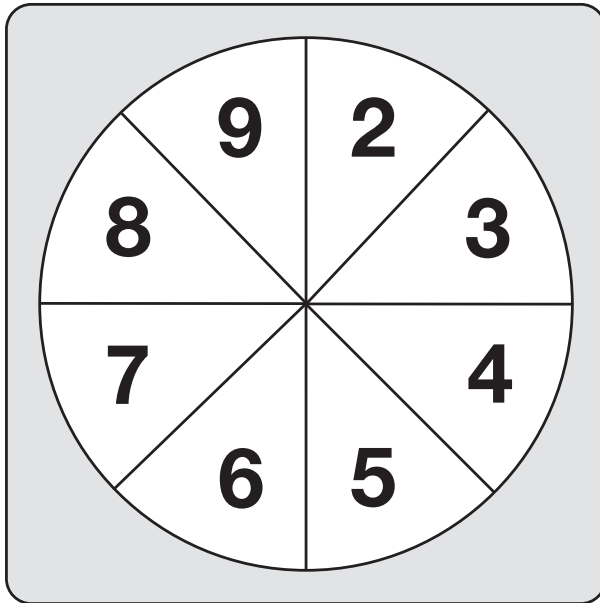


Spinning Differences Lab

Work with your partner to look for patterns in the differences when you spin matching spinners.



1. Make a prediction: what will be the most common difference?

2. Make a prediction: what will be the least common difference?



Draw

Draw a picture of the lab setup.

- How many times will you spin the spinner?
- How will you show your data?



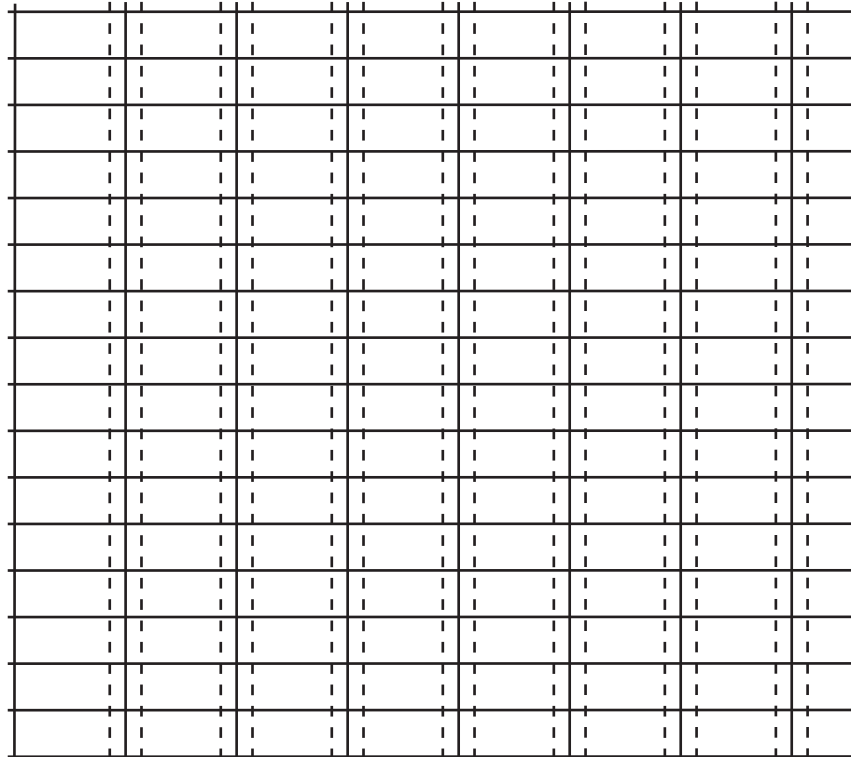


Collect

Name _____ Date _____



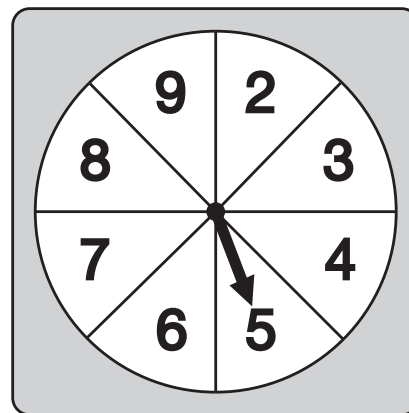
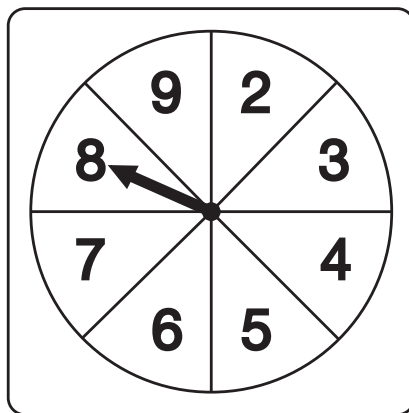
Graph





Explore

3. Which difference occurred most often? _____
4. Which difference occurred least often? _____
5. Show or tell how you used tools and strategies to answer Questions 3 and 4. Write your explanation on the back of your graph.
6. Complete a chart that shows all the different subtraction number sentences you could get for each difference using the spinners below.



9 - 9							
	9 - 8						
		9 - 7					
			9 - 6				
				9 - 5			
	5 - 4				9 - 4		
3 - 3	4 - 3					9 - 3	
2 - 2	3 - 2	4 - 2	5 - 2	6 - 2	7 - 2	8 - 2	9 - 2
0	1	2	3	4	5	6	7

7. Which difference on the chart has the most number sentences? _____
8. Which difference has the fewest number sentences? _____
9. Look at the number sentences that have zero as the difference. Describe these number sentences. Write your description on the back of your graph.

Spinning Differences Lab Feedback Box

	Expectation	Check In	Comments
Make predictions and generalizations using tables and graphs. [Questions 1–4, Data Table, and Graph]	E1		
Identify patterns in differences. [Data Table]	E3		

Yes ...

Yes, but ...

No, but ...

No ...

MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Question 5]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Question 5]				