**Context for learning:** Given that the story begins in Will’s childhood, describing Will as a practical joker and a dreamer, students might relate to Will and see that mathematics can be interesting in many ways. The story also provides a wonderful example of how mathematics is a human endeavor, and how mathematical representations (e.g., bar graphs, line graphs) only exist because someone created them as a way to represent ideas. Will’s story also sparks students to identify patterns in the world around them and to understand math can be used to creatively.

**Math Concepts** | **Practices Addressed**
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Represent and interpret data | MP 4: Model with mathematics
Generate and analyze patterns | MP 7: Look for an make use of structure

**Opportunities to teach braille:**
- Tactile graphics: line graph, bar graph, pie chart
- Number sentences that compare data over time (addition/subtraction symbols)
- Tables that show data numerically, relating the data in the table to the tactile graphic.
- Word problems (Nemeth Code within UEB contexts)

**Follow-up activities:**
1. Graph the student’s progress through a graph.
2. Design a classroom poll and display the results graphically.
3. Look at graphs in other contexts like weather forecasts.
4. Examine data in a table and how one set of data can be displayed in two different ways (line graph vs. bar graph). Discuss when to use each type of graph or chart.
5. Walk through the school and look for how different classrooms use graphs.
6. Go through a newspaper and look for how graphs are used in the news.