

# Unit 8: Representing, Analyzing, and Interpreting Data

<b>Unit #:</b>	APSDO-00017523	<b>Duration:</b>	10.0 Day(s)	<b>Date(s):</b>	04-26-2017 to 04-26-2017
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**Team:**  
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**Grades:**

2

**Subjects:**

Mathematics

## Unit Focus

In this unit, students focus on representing, analyzing and interpreting data through the use of pictographs and bar graphs. Students will compose (put together), decompose (take apart), and compare simple problems using information presented in graphs. Primary instructional materials for this unit include On Core and Everyday Mathematics.

## Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b>  <i>Mathematics: 2</i></p> <ul style="list-style-type: none"> <li>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.  <i>CCSS.MATH.CONTENT.2.MD.D.10</i></li> <li>Attend to precision. <i>CCSS.MATH.MP.6</i></li> </ul>	<p><b>T1</b> (T30) Describe, classify, and compare objects.  <b>T2</b> (T31) Represent, summarize, and interpret data to clarify and solve problems or to make informed decisions.  <b>T3</b> (T50) Based on an understanding of any problem, initiate a plan, execute it and evaluate the reasonableness of the solution.  <b>T4</b> (T53) Articulate how mathematical concepts relate to one another in the context of a problem or in the theoretical sense.  <b>T5</b> (T51) Examine alternate methods to accurately and efficiently solve problems.  <b>T6</b> (T52) Use appropriate tools strategically to deepen understanding of mathematical concepts.</p>	
	Meaning	
	Understandings	Essential Questions
	<b>U1</b> (U550) Attention to detail, such as	<b>Q1</b> (Q303) How do I effectively organize and

	<p>specifying units of measure and labeling, leads to clarity in expressing mathematical information.</p> <p><b>U2</b> (U310) Collected data and properties of it can be used to predict future data.</p>	<p>display data?</p> <p><b>Q2</b> (Q550) Did I use clear language (symbols, labels, terms, units of measure and significant digits) to explain my reasoning to others?</p> <p><b>Q3</b> (Q551) How precise do my quantities need to be for my calculations to be accurate?</p> <p><b>Q4</b> (Q306) How can I predict future values from a data set?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>	<b>Skills</b>	
	<p><b>S1</b></p> <p>Write a number that represents tally marks from a table and answer related questions</p> <p><b>S2</b></p> <p>Use a picture graph to answer questions</p> <p><b>S3</b></p> <p>Read a tally chart to create a bar graph and then answer questions related to the data</p> <p><b>S4</b></p> <p>Use data to make a bar graph</p>	