Unit Topic: Measurement and Data-Unit 7 Content: Math Grade: 2nd Date: Updated September 2014

DAY IN UNIT	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/ Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,…
2	I can show measurement data by creating a line plot. 2.MD.9: **Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making a line plot**, where the horizontal scale is marked off in whole-number units.	Line Plot Data John Antonetti Strategy: View several pictures and photographs showing examples of data. Guide students toward discovering the word “data” to describe the images.	Knowledge Rating Scale: As an anticipatory activity, students view a line plot and discuss the prior knowledge they have about the data represented.	Measuring Penny by Loreen Leedy Journal Entry: Where have you seen a line plot before? What does the line plot remind you of? Explain.	Everyday Math Data Day- students measure and create their own line plot. –Formative Common Assessment- S http://exchange.smarttech.com/search.html?q=graphing&subject=All+subjects&grade=Grade+1&grade=Grade+2&grade=Grade+3&region=en_US Formative- Smart Exchange Lesson Formative Assessment for 2.MD.9 (attached)	S: Students are given measurement tasks to complete and a line plot to complete. T- Students are given measurement tasks and create their own line plot G: What would you like to take a survey on? What would you use to gather your data?	BrainPop Jr. Math Whizz
3	I can identify picture graphs and bar graphs. 2.MD.10: Draw a **picture graph** and a **bar graph** (with single unit scale) to represent a data set with up o four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Picture Graphs Bar Graphs John Antonetti Strategy: View several pictures and photographs showing examples of data. Guide students toward discovering the	What? So What? Now What? After the smart exchange lesson, students tell what they have learned about a bar and picture graph, what the graphs can be used for, and how they can use the graphs in	Read Lemonade for Sale by Stuart J. Murphy Journal Entry: Where have you see a bar graph or picture graph? What does a bar graph and a picture graph remind you	Common Assessment- S Formative Assessment 2.MD.10 (attached)	S: Students are shown a bar and a picture graph and identify bar and picture. T : Students are shown a variety of graphs and pick out the bar and picture graphs from the set. G: Students are given more complex and	Smart Exchange

	Why is data collected and analyzed?	word "data" to describe the images.	class for themselves. Find Graphic Organizer Here: http://www.marshall.k12.ky.us/Thoughtful%20Ed/ThoughtfulEdtemplates.htm	of?		real-world examples of many graphs and are asked to identify as many as possible.	
4	I can identify and label the components of a picture graph and a bar graph. **2.MD.10: Draw a picture graph and a bar graph (with single unit scale) to represent a data set with up o four categories.** Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Parts of a Picture Graph Parts of a Bar Graph Include: Title Axis Axis Titles Category Labels Vocabulary Quilt: Students use a vocabulary quilt to isolate the parts of various graphs. Students can illustrate the different elements of the graph to show their understanding. Find Graphic Organizer Here: http://www.scholastic.com/teachers/sites/default/files/asset/file/vocabulary-quilt-graphic-organizer.pdf (attached)	Word Sort with bar graph components and picture graph Vocabulary Journal http://www.marshall.k12.ky.us/Thoughtful%20Ed/ThoughtfulEdtemplates.htm (attached)	Read Tiger Math: Learning to Graph From Baby Tiger by Ann Whitehead Nagda Journal Entry: Tell how picture graphs and bar graphs are the same and different. How can you tell the different types apart?	Common Assessment- S http://exchange.smarttech.com/search.html?q=graphing&subject=All+subjects&grade=Grade+1&grade=Grade+2&grade=Grade+3&region=en_US F- Smart Exchange Lesson	S: Students choose the correct components and match to the corresponding graph. T: Students recall the components of the graphs G: Students label parts of the graphs and compare and contrast the parts of each	Smart Exchange

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5		Data	Why Boxes	No Fair! by Caren	http://www.superteach	S: Students choose	Superteacher

	I can solve problems relating to data by using addition and subtraction. 2.MD.10: Draw a picture graph and a bar graph (with single unit scale) to represent a data set with up o four categories. **Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.** How do people use data to influence others? How can predictions be made based on data?		Vocabulary Notebook: http://www.marshall.k12.ky.us/Thoughtful%20Ed/ThoughtfulEdtemplates.htm	Holtzman Journal Entry: Create a problem for a partner about one of your graphs. Turn to a friend and see if they can solve your problem. Did they get the correct answer? Did you need to help them?	erworksheets.com/graphing/bar-graph-simple-4.pdf http://www.superteacherworksheets.com/pictograph/stuffed-animal-pictograph.pdf -F Common Assessment- S	which math problem or which operation would be appropriate to solve a given problem. T: Students solve problems using information presented in graphs. G: Students create their own problems from their own graphs or given graphs and switch with a partner to solve.	Worksheets.com Math Whizz
6	I can compare categories between two graphs. 2.MD.10: Draw a picture graph and a bar graph (with single unit scale) to represent a data set with up o four categories. Solve simple put-together, take-apart, and **compare problems using information presented in a bar graph.** Why show data in different ways?	Comparing Graphs	Personal Response: Students create a bar graph and a picture graph from a question they have created. Learning with Others: Students work with a partner to compare and contrast their own bar and picture graphs. Emotional and Intellectual Safety: Students feel comfortable discussing ideas with their classmates.	Tally O'Malley by by Stuart J. Murphy Journal Entry:	http://www.ixl.com/math/grade-2/which-bar-graph-is-correct -F Common Assessment- S	S: Students use two given graphs to compare and contrast. T: Students use the graphs they create to compare and contrast. G: Students use own graphs and other given graphs (line graph, line plot, etc.) to compare and contrast.	IXL Math Website
	I can show addition and subtraction within 1000 with models, pictures, or drawings.	Base Ten Blocks Number Line Partial Sums					