CONNEAUT AREA SCHOOL DISTRICT MATHEMATICS – MODULE SEVEN		
UNIT OF STUDY: Collecting and Displaying Data	**COURSE/GRADE:** 3	**# WEEKS:** 2

Focus (emphasis) Standards/EC CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots and bar graphs	***Technology/manipulatives*** Study Island; ixl.com; firstinmath.com; youtube.com; studyzone.org; pictures to represent data on pictographs
Important (reinforced) Standards/EC CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length	***Reading, writing, speaking strategies*** Journaling; use graphic representations to identify the main ideas and details of data; present/explain performance assessment below
Vocabulary • Picture graph/Pictograph • Key • tally mark; tally chart • table • bar graph • title; label • scale • increment; interval • line plot • -x and –y axis • Data • coordinate grid	***Questioning and discussion techniques*** Compare and contrast data; How would the data be different if information was added or deleted; What type of graph would you use to represent given data?; How would the graph look different if the intervals between the scale changed?; Translate between different representations using the same data
Real life application • Represent data • interpret data • complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scaled limited to 1,2,5 and 10) • Solve one and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scaled limited to 1,2,5 and 10)	***Performance assessment example*** Collect data on a specific topic and create an appropriate graph to display the data. Explain project to an audience. Summative from Buckle Down book Lessons 30,31,32 Or Crosswalk Coach book Lessons 30, 31, 33

• Generate measurement data for a line plot by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot where the horizontal scale is marked in appropriate units (whole numbers, halves or quarters) • Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs and tables.	
Computation Skip counting; solve one and two step problems using information to interpret data; more/fewer; solve equations that compare/contrast data (more/fewer); represent and solve problems involving the four operations.	***Accommodations/adaptations*** Read aloud data; have students struggling with scales make individual tick marks between intervals;
SAS Module Resources Comparing Heights to Explore Linear Measurement http://illuminations.nctm.org/Lesson.aspx?id=2425	