Go Math!

John G. Riley Elementary School
Distant Learning Packet
Week 6

Second Grade

Chapter 10: Data

Name: _____

Class: _____

Math Distance Learning
Chapter 10 Data Cont.

Essential Question: How do tally charts, picture graphs, and bar graphs help you solve problems?

Learning Goal: Level 3: The student will be able to:

- Draw a picture graph with a single unit scale to represent data with up to four categories.
- Draw a bar graph with a single unit scale to represent data with up to four categories.
- Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- Create a line plot, with lengths of several objects where the horizontal scale is marked off in whole number units.

Standards: MACC.2.MD.4.10

Vocabulary:

•bar graph: a graph that uses bars to show data
•data: information collected about people or things
•picture graph: a graph that uses pictures to show data
•survey: a method of gathering information

Day 1 ○ **Packet: Student Practice Workbook pg. P227-228** ○ **Problem of the Day: Number of the day: 253 Draw a quick picture of 253. Write a number that is greater than 253. Write a number that is less than 253** ○ **iReady Math 10 minutes (if you have internet access)**
Day 2 ○ **Packet: Student Workbook Mid-Chapter Checkpoint pg. 480** ○ **Problem of the Day: Basic Facts: Subtract.** **12-3= 9-2= 7-1= 10-2= 8-5= 13-4= 11-2=** ○ **HMH Mega Math (if you have internet access)**
Day 3 ○ **Packet: Student Lesson 10.4 Workbook pg. 482-483** ○ **Problem of the Day: Number of the day: 431 What is the value of the ones digit? What is the value of the tens digit? What is the value of the hundreds digit? How do you write 431 in another way?** ○ **Math on the Spot Video (if you have internet access)**
Day 4 ○ **Packet: Student Practice Workbook pg. P229-230** ○ **Problem of the Day: Basic Number of the day: 27 What is the value of the ones digit? What is the value of the tens digit? What is another way to write the number?** ○ **iReady Math 10 minutes (if you have internet access)**
Day 5 ○ **Packet: Student Lesson 10.5 Workbook pg. 478-479** ○ **Problem of the Day: Basic Facts: Add** **3+7= 8+6= 5+4= 2+5= 4+9= 7+6= 3+8=** ○ **Math on the Spot Video (if you have internet access)**

Name _____

Make Picture Graphs

COMMON CORE STANDARD MACC.2.MD.4.10
Represent and interpret data.

1. Use the tally chart to complete the picture graph.
   Draw a ☺ for each child.

Favorite Cookie	
Cookie	Tally
chocolate	|||
oatmeal	|
peanut butter	~~||||~~
shortbread	||||

Favorite Cookie					
chocolate					
oatmeal					
peanut butter					
shortbread					

Key: Each ☺ stands for 1 child.

2. How many children chose chocolate? _____ children

3. How many fewer children chose oatmeal than peanut butter? _____ fewer children

4. Which cookie did the most children choose?

   _____

5. How many children in all chose a favorite cookie? _____ children

6. How many children chose oatmeal or shortbread? _____ children

Lesson Check (MACC.2.MD.4.10)

PARCC TEST PREP

1. Use the picture graph. How many more rainy days were there in April than in May?

○ 2
○ 4
○ 6
○ 12

Number of Rainy Days					
March	☂	☂	☂	☂	☂
April	☂	☂	☂	☂	
May	☂	☂			

Key: Each ☂ stands for 1 day.

Spiral Review (MACC.2.MD.1.1, MACC.2.MD.3.8)

2. Rita has one $1 bill, 2 quarters, and 3 dimes. What is the total value of Rita's money? (Lesson 7.7)

○ $1.23 ○ $1.42
○ $1.35 ○ $1.80

3. Lucas put 4 quarters and 3 nickels into his coin bank. How much money did Lucas put into his coin bank? (Lesson 7.6)

○ $1.15 ○ $1.30
○ $1.25 ○ $1.75

4. Use a centimeter ruler. Which is the best choice for the length of this string? (Lesson 9.3)

○ 2 centimeters
○ 4 centimeters
○ 6 centimeters
○ 10 centimeters

5. What is the total value of this group of coins? (Lesson 7.1)

○ 8¢
○ 17¢
○ 21¢
○ 26¢

Name _____

Mid-Chapter Checkpoint

Concepts and Skills

Use the picture graph to answer the questions.

Favorite Season									
spring	☺	☺	☺	☺	☺	☺			
summer	☺	☺	☺	☺	☺	☺	☺	☺	
fall	☺	☺	☺	☺					
winter	☺	☺	☺	☺	☺	☺	☺		

Key: Each ☺ stands for 1 child.

1. Which season did the fewest children choose? _____

2. How many more children chose spring than fall? _____ more children

3. How many children chose a season that was not winter? _____ children

4. James took a survey. 5 children chose green as their favorite color. Which group of tally marks should James use to show this?

   ○ 𝍸

   ○ 𝍸 |

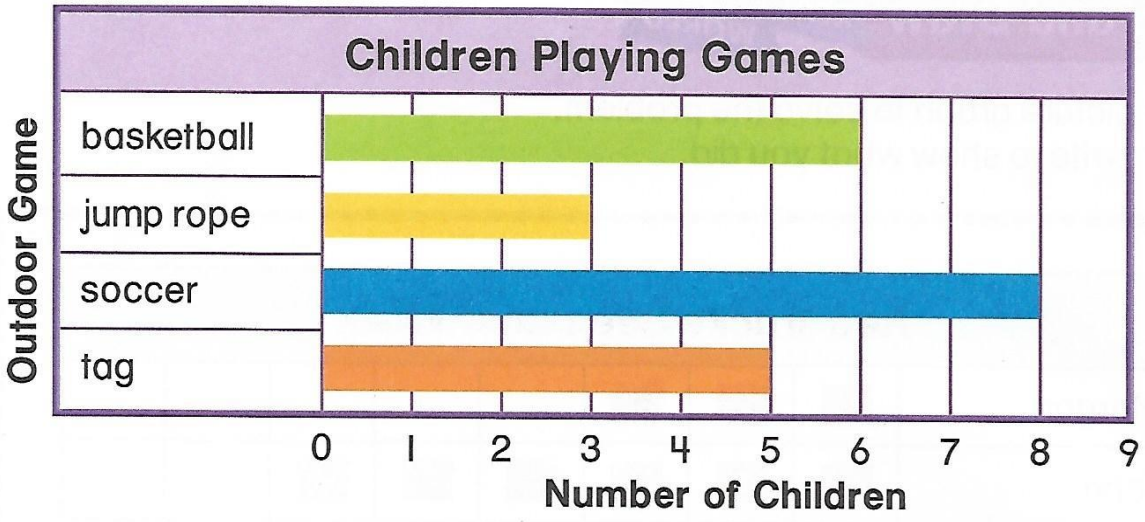
   ○ 𝍸 𝍸

   ○ 𝍸 𝍸 |

Model and Draw

A **bar graph** uses bars to show data.
Look at where the bars end.
This tells how many.

There are 8 children playing soccer.



Share and Show

Math Board

Use the bar graph.

1. How many green marbles are in the bag?

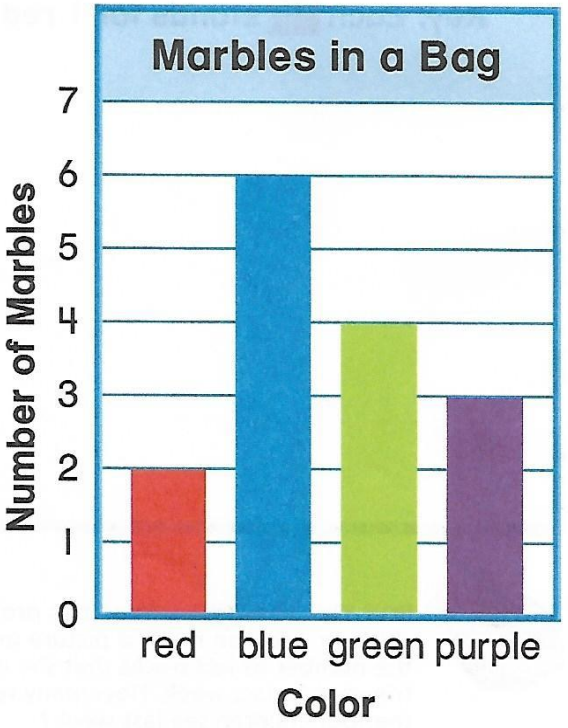
_____ green marbles

2. How many more blue marbles than purple marbles are in the bag?

_____ more blue marbles

3. How many marbles are in the bag?

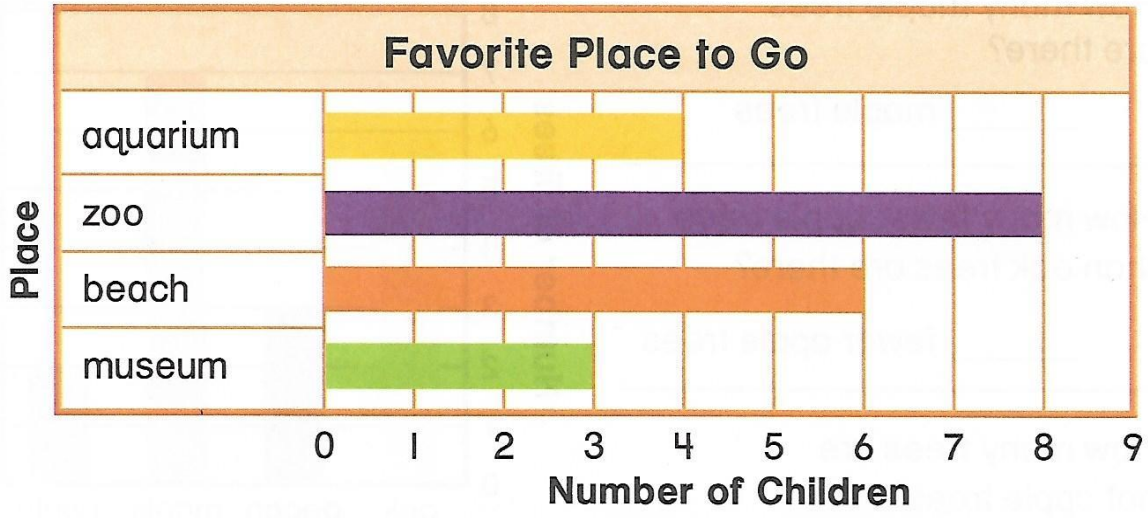
_____ marbles



Name _____

On Your Own

Use the bar graph.



4. How many children chose the beach?

_____ children

5. Which place did the fewest children choose?

_____

6. How many more children chose the zoo than the aquarium?

_____ more children

7. How many children chose a place that was not the zoo?

_____ children

8. Find the number of children who chose the aquarium and the beach. Then find the number of children who chose the zoo and the museum. Describe how these two numbers are different.

_____

_____

_____

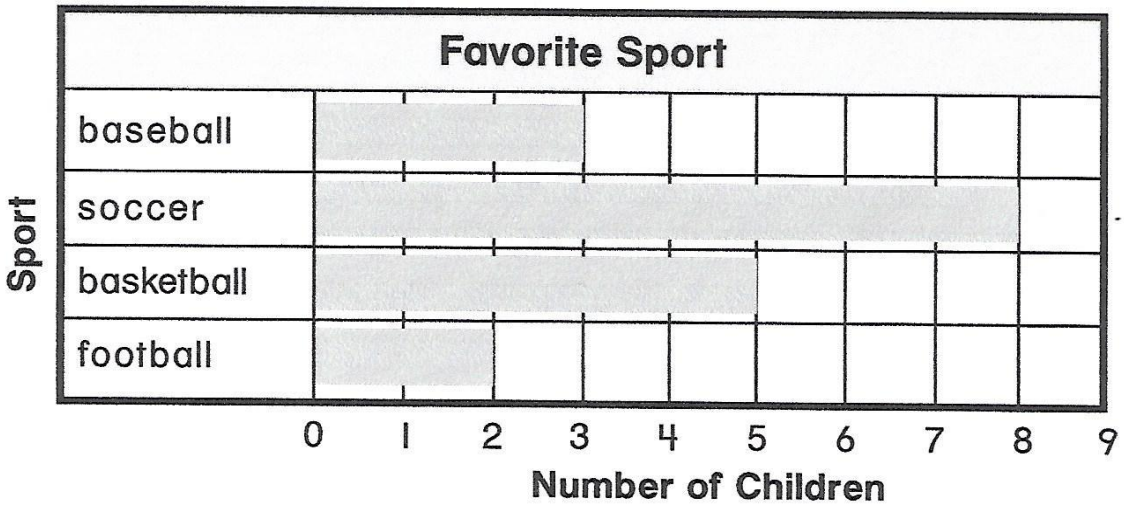
_____

Name _____

Read Bar Graphs

COMMON CORE STANDARD MACC.2.MD.4.10
Represent and interpret data.

Use the bar graph.



1. How many children chose basketball? _____ children

2. Which sport did the most children choose? _____

3. How many more children chose basketball than baseball? _____ more children

4. Which sport did the fewest children choose? _____

5. How many children chose a sport that was not soccer? _____ children

PROBLEM SOLVING REAL WORLD

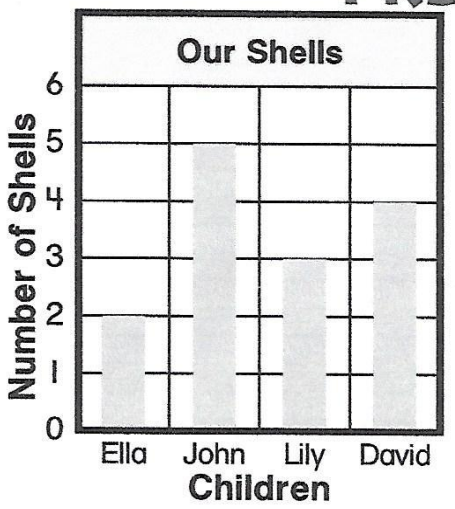
6. How many children chose baseball or basketball?

_____ children

Lesson Check (MACC.2.MD.4.10)

PARCC TEST PREP

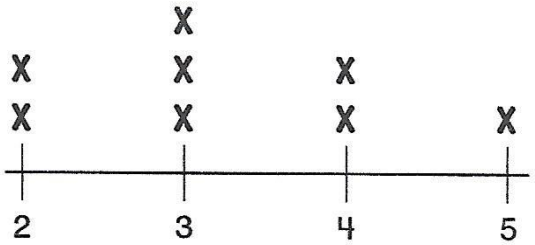
1. Use the bar graph. How many shells do the children have in all?



- ○ 10
- ○ 12
- ○ 14
- ○ 16

Spiral Review (MACC.2.MD.1.1, MACC.2.MD.3.8, MACC.2.MD.4.9)

2. Use the line plot. How many twigs are 3 inches long? (Lesson 8.9)



Lengths of Twigs in Inches

- ○ 8
- ○ 5
- ○ 4
- ○ 3

3. Use a centimeter ruler. Which is the best choice for the length of the yarn? (Lesson 9.3)

- ○ 7 centimeters
- ○ 4 centimeters
- ○ 2 centimeters
- ○ 1 centimeter

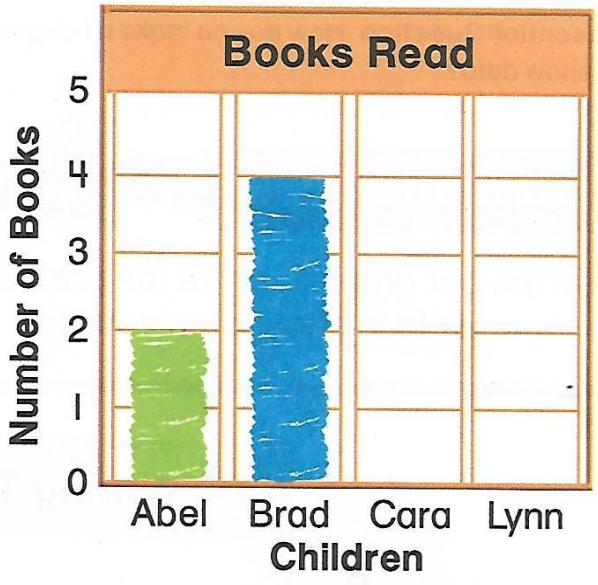
4. Noah buys a pencil. He uses 1 quarter and 2 nickels to pay. How much money does the pencil cost? (Lesson 7.4)

- ○ 45¢
- ○ 35¢
- ○ 30¢
- ○ 27¢

Model and Draw

Abel read 2 books, Brad read 4 books, Cara read 1 book, and Lynn read 3 books.

Complete the bar graph to show this data.



Share and Show

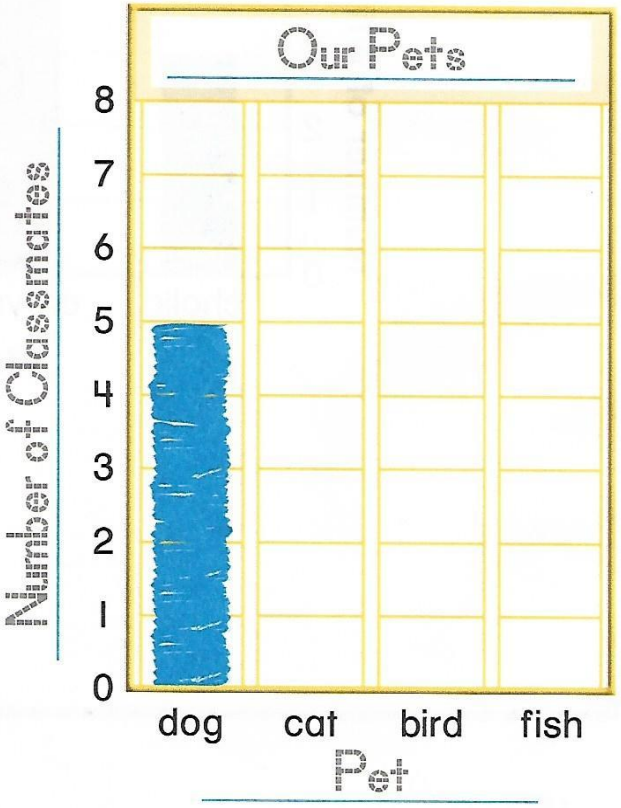
Math Board

Ella is making a bar graph to show the kinds of pets her classmates have.

- 5 classmates have a dog.
- 7 classmates have a cat.
- 2 classmates have a bird.
- 3 classmates have fish.

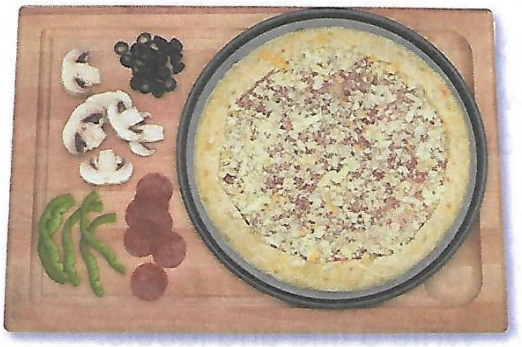
1. Write labels and draw bars to complete the graph.

2. How will the graph change if one more child gets a bird?



Name _____

On Your Own

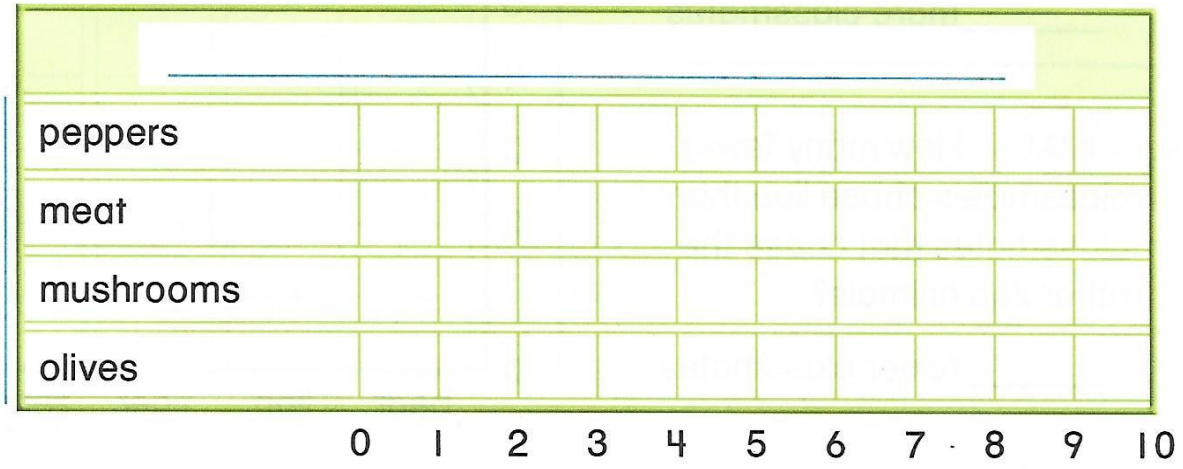


Dexter asked his classmates which pizza topping is their favorite.

- 4 classmates chose peppers.
- 7 classmates chose meat.
- 5 classmates chose mushrooms.
- 2 classmates chose olives.

3. Write a title and labels for the bar graph.

4. Draw bars in the graph to show the data.



5. Which topping did the most classmates choose? _____

6. H.O.T. Did more classmates choose peppers and olives than meat? **Explain.**

_____

_____

_____