

2nd Grade Math Curriculum Bundle # 4



Title	Suggested Dates
Graphing & Problem Solving with Data	October 26 -November 13 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
The ability to collect, organize, and analyze data is an essential skill for students both for its relationship with other mathematical strands as well as its everyday application	<p>What are 3 questions can you answer by reading the table/graph?</p> <p>In what ways can data be organized?</p> <p>How can making a graph help you solve problems or understand data?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
		Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
<p>2.11 The student organizes data to make it useful for interpreting information.</p> <p>2.11A Construct picture graphs and bar-type graphs.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • create different ways to collect and sort data • label graphs appropriately including key/legend • construct both horizontal and vertical bar-type graphs or picture graphs using various increments such as 1, 2, 5, 10 	<p><u>Pockets, Teeth, and Favorite Things</u> Unit 4</p> <p>Investigations 1 and 2 All sessions, pages 24-110</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 20</p>
<p>2.11 The student organizes data to make it useful for interpreting information.</p> <p>2.11B Draw conclusions and answer questions based on picture graphs and bar-type graphs.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Answer questions such as how many more, how many altogether, how many together using 2 categories, etc. 		<p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Draw Conclusions from Picture Graphs # 222 Draw Conclusions from Bar Graphs # 223</p>
<p>2.12 The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>2.12A Identify the mathematics in everyday situations.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Collecting data about topics of interest to 2nd 		

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	<p>graders.</p> <ul style="list-style-type: none"> • Addition and subtraction story problems 		
<p>2.12 The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>2.12B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Collecting data, making representations, comparing and analyzing data and representations • Addition and subtraction story problems 		
<p>2.12 The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>2.12C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Collecting data, making representations, comparing and analyzing data and representations • Addition and subtraction story problems 		
<p>2.12 The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>2.12D Use tools such as real objects, manipulatives, and technology to solve problems.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Use organizers such as graphs and Venn diagrams • Use manipulatives to help solve addition and subtraction story problems 		
<p>2.13 The student communicates about Grade 2 mathematics using informal language.</p> <p>2.13A Explain and record observations using objects, words, pictures, numbers, and technology.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Compare, analyze, and interpret data and representations • Using addition and subtraction 		
<p>2.13 The student communicates about Grade 2 mathematics using informal language.</p>	<p>Including but not limited to</p>		

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<p>2.13B Relate informal language to mathematical language and symbols.</p>	<ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Compare, analyze, and interpret data and representations • Using addition and subtraction 		
<p>2.14 The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p> <p>2.14A Justify his or her thinking using objects, words, pictures, numbers, and technology.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Compare, analyze, and interpret data and representations • Using addition and subtraction 		