

Vertical Progression:

TS Gold	<p>13. Uses classification skills</p> <p>6. Groups objects by one characteristic then regroups them using a different characteristic and indicates the reason.</p>
Kindergarten	<p>K.MD.B Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> ○ K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
1st Grade	<p>1.MD.C Represent and interpret data.</p> <ul style="list-style-type: none"> ○ 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2nd Grade	<p>2.MD.D Represent and interpret data.</p> <ul style="list-style-type: none"> ○ 2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. ○ 2.MD.D.10 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 using information presented in a bar graph.

Students will demonstrate command of the ELG by:

- Collecting and organizing data.
- Representing data in an organized and categorical manner (e.g., bar graph, picture graph, table, list of numbers).
- Interpreting and generalizing the data to gain insight to the world around them.
- Generating and answering questions about data.
- Performing simple computation operations that yield a greater variety of information about the data.
- Understanding and using descriptive words, e.g., more and less, to describe data.

Vocabulary:

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|---------------|-----------------|
| • bar graph | • less/least |
| • category | • more/most |
| • data | • organize |
| • data points | • picture graph |
| • graph | • represent |
| • interpret | • table |

Sample Instructional/Assessment Tasks:

1) Standard(s): 1.MD.C.4

Source: Public Schools of North Carolina

<http://commoncoretasks.ncdpi.wikispaces.net/1>

Item Prompt:

Show students the following table. Tell them that this is a table where students were asked to put an X under their favorite color. Ask students to tell what color did most students choose? How do you know? What else can you tell from this table?

RED			BLUE			GREEN
X	X	X	X	X	X	X
			X	X		

2) Standard(s): 1.MD.C.4

Source: <https://grade1commoncoremath.wikispaces.hcps.org/Assesing+1.MD.4>

Task:

Farmer McDonald has seventeen animals on his farm. He has three different types of animals. Draw a graph to show what they might be.

Considerations:

Watch how students recognize the amount that is represented on the graph.

- Encourage students to be creative.
- Do the animals total 17?
- Do they have three different types of animals?

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