



NAME

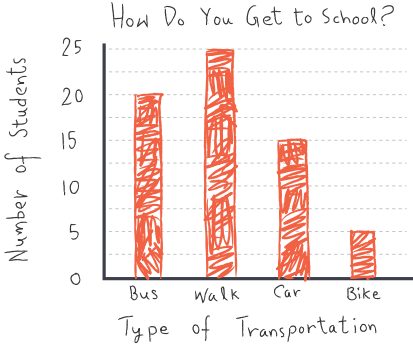
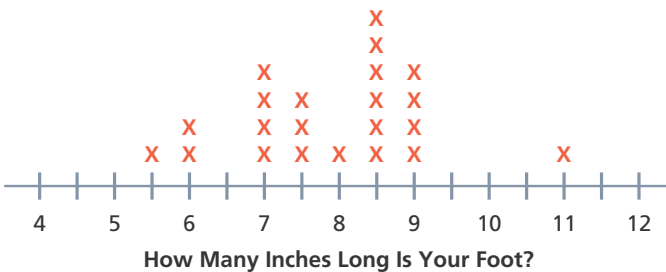
DATE

# About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about data called *Graphs and Line Plots*. During this unit, students collect, represent, describe, and interpret data.

Throughout the unit, students work toward these goals:

Benchmarks/Goals	Examples																				
<p>Organize, represent, and describe categorical data, choosing categories that help make sense of the data.</p>	<p>What is your favorite game?</p> <table border="1" data-bbox="699 1003 906 1192"> <tr><td>Hopscotch</td></tr> <tr><td>Jump Rope</td></tr> <tr><td>Games you can play by yourself</td></tr> </table> <table border="1" data-bbox="954 909 1161 1192"> <tr><td>Chess</td></tr> <tr><td>Mancala</td></tr> <tr><td>Ping Pong</td></tr> <tr><td>Crazy Eights</td></tr> <tr><td>Games you play with a partner</td></tr> </table> <table border="1" data-bbox="1209 814 1425 1192"> <tr><td>Tag</td></tr> <tr><td>Baseball</td></tr> <tr><td>Hide and Seek</td></tr> <tr><td>Kickball</td></tr> <tr><td>Capture the Flag</td></tr> <tr><td>Red Rover</td></tr> <tr><td>Games you play with a group</td></tr> </table>	Hopscotch	Jump Rope	Games you can play by yourself	Chess	Mancala	Ping Pong	Crazy Eights	Games you play with a partner	Tag	Baseball	Hide and Seek	Kickball	Capture the Flag	Red Rover	Games you play with a group					
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<p>Make and interpret a bar graph and a pictograph, including use of scales greater than 1.</p>	<p>How Do You Get to School?</p>  <table border="1"> <caption>Data for 'How Do You Get to School?'</caption> <thead> <tr> <th>Type of Transportation</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>Bus</td><td>20</td></tr> <tr><td>Walk</td><td>25</td></tr> <tr><td>Car</td><td>15</td></tr> <tr><td>Bike</td><td>5</td></tr> </tbody> </table>	Type of Transportation	Number of Students	Bus	20	Walk	25	Car	15	Bike	5										
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<p>Make a line plot for a set of measurement data, with a scale that includes inches and half-inches.</p>	 <table border="1"> <caption>Data for 'How Many Inches Long Is Your Foot?'</caption> <thead> <tr> <th>Foot Length (inches)</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>5.5</td><td>1</td></tr> <tr><td>6</td><td>2</td></tr> <tr><td>7</td><td>3</td></tr> <tr><td>7.5</td><td>2</td></tr> <tr><td>8</td><td>1</td></tr> <tr><td>8.5</td><td>4</td></tr> <tr><td>9</td><td>4</td></tr> <tr><td>9.5</td><td>1</td></tr> <tr><td>11</td><td>1</td></tr> </tbody> </table>	Foot Length (inches)	Number of Students	5.5	1	6	2	7	3	7.5	2	8	1	8.5	4	9	4	9.5	1	11	1
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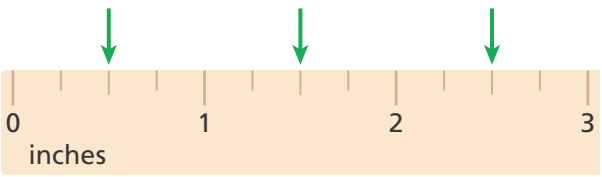


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## About the Mathematics in This Unit

Benchmarks/Goals	Examples
Describe and summarize a set of data, describing concentrations of data and what those concentrations mean in terms of the situation the data represent.	<p>More than half of the students in the class have feet measuring longer than 8 inches.</p> <p>Three students have feet that measure less than 7 inches long.</p>
Generate measurement data by measuring lengths to the half-inch.	

Please look for more information and activities about *Graphs and Line Plots* that will be sent home in the coming weeks.