

## Second Grade Trailblazers Unit 4 “Working with Data”

### State Goals and Objectives Met in Unit 4:

1.01, 2.01, 4.01

### North Carolina Standard Course of Study:

<http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/k-8/16grade2>

### How Math Trailblazers meets the state’s goals (Click to pg 17):

<http://www.kendallhunt.com/uploads/2/CORR-NC-MTB2.pdf>

### What your child will do:

1. Students use connecting links to measure their arm spans and heights. They record, organize, and analyze the data.
2. Students collect, organize, graph, and analyze data as they explore the relationship between height and arm span.
3. Students revisit the *High, Wide, and Handsome* lab by collecting, organizing, and analyzing data from another age group. They then compare the new data with their class results.
4. Students use hand spans and cubits in a variety of measuring activities.

### Unit Vocabulary

<i>arm span</i>	<i>range</i>	<i>variable</i>	<i>rectangle</i>	<i>square rectangle</i>
<i>approximate</i>	<i>cubit</i>	<i>estimate</i>	<i>hand span</i>	

Second grade glossary link: [http://www.kendallhunt.com/uploads/2/MTB\\_Gr2\\_Glossary.pdf](http://www.kendallhunt.com/uploads/2/MTB_Gr2_Glossary.pdf)

### Manipulatives and Supplies

#### What your child will use:

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Envelope to store flash cards  Chain of 50 links (in 10-link segments of alternating colors)		Chain of 50 links (in 10-link segments of alternating colors)	

### Unit Assessment Indicators

#### What your child is expected to learn:

- Can student represent the elements of a laboratory investigation in a drawing?
- Can students collect and organize data in a table?
- Can students make and interpret bar graphs?
- Can students measure length using nonstandard units?
- Do students report lengths using numbers and units?
- Do students demonstrate fluency with the addition facts in Group B? (see table below)

## Fact Groups

Unit	Group	Focus Facts
3	A	0+1, 1+1, 2+1, 3+1, 0+2, 2+2, 3+2, 4+2
4	B	3+0, 4+0, 5+0, 4+1, 5+1, 6+1, 5+2, 6+2, 5+3
5	C	3+3, 3+4, 4+4, 4+5, 5+5, 5+6, 5+7, 6+6
6	D	1+7, 2+7, 1+8, 2+8, 3+6, 3+7, 3+8, 4+6, 4+7, 4+8
7	E	6+7, 7+7, 7+8, 5+8, 6+8, 8+8, 9+9, 9+10
8	F	9+1, 9+2, 9+3, 9+4, 10+1, 10+2, 10+3, 10+4
9	G	9+5, 9+6, 9+7, (+8, 10+5, 10+6, 10+7, 10+8
10	ALL GROUPS	Review all groups

### Student Friendly Books:

- *Happy Birthday* by Pat Hutchins

### Websites to Explore

- Unit 4: Practice using bar graphs. Remember to talk with your child about the two variables (categorical = word or label, numerical = how many/much) shown in the bar graph that you create at this link.  
<http://pbskids.org/cyberchase/games/bargraphs/bargraphs.html> or  
<http://www.shodor.org/interactivate/activities/bargraph2/index.html> (requires java).
- Unit 4: Practice adding – <http://www.rainforestmaths.com/> Click on level C and choose “Addition” choose dominoes, number line, or colored dots for starters.

### How you can help your child:

- ✓ In a future unit your child will measure the lengths that toy cars, roller skates, and other objects roll. If you have a toy vehicle or roller skate you are willing to lend to our class collection, please send it to school. Thank you. ☺
- ✓ Teacher may need glue sticks and child safe scissors.
- ✓ Practice using the triangle flashcards!

### Computer programs:

Unit 4—Working with Data

*Discover Time* provides practice in telling time to the nearest hour and half hour.

*Graphers* is a data-graphing tool appropriate for young students.

*Kid Pix* helps students draw, write, and illustrate math concepts.

*Math Concepts One . . . Two . . . Three!* sorts objects and makes simple bar graphs from data. Students estimate and measure time, money, length, temperature, and mass.

*Money Challenge* provides practice with money.

*The Penny Pot* provides practice with counting coins.

*Sunbuddy Math Playhouse* is a memory game involving counting, tallies, and analog clocks.

*Tabletop Jr.* provides students the opportunity to work with data and develops logical thinking.