

Curriculum Planning & Assessment Resource

Mathematics Grade 2



**Alberta Regional Professional
Development Consortia**

*Dedicated to the provision of professional learning
opportunities at the local, regional and provincial levels*



Curriculum Planning & Assessment Resource

Mathematics

Grade 2 Statistics

About This Document

This Curriculum Planning & Assessment Resource is intended to be a collection of sample activities, assessments, and resources that teachers may wish to use as they develop their unit plans. This document is not intended to be a sequential list of activities. Rather, the intent is that teachers choose from this resource what is appropriate for their context, and sequence it in their planning.

The sample activities, assessments and resources included in this document have undergone an initial review to determine appropriateness and alignment to the curriculum. However, it is expected that teachers use their professional judgment in selecting activities, assessments and resources that are appropriate for their context.

While every attempt has been made to provide credit and receive permissions, some errors or omissions may have occurred. Please contact info@arpdc.ab.ca to report any error or omissions.

Table of Contents		Important Links	
Important Links	3	New Learn Alberta Progressions	Planners and Concept Maps
Introduction	3	<ul style="list-style-type: none"> Competency Progressions Numeracy Progressions Literacy Progressions 	<ul style="list-style-type: none"> K-3 Math Planners 4-6 Math Planners (under development) Assessment Planners (under development) K-3 Math Action Verbs and 4-6 Math Verb Resources
KUSP 2ST1.1	4	Recorded Video:	Curriculum Progressions <ul style="list-style-type: none"> Skills and Procedures Progression K-3 (under development) Concept Progressions (under development)
KUSP 2ST1.2	9		
Literature Connections	16	<ul style="list-style-type: none"> How to Read these Curriculum Planning & Assessment Resources 	Interactive Numbered Outcomes Document with Skills

Acknowledgements

Thank you to all the teachers, numeracy specialists, and technical expertise from Alberta school divisions and ARPDC who collaborated to develop, review, and revise these planning and assessment documents to support curriculum implementation.

Grade 2 Statistics 1

Organizing Idea

Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

Guiding Question

How can data inform representation?

Learning Outcome

2ST1 Students relate data to a variety of representations.

Summative Assessment(s) - Transfer *(In Progress)*

Summative assessments can include the following.

- Understanding/making sense of a novel context from the real world using one or more concepts (eg. “How are place value and money related?”).
- Understanding/making sense of a novel context using one or more understandings (eg. Students use money to model the conversion of base 10 values and relate them to base 10 block’).
- Being able to describe why (linking concepts) something is true, a result, or what might be an extension using learned concepts and understandings.
- Apply learning (create products; undertake projects; taking action such as creating a campaign) in a novel context or taking action using the understanding(s).
- Construct arguments by taking a position and verifying/proving it with known understandings.

Summative Assessment(s)

[\[understanding surface vs deep vs transfer\]](#)

2ST1 Summative Assessment [English](#) & [French](#)

[2ST1 Representing Data Summative_EurekaMath](#)



KUSP 2ST1.1

Assumable Curriculum / Prerequisite Knowledge / Vocabulary

- Data is information that is collected.
- Data can be answers to questions
- A graph is a visual representation of numbers.
- A graph can represent data that is collected through numbers, pictures or objects.

Student Language | Essential vocabulary & concepts

- **Data:** information collected to learn about people or things
- **First-hand data:** data that is collected by the person using the data

I Know Statements | Metacognition

- I know data can be collected by asking questions.
- I know that when I collect data by asking a question, I am collecting first-hand data.

Pre-Assessment

Pre-Assessments 2 Books: Finding Each Students Pathway

Sorting - p.51

Collecting Data - p.52

Making a Concrete Graph - p.54

Leaps and Bounds Pages will be referenced in the PreAssessments answer Key for follow up for emerging learners.

I Can Statements | Skills

- I can create a question to collect data.
- I can collect data to answer a question.
- I can compare more than one set of data to better understand information in a given environment.

Learning Recovery

- Support sorting by providing defined areas for grouping (e.g., paper plates, boxes, taped sections on a table, yarn circles, hula hoops, etc.) → **Alberta Education will refer to this as “partitioning” in Grade 1.**

Enhancement

Learning Outcome	2ST1.1 Students relate data to a variety of representations.				
Knowledge	Understanding	Skills & Procedures	Achievement Indicators	Illustrative Examples	Assessments (Explainer)
<p>Data can be collected by asking questions.</p> <p>First-hand data is data collected by the person using the data.</p>	<p>Data can be collected to answer questions.</p>	<p>Generate questions for a specific investigation within the learning environment.</p>	<p>Formulate a question that can be answered by gathering information about self and others.</p>	<p>Teacher Note: Statistical questions have varied possible answers for which we collect the data.</p> <p>Model the formulation of questions, such as</p> <ul style="list-style-type: none"> • “I wonder . . .” • How can we find out?” • “Whom shall we ask?” <p>Use everyday occurrences to formulate questions about the children’s environment. Sample questions:</p> <ul style="list-style-type: none"> • “How do you travel to school?” • “Which kind of pizza would you order?” • “Which author should we read this week?” • “How many times can you hop on one foot?” • “What is your favourite animal?” <p>Create a survey question that has a ‘yes’ or ‘no’ answer to it with the students that they can use throughout your example. Sample: “Do you go to bed before 9:00 p.m.?”</p>	<p>2ST1 That’s a Good Question - Deep</p> <p>Open-ended assessment: Students will use their question from the “That’s a Good Question!” Assessment (or a different one if they prefer) to collect, and represent the data. They may choose between the dot plot, bar graph or pictograph.</p> <p>Students may benefit from using the 2ST1.1 1.2 My Data Collection Guide if it is their first time working through a Statistical Inquiry/Investigation.</p>
		<p>Collect first-hand data by questioning people within the learning environment.</p> <p><i>Teacher Note:</i> Record data in a table.</p>	<p>Organize data as it is collected, using concrete objects, tallies, check marks, charts, or lists. Record data in a table.</p>	<p>Use your question generated to collect data (yes/no answers). Model ways the students could organize the data they collect. They could use:</p> <ul style="list-style-type: none"> • two different colours of unifix cubes (one for “yes” and the other for “no”) • tallies • a class list and writing “yes” or “no” beside each person’s name • checkmarks <p>Teacher Note: This ties directly into 2ST1.2</p>	

Student Names	Yes	No
Anna	✓	
Michael	✓	
Sophie	✓	
Ben		✓
Sonya	✓	
Heath	✓	
Chu		✓
Bella		✓
Patrick	✓	
Candace		✓
Julia	✓	
Sandra	✓	
Tim	✓	
Calli		✓
Lorriane	✓	
Curtis		✓
Lei		✓
Pia	✓	



Do you go to bed before 9:00 p.m.?	
Yes	No
1	11

Math Routine: Question of the Week Have pairs of students take turns formulating a survey question, collecting the data, representing it, and then presenting their findings to the class. This can be used as formative assessment. **(Deep)**

Source: Manitoba Ministry of Education. Grade 2 Mathematics: Support Document for Teachers. p7

Ideas for questions that could be graphed:

- Keep a tally of books read that the student liked or didn't like throughout the year.
- Make a graph for types of books read in a week Fiction/non-fiction
- Graph everyone's lunches in the class
- Favorite drink, food, sport, candy, ect.

Vary the types of graphs created: line, bar, pictograph, tally chart, line plot, pictems that could be used to show the data collected: popsicle sticks, base ten blocks, snap cubes, counters, bingo dabbers, stickers, etc.

			<p>Answer questions using collected data.</p>	<p>Have students answer questions about the data. Examples:</p> <ul style="list-style-type: none"> • Which one has the most/least? • How many more? How many less? • How many people were surveyed altogether? <p>Questions that could be asked about the data include:</p> <ul style="list-style-type: none"> • Which is the most popular? • Which is the least popular? • How many more does A have than B? • What is the difference between A and B? • Is there more of A or B? • How many people answered in all? 	<p>Continue 2ST1 That's a Good Question with student analysis of data.</p> <p>Based on the Graph below, how many games did Sam play?</p> <div data-bbox="2355 358 3024 1018"> <p>Games Played</p> <p>John Sam Mary Alex</p> <p>● = 20 Games ● = 5 Games</p> <p><small>Mathisfun.com</small></p> </div>
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Resources

Mathology

[ARPDC Math Little Books for Alberta Curriculum](#)
[Mathology Free Resources on New Learn Alberta](#)

Mathology Little Books

Mathology Little Book: [Marsh Watch](#)
 Mathology Little Book: [Big Buddy Days](#)

Mathology Activities

Mathology Grade 2: Data Cluster 1, Data Management: Activities 3, 6
 Mathology Grade 2: Data Math Every Day: Card 1: Conducting Surveys

Math UP

- **AB_Collecting and Organizing Data**
 - o Lesson 1: Sorting and Classifying Data
 - o Lesson 2: Gathering Data
 - o Lesson 3: Tally Charts
- **AB_Displaying and Interpreting Data**
 - o Lesson 1: Creating Concrete Graphs and Simple Bar Graphs
 - o Lesson 2: Pictographs
 - o Lesson 3: Dot Plots
 - o Lesson 4: Reading and Interpreting Data

<p>Existing Texts</p> <p>Math Makes Sense 3 - Unit 7 Math Makes Sense 2 - Student Workbook pages 189 - 204 Math Focus 2 - Chapter 5 Math Focus 3 - Chapter - Chapter 4</p>	<p>NCETM</p> <p>Ladybird Count -This problem offers children some raw data that they have not had to collect themselves. This has some advantages: you know that everyone has the same information without worrying about the accuracy of their recording methods. This means the focus can be analysis and representation rather than collection.</p> <p>If the World Were A Village - Engaging children with real data is a very valuable process. The data in this book are real, engaging and meaningful. There is nothing here about favourite colour - this is real life and death stuff. As well as interpreting real data, this activity gives an opportunity to consider how data are presented and interpreted. Showing the same data set in different ways will make children curious about the effects of the different representations and keen to create their own ways of presenting effectively.</p>
<p>Indigenous Lesson Plans and Resources</p>	<p>Problem Solving</p>
<p>Other</p>	<p>Websites</p> <p>New Learn Alberta Site: (teacher login required) Graphing Skills (Bar, Line, Pie and Scatter Plot) Mascot Election (Pictographs and Bar Graphs)</p> <p>For access to additional resources login to Gizmos account. Request an account alberta@explorellearning.com</p>

IN PROGRESS



KUSP 2ST1.2

Assumable Curriculum / Prerequisite Knowledge / Vocabulary

No Pre Assessments, as this was not covered in Grade 1.

Student Language | Essential vocabulary & concepts

- **Data:** facts or information collected to learn about people or things
- **Graph:** a visual diagram used to show data
- **Pictograph:** a display of data that uses pictures (with a key/legend)
- **Bar graph:** a graph that uses bars to show data
- **Dot plot:** a line on which data are shown by marking "X"s or dots above the categories or numbers
- **Title:** the name of a graph; tells what the graph is about
- **Labels:** words used to describe what things are
- **Legend:** tells what each picture or symbol represents on a pictograph

Pre-Assessment

- See above for conceptual understandings

Learning Recovery

- Sort objects using a single attribute (e.g., colour).
- Compare sets to find which has more and how many more.
- Read simple concrete graphs and picture graphs.
- Represent collected data on concrete graphs and picture graphs.

I Know Statements | Metacognition

- I know data can be shown in different ways: using tally marks, a table, a pictograph, a bar graph, or a dot plot.

I Can Statements | Skills

- I can create a question that can be answered through a survey, by collecting data using simple records, and using these data to draw conclusions.
- I can interpret/read a pictograph, dot plot, and bar graph and answer a question that relates to the graph.
- I can identify different types of graphs to help interpret data.
- I can identify the features of various graphs.

Enhancement

Learning Outcome		2ST1.2 Students relate data to a variety of representations.																																																																																																		
Knowledge	Understanding	Skills & Procedures	Achievement Indicators	Illustrative Examples	Assessments (Explainer)																																																																																															
<p>Data can be recorded using tally marks, words, or counts.</p> <p>Data can be expressed through First Nations, Métis, or Inuit stories.</p> <p>A graph includes features such as</p> <ul style="list-style-type: none"> • a title • a legend • axes • axis labels <p>Data can be represented with graphs such as</p> <ul style="list-style-type: none"> • pictographs • bar graphs • dot plots <p>(Teacher Note: Match with Scientific Methods in Science - Grade 2)</p>	Data can be represented in various ways.	Record data in a table. (a)	Record data in a table.	<p>Simple tally charts or concrete graphs would be a starting point when learning to collect and record data.</p> <table border="1"> <tr><td>1</td><td> </td><td>6</td><td> </td></tr> <tr><td>2</td><td> </td><td>7</td><td> </td></tr> <tr><td>3</td><td> </td><td>8</td><td> </td></tr> <tr><td>4</td><td> </td><td>9</td><td> </td></tr> <tr><td>5</td><td> </td><td>10</td><td> </td></tr> </table> <table border="1"> <thead> <tr><th colspan="2">Favourite Fruit</th></tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table> <p> = 1 person</p> <p>Use your question generated to collect data (yes/no answers). Model ways the students could organize the data they collect. They could use:</p> <ul style="list-style-type: none"> • two different colours of unifix cubes (one for “yes” and the other for “no”) • tallies • a class list and writing “yes” or “no” beside each person’s name • checkmarks <table border="1"> <thead> <tr><th>Student Names</th><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr><td>Anna</td><td>✓</td><td></td></tr> <tr><td>Michael</td><td>✓</td><td></td></tr> <tr><td>Sophie</td><td>✓</td><td></td></tr> <tr><td>Ben</td><td></td><td>✓</td></tr> <tr><td>Sonya</td><td>✓</td><td></td></tr> <tr><td>Heath</td><td>✓</td><td></td></tr> <tr><td>Chu</td><td></td><td>✓</td></tr> <tr><td>Bella</td><td></td><td>✓</td></tr> <tr><td>Patrick</td><td>✓</td><td></td></tr> <tr><td>Candace</td><td></td><td>✓</td></tr> <tr><td>Julia</td><td>✓</td><td></td></tr> <tr><td>Sandra</td><td>✓</td><td></td></tr> <tr><td>Tim</td><td>✓</td><td></td></tr> <tr><td>Calli</td><td></td><td>✓</td></tr> <tr><td>Lorriane</td><td>✓</td><td></td></tr> <tr><td>Curtis</td><td></td><td>✓</td></tr> <tr><td>Lei</td><td></td><td>✓</td></tr> <tr><td>Pla</td><td>✓</td><td></td></tr> </tbody> </table> <p>Do you go to bed before 9:00 p.m.?</p> <table border="1"> <thead> <tr><th>Yes</th><th>No</th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table> 	1		6		2		7		3		8		4		9		5		10		Favourite Fruit														Student Names	Yes	No	Anna	✓		Michael	✓		Sophie	✓		Ben		✓	Sonya	✓		Heath	✓		Chu		✓	Bella		✓	Patrick	✓		Candace		✓	Julia	✓		Sandra	✓		Tim	✓		Calli		✓	Lorriane	✓		Curtis		✓	Lei		✓	Pla	✓		Yes	No			<p>2ST1.2a Racing Games - Deep</p> <p>2ST1.2a Off to the Fair - Surface</p>
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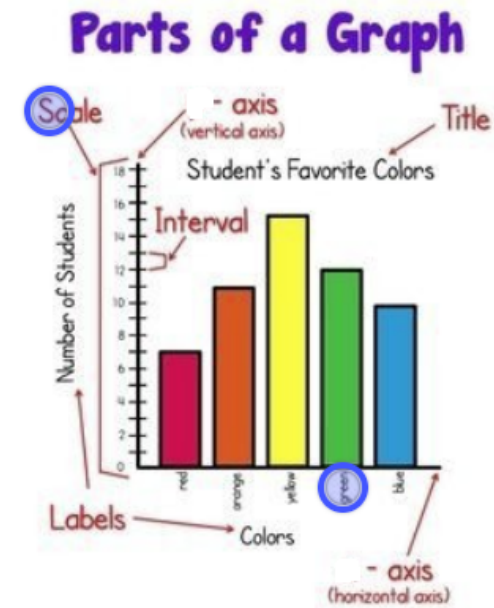
Construct graphs to represent data.
(b)

A graph includes features such as

- a title
- a legend
- axes
- axis labels

A graph includes features such as

- a title
- a legend
- axes
- axis labels

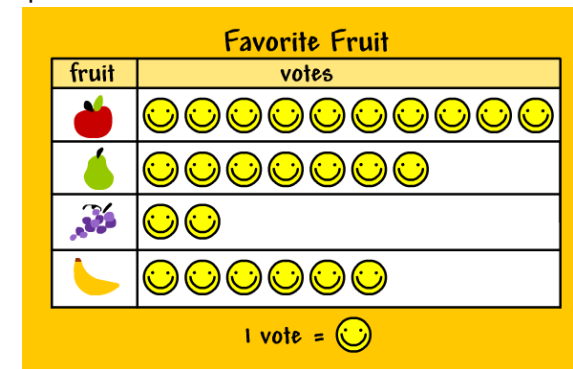


Adapted from Charts and Graphs [Quizlet](#)

Create a pictograph to represent a given set of data, using one-to-one correspondence.

Teacher Note: **Pictographs** consist of **uniform pictures** to make the comparisons of part pictures more accurate. Concrete graphs use actual items so they vary in look and size.

[Pictographs for Kids](#) - This video lesson on pictographs, or picture graphs, will help your little data analysts learn the parts of a pictograph, before they move on to reading and interpreting picture graphs with three categories. Watch them learn to draw pictographs with up to 4 categories, and introduce them to scaled pictographs with many categories. With real-life examples, these picture graphs are packed with simple questions about the total number of data points.



Source: [Pinterest](#)

[2ST1.2b Drawing Tally Marks & Pictographs \(balls\) - Surface](#)

[2ST1.2b Drawing Tally Marks & Pictographs \(leaves\) - Surface](#)

Source: [Mathfunworksheets](#)

[Totem Poles and the Stories they Tell](#)

(We are looking for a Haida story that can be shared and demonstrates how data was collected and reported, please share if you find one!)

Source: [artofit.org](#)

Stories:

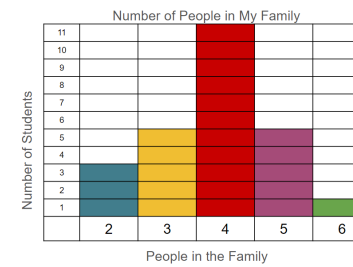
<https://indigenoustorybooks.ca/about/resources/haida/>

Indigenous Applications:

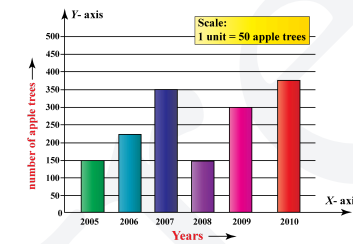
Statistics and Probability Have students interview their classmates to determine who is fond of what types of fish, or how many cousins each child has, or how many people live in their households. Have the children graph the findings. Source: [Aboriginal Education. Teaching Tools](#) Grades K-12. Government of British Columbia. p. 22.

[Wild Animals - Make a Dot Plot](#) - K5 Learning - **Surface** (Teacher Note: Change the working of Line Plot to Dot Plot) - Surface

Create a bar graph to represent a given set of data, using one-to-one correspondence.



[Bar Graphs for 2nd Grade Kids](#) - 3:59 video that also reviews tally marks (Math and Learning Videos 4 Kids)



[Making a Bar Graph](#) - demo
Farm Animals - K5 Learning

[Reading a Bar Graph](#) - K5 Learning - students will answers questions about insects by reading a bar chart.

Create a dot plot to represent a given set of data, using one-to-one correspondence.

[How to Create a Dot Plot](#) - Karen asked her classmate how many siblings they have. (Study.com)



Example 2

A group of 10 people were asked what their favorite snacks were from a list of pretzels, chips, cookies, or fruit. The results are displayed in the table below.

Favorite Snack	People	Number of People
Pretzels	Mary, Andrew, and Karen	3
Chips	Elizabeth, Alex, Joe, and John	4
Cookies	Rose	1
Fruit	Evan and Avery	2

Draw a Dot Plot representing the data.

Interpret graphs to answer questions. (c)

Answer questions pertaining to a given graph.

Answer questions similar to the following pertaining to a given graph:

- How many students chose X?
 - How many more students chose X over Y?
 - Which item was chosen the least amount of times?
- Ask questions and find the answer in the graph such as:
- How many different types of objects are there?
 - Which object has more? Less?
 - How many in total?
 - How many more ___ than ___?

[2ST1.2c Analyzing pictographs](#) (hotdogs) - Surface, K5Learning

[2ST1.2c Analyzing pictographs](#) (cupcakes) - Surface, K5Learning

[Reading a Bar Graph](#) - K5 Learning - students will answer questions about insects by reading a bar chart.

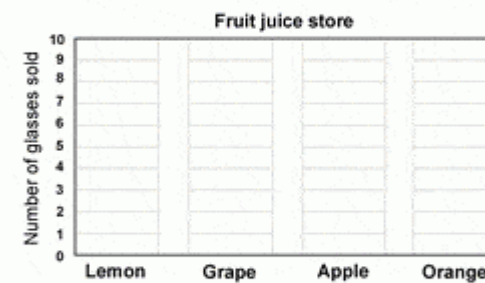
Solve a given problem by constructing and interpreting a graph.

Juice store bar graph

Data and Graphing Worksheet

A fruit juice store recorded the number of glasses sold. Create a bar graph and answer the questions.

Fruit juice	Lemon	Grape	Apple	Orange
Number of glasses sold	7	10	9	8



1. What juice sold the most? _____
2. What juice sold the least? _____
3. How many glasses of apple juice were sold? _____
4. How many more glasses of grapes juice were sold than lemon juice? _____
5. How many glasses of orange and apple juice together were sold? _____
6. How many glasses were sold in all? _____

Source: <https://www.k5learning.com/>

[2ST1.2c What does it all mean?](#) - Deep

		Compare the features of pictographs, dot plots, and bar graphs. (d)	Determine the common features of bar graphs/dot plots by comparing a given set of bar graphs/dot plots.	<p>Provide a pictograph, dot plot and bar graph using the same data.</p> <p>Ask the students what they notice. Similarities? Differences?</p> <p>Common features of a pictograph are:</p> <ol style="list-style-type: none"> 1. Title 2. Key determining how many one picture represents 3. Each picture is the same size 4. Labels for the horizontal and vertical sides of the graph 	<p>2ST1.2d Comparing Graphs - Deep</p> <p>Using the data from the table, have students construct a bar graph, pictograph and dot plot. Have students compare and contrast the graphs.</p> <table border="1"> <tr> <td colspan="2">Do you have a cat?</td> </tr> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>++++ </td> <td>++++</td> </tr> </table>	Do you have a cat?		Yes	No	++++	++++
		Do you have a cat?									
Yes	No										
++++	++++										
Determine the common features of pictographs by comparing a given set of pictographs.											

Resources

Mathology

[ARPDC Math Little Books for Alberta Curriculum](#)
[Mathology Free Resources on New Learn Alberta](#)

Mathology Little Books

Mathology Little Book: [Marsh Watch](#)
 Mathology Little Book: [Big Buddy Days](#)

As you read the books below, have students create a graph from the data described through the stories:

Mathology Resources (New Learn Alberta login required)

[Back to Batoche](#) & [Teacher's Guide](#)
[Retour à Batoche](#) & [Guide d'enseignement](#)

[Canada's Oldest Sport](#) & [Teacher's Guide](#)
[Le sport le plus ancien au Canada](#) & [Guide d'enseignement](#)

[Goat Island](#) & [Teacher's Guide](#)
[L'île aux chèvres](#) & [Guide d'enseignement](#)

[The Great Dogsled Race](#) & [Teacher's Guide](#)
[La grande course de traîneaux à chiens](#) & [Guide d'enseignement](#)

Math UP

Collecting and Organizing Data

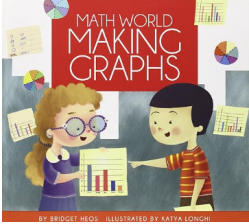
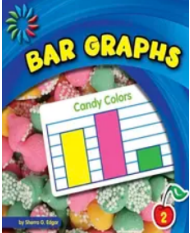
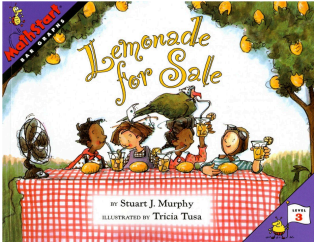
- o Lesson 1: Sorting and Classifying Data
- o Lesson 2: Gathering Data
- o Lesson 3: Tally Charts

Displaying and Interpreting Data

- o Lesson 1: Concrete Graphs and Simple Bar Graphs
- o Lesson 2: Pictographs
- o Lesson 3: Dot Plots

<p>Existing Texts</p> <p>Math Makes Sense 3 - Unit 7 Math Makes Sense 2 - Student Workbook pages 189 - 204 Math Focus 2 - Chapter 5 Math Focus 3 - Chapter - Chapter 4</p>	<p>NCETM</p> <p>Ladybird Count - This problem offers children some raw data that they have not had to collect themselves. This has some advantages: you know that everyone has the same information without worrying about the accuracy of their recording methods. This means the focus can be analysis and representation rather than collection.</p>
<p>Indigenous Lesson Plans and Resources</p> <p>Totem Poles and the Stories they Tell <i>(We are looking for a Haida story that can be shared and demonstrates how data was collected and reported, please share if you find one!)</i> Source: artofit.org</p> <p>Stories: https://indigenoustorybooks.ca/about/resources/haida/</p>	<p>Problem Solving</p>
<p>Other</p> <p>New Learn Alberta Site: Graphing Skills (Bar, Line, Pie and Scatter Plot) Mascot Election (Pictographs and Bar Graphs)</p> <p>For access to additional resources login to Gizmos account. Request an account alberta@explorellearning.com</p>	<p>Websites</p> <p>Asking Powerful Questions, K-12 lesson, Learn Alberta Modelling the Tools</p> <p>A Classroom Example of Asking Powerful Questions, Learn Alberta Modelling the Tools</p>

Literature Connections

Title and Author	Format (Picture Book, Novel, Non-fiction, other)	Publisher & ISBN	
<p><i>Making Graphs (Math World)</i> by <i>Bridget Heos</i></p> <p>A class is learning a lesson on making graphs and interpreting data, and the class clown, Logan, has some off-the-wall answers to his classmates' surveys.</p> <p>Formulating questions, making graphs, interpreting data.</p>	Picture Book	Riverstream Pub (August 1, 2015) 10-1622432355, 13-978-1622432356	 <p>EPIC</p>
<p><i>Bar Graphs (Making Graphs)</i> by <i>Sherra Edgar</i></p> <p>This Level 2 guided reader teaches how to interpret and create bar graphs. Students will develop word recognition and reading skills while learning about using simple bar graphs to represent data.</p> <p>Collecting data, making bar graphs, reading graphs Vijaya Khisty Bodach</p>	Picture Book	Capstone Press (September 1, 2007) 1429600403, 978-1429600408	 <p>EPIC</p>
<p><i>Lemonade for Sale</i> by <i>Stuart J. Murphy</i></p> <p>In this story, the Elm Street Kids decide to raise money by selling lemonade. At first, business booms, but then it drops off. The Elm Street Kids use a bar graph to plot the number of cups sold on each day of the week and figure out what to do. Young readers may be inspired to start their own lemonade stands—and use a bar graph to plot their progress.</p> <p>Kids will love the story and the funny illustrations by Tricia Tusa. Parents and educators will love how the story and pictures make understanding comparisons a breeze—as well as the concrete examples of how math works. The book contains activities for adults to do with kids to extend math into their own lives. Collecting data, making bar graphs</p>	Picture Book	HarperCollins; MathStart 3 edition (January 1, 1998) 10-0064467155, 13-978-0064467155	
<p>Bar Graphs (Making Graphs) by Vijaya Khisty Bodach</p> <p>A digital solution for your classroom with features created with teachers and students in mind: • Perpetual license • 24 hour, 7 days a week access • No limit to the number of students accessing one title at a time • Provides a School to Home connection wherever internet is available • Easy to use • Ability to turn audio on and off • Words highlighted to match audio The taller the bar, the more there are! Bar graphs put information side by side. Have fun making and using bar graphs to compare numbers quickly.</p>	Picture Book	Capstone Press (September 1, 2007) 10-1429600403, 13-978-1429600408	