

# School-Home Letter

## Dear Family,

My class started Chapter 10 this week. In this chapter, I will learn about collecting data, making graphs, and interpreting the data.

Love, \_\_\_\_\_

### Vocabulary

**picture graph** A graph that uses pictures to show data

Apples Sold					
Eric	●	●			
Deb	●	●	●	●	
Alex	●				

Key: Each ● stands for 1 apple.

**bar graph** A graph that uses bars to show data

### Home Activity

Take your child on a walk in your neighborhood. Help your child make a tally chart to record how many people you see driving, walking, and biking. Then talk with your child about the information that is in your tally chart.

#### How People Are Moving

How Moving	Tally
driving	II
walking	
biking	

### Literature

Reading math stories reinforces learning. Look for these books at the library.

**Tables and Graphs of Healthy Things**  
by Joan Freese. Gareth Stevens Publishing, 2008.

**Lemonade for Sale**  
by Stuart J. Murphy. Harper Collins, 1998.



# Carta para la casa

## Querida familia:

Mi clase comenzó el Capítulo 10 esta semana. En este capítulo, aprenderé a recolectar datos, hacer gráficas e interpretar datos.

Con cariño, \_\_\_\_\_

### Vocabulario

**pictografía** una gráfica que usa ilustraciones para mostrar datos

Manzanas vendidas					
Eric	●	●			
Deb	●	●	●	●	
Alex	●				

Clave: Cada ● representa 2 manzanas.

**gráfica de barras** una gráfica que usa barras para mostrar datos

### Actividad para la casa

Lleve a pasear a su hijo por el vecindario. Ayúdelo a crear una tabla de conteo para anotar cuántas personas ven manejando, caminando y montando en bicicleta. Luego, conversen sobre la información que hay en la tabla de conteo.

#### Cómo se mueve la gente

Se mueven	Conteo
manejando	III II
caminando	IIII
en bicicleta	II

### Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busque estos libros en la biblioteca.

**Table and Graphs of Healthy Things**  
por Joan Freese.  
Gareth Stevens  
Publishing, 2008.

**Lemonade for Sale**  
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Harper Collins, 1998.

**Collect Data**



**COMMON CORE STANDARD—2.MD.10**  
Represent and interpret data.

1. Take a survey. Ask 10 classmates how they got to school. Use tally marks to show their choices.

\_\_\_\_\_

2. How many classmates rode in a bus to school?  
\_\_\_\_\_ classmates

3. How many classmates rode in a car to school?

\_\_\_\_\_ classmates

4. In which way did the fewest classmates get to school?

\_\_\_\_\_

5. In which way did the most classmates get to school?

\_\_\_\_\_

6. Did more classmates get to school by walking or by riding in a car?

\_\_\_\_\_

How many more?

\_\_\_\_\_ more classmates

How We Got to School	
Way	Tally
walk	
bus	
car	
bike	

## Lesson Check (2.MD.10)

1. Use the tally chart. Which color did the fewest children choose?

\_\_\_\_\_

Favorite Color	
Color	Tally
blue	
green	
red	
yellow	

## Spiral Review (2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8)

2. List a group of coins that have a value of \$1.00.

\_\_\_\_\_

3. Jared has two ropes. Each rope is 9 inches long. How many inches of rope does he have in all?

\_\_\_\_\_ inches

4. The clock shows the time Lee got to school. At what time did she get to school?



\_\_\_\_\_:

5. Liza finished studying at half past 3. What time did Liza finish studying?

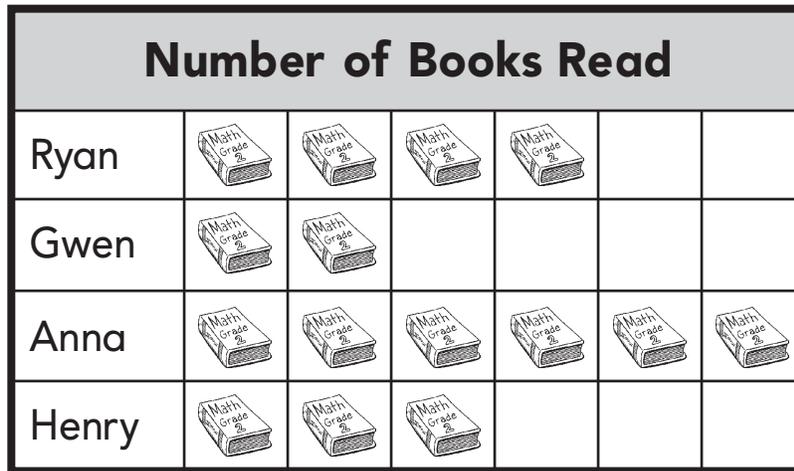
\_\_\_\_\_:

**Read Picture Graphs**



**COMMON CORE STANDARD—2.MD.10**  
Represent and interpret data.

Use the picture graph to answer the questions.



Key: Each stands for 1 book.

- How many books in all did Henry and Anna read? \_\_\_\_\_ books

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- How many more books did Ryan read than Gwen? \_\_\_\_\_ more books

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- How many fewer books did Gwen read than Anna? \_\_\_\_\_ fewer books

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- How many books did the four children read in all? \_\_\_\_\_ books

**Problem Solving**



Use the picture graph above. Write or draw to explain.

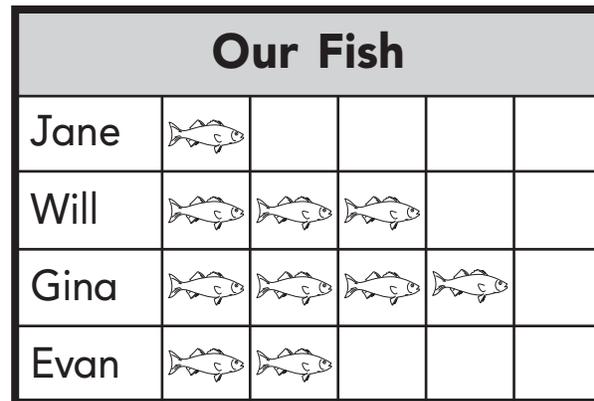
- Carlos read 4 books. How many children read fewer books than Carlos?

\_\_\_\_\_ children

## Lesson Check (2.MD.10)

1. Use the picture graph. Who has the most fish?

\_\_\_\_\_



**Key:** Each  stands for 1 fish.

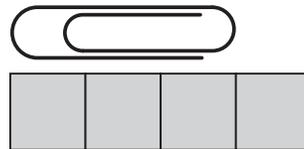
## Spiral Review (2.MD.1, 2.MD.7, 2.MD.8)

2. What is the time on this clock?



\_\_\_\_:\_\_\_\_

3. Each unit cube is about 1 centimeter long. Which is the best estimate for the length of the paper clip?



\_\_\_\_\_ centimeters

4. What is the total value of this group of coins?



\$ \_\_\_\_\_ or \_\_\_\_\_ cents

Name \_\_\_\_\_

# Make Picture Graphs



**COMMON CORE STANDARD—2.MD.10**  
Represent and interpret data.

1. Use the tally chart to complete the picture graph.

Draw a 😊 for each child.

Favorite Cookie	
Cookie	Tally
chocolate	
oatmeal	
peanut butter	
shortbread	

Favorite Cookie					
chocolate					
oatmeal					
peanut butter					
shortbread					

Key: Each 😊 stands for 1 child.

2. How many children chose chocolate? \_\_\_\_\_ children

3. How many fewer children chose oatmeal than peanut butter? \_\_\_\_\_ fewer children

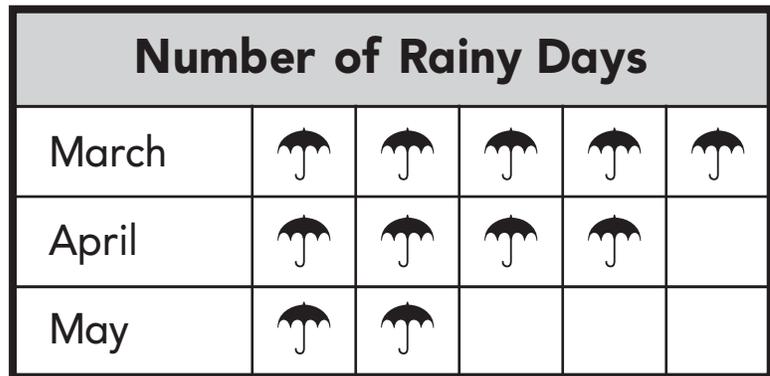
4. Which cookie did the most children choose?  
\_\_\_\_\_

5. How many children in all chose a favorite cookie? \_\_\_\_\_ children

6. How many children chose oatmeal or shortbread? \_\_\_\_\_ children

## Lesson Check (2.MD.10)

1. Use the picture graph.  
How many more rainy days were there in April than in May?



\_\_\_\_\_ days

Key: Each  stands for 1 day.

## Spiral Review (2.MD.1, 2.MD.8)

2. Rita has one \$1 bill, 2 quarters, and 3 dimes. What is the total value of Rita's money?
3. Lucas put 4 quarters and 3 nickels into his coin bank. How much money did Lucas put into his coin bank?

\$ \_\_\_\_\_

\$ \_\_\_\_\_

4. Use a centimeter ruler. What is the length of this string to the nearest centimeter?
5. What is the total value of this group of coins?



\_\_\_\_\_ centimeters



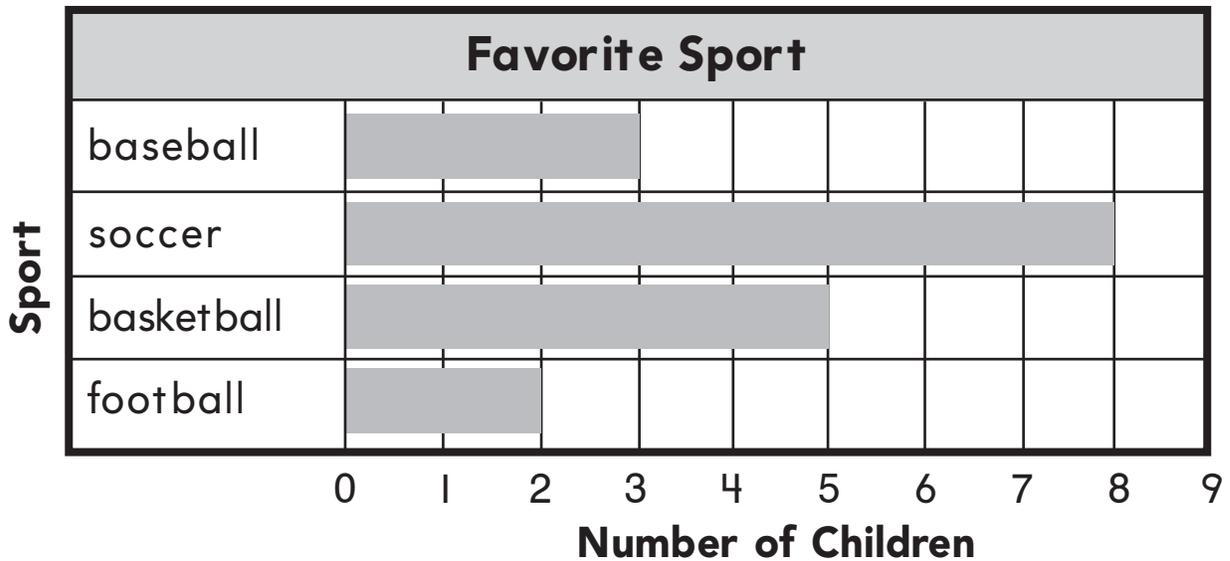
\$ \_\_\_\_\_ or \_\_\_\_\_ cents

**Read Bar Graphs**



**COMMON CORE STANDARD—2.MD.10**  
Represent and interpret data.

Use the bar graph.



1. How many children chose basketball? \_\_\_\_\_ children

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2. Which sport did the most children choose? \_\_\_\_\_

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3. How many more children chose basketball than baseball? \_\_\_\_\_ more children

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4. Which sport did the fewest children choose? \_\_\_\_\_

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5. How many children chose a sport that was not soccer? \_\_\_\_\_ children

**Problem Solving**

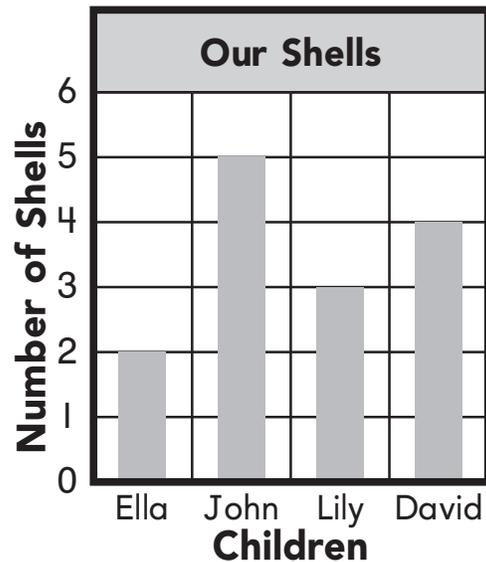


6. How many children chose baseball or basketball? \_\_\_\_\_ children

## Lesson Check (2.MD.10)

1. Use the bar graph. How many shells do the children have in all?

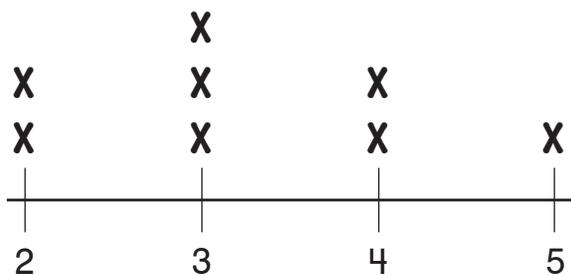
\_\_\_\_\_ shells



## Spiral Review (2.MD.1, 2.MD.8, 2.MD.9)

2. Use the line plot. How many twigs are 3 inches long?

\_\_\_\_\_ twigs



Lengths of Twigs in Inches

3. Use a centimeter ruler. What is the length of the yarn to the nearest centimeter?



\_\_\_\_\_ centimeters

4. Noah buys a pencil. He uses 1 quarter and 2 nickels to pay. How much money does the pencil cost?

\$ \_\_\_\_\_ or \_\_\_\_\_ cents

# Make Bar Graphs



**COMMON CORE STANDARD—2.MD.10**  
Represent and interpret data.

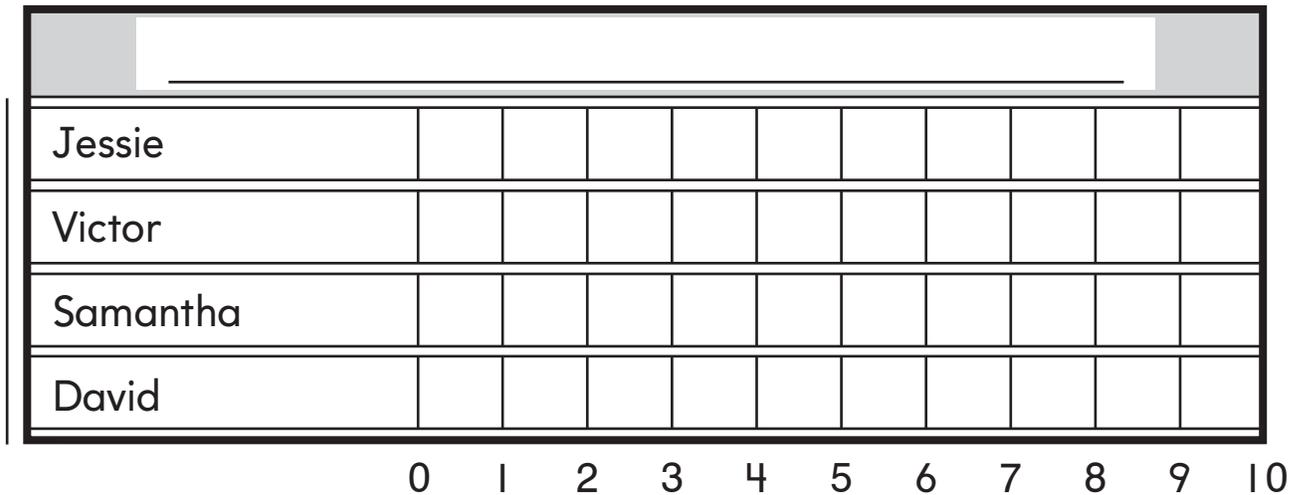
Maria asked her friends how many hours they practice soccer each week.

- Jessie practices for 3 hours.
- Victor practices for 2 hours.
- Samantha practices for 5 hours.
- David practices for 6 hours.

1. Write a title and labels for the bar graph.

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2. Draw bars in the graph to show the data.



3. Which friend practices soccer for the most hours each week?

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## Problem Solving

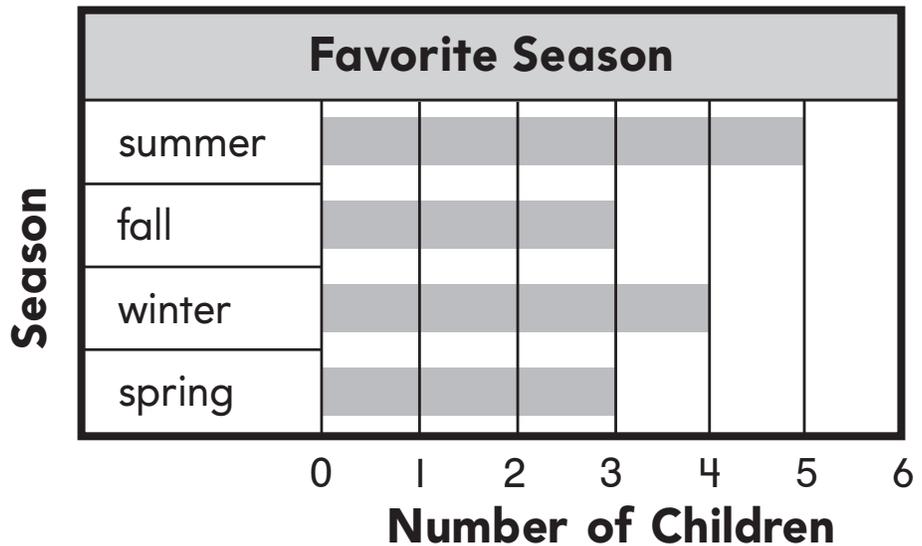


4. Which friends practice soccer for fewer than 4 hours each week?

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## Lesson Check (2.MD.10)

1. Use the bar graph.  
How many more children chose summer than spring?



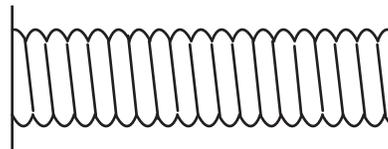
\_\_\_\_\_ children

## Spiral Review (2.MD.1, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8)

2. Rachel's chain is 22 centimeters long. She takes 9 centimeters off the chain. How long is Rachel's chain now?

\_\_\_\_\_ centimeters

3. Use an inch ruler. What is the length of the yarn to the nearest inch?



\_\_\_\_\_ inches

4. Gail finished studying at quarter past 1. What time did Gail finish studying?

\_\_\_\_\_ : \_\_\_\_\_

5. Jill has two \$1 bills, 1 quarter, and 1 nickel. How much money does Jill have?

\$ \_\_\_\_\_

Name \_\_\_\_\_

## PROBLEM SOLVING Lesson 10.6

### Problem Solving • Display Data

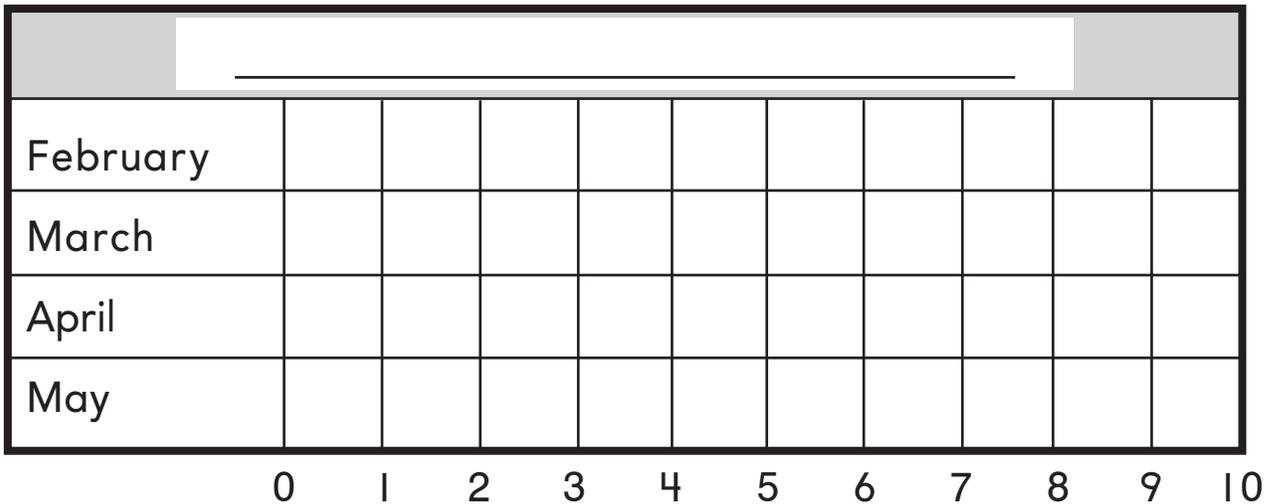


**COMMON CORE STANDARD—2.MD.10**  
*Represent and interpret data.*

Make a bar graph to solve the problem.

1. The list shows the number of books that Abby read each month. Describe how the number of books she read changed from February to May.

February	8 books
March	7 books
April	6 books
May	4 books



The number of books \_\_\_\_\_

2. How many books in all did Abby read in February and March? \_\_\_\_\_ books

3. How many fewer books did Abby read in April than in February? \_\_\_\_\_ fewer books

4. In which months did Abby read fewer than 7 books? \_\_\_\_\_

## Lesson Check (2.MD.10)

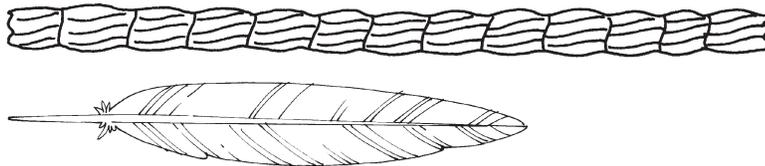
1. Use the bar graph. Describe how the number of hours changed from Week 1 to Week 4.

The number of hours \_\_\_\_\_.



## Spiral Review (2.MD.3, 2.MD.8)

2. The string is about 10 centimeters long. Estimate the length of the feather.



\_\_\_\_\_ centimeters

3. What is the total value of this group of coins?



\$ \_\_\_\_\_ or \_\_\_\_\_ cents

4. Rick has one \$1 bill, 2 dimes, and 3 pennies. How much money does Rick have?

\$ \_\_\_\_\_