

Today's Lesson: To make and use a pictograph to solve problems.

CCSS

Measurement and Data, 2nd Grade. (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.) 2.MD.10

**Focus Lesson 1
(I do)**

"We have been learning about bar graphs. Today we are going to learn how to make a pictograph."

Begin the lesson by making a connection. *"We see graphs in many different places. Can you think of somewhere you have seen a graph before?"* Let children share different examples of where they have seen graphs. (Ex. The newspaper, on television, the news, etc.)

Next, explain to the children that a 'pictograph' is a graph that uses pictures to show data. Tell the children that we are going to make a pictograph for our class, but first we have to collect the data. *"Today we are going to find out what the favorite sport is in our classroom. I am going to choose three different sports; baseball, football, and soccer. I will ask each person what their favorite sport is out of these three choices, and then I will make a tally for each vote."*

The teacher will then question the students, and make a tally for each answer. After the tally chart is complete, the teacher will draw a blank graph on the board. The teacher will then use the data from the tally chart to complete the pictograph with the students.

Round of Daily 3 Math

**Focus Lesson 2
(We do)**

The teacher will use students to make a 'human' graph.

"We are now going to use ourselves to make a human graph. I want each one of you to pick your favorite subject at school out of these three choices." Give students three choices, such as reading, writing, and math. *"If your favorite subject is reading, please stand in this straight line."* (Teacher will direct students to stand in a straight line.)

The teacher will then ask the students that picked writing to stand in a straight line next to the other line. Finally, the teacher will have the students that picked writing to stand in a line next to the other two.

The teacher will draw a graph on the white board or chart paper, and fill in the graph with pictures of children that represent each line of students.

The students will then discuss with an elbow buddy what data they have learned from their graph, and discuss the difference between a bar graph and a pictograph.



Round of Daily 3 Math

Focus Lesson 3 (You do)

Give each child a graph that has been already created and copied. The teacher will present the following information in the form of a tally chart, and each student will create the following pictograph.

“Mrs. Livingston’s class voted on their favorite shapes. The three favorite shapes were a square, a triangle, and a circle. The square had 10 tally marks, the triangle 5 tally marks, and the circle 7 tally marks. Please complete the graph on your paper as a pictograph.”

Student Sharing

