

SD Common Core State Standards Disaggregated Math Template

Domain:	MEASUREMENT AND DATA	Cluster:	Measure and estimate lengths in standard units	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.

Student Friendly Language:
I can use the correct measuring tool to measure lines and/or objects in both standard and metric units (inches, feet, centimeters, meters).
I can explain which measuring tool would be a good choice, depending on what I want to measure (rulers, yardsticks, meter sticks, measuring tapes).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> appropriate tools of measurement (rulers, yardsticks, meter sticks, and measuring tapes) 	<p>Tools are used to measure length.</p> <p>Some tools are more useful than others depending on what is being measured.</p> <p>Accuracy is essential when measuring.</p>	<p>Measure accurately the length of objects using a variety of measuring tools.</p> <p>Choose appropriate tools to measure length efficiently.</p> <p>Record measurements with accuracy.</p>

Key Vocabulary:
<div style="display: flex; justify-content: space-between; padding: 5px;"> inch unit centimeter length foot ruler yard yardstick meter meter stick measure measuring tape </div>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Is this box long enough to hold my pencils? Will this desk fit through the door? How far is it from first base to second base? How far can I throw this ball? I want to buy some curtains. How wide is the window?</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	no correlating standard for third grade

Student Friendly Language:
I can measure the length of an object using different units.
I can compare different units used to measure the length of a single object.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> standard length units of measurement (inch, foot, yard, meter, centimeter) comparison of two standard length units of measurement of one object 	<p>Shorter units of measure will give a greater number of units than a longer unit of measure when used to measure the same object.</p> <p>Even though there are several units of measure to choose from, some units are more efficient than others.</p>	<p>Measure length using standard and non-standard units (inches, feet, yards, cm, m, paper clips, etc.; see standard MD.2.1 for more details).</p> <p>Choose appropriate units of measure (see MD.2.1).</p> <p>Compare two measurements of an object's length, each done with a different appropriate unit. (e.g. 3 paper clips = 4 unifix cubes)</p> <p>Describe how the size of the unit affects the measurement. (Smaller unit means greater number in measurement.)</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">length</td> <td style="width: 15%;">comparison</td> <td style="width: 15%;">measure</td> <td style="width: 15%;">length units</td> <td style="width: 15%;">standard unit</td> </tr> <tr> <td>foot</td> <td>inch</td> <td>yard</td> <td>meter</td> <td>centimeter</td> </tr> </table>	length	comparison	measure	length units	standard unit	foot	inch	yard	meter	centimeter
length	comparison	measure	length units	standard unit						
foot	inch	yard	meter	centimeter						
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?										
When driving in a place that uses the metric system, understanding how kilometers compares with miles per hour. In track, comparing distances of races.										
Using different measurements to see what will fit on a wall or in a specific area of the student's bedroom.										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Student Friendly Language:
I can estimate the length of an object in inches. I can estimate the length of an object in feet. I can estimate the length of an object in centimeters. I can estimate the length of an object in meters.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> estimation of lengths using inches, feet, centimeters and meters 	Estimating means using what we know to make an educated guess of something. We can use measurements we know as a reference point for making an estimate.	Estimate lengths in inches, feet, meters, or centimeters. Measure the true length using units of inch, foot, meter and centimeter to check estimates. Use what we know/points of reference to make an estimation of length. Identify points of reference by comparing common objects with specific lengths (e.g. feet in a football field, how many centimeters wide your hand is).

Key Vocabulary:
estimation foot inch centimeter meter unit length measurement
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
A GPS navigation system will tell you to turn in xx feet or yards. If you can estimate length, you will have a good idea of how far that really is. When sewing, you can estimate how much fabric you will need. Estimate how far you would need to throw or kick a football to make a touchdown or how far to throw a ball in basketball, baseball, etc.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p>	<p>2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.</p>

Student Friendly Language:
I can find the difference between the lengths of two objects by measuring them using the same units.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Difference in lengths • Standard units of lengths 	<p>Measuring lengths to compare objects must be done using the same units.</p> <p>It is important to use the same units when comparing the length of two objects.</p>	<p>Measure the length of two objects using the same standard unit.</p> <p>Calculate the difference in length between two objects using the same units.</p>

Key Vocabulary:
measure length difference standard units compare
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Construction, engineering, and surveying occupations would require the measuring and comparing of lengths.</p> <p>When doing scientific experiments, scientists must use the same units when recording and reporting data.</p> <p>At home projects that involve building/construction and buying materials would require the use of measuring lengths and comparing them.</p>

SD Common Core State Standards Disaggregated Math Template

Domain:	MEASUREMENT AND DATA	Cluster:	Relate addition and subtraction to length	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p>	<p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>

Student Friendly Language:
<p>I can use addition and subtraction to find unknown lengths in word problems. I can use a symbol to represent an unknown length in an equation.</p> <p>I can use mathematical tools/strategies such as number lines, drawings, rulers, and equations to find an unknown length.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • how to add within 100 • how to subtract within 100 • Measuring rules • elements of an equation, including unknowns • unknown • length • same units of length • how to determine whether to use addition or subtraction to solve a word problem 	<p>Unknown lengths can be found by using a variety of mathematical tools/strategies such as number lines, drawings, rulers, or equations.</p> <p>A symbol can be used in an equation to represent an unknown length.</p> <p>An unknown length can be found using either addition or subtraction instead of measuring.</p> <p>How to select and use important information from a story problem to develop a strategy for finding an unknown length.</p>	<p>Demonstrate while explaining how to find an unknown length using mathematical tools/strategies such as number lines, drawings, equations, or rulers.</p> <p>Choose an appropriate tool/strategy e.g. a number line, drawing, equation, or ruler to find an unknown length.</p> <p>Solve an equation to find an unknown length using either addition or subtraction.</p> <p>Identify important information from a story problem before developing a strategy to figure out an unknown length.</p> <p>Use drawings to help solve problems involving length.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">lengths</td> <td style="width: 20%;">addition</td> <td style="width: 20%;">subtraction</td> <td style="width: 20%;">same units</td> <td style="width: 20%;">equation</td> </tr> <tr> <td>symbol</td> <td>unknown</td> <td>word problems</td> <td>represent</td> <td></td> </tr> </table>	lengths	addition	subtraction	same units	equation	symbol	unknown	word problems	represent	
lengths	addition	subtraction	same units	equation						
symbol	unknown	word problems	represent							
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?										
<p>Home construction/building projects or sewing projects can involve finding unknowns. For example, when deciding the amount of material that is needed to complete a project before going to a hardware or fabric store to purchase additional materials. Occupations such as a seamstress, interior designer, construction, surveyor, salespeople selling carpet, lumber, or linoleum, etc.</p>										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Student Friendly Language:
I can show equally spaced whole numbers on a number line. I can show how to add numbers between 0 and 100 on a number line. I can show how to subtract numbers between 0 and 100 on a number line.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • whole numbers as lengths on a number line • sums • differences • how to make an evenly-spaced number line 	Whole numbers on a number line are equally spaced. Addition and subtraction sentences can be solved using a number line. Whole numbers, sums and differences can be represented as lengths on a number line. Any standard measuring tool for length (e.g., rulers, yardsticks, etc.) could represent a number line.	Show and explain how to use a number line to solve an addition or subtraction problem. Create a number line with equally-spaced sections to solve an addition or subtraction problem. Represent whole numbers as lengths on a number line. Explain the importance of equally spacing numbers on a number line.

Key Vocabulary:
number line diagram equally-spaced whole numbers addition sum subtraction difference length measurement number sentence
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
To break apart numbers to quickly add/subtract for timed tests, oral calculations, games, etc.
To count the number of blocks to/from a specific location (friend's house, grocery store, post office, etc.).
To measure fabric or building materials using a standard unit of measure (ruler, tape measure, yardstick, etc.).

SD Common Core State Standards Disaggregated Math Template

Domain:	MEASUREMENT AND DATA	Cluster:	Work with time and money	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1. MD.3 Tell and write time in hours and half-hours using analog and digital clocks	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Student Friendly Language:
I can tell and write time to the nearest five minutes on different styles of clocks.
I can use a.m. and p.m. when telling and writing time.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Analog clock • Digital clock • Count by 5's • a.m. and p.m. • Minute • Hour • Parts of the clock (hour and minute hand) 	<p>Time can be stated in five minute intervals.</p> <p>Using am. and p.m. helps differentiate different times of the day.</p>	<p>Tell and write time to the nearest five minutes on digital and analog clocks.</p> <p>Use a.m. and p.m. when telling and writing time.</p>

Key Vocabulary:								
<table> <tr> <td>analog clock</td> <td>digital clock</td> <td>a.m. and p.m.</td> <td>minute</td> </tr> <tr> <td>hour</td> <td>parts of the clock (hour and minute hand)</td> <td></td> <td></td> </tr> </table>	analog clock	digital clock	a.m. and p.m.	minute	hour	parts of the clock (hour and minute hand)		
analog clock	digital clock	a.m. and p.m.	minute					
hour	parts of the clock (hour and minute hand)							
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?								
getting to school on time, setting an alarm, scheduling appointments, what time favorite tv show is on, following a schedule at school								

SD Common Core State Standards Disaggregated Math Template

Domain:	MEASUREMENT AND DATA	Cluster:	Work with time and money	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
Money is only in second grade	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Money is only in second grade

Student Friendly Language:
<p>I can solve story problems by using dollar bills, quarters, dimes, nickels, and pennies.</p> <p>I can use the \$ and ¢ symbols when solving money problems.</p> <p>I can count different combinations of coins and bills.</p> <p>I can show many different ways to make the same value.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Value of currency (dollar bills, quarters, dimes, nickels, and pennies) Symbols (\$ and ¢) Skip counting (by 1s, 5s, 10s, and 25s) Counting on 	<p>They can use a variety of coins and bills to solve word problems.</p> <p>Bills and coins have standard values.</p> <p>Symbols and decimals display monetary value.</p> <p>The same amount of money can usually be shown with different combinations of coins and/or bills.</p>	<p>Count an assortment of like or unlike coins and/or bills</p> <p>Find the appropriate coins to represent a given amount.</p> <p>Recognize what operation is required to solve the word problem involving money.</p> <p>Write the corresponding symbols (\$ and ¢) to show the appropriate amount.</p>

Key Vocabulary:																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">word problems</td> <td style="width: 20%;"><u>dollar bills</u></td> <td style="width: 20%;"><u>quarters</u></td> <td style="width: 20%;"><u>dimes</u></td> <td style="width: 20%;"><u>nickels</u></td> </tr> <tr> <td><u>pennies</u></td> <td>symbol</td> <td>dollar sign</td> <td>cent sign</td> <td>value</td> </tr> <tr> <td>amount</td> <td>decimal</td> <td>money</td> <td>currency</td> <td>adding</td> </tr> <tr> <td>subtracting</td> <td>counting on</td> <td></td> <td></td> <td></td> </tr> </table>	word problems	<u>dollar bills</u>	<u>quarters</u>	<u>dimes</u>	<u>nickels</u>	<u>pennies</u>	symbol	dollar sign	cent sign	value	amount	decimal	money	currency	adding	subtracting	counting on			
word problems	<u>dollar bills</u>	<u>quarters</u>	<u>dimes</u>	<u>nickels</u>																
<u>pennies</u>	symbol	dollar sign	cent sign	value																
amount	decimal	money	currency	adding																
subtracting	counting on																			
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>																				
<p>Buying candy at a ballgame</p> <p>Saving money to buy toys</p> <p>Sort and count the money in their piggy bank</p> <p>Read prices to figure out how much the total will be</p>																				

SD Common Core State Standards Disaggregated Math Template

Domain:	MEASUREMENT AND DATA	Cluster:	Represent and interpret data	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters

Student Friendly Language:
I can measure lengths of objects.
I can use many items to measure the same object.
I can measure to the closest number on a line plot. (ex. ruler, yardstick, measuring tape. etc.)

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Types of line plots (rulers, yardsticks, measuring tapes, etc.) Horizontal Scale (whole number units-ex. inch, foot, etc.) 	<p>Objects can be measured by any equal unit.</p> <p>Line plots are one standard way to represent accurate lengths (rulers are accurate measurements, where hands vary in size).</p>	<p>Measure an object with standard units.</p> <p>Represent data on a line plot (ruler).</p> <p>Measure the same object with various units (ex. measure a pencil with paperclips then unifix cubes, measure with inches and centimeters).</p>

Key Vocabulary:
measurement length whole unit line plot horizontal
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Measuring wood when building a fort or on other various construction projects.
Measuring the distance for a derby car race.
Measuring and cutting material when making a quilt.

SD Common Core State Standards Disaggregated Math Template

Domain:	Measurement and Data	Cluster:	Represent and interpret data	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	2.MD.10 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 4 (See Glossary Table 1) using information presented in a bar graph.	3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Student Friendly Language:
<p>I can create a picture graph with four different choices.</p> <p>I can create a bar graph with four different choices.</p> <p>I can solve problems by using information from a simple bar graph.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Types of graphs (picture graph, bar graph, etc) • Types of problems (put together problems, take-apart problems, compare problems) 	<p>Graphs represent information gathered from a group.</p> <p>Graphs can be used to organize information.</p> <p>Graphs represent data which can be used to help solve various problems.</p>	<p>Collect data from a group.</p> <p>Draw bar/picture graph template (lines, title, numbers).</p> <p>Record data as a bar/picture graph with a single-unit scale.</p> <p>Interpret data from a graph to solve simple problems (take-apart, compare, put-together).</p>

Key Vocabulary:
<p>picture graph bar graph data single-unit scale</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Polling classmates for information such as pets, lunch choices, voting.</p> <p>Understanding the results of an election by reading the graph.</p> <p>Reading a newspaper or book and understanding what the graph means.</p>