

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.

How We Got to School	
Way	Tally
walk	
bus	
car	
bike	

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

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?

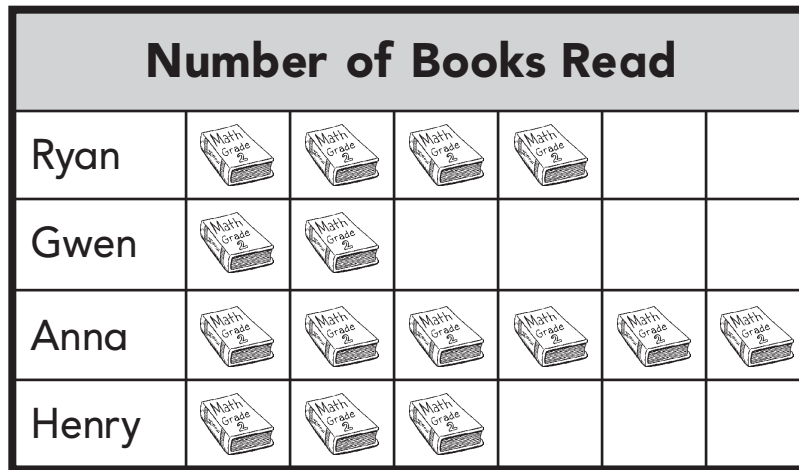
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Read Picture Graphs



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

- How many more books did Ryan read than Gwen? _____ more books

- How many fewer books did Gwen read than Anna? _____ fewer books

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

Problem Solving



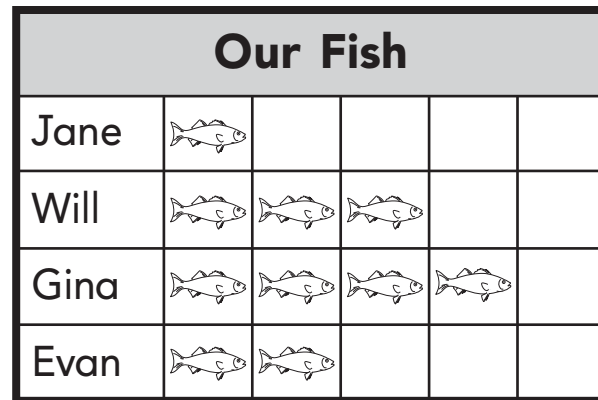
Use the picture graph above. Write or draw to explain.

- 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.

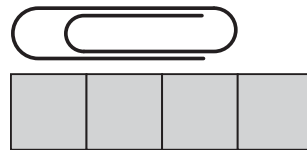
Spiral Review (2.MD.1, 2.MD.7, 2.MD.8)

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

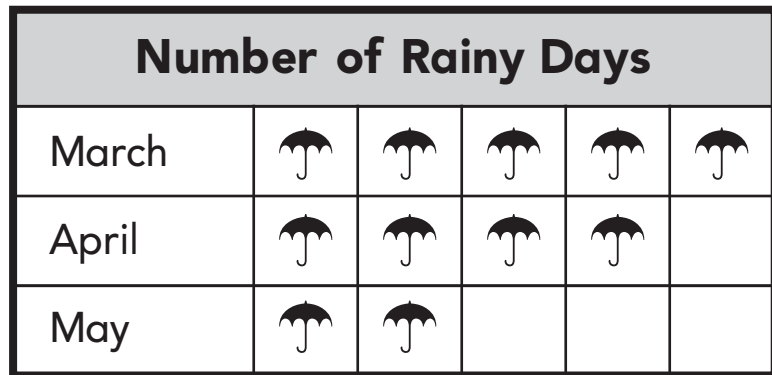
4. Which cookie did the most children choose?

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