|  |
| --- |
| **Collecting, Organizing, and Representing Data** |
| Creates questions of interest that generate qualitative and/or quantitative data.What types of waste do you have after eating your lunch: waste, recycling, organic?“I will get qualitative data because the possible answers are categories.” | Collects data using appropriate organizers (e.g., frequency tables, stem-and-leaf plots).“I organized the data using a frequency table to I can see the number of times most students wrote the word data” | Represents results using various tools.“I showed the data on a bar graph using many-to-one correspondence.” |
| **Observations/Documentation** |
|  |  |  |

|  |
| --- |
| **Collecting, Organizing, and Representing Data (cont’d)** |
| Differentiates between primary and secondary data.“When I collect information, it is primary data. When I use data collected by someone else, it is secondary data.” | Represents data graphically using many-to-one correspondence with appropriate scales and intervals.“I showed the data on a multiple-bar graph using many-to-one correspondence.” | Creates infographics to show data in appropriate ways and incorporates relevant information for a specific audience.“I want Grade 4 students to use the data to decide if they get enough exercise.” |
| **Observations/Documentation** |
|  |  |  |