

# Graph It!

## Line Master 1 (Assessment Master)

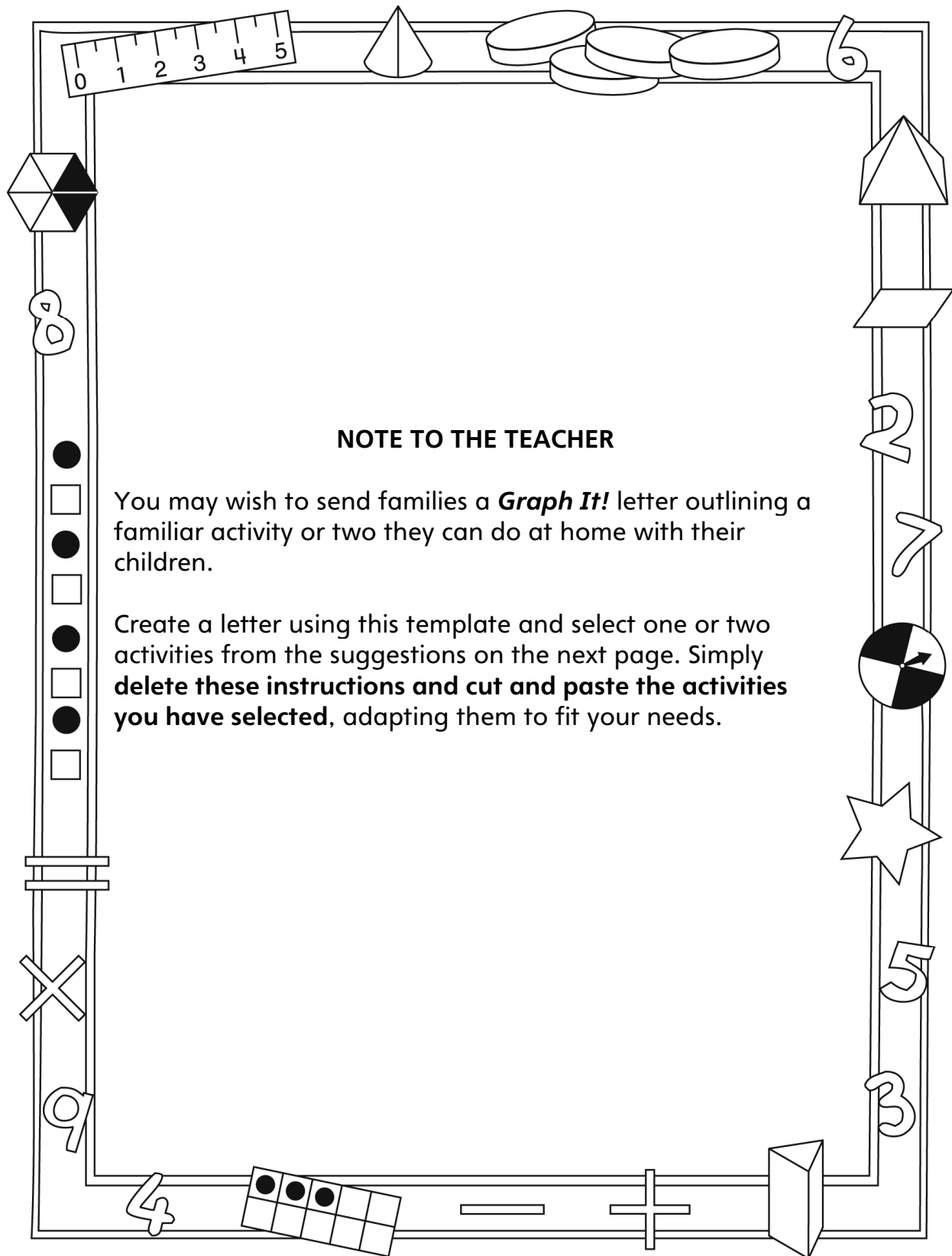
Name: \_\_\_\_\_

<b>Interpret Concrete Graphs and Picture Graphs</b>	<b>Not observed</b>	<b>Sometimes</b>	<b>Consistently</b>
Reads and interprets simple concrete graphs and picture graphs			
Uses collected and displayed data to answer questions			
Compares sets of objects to identify more/less/same			
Determines how many more/less			
<b>Build Concrete Graphs and Picture Graphs</b>			
Collects and organizes concrete data			
Uses real objects and pictures to make graphs			

**Strengths:**

**Next Steps:**

# Connecting Home and School Line Master 2-1



## NOTE TO THE TEACHER

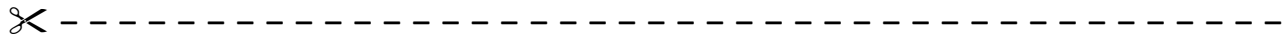
You may wish to send families a **Graph It!** letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

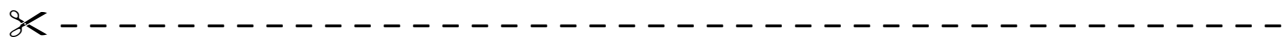
# Connecting Home and School Line Master 2–2

Dear Family:

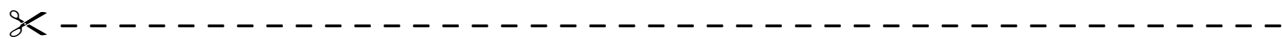
We have been working on **Graph It!**, which focuses on building and interpreting concrete graphs. Try this activity at home with your child.



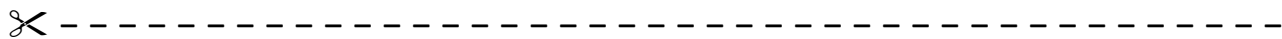
**Reading the Story:** As you read the story, enjoy counting the objects and describing the sets using more, less, and the same. After you read, you might gather 10 small objects that can be sorted (beads, coins, counters, or buttons) and use the Math Mat on the inside back cover of the book to create a concrete graph of your own, or recreate some of the graphs featured in the story.



**Graph It Game!:** Use the Math Mat on the inside back cover of the book as a gameboard, along with 10–15 small objects (beads, coins, counters, or buttons). Begin by rolling a number cube. The number rolled says the difference between the sets. Your child should create a 2-colour graph that matches. For example: If your child rolls a 3, he/she uses the counters to create a concrete graph in which there are 3 more of one colour than of the other colour. He/she should then tell you 2 true things about the graph.

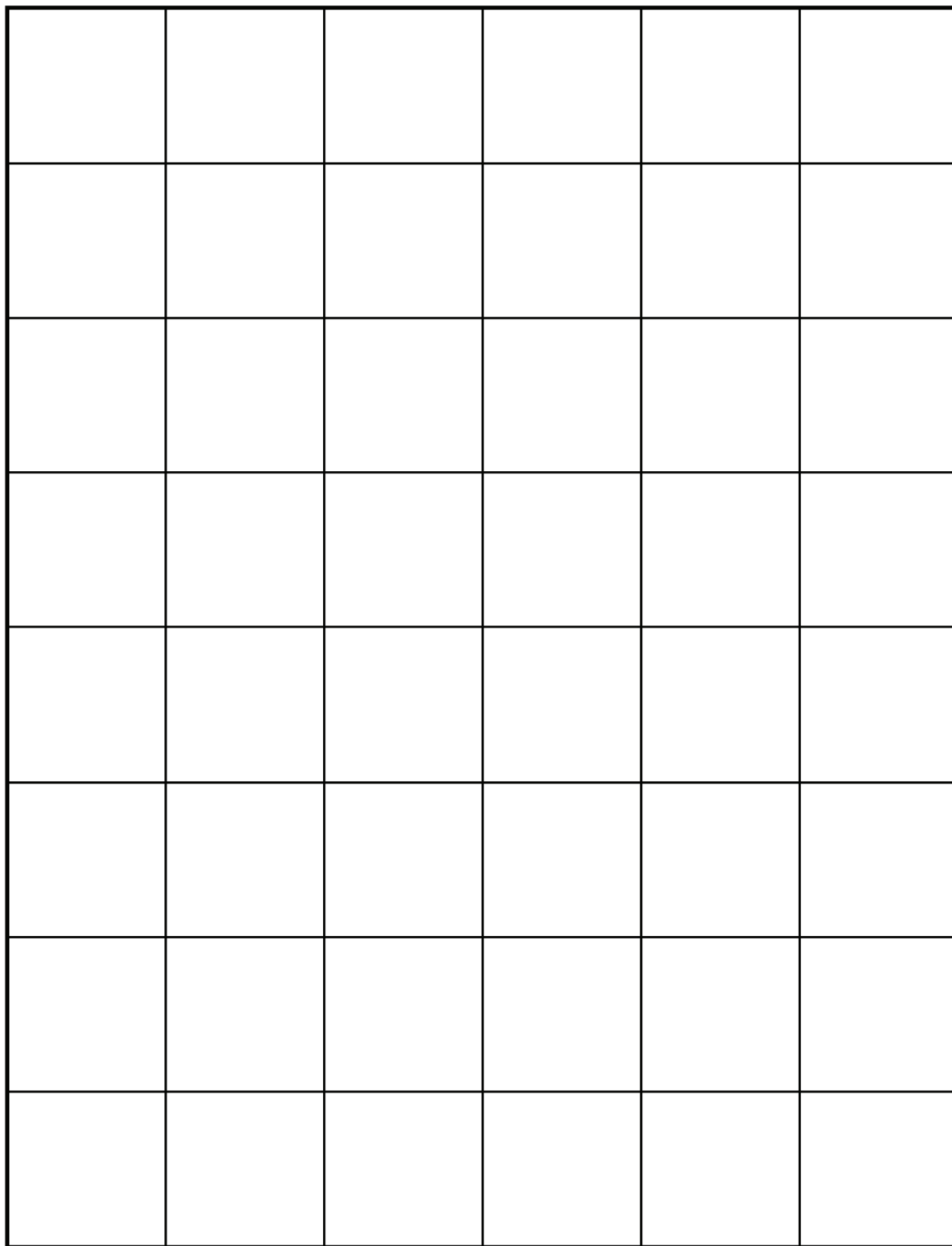


**Kitchen Build and Compare:** Use objects in the kitchen to create a concrete graph. Gather a handful of cutlery (knives, forks, and spoons) and have your child line it up to create a concrete graph. Ask her/him questions about which has more, which has less, and how many there are in all. Consider playing this same game with glasses and mugs as you put away the dishes. The upper rack in the dishwasher makes an ideal graphing grid! Cookie cutters can also be sorted and graphed in this way. Have fun!



Sincerely,

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# Blank Graphing Mat

# Line Master 4




# 3-Column Graphing Mat

# Line Master 5




# Ten-Frame

# Line Master 6


# Graphing Problems

## Line Master 7

Cam made a graph. He used 8 yellow blocks and 6 blue blocks.  
Then, he lost 3 yellow blocks.  
What does the graph look like now?  
Use your graphing grid to show your idea.

Tory made a graph. She used 9 yellow blocks and 5 blue blocks.  
Then, she lost 4 blocks.  
What could the graph look like now?  
How many blocks does she have now?  
Use your graphing grid to show your idea.

Bo made a graph. He used 5 yellow blocks and 3 blue blocks.  
He found some more and now he has 12 blocks in all.  
What could the graph look like now?  
Use your graphing grid to show your idea.

Jonah has 17 apples. Some are green and some are red.  
He has almost the same number of green apples as red apples.  
How many green apples could he have?  
How many red apples?  
How many ways can you find?  
Use your graphing grid to show your idea.

Marco has some cars. Some are red and some are blue.  
He has 3 more blue cars than red cars.  
How many cars could Marco have?  
Use your graphing grid to show your idea.