



Marietta City Schools District Topic Planner

First Grade

Topic Title	<i>Topic 6: Represent and Interpret Data</i>	Unit duration	<i>10 days</i>
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Big Idea: Measurement and Data

[Georgia Standards of Excellence](#)

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.

Major work of the grade Supporting standard Additional standard

Informational Links

[GSE Unit 3 Frameworks: Operations and Algebraic Thinking](#)

[MCS Math Instructional Framework](#)

[MCS Math Instructional Framework with Resource Guidance](#)

About the Math

[GaDOE:Grade 1 Standards Overview Document](#)

[GaDOE: What Do Standards Look Like in First Grade?](#)

Topic 6: Learning Resources

1.MD.4

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 6-1	Organize Data into Three Categories p.253-256	Students use tally marks to organize data into categories.	1.MD.4

Supplemental 6-1	Favorite Colors MIP Module 13 p.294	Students use color tiles to represent favorite colors, sorting the data and discussing insights about the data. Students use tally marks to organize data into categories.	1.MD.4
Savvas 6-2	Collect and Represent Data enVision p.257-260	Students use survey data in a tally chart to make a picture graph.	1.MD.4
Supplemental 6-2	Daily/Weekly Tally and Graph MIP Module 13 p.295	Students respond to daily or weekly survey questions using a tally to indicate their answer. Students use survey data in a tally chart to make a picture graph.	1.MD.4
Supplemental 6-2	Worms	Students work through an exemplar to count and record worms on their plate.	1.MD.4
Savvas 6-3	Interpret Data enVision p.261-264	Students will interpret organized data in different ways.	1.MD.4
Supplemental 6-3	Focus on the Question MIP Module 13 pp. 13-14	Students interpret data, making statements and asking questions about it.	1.MD.4
Savvas 6-4	Continue to Interpret Data enVision p.265-268	Students use a picture graph to interpret data.	1.MD.4

Additional Resources

1.MD.4

Standards Addressed	Lesson	Lesson Description
1.MD.4	Daily/Weekly Tally and Graph MIP Module 13 p.295	Students respond to a daily or weekly survey question using a tally to indicate their answer, and then discuss what the chart shows.
1.MD.4	Candy GA DOE Practice Task Unit 3	Students will sort M&Ms and Skittles to organize data and create a table.

Assessment Resources**1.MD.4**

Type	Location	Assessment Description	Standards Addressed
Formative	MIP Module 13 p. 289	Students will sort a collection of pattern shapes and determine which group has the most, least, and make other quantity comparisons.	1.MD.4
Formative	MIP Module 13 p. 294	Students will sort a set of connecting cubes into color categories, then create a three-column chart to use to represent their data.	1.MD.4
Summative	Savvas Topic Assessment TE pp. 277-278	Students will represent and interpret data from tally mark charts and picture graphs.	1.MD.4
Summative	Savvas Topic Performance Task TE pp. 279-280	Students will analyze data on a tally chart of a class' dinosaur projects.	1.MD.4