



Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Monday  
March 22nd

Name:

## Lesson 24

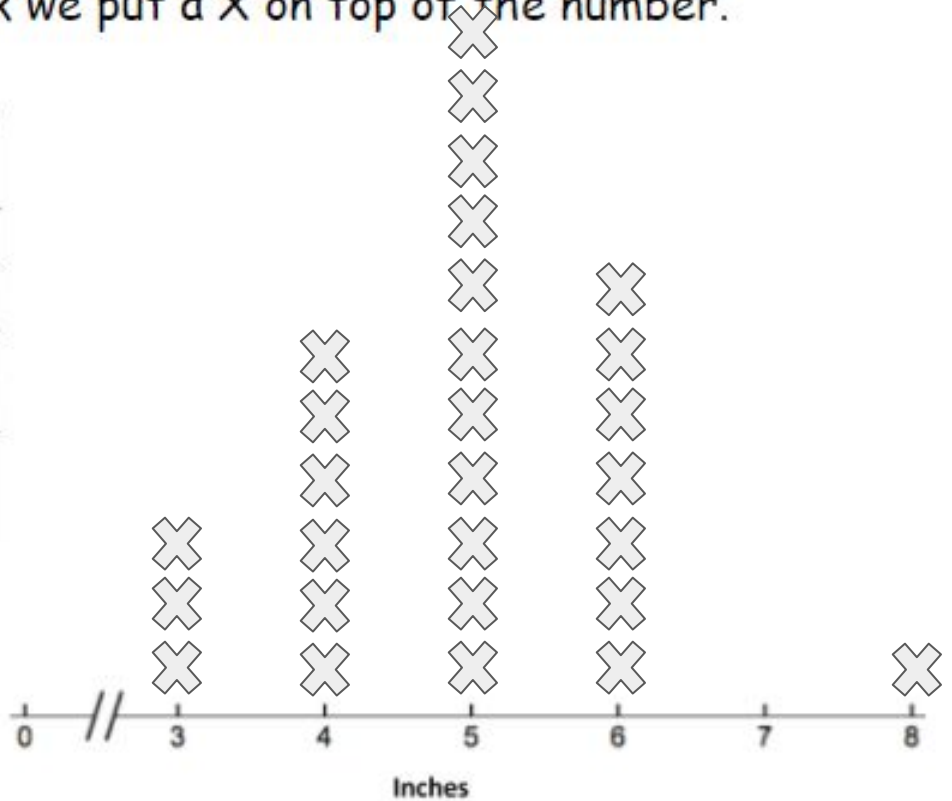
Objective: Draw a line plot to represent the measurement data; relate the measurement scale to the number line.

Today we are looking at a \_\_\_\_\_ plot.

For each \_\_\_\_\_ mark we put a X on top of the number.

1.

Hand Span	Tally
3 inches	
4 inches	
5 inches	
6 inches	
7 inches	
8 inches	



a. Did the information change from the Tally chart to the Line plot?

\_\_\_\_\_

b. What Pattern do you see in the line plot?

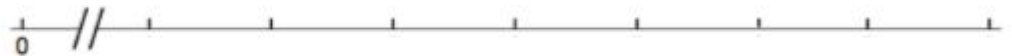
\_\_\_\_\_  
\_\_\_\_\_

c. Which is the highest number of hand span measurements?

\_\_\_\_\_

2. What if we looked at another chart:

Shoe Measure	Tally Marks
26 cm	I
20 cm	III
21 cm	III
19 cm	I
22 cm	II



a. Put the shoe measurements in order from least to greatest:

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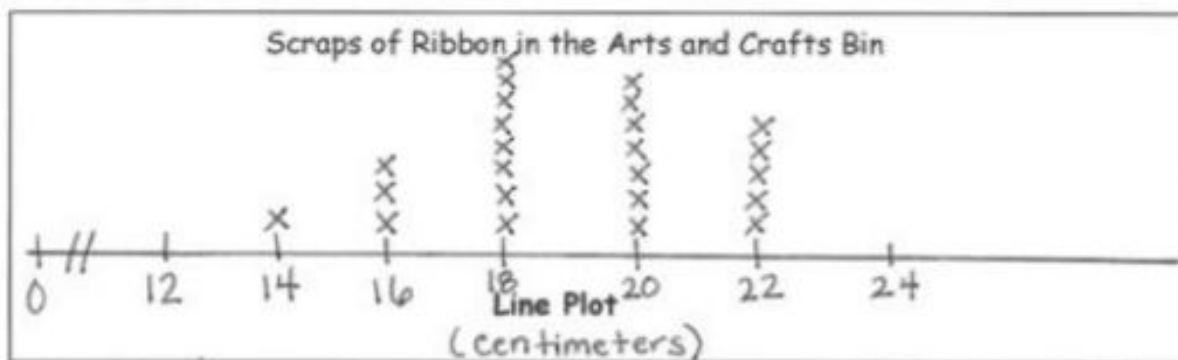
b. What pattern do you see?

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2.

Length of Ribbon Scraps (centimeters)	Number of Ribbon Scraps
14	1
16	III
18	### III
20	### II
22	###



a. Describe the pattern you see in the line plot.

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b. How many ribbons are 18 centimeters or longer? \_\_\_\_\_

c. How many ribbons are 16 centimeters or shorter? \_\_\_\_\_

d. Create your own comparison question related to the data.

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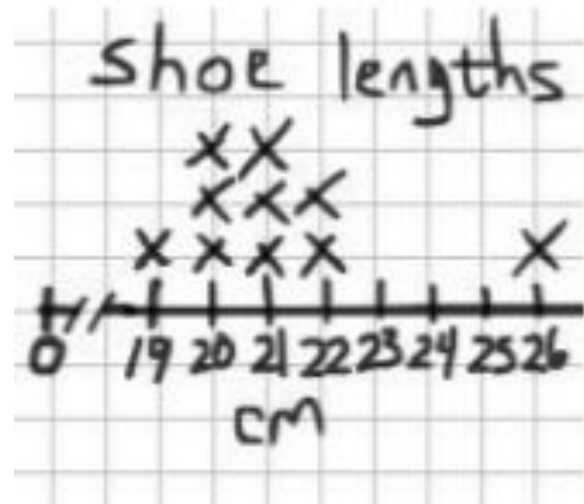


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Name \_\_\_\_\_

Date \_\_\_\_\_

Shoe Measure	Tally Marks
26 cm	I
20 cm	III
21 cm	III
19 cm	I
22 cm	II



a. Describe the pattern you see in the line plot.

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b. How many feet are longer than 20 centimeters? \_\_\_\_\_

c. How many feet are shorter than 20 centimeters? \_\_\_\_\_

Use RAP to respond to the question below.

Restate

Answer

Prove it with a detail from the text

How did the little pollinator make a big difference in this story?

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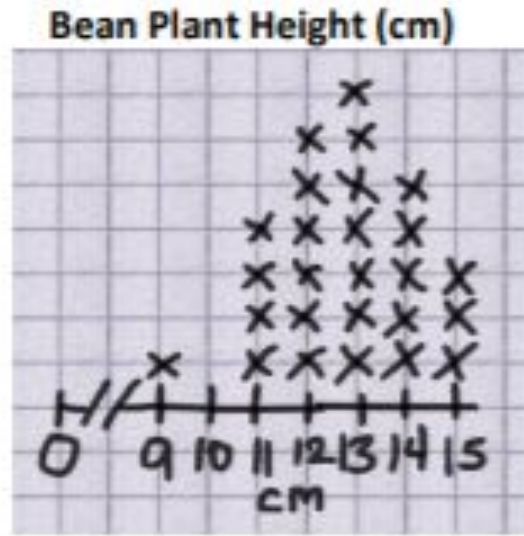


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Tuesday  
March 23rd

1. The students in Mr. Shield's science class are growing bean plants. After five days, they measured the height of their bean plants in centimeters. The table shows their results.

Height of Bean Plant	Number of Students
9 cm	1
11 cm	4
12 cm	6
13 cm	7
14 cm	5
15 cm	3



a. Which bean plant height occurred most often?

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b. What is the difference between the tallest and shortest bean plant? How do you know?

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c. How many students are in this science class?

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d. Are there any measurements outside the main grouping? Why might this have happened?

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e. What do you think would happen in five more days if we watered and gave extra vitamins to the plants?

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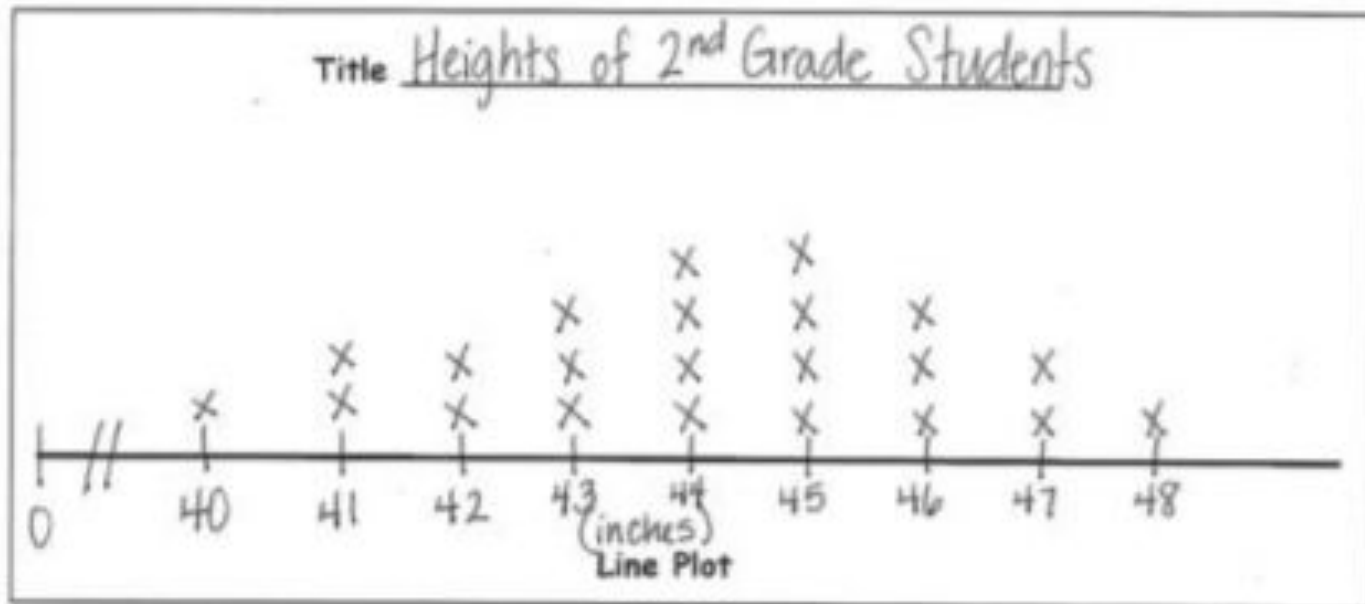
Name \_\_\_\_\_

Date \_\_\_\_\_

Use the data in the chart provided to create a line plot and answer the questions.

1. The chart shows the heights of the second-grade students in Mr. Yin's homeroom.

Height of Second-Grade Students	Number of Students
40 inches	1
41 inches	2
42 inches	2
43 inches	3
44 inches	4
45 inches	4
46 inches	3
47 inches	2
48 inches	1



a. What is the difference between the tallest student and the shortest student?

\_\_\_\_\_

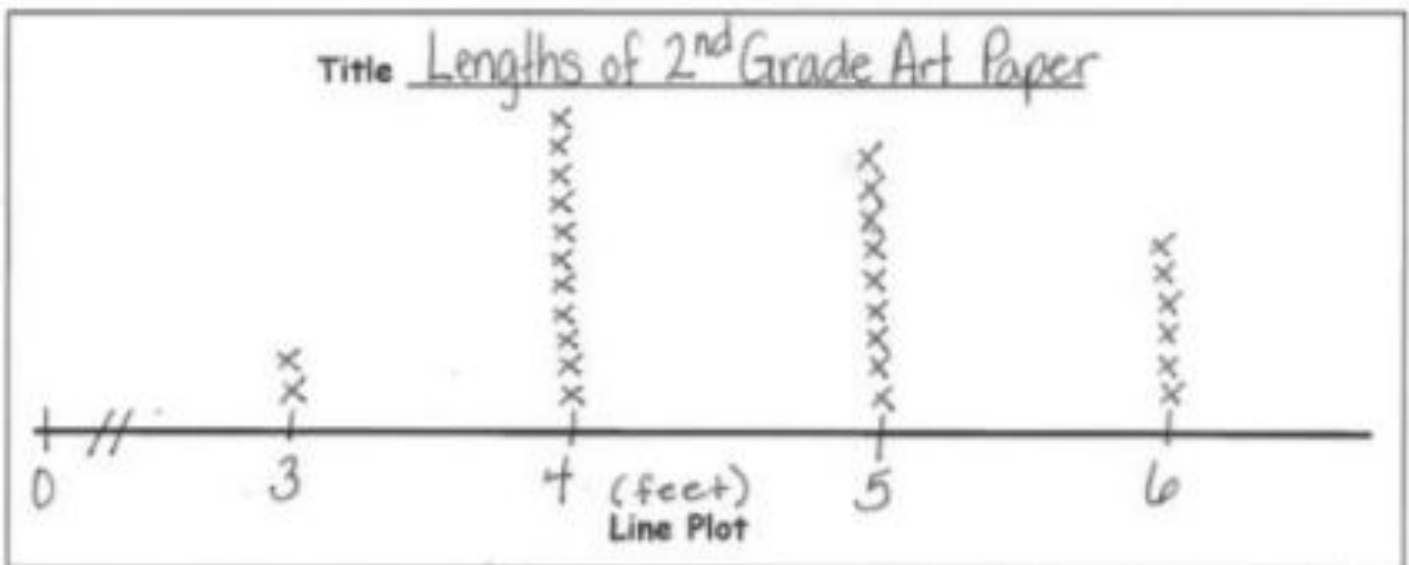
b. How many students are taller than 44 inches? Shorter than 44 inches?

\_\_\_\_\_

\_\_\_\_\_

2. The chart shows the length of paper second-grade students used in their art projects.

Length of Paper	Number of Students
3 ft	2
4 ft	11
5 ft	9
6 ft	6



- How many art projects were made? \_\_\_\_\_
- What paper length occurred most often? \_\_\_\_\_
- If 8 more students used 5 feet of paper and 6 more students used 6 feet of paper, how would it change how the line plot looks?

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- Draw a conclusion about the data in the line plot.

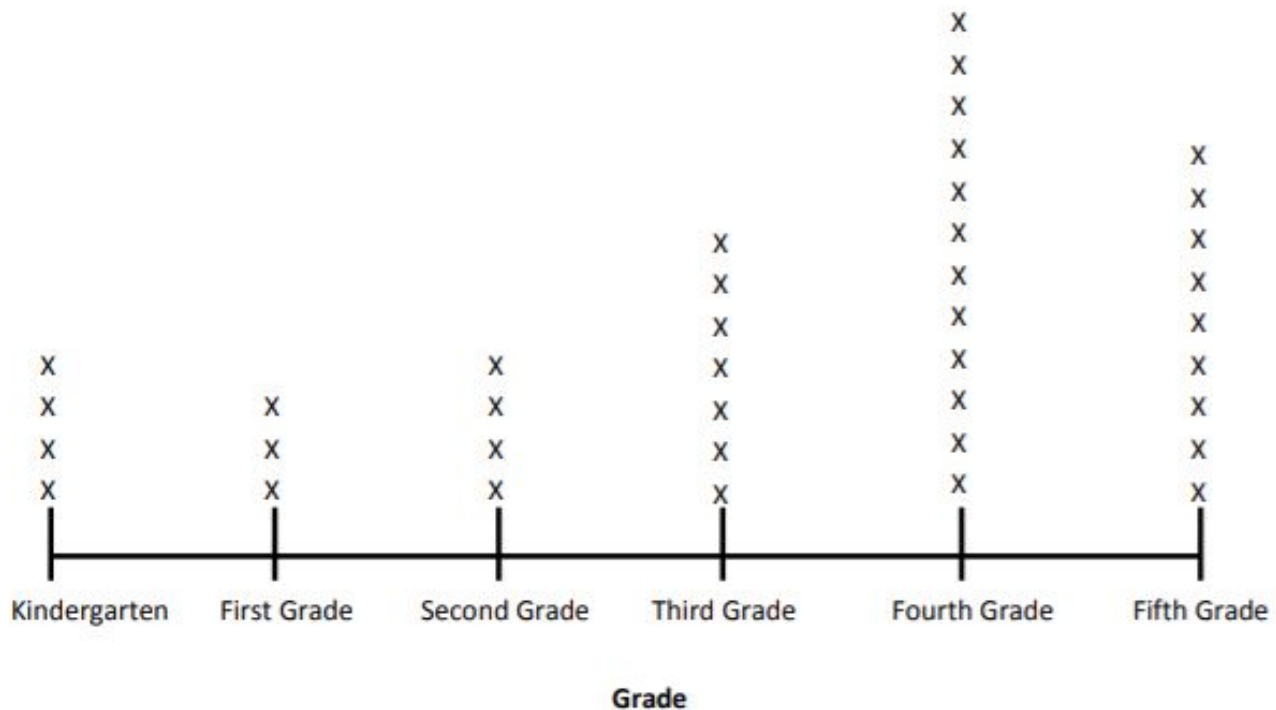
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Name \_\_\_\_\_

Date \_\_\_\_\_

Answer the questions using the line plot below.

**Number of Students in Each Grade at the School Baseball Game**



- How many students went to the baseball game? \_\_\_\_\_
- What is the difference between the number of first-grade students and the number of fourth-grade students who went to the baseball game? \_\_\_\_\_
- Come up with a possible explanation for why most of the students who attended are in the upper grades.

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Title:

Beginning

Characters

Setting

Middle

Problem or Challenge

Response to the problem

End

Is the problem solved? How?

Central  
Message

What is the lesson or central message in this story?

## “The Bear and the Bee”

Once there was a pollinator named Little Bee. Little Bee lived in the forest.

Little Bee was buzzing by when he spotted Big Bear. Big Bear was taking a nap.

Little Bee buzzed close to Big Bear. Suddenly, Big Bear woke up.

He cried, “Little Bee, you know I could kill you with my giant claws! I will let you live because you make honey, which I love to eat.”

Little Bee thought. He said, “Big Bear, you are much larger than me. But one day, you might need my help.”

Big Bear laughed and said, “You are tiny! How could a silly little insect ever help a powerful creature like me?”

Little Bee thought again. He did not say anything. He just buzzed by and flew away.

Later, Little Bee heard a noise. It was a hunter. He had a bow and arrow, and he was ready to shoot Big Bear!

Immediately, Little Bee flew to the hunter and buzzed in his ear. The hunter was scared. He cried, “Leave me alone!” and ran away.

Big Bear cried, “Little Bee, you saved my life! Thank you!”

Little Bee said, “I promised you I would help you. I am little, but I can do great things, too.”



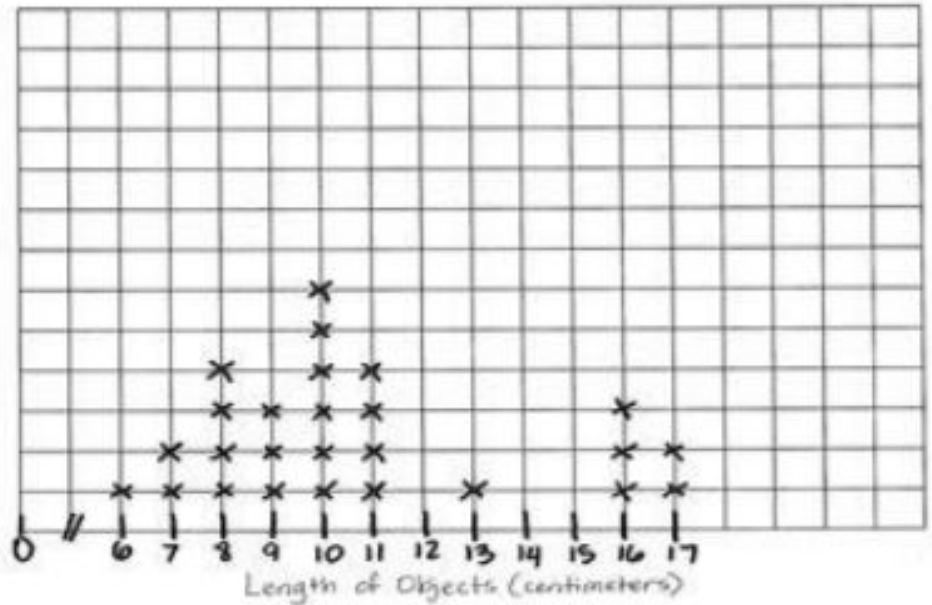
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Wednesday  
March 24th

1. The students in Mrs. Washington’s class each chose an item from her pencil box and measured its length. The table shows their results.

Length of Items in Our Pencil Boxes	Number of Items
6 cm	1
7 cm	2
8 cm	4
9 cm	3
10 cm	6
11 cm	4
13 cm	1
16 cm	3
17 cm	2

Length of Objects in Our Pencil Boxes



a. What observations can you make about the data? \_\_\_\_\_  
 \_\_\_\_\_

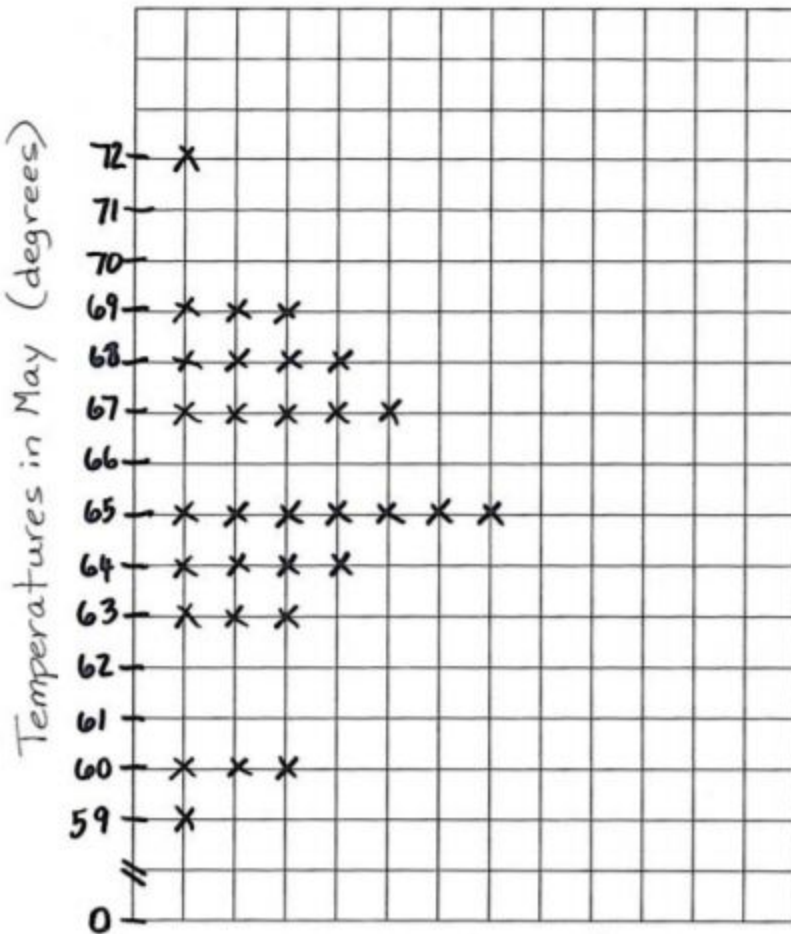
b. What measurement occurred most often? \_\_\_\_\_

c. What is the difference between the smallest measurement and the greatest measurement?  
 \_\_\_\_\_

d. Do you think the data would look different if the students each chose a different item in their pencil box to measure? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_

## Temperatures in May

Temperatures in May	Number of Days
59°	1
60°	3
63°	3
64°	4
65°	7
67°	5
68°	4
69°	3
72°	1



2. Project or draw the temperature table from the length and temperature Template, as shown to the right. Mr. Enriquez's class measured the temperature each day during the month of May. The table shows the results.

a. What observations can you make about the data? \_\_\_\_\_

\_\_\_\_\_

b. Which temperature occurred most often? \_\_\_\_\_

c. Which temperatures occurred least often? \_\_\_\_\_

d. What is the difference between the highest temperature and the lowest temperature? \_\_\_\_\_

e. How would a line plot recording data look next month? In a different season?

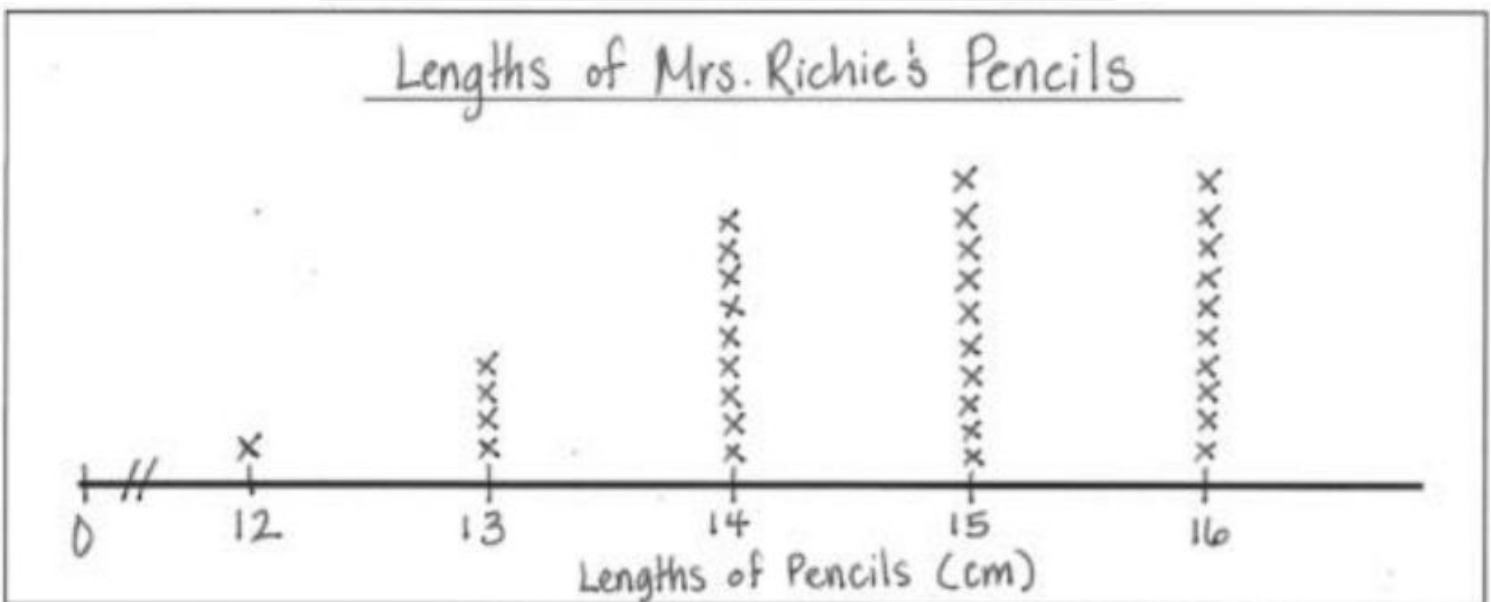
\_\_\_\_\_



Use the data in the table provided to create a line plot and answer the questions.

2. The table below describes the length of pencils in Mrs. Richie's classroom in centimeters.

Length (centimeters)	Number of Pencils
12	1
13	4
14	9
15	10
16	10



a. How many pencils were measured? \_\_\_\_\_

b. Draw a conclusion as to why most pencils were 15 and 16 cm:

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c. For these data, a **line plot** / **table** (circle one) is easier to read because...

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Exit ticket

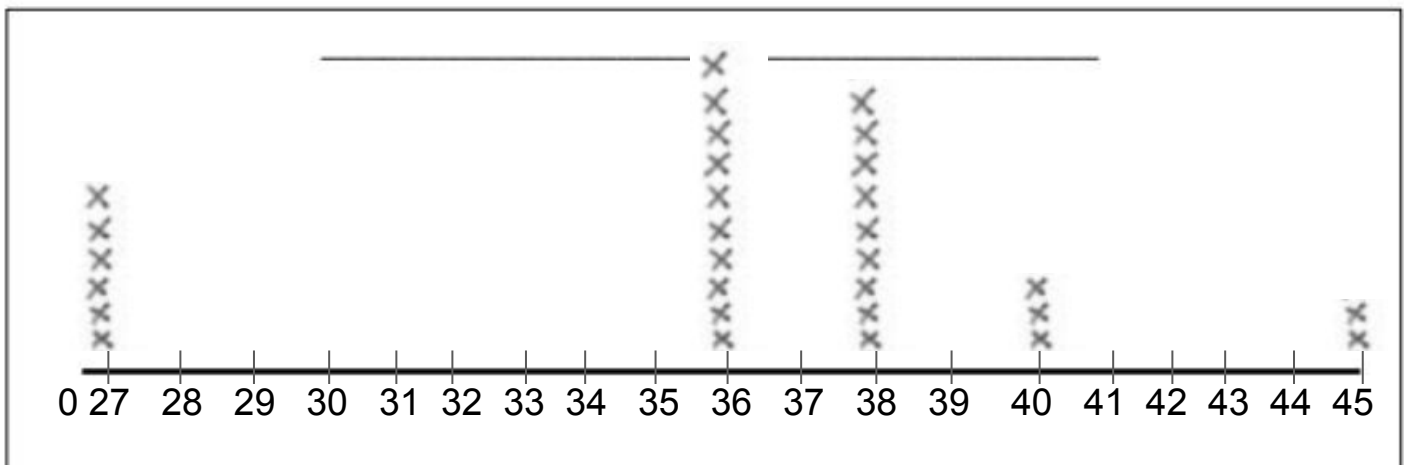
Name \_\_\_\_\_

Date \_\_\_\_\_

Use the data in the table provided to create a line plot and answer the questions. Plot only the lengths of shoelaces given.

1. The table below describes the lengths of student shoelaces in Ms. Henry's class.

Length of Shoelaces (inches)	Number of Shoelaces
27	6
36	10
38	9
40	3
45	2



- How many shoelaces were measured? \_\_\_\_\_
- How many more shoelaces are 27 or 36 inches than 40 or 45 inches? \_\_\_\_\_
- Draw a conclusion as to why zero students had a 54-inch shoelace.  
\_\_\_\_\_

2. For these data, a **line plot** / **table** (circle one) is easier to read because...

\_\_\_\_\_

Use RAP to respond to the question below.

Restate

Answer

Prove it with a detail from the text

How did the characters in *The Bear and the Bee* make the world a better place?

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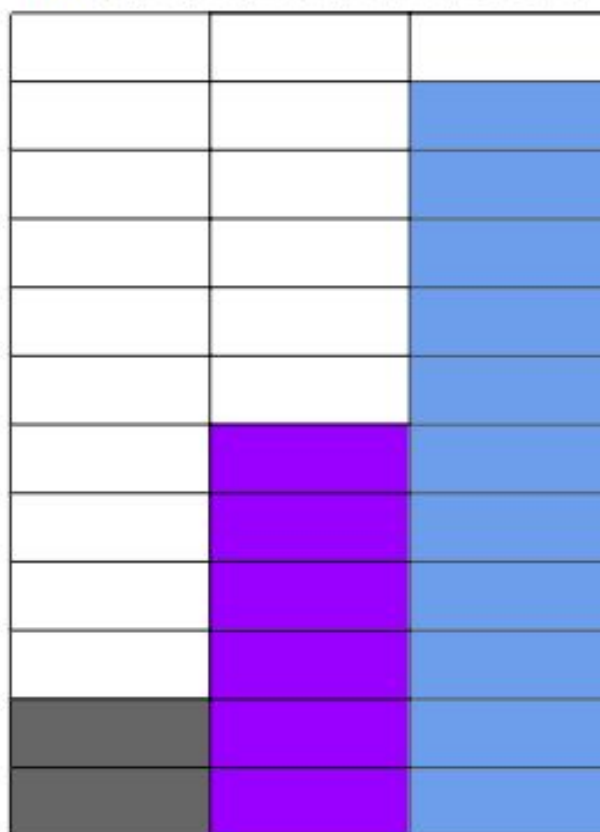
Thursday  
March 25th

1. Use the grid to create a picture graph below using data provided in the table. Then answer the questions.

Inches of Rainfall in each Habitat

Desert	Grassland	Rainforest
2	6	11

Title: \_\_\_\_\_



Desert      Grassland      rainforest

Each ○ stands for 1 inch of rainfall

a. How many fewer inches of rainfall in the Desert habitat than the Grassland ?

\_\_\_\_\_

b. How many more inches of rainfall would the Desert need to have the same rainfall as the Rainforest habitat?

\_\_\_\_\_

c. How many habitats were categorized in this table in total?

\_\_\_\_\_

d. How many more inches of rainfall would need to be added to the chart to have 30 total inches of rainfall?

\_\_\_\_\_

\_\_\_\_\_

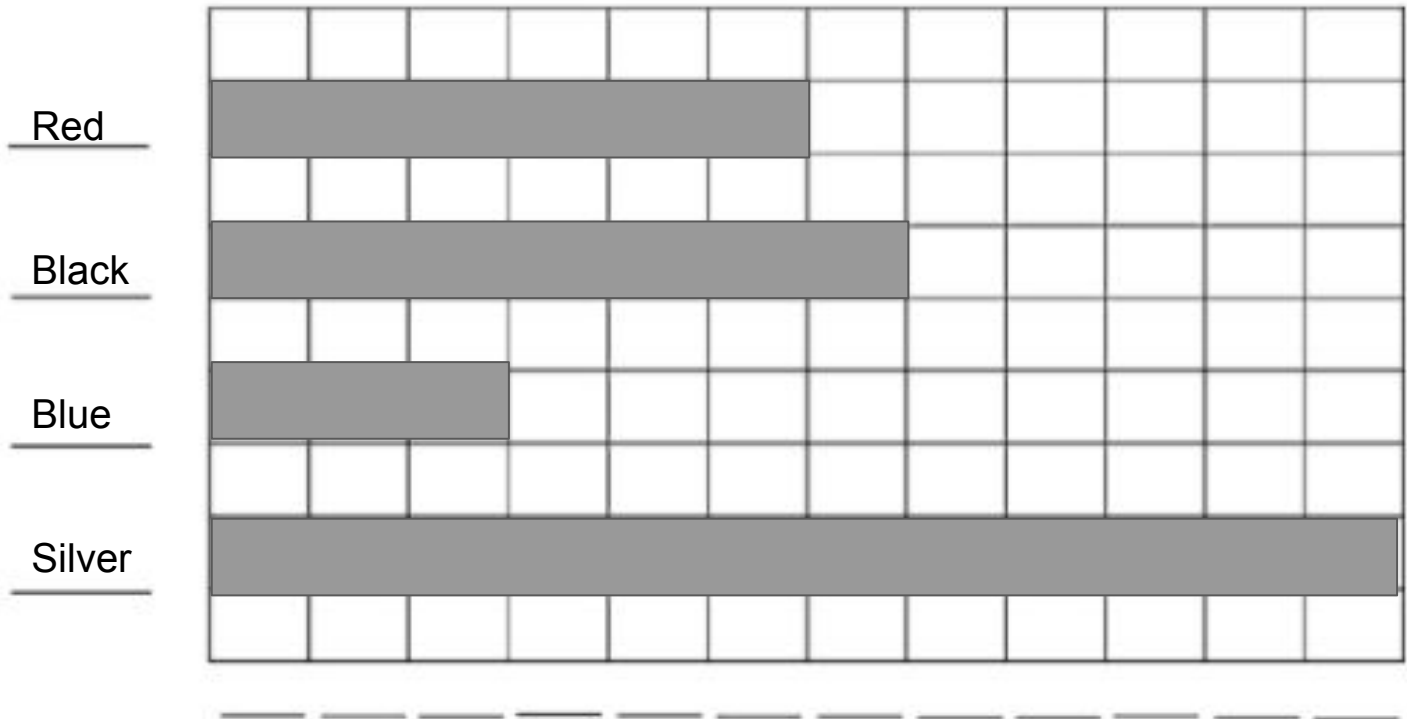
e. How many more inches of rainfall are in the Rainforest than in the Grassland and Desert combined?

\_\_\_\_\_

2. Use grid paper to create a horizontal bar graph below using data provided in the table. Then answer the questions.

### Bicycle Color

Red	Black	Blue	Silver
6	7	3	12



a. What is the most common bicycle color?

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b. Which color is twice as many as blue?

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c. Part 1: Circle the pair of bicycles that has more: red and black, or blue and silver?

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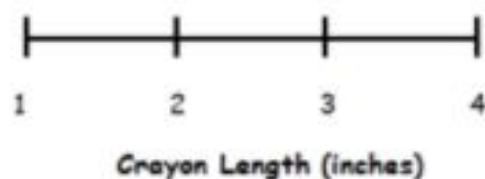
Part 2: How many more bicycles in the pair that has more?

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3. Use the data in the table to create a line plot.

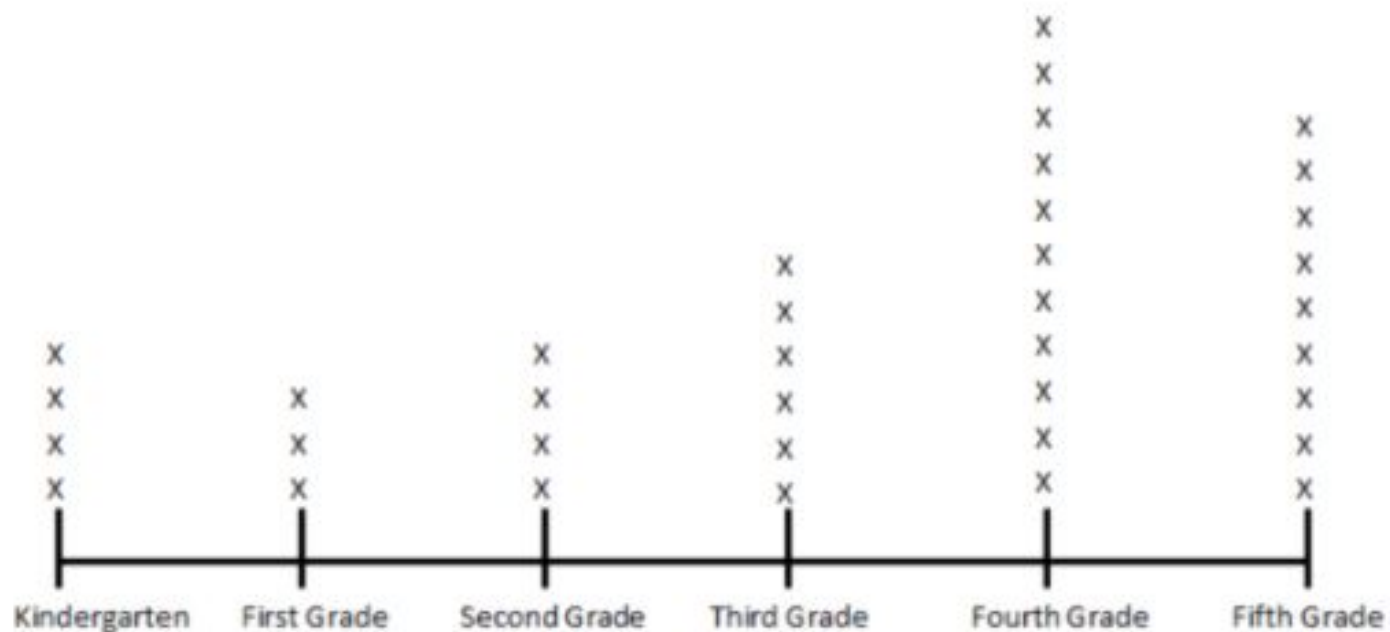
Length of Crayons in a Class Bin

Crayon Length (inches)	Number of Crayons
1	
2	
3	
4	



For problems 4-6, use the line plot below to answer the questions.

Number of Students in Each Grade at the School Football Game



3. How many students went to the football game? \_\_\_\_\_

4. What is the difference between the number of first grade students and the number of fifth grade students who went to the football game? \_\_\_\_\_

5. How many more fourth grade students went to the football game than second grade students?  
\_\_\_\_\_

Title:

Beginning

Characters

Setting

Middle

Problem or Challenge

Response to the problem

End

Is the problem solved? How?

Central  
Message

What is the lesson or central message in this story?



Use RAP to respond to the question below.

Restate

Answer

Prove it with a detail from the text

What type of character do you think the Little Hummingbird is?

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Friday  
March 26th

Day 5j: Read the word problem: (M4 L17)

Erasers come in boxes of 10. Victor has 12 boxes. Gabby has 8 boxes.

- a. How many erasers does Victor have?
- b. How many erasers does Gabby have?
- c. If Gabby gets another box, how many erasers do they have in all?

Check off each thing:

- Read the question.
- Re-Read the question.
- How many boxes did Victor have? \_\_\_\_\_
- How many boxes did Gabby have? \_\_\_\_\_
  - What is the question asking you?

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$1) 19 - 6 = \underline{\quad}$

$2) 401 + 700 = \underline{\quad}$

$3) 84 + 50 = \underline{\quad}$

$4) 819 - 200 = \underline{\quad}$

$5) 734 - 700 = \underline{\quad}$

$6) 15 + 4 = \underline{\quad}$

$7) 27 + 2 = \underline{\quad}$

$8) 35 - 10 = \underline{\quad}$

$9) 579 - 100 = \underline{\quad}$

$10) 71 + 50 = \underline{\quad}$

$11) 82 - 30 = \underline{\quad}$

$12) 43 + 60 = \underline{\quad}$

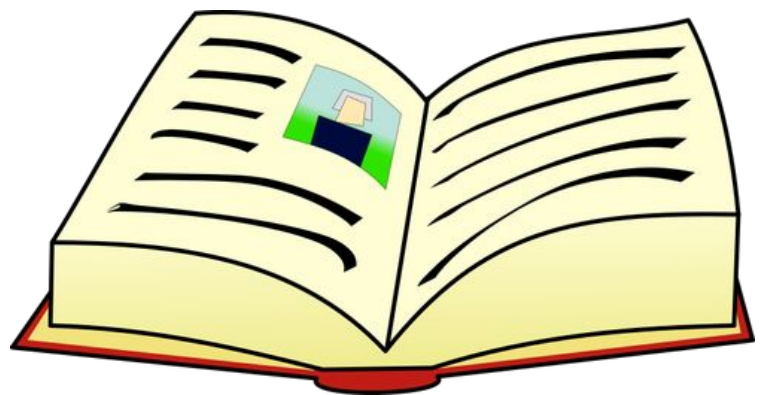


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# Close Reading

DATE

Name:



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

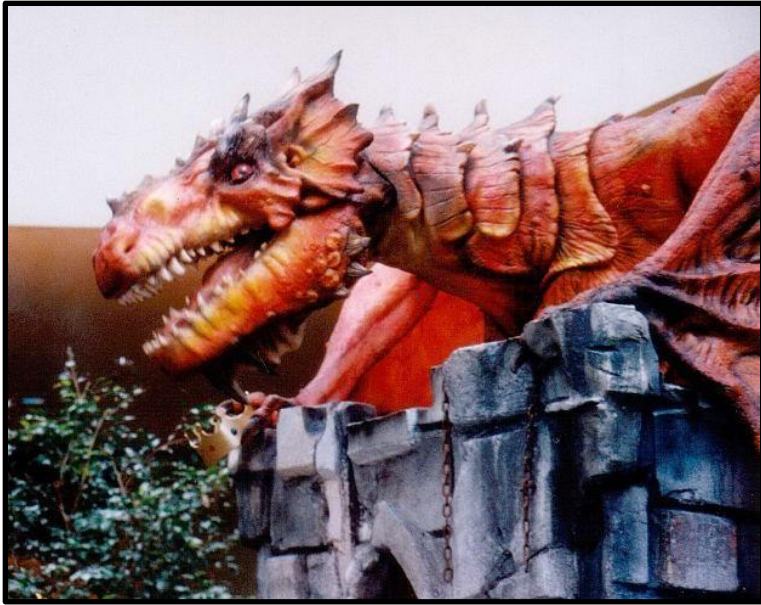
# Dragon

Legends of dragons are a part of many cultures around the world.

Most dragons do have similarities including; hatching from eggs, breathing fire, poisonous bites, scales and bat-like wings. Dragons look like large reptiles with very hard scales all over their bodies.

Legends say that dragons love treasure and will hide their hoard in a cave and guard it greedily. The treasure is said to be cursed and bad luck would fall on the person to steal from a dragon's hoard.

Dragons are often said to be wise and like people, can be good or evil. The good dragons often protect humans and help them. The bad dragons burn down villages and their



fields of crops.

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## 1. Remembering: Main Idea

Who? \_\_\_\_\_ → \_\_\_\_\_  
What? \_\_\_\_\_ → \_\_\_\_\_  
Why? \_\_\_\_\_ → \_\_\_\_\_

## 2. Understanding: Details

Write 3 sentences about what you remember or learned.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 3. Applying

Why do dragon's treasures have curses on them?

\_\_\_\_\_

#### **4. Analyzing**

What similarities do dragons from different places share?

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#### **5. Evaluating**

If this dragon had the ability to speak what do you think it would say to you?

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#### **6. Creating**

If you were creating a dragon what would it look like?  
What powers would you give the dragon?

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#### **7. Your Opinion**

What was the most interesting fact you learned about dragons?

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Stop and Jot!















Stop and Jot!



unfamiliar word,  
phrase, or content


underline

key detail




"I understand"





# Note-Taking Guide



main idea



connection

underline

key detail



surprising detail



unfamiliar word,  
phrase, or content



"I understand"

Reading A-Z