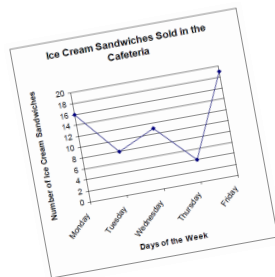
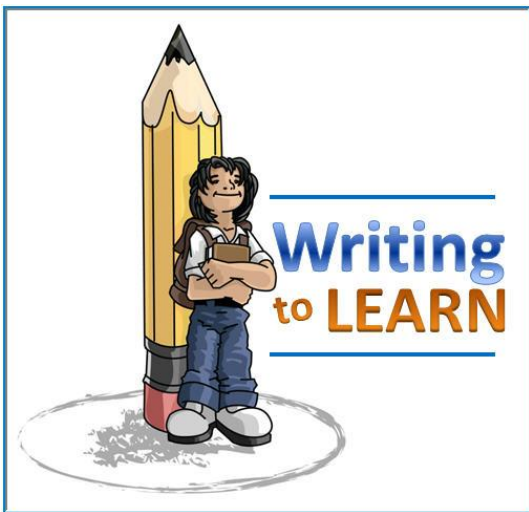


WRITE ABOUT DATA IN GRAPHS - ELEMENTARY



After having students answer questions orally with their partners, have students write their answers in complete statements. Why? Graphs tell a story and having students write about what they are seeing will help them think about the “story”.

Write a Paragraph About the Data

Another way we work with data is to write entire paragraphs about it. Teach students how to do this.

1. Have students write statements onto slips of paper or large post-it notes. This gives students statements they can arrange and rearrange in different ways.
2. Show students how to choose the most important pieces of the data when they write their paragraphs. Remind students that they do not need to use every single detail in their paragraphs.
3. Have students organize the bulleted statements into a logical order (e.g., the bigger picture to the smaller picture, answering a question or hypothesis with the data in the graph).
4. Have students write the paragraph and attach it to the graph.

Read the Graph

Have students **write answers to pre-planned questions** by writing complete sentences :

- The least amount of ice cream was sold on Thursday.
- The greatest number of ice cream sandwiches was sold on Friday.

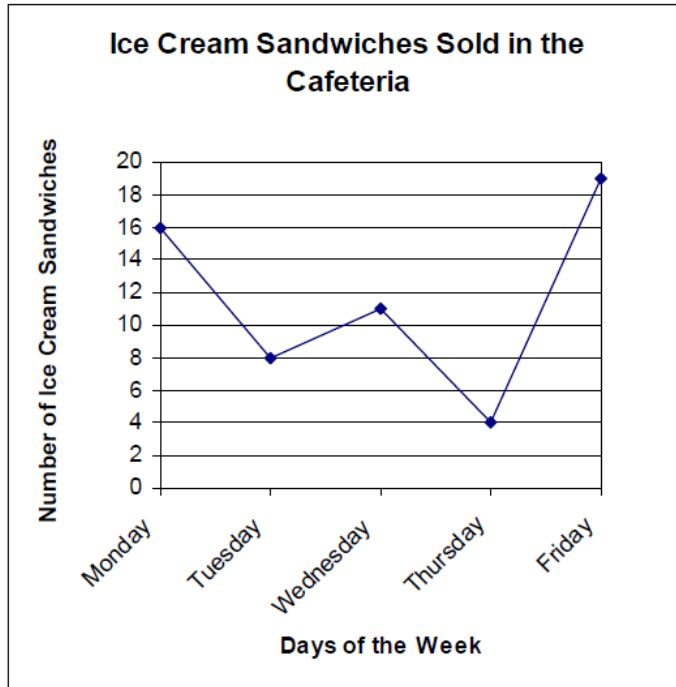
This is an excellent technique for teaching students how to write about visual information, including charts and graphs. Your questions guide the thinking so include all sorts of questions – from simply reading the graph to making comparisons, looking at trends, and using the data to answer a question or hypothesis. There are examples about how to write analysis questions at DataDeb.wordpress.com.

Describe the Action in the Graph

Consider giving students a list of words they can use to help them describe the data in charts and graphs.

| Up | Down | Stays the Same |
|--|--|---|
| <ul style="list-style-type: none">• higher/was higher• highest/was highest• rise/rose• increase/increased | <ul style="list-style-type: none">• lower/was lower• lowest/was lowest• fall/fell• decrease/decreased | <ul style="list-style-type: none">• the same• no difference• no increase or decrease• similar• about the same |

SUMMARY WITH BULLETED STATEMENTS

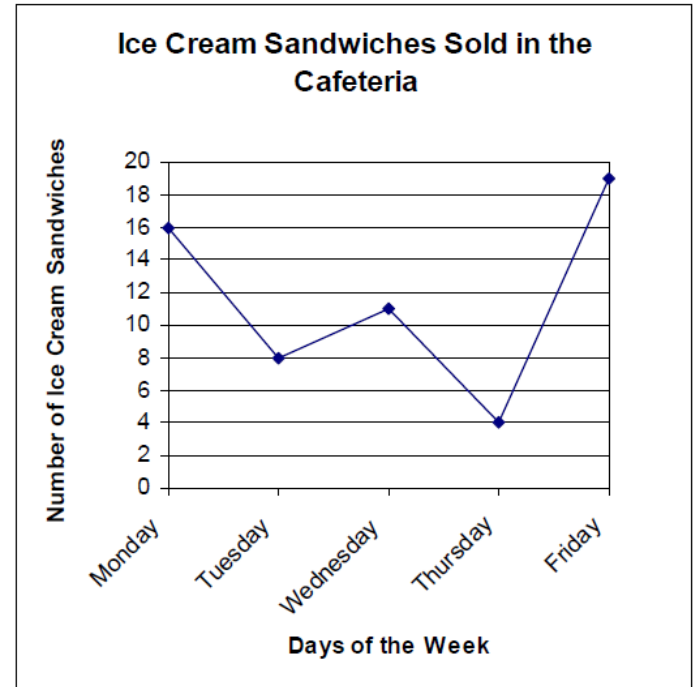


This graph is shows the number of ice cream sandwiches that were sold in the cafeteria during a week-long period.

- A total of 69 ice cream sandwiches were sold during this period.
- The most number of ice cream sandwiches sold were on Monday (16 sold) and Friday (19 sold).
- The least number of ice cream sandwiches (4) were sold on Thursday.

Based on the data in this graph, the cafeteria manager should have her order of ice cream delivered on Thursday – in time for the large sales on Friday and Monday.

SUMMARY PARAGRAPH



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