LESSON MAKER PRO

Pick and Predict

Use graph evidence and leave room for change.

GRADE 2 · TEKS 2.10.D

2.10.D "Excerpt: draw conclusions and make predictions from information in a graph."

NAME _____ DATE _____

What happened? What might happen?

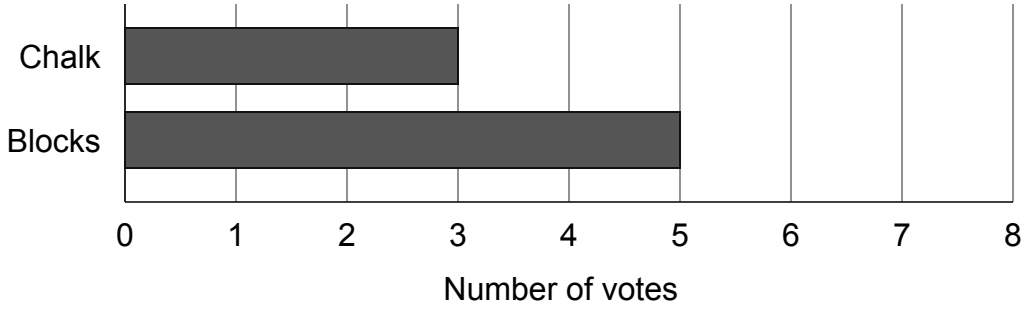
A conclusion tells what the graph supports. A prediction tells what might happen next. A past result can support a prediction, but it does not guarantee the next result.

Try it together

Which practice choice got more votes: chalk or blocks?

Practice votes

Choice



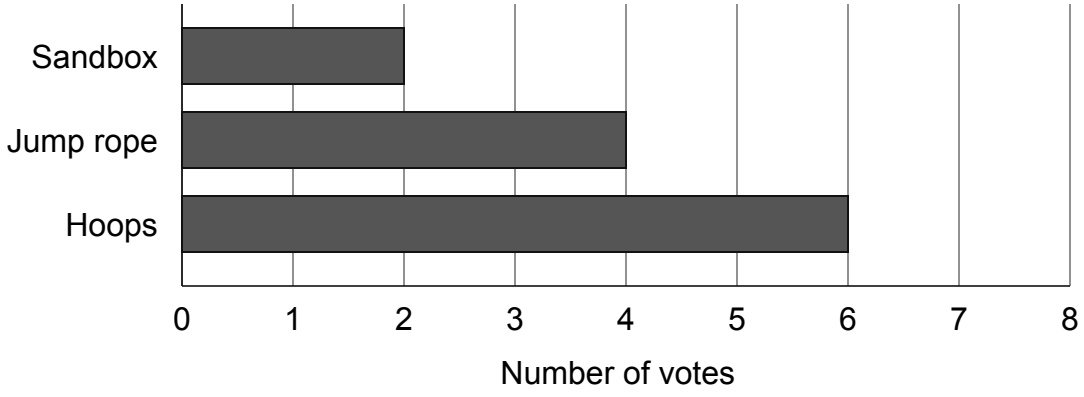
The blocks bar ends at 5; chalk ends at 3. Five is greater than three. Blocks got more votes. This is a conclusion about the practice group.

Read each graph and explain your thinking. Use might or probably for a prediction. Each vote represents one child choosing once that day.

1. Draw a conclusion

Use Monday recess votes. Which choice got the most votes? Give the vote count as evidence.

Monday recess votes



2. Check a claim

Use Monday in task 1. Can you conclude that every child chose hoops? Explain using the graph.

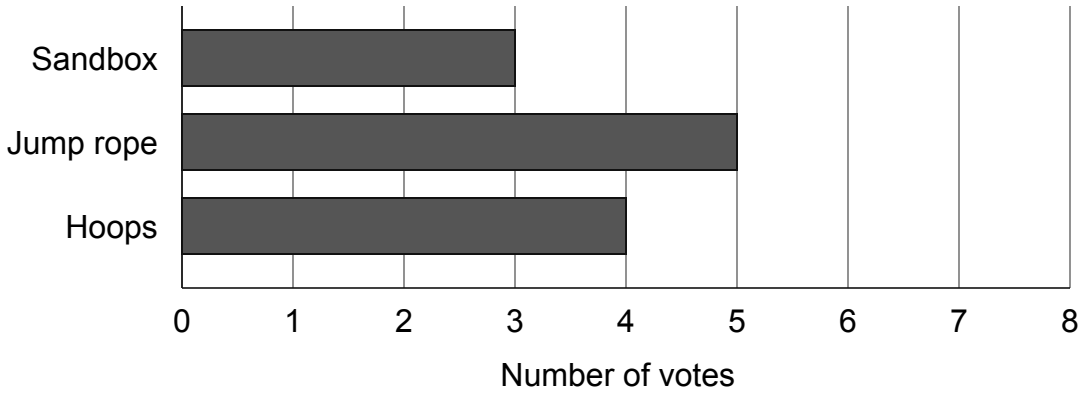
3. Make a prediction

Suppose this same class votes again with the same choices. Use Monday to predict which choice might get the most votes. Give evidence.

4. Read a new result

The same class voted on Tuesday. Which choice got the most votes this time? Does it match the Monday-based prediction of hoops?

Tuesday recess votes



5. Plan from evidence

The helpers have enough time to set out extra equipment for one choice. Use Tuesday to suggest which equipment they should set out. Explain.

6. Know what is unknown

Can these two graphs tell exactly how many children will choose hoops on Wednesday? Explain.

7. Predict carefully

Use Tuesday to make a Wednesday prediction for this class. Give graph evidence and explain why the result could differ.

ANSWER KEY # Pick and Predict

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TEACHER NOTES

All votes are fictional. Tasks 3 and 7 need an evidence-based prediction with uncertainty. Accept a different reasonable forecast if its reasoning uses the graphs accurately. The change across two days demonstrates that predictions can be wrong.

TASK 1

Hoops got the most: 6 votes.

TASK 2

No. Sandbox got 2 votes and jump rope got 4, so some children chose other activities.

TASK 3

Hoops might get the most again because it had 6 votes, more than either other choice. This is a prediction, not a certainty.

TASK 4

Jump rope got the most, with 5 votes. It does not match the prediction of hoops.

TASK 5

Extra jump ropes are reasonable because jump rope had the most Tuesday votes: 5. Actual Wednesday choices could be different. Distinguish prior observations from future choices.

TASK 6

No. They show past votes, not Wednesday votes. Children can change their choices. Distinguish prior observations from future choices.

TASK 7

Jump rope might get the most votes: it had 5 on Tuesday, more than sandbox 3 or hoops 4. Children might choose differently, as the Monday-to-Tuesday change shows.