

Data Analysis: Inference and Models Grade: 1

Standard 1.DA.IM.01

With guidance, identify, interpret, and analyze **data** from a chart or graphical display (**visualization**) in order to make a prediction, with or without a computing device

Essential Skills

Identify what kind of **data** is contained in a data display.

Make a prediction, a comparison or draw a conclusion from a data display

Essential Questions

What information can you learn from a data display?

What conclusions and/or predictions can you make from a data display?

Why would you use data when looking for patterns, making predictions, or drawing conclusions?

Explanation

Students will be able to determine what **data** is being displayed in a given **visualization** and use displays of data to draw conclusions, make predictions and identify patterns. For example, students will record the temperature each day to determine that through the spring months the overall temperature increases (even if sometimes a day is cooler than the day before). Using data instead of casual observations provides objective information to draw conclusions, discern patterns, and make predictions.

Think of this as similar to....

When you look at a photograph you can gather information such as place, time of day, etc.

Implementation Examples—What would this look like in the classroom?

Title	Description	Link	Content Connection & Notes
Survey and Data	<p>Grade K- Using data collected and displayed from a class survey (for example, about favorite ice cream flavor) students draw conclusions about which flavor is most popular.</p> <p>Grade 1- Students can extend their survey to their families and/or other classes. They can note patterns in ice cream preferences of adults vs. children, etc. and make predictions based on those patterns. They can use a spreadsheet, instead of the post-it graph, and generate a chart from their data.</p>	Survey and Data	This lesson also aligns with CS DA.CVT.01 and MATH K.CC.B.4a and K.CC.B.5
Weather Predictions	<p>Grade K- Using picture graphs of the weather (sunny, cloudy, rain, snow) recorded each day, students identify the trends and patterns from data itself (it rained on Friday 3 weeks in a row) and from data displayed cumulatively (it rained more in April than in May).</p> <p>Grade 1-- Students collect temperature data as well as weather data and use it to predict what the temperatures will be the following week. They should distinguish between the numerical data of temperature and the categorical data of the weather (sunny, cloudy, etc.)</p> <p>Grade 2- Students collect and record temperature data at the beginning and end of the school day. They choose method(s) to organize and display their data. Once there is sufficient data, they can analyze displays of the temperatures, identify the patterns of when temperatures rise and fall, and predict if they think the temperature will rise or fall at a particular time of the day, based on the pattern observed. They can also look for patterns that relate temperature to weather (is it usually warmer when it is cloudy or sunny? does the season or time of day affect the pattern?)</p>		This lesson also aligns with CS DA.CVT.01 , NGSS K-ESS2-1 and MATH K.CC.B.4a and K.CC.B.5
Beam of Light	<p>Grade 1- Students should use the displays created from the data they collected when they put different objects in a beam of light to make a prediction about what effect a material they did not use in their experiment would have on the beam of light. If reasonable they should test their prediction. Students should also distinguish between the categorical data (clear, cloudy, etc.) and the numerical data displays.</p>		This lesson also aligns with CS 1.DA.CVT.01 and NGSS 1-PS4-3

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These annotations are a collaboration between [Maryland Center for Computing Education](#) and the [Maryland State Department of Education](#).