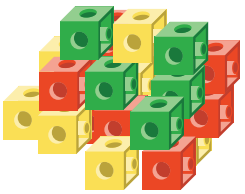
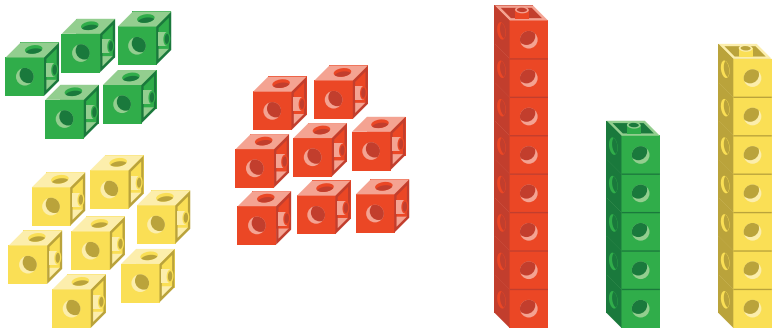
In this sub-unit . . .

- We took a class **survey** and used connecting cubes to represent the data.

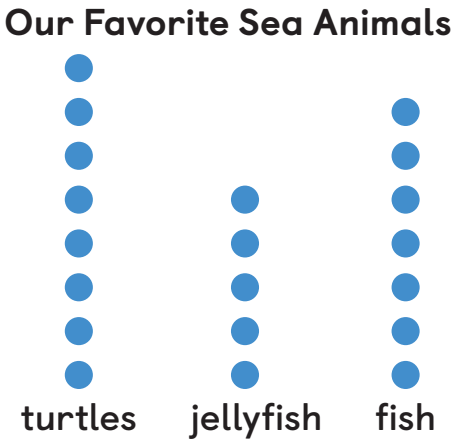


- We organized the data to count how many in each category.



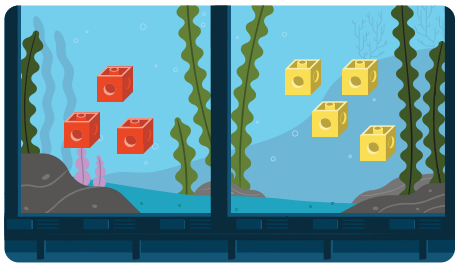
Math tip: Sorting data into categories can help you count how many in each category.

- We represented the data on paper and used labels and a title to help others understand.



In this sub-unit . . .

- We represented addition and subtraction stories with cubes and wrote **equations** to match.



3 + 4 = 7

5 − 2 = 3

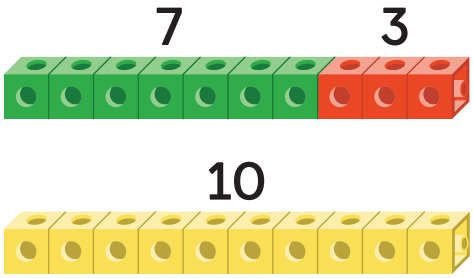
- We related counting to adding and subtracting 1 and 2.

  3 − 2 ***I notice that 3 − 2 is the same as counting back 2 from 3.***

  Math tip: You can use what you know about adding 1 and subtracting 1 to add and subtract 2.

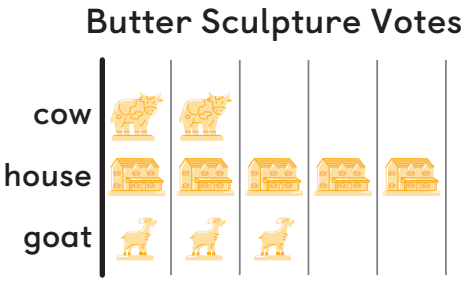
- We explained if equations were true or false.

  7 + 3 = 10 ***This equation is true because 7 plus 3 more is 10. So, 7 + 3 and 10 have the same value.***



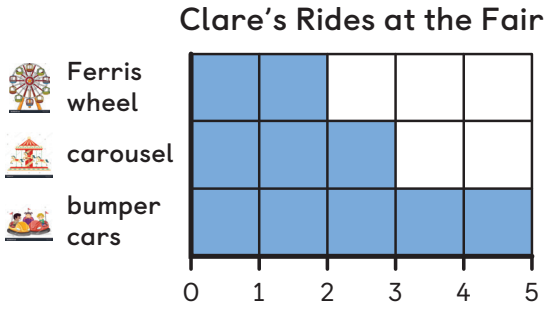
In this sub-unit . . .

- We decided if statements about data were *true* or *false*.



The house sculpture got 6 votes.

- We described 2 categories of data with addition equations.



$7 = 2 + 5$

- We answered questions about data and noticed when a question could not be answered.

  Why are most people excited about new friends?
  This question cannot be answered because we did not collect information about why people are excited.

  Math tip: Sometimes, you need to collect more data to answer a question.