

## Using the Identify and Interpret (I<sup>2</sup>) Strategy

For each graph, complete Steps 1 and 2. Help has been provided for you on the first graph to get you started (you still need to do Steps 1-2 at least one more time):

Step 1. Make 2-3 "What I see" comments on the graph. Only comment on what you can **observe**, not what you interpret the graph to mean (i.e. you can observe a downward slope of a line, but you interpret a decrease in hippo population).

Step 2. For each "What I see" comment you made, make a "What it means" comment.

### STEP 1

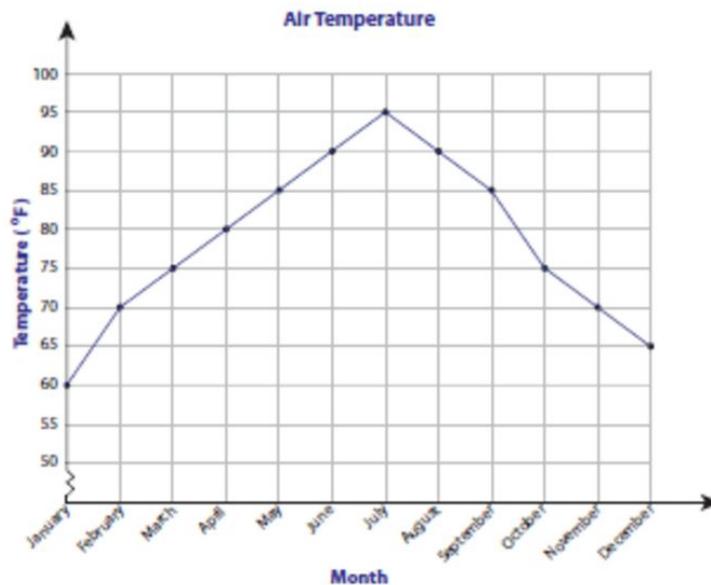
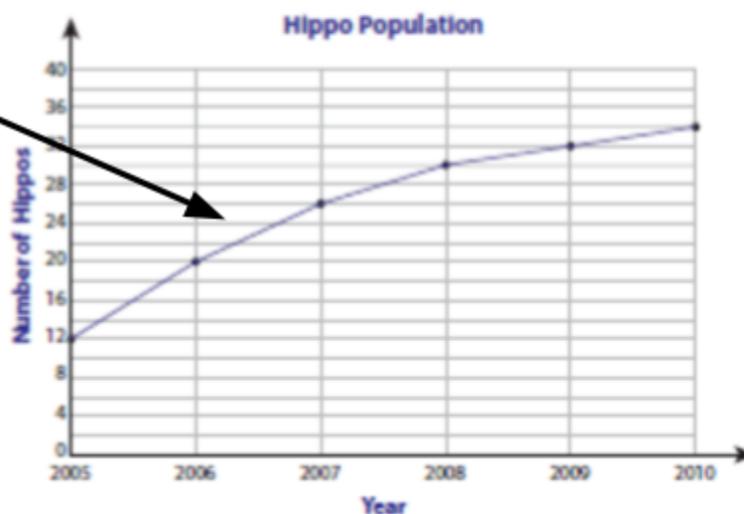
#### **What I see:**

An upward slope  
from 2005 - 2010

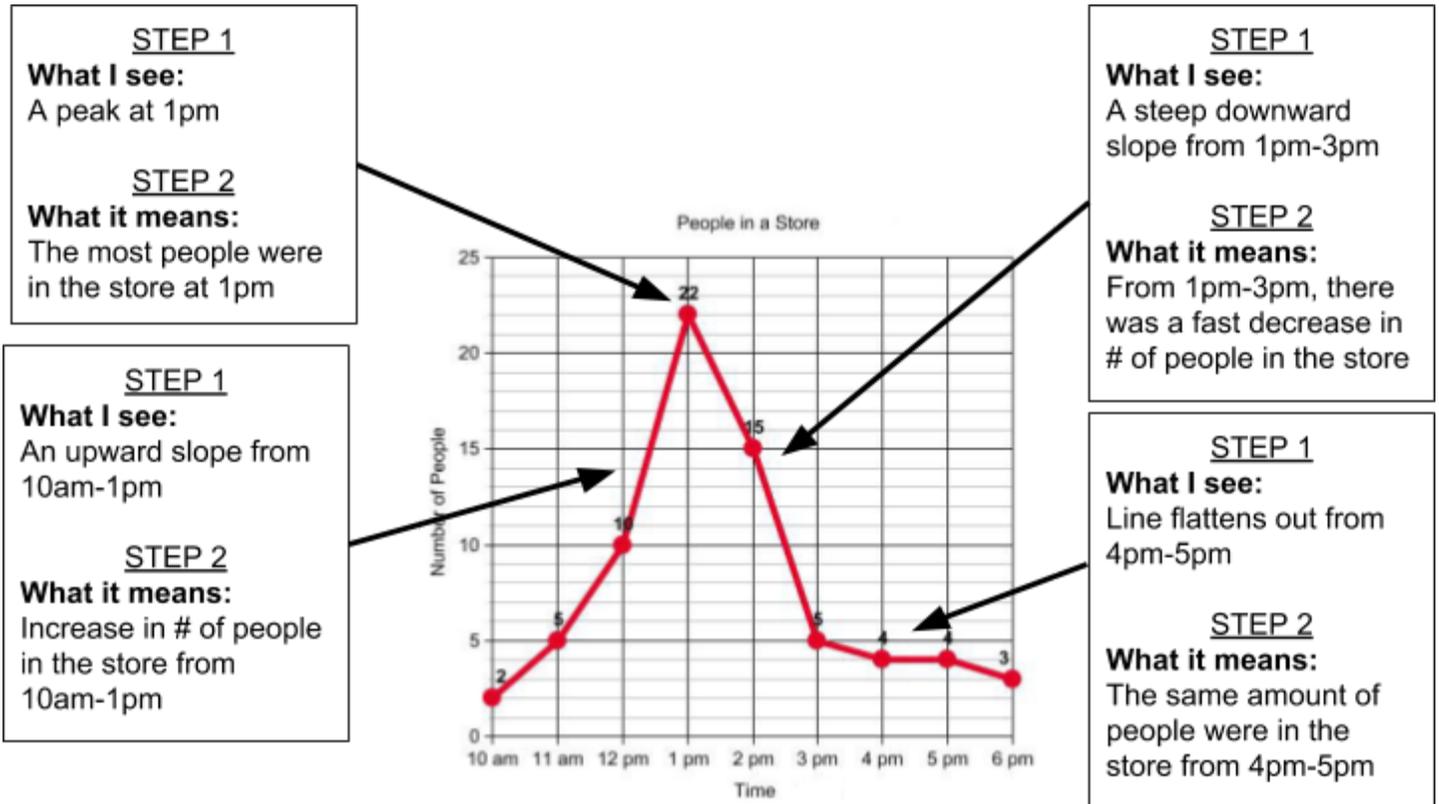
### STEP 2

#### **What it means:**

The # of hippos  
increased from  
2005 - 2010



Here is an example of how to do Steps 1-3. Notice how for each “What I see” comment (Step 1), there is a “What it means” comment (Step 2). Then for Step 3, a logical caption is written that discusses each “What I see” comment and ties it together with its matching “What it means” comment. The paragraph begins with a topic sentence that summarizes what the graph is about and ends with a possible reasoning as to why the graph looks the way it does.



### STEP 3

This graph shows the number of people in a store over a time period of 8 hours. There is an upward slope from 10am to 1pm, showing that there was an increase in people shopping in the store during this time frame. Then from 1pm to 3pm, there is a steep downward slope, which means the number of people in the store quickly declined during those 2 hours. From 4pm to 5pm, the line plateaus, showing that there was the same amount of people in the store during that hour. At 1pm, there is a peak, which means that at that time there was the most people in the store. This peak occurred during lunchtime, which likely is the cause to the high volume of shoppers.

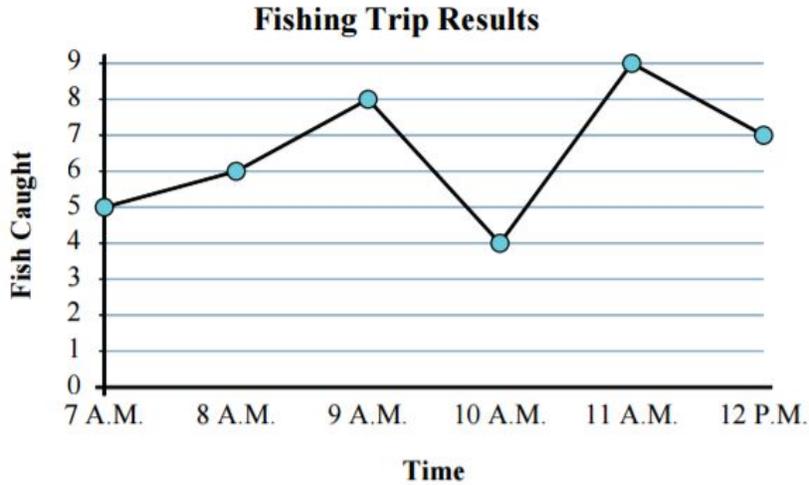
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

For the next 2 graphs, complete Steps 1-2 (like you did on Page 1), then complete Step 3 (follow the example provided to you on Page 2).

Step 3. Step 3 of the  $I^2$  strategy is to write a caption. A paragraph with sentence frames have been provided for you below the graph to help guide your thinking.



This graph shows \_\_\_\_\_  
over the course of 5 \_\_\_\_\_. There is an \_\_\_\_\_ slope from 7am to \_\_\_\_\_, which means that the fishermen caught \_\_\_\_\_ fish. The downward slope from \_\_\_\_\_ to \_\_\_\_\_ means that the fishermen caught less fish. There is another \_\_\_\_\_ slope from \_\_\_\_\_ to \_\_\_\_\_ then a \_\_\_\_\_ slope from \_\_\_\_\_ to \_\_\_\_\_, which means \_\_\_\_\_ fish were caught, before the number of fish caught \_\_\_\_\_. There is a peak at \_\_\_\_\_, which means this is the best time to catch fish, while the lowest point is at \_\_\_\_\_, which means this is not a good time to catch fish.

Can you add anything else?

---

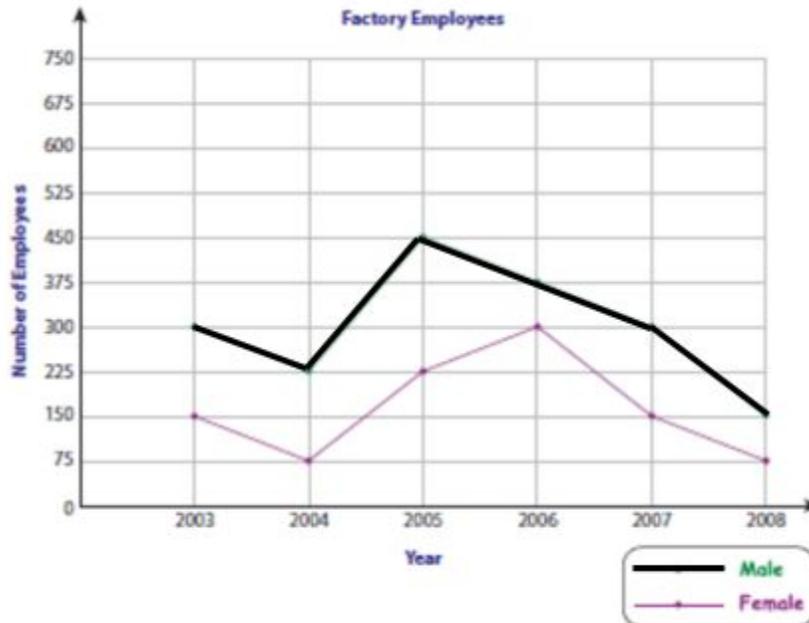
---

---

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

Date: \_\_\_\_\_

Period: \_\_\_\_\_



This graph compares \_\_\_\_\_ to \_\_\_\_\_ employees who work in a factory over the course of \_\_\_\_\_ years. Both genders show an \_\_\_\_\_ slope from 2003-2004, which means that there was a \_\_\_\_\_ in male and female employees during that year. The slope for male employees has an upward slope until \_\_\_\_\_ then a \_\_\_\_\_ slope until 2008, which means the number of male employees increased until \_\_\_\_\_, then \_\_\_\_\_ until \_\_\_\_\_. Studying the female line, there is an upward slope until \_\_\_\_\_ before it drops from \_\_\_\_\_ to \_\_\_\_\_. This shows that the factory gained more female employees from \_\_\_\_\_ to \_\_\_\_\_, but then they \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_. While the number of male employees peak in \_\_\_\_\_, female employees peaked in \_\_\_\_\_, which means \_\_\_\_\_.

Can you add anything else?

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