Grade 1	Lesson: 14-1 Using Data from Real Graphs	Reference to English

Math Standard(s): 1.MD.4   **Domain: Measurement and Data**

Content Objective(s):	Language Objective(s):
Students will solve addition problems by recognizing and recording its parts in small groups. *I can solve addition problems by recognizing and recording its parts with a small group.*	Students will speak the words inside, outside and in all while adding parts. *I can speak the words inside, outside and in all while adding parts.*

Essential Understanding:	Academic Vocabulary:
Each type of graph is most appropriate for certain kinds of data. Real graphs, picture graphs, and bar graphs make it easy to compare data.	**Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:** More _____ counters. Less _____ counters.

Materials:	Language and Word Wall:
• Two-color counters (teaching tool 14)	

Lesson:	Instructional Time: 25 minutes

Opening: (3 minutes)

T: "You know how to compare groups of objects to tell which has more or fewer. Today you will be learning how to compare and answer questions about objects in real-object graphs."

• Have the students make a circle.

• Drop 2-color counters on the floor in the middle of the circle.

T: "How many red counters are there?"

S: *will respond with a number.*

• Teacher writes the number on the board.

T: "There are _____ red counters. How many yellow counters are there?"

S: *will respond with a number.*

• Teacher will write the number on the board.

T: "There are _____ yellow counters. Are there more yellow counters or more red counters?"

S: *will respond, "red" or "yellow"*

T: "There are more _____ counters. Are there fewer yellow counters or fewer red counters?"

S: *will respond, "red" or "yellow"*

Introduction to New Material (Direct Instruction): (4 minutes)

T: "All of the counters are on the floor, but I want to move them to the board. I need 1 student to come up and help me put them on the board."

• Teacher will choose a student.

T: "Choose a color, yellow or red."

S: *will choose a color.*

T: "The I choose red (if the student chose yellow). I will pick up a red counter and put it in the bottom box like this. You can choose a yellow counter and put for yellow counters. We will take turns until we are out of counters."

• The teacher and student will fill up all the boxes until they are out of counters.

T: "By putting the counters in this graph it makes it easier to answer questions about the counters. Look at the graph and answer the following questions. Is there the same number of colors?"

S: *will respond.*

T: "Which color has more?"

S: *will respond.*

T: "How many more?"

S: *will respond.*

T: "Which color has fewer?"

S: *will respond.*

T: "How many fewer?"

S: *will respond.*

T: "How many counters do not have a partner?"

S: *will respond.*

Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: "Now I want you to do the same thing with a partner. Each group of 2 will be given 7 counters. You will drop them on the ground. Then take turns placing them on the graph until all are on the graph. Then you will answer questions as a whole class about your graph."

2 Students Do:

T: "I want to see two students come up and show us what needs to be done."

S: *two students will come up, collect the paper with the graph and the 7 counters. They will drop the counters on the ground and then take turns placing them on the graph.*

All Students Do:

T: "When I call out your pairs, you may collect your counters and paper, then begin the activity."

- Teacher will call out the pairs and pass out the materials.
- Teacher will walk around the room as the students do the activity.

S: *will do the activity.*

- Teacher will bring the students back together for questioning.

T: "Is it easier to tell which color has more when the counters are on the graph?"

S: *will respond.*

Independent Practice: (8 minutes)

T: "Now it is your turn. I will give each of you a paper to do independently. We will do the first problem together, then you will do the rest at your desk."

- Draw problem 1 on the board.

T: "Look at the graph. How many yellow dots do you see?"

S: *will respond, "4"*

T: "Good, how many red dots do you see?"

S: *will respond, "5"*

T: "Right, which color has more?"

S: *will respond, "red" or "red has more"*

- At this point, the teacher can continue going through the questions as a whole class or let the students do it on their own depending on the language abilities of the students.

T: "Good job, you may go to your desk and begin.   You are doing problems 2-10."

S: *will collect their papers and go to their desk to complete problems 2-10.*

- Teacher will clap their hands to bring the students back together.

T: "Let's do 2 problem together before we start the next set of problems. Let's do number 4 and 9."

- Go through problems 4 and 9 the same way you went through problem 1.

Closing: (2 minutes)

T: "Now let's do problem 11. Look at the graph on the board as I read the story problem."

T: "Jack has stamps with trees and stamps with animals. (Explain stamps to the students if they don't know what they are) **Can you tell from the graph if Jack has more tree stamps or more animal stamps?"**

S: *will respond, "the same".*

T: "Yes, Jack has the same amount of tree stamps and animal stamps."

- Go through problems 12 and 13 with the class the same way you have gone through 11.

Assessment:

Guided Practice