Grade 1	Lesson: 14-2 Using Data from Picture 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:** There are _____ (number) _____ (object).

Materials:	Language and Word Wall:
• Self-stick notes	Picture graph

Lesson:	Instructional Time: 25 minutes

Opening: (3 minutes)

T: "You know how to use a real-object graph to answer questions – like yesterday with the yellow and red counters. Today you will be using a picture graph to answer questions."

• Draw a strawberry, pear and apple on the board in a vertical line and write the correct name next to each.
• Give each child 1 sticky note and a pencil

T: "Which fruit – strawberry, pear or apple do you like best? Draw that fruit on your sticky note."

S: *will draw the fruit they like best on their sticky note.*

T: "Raise your hand if you drew an apple."

S: *who drew an apple will raise their hands.*

T: "Those of you who drew an apple, stand up and put them in a line next to the apple I drew."

S: *who drew an apple will stand up and put their apples in a row next to the original apple.*

• Continue putting up the strawberries and pears the same way.
• Make sure each note is in its appropriate row.

Introduction to New Material (Direct Instruction): (5 minutes)

T: "We just made a picture graph. A picture graph is a graph that uses pictures. Tell your neighbor what this graph is."

S: *will tell their neighbor "picture graph"*

T: "Look at the picture graph, how many people chose apple? Tell your neighbor."

S: *will tell their neighbor how many people chose apple.*

T: "Let's say it together. _____ people chose apples."

• Write the number next to apple.
• Do this with strawberry and pear as well.

T: "Which fruit is the favorite in our class?"

S: *will respond.*

T: "Yes, ___ has the most so it is the classes favorite."

T: "Which fruit is the least favorite?"

S: *will respond.*

T: "Yes, ___ has the least so it is the classes least favorite."

T: "How many more people like apples than pears?"

• Continue to ask the students questions about the graph.

Guided Practice: (8 minutes)

Use the modeling cycle:

Teacher Does:

T: "I am going to separate you into groups of 3. Each group will be given a collection of 3 pictures. Each of you will choose one of the pictures out of the three and put them on your graph. You will need to say, "there are _____ _____. For example 'there are 4 apples'."

3 Students Do:

T: "I need 3 students to come up and demonstrate."

- Teacher will choose 3 students.

T: "Here are your pictures. I would lay them on the floor face up. Each of you will choose one of the pictures and glue them in a row on your picture graph."

S: *will choose one picture and glue them on the picture graph.*

T: "Good, now what do you need to say?"

S: *each student will say, "there are ____ _____" for their picture.*

All Students Do:

T: "Awesome, now you all get to do it. You will have 5 minutes to finish making your picture graph. These are your groups. Collect the materials and get started."

S: *will collect their materials and begin the activity.*

- Teacher will walk around the room reminding students to use the sentence frame.

Independent Practice: (5 minutes)

T: "Today we are going to look at three more picture graphs. You will help me answer the questions."

- The teacher can have the graphs on the board for all students to see, or use a document cam or pass out the papers to the students.

T: "Look at the graph. There are three different kinds of balls shown one it. What are the three sports?"

S: *will respond, "soccer, baseball and basketball"*

T: "Which sport is the favorite? Which one has the most balls?"

S: *will respond, "soccer"*

T: "Yes, good job. Question 2, How many more children chose soccer than basketball? Let's count the soccer balls, 1,2,3,4,5,6,7,8,9. Let's count the basketballs, 1,2,3,4,5,6. There are 9 soccer balls and 6 basketballs. How many empty boxes are there on the basketball row?"

S: *will respond, "3"*

T: Correct, there are 3 more children who chose soccer than basketball."

T: "Which sport was chosen by 6 people?"

S: *will respond, "basketball"*

T: "Good job, let's go on to the next one."

Closing: (2 minutes)

- Go through the rest of the problems as a whole class in the same way the 1st graph was done.

Assessment:
Guided Practice