Grade 1	Lesson: 14-3 Using Data from Bar 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: 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.	**Academic Vocabulary:** **Listen:** **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: •	**Language and Word Wall:** Bar graph

Lesson:	Instructional Time: 20 -25 minutes

Opening: (3 minutes)

T: "You now how to use a real-object graph and a picture graph to answer questions. Today you will learn how to use a bar graph to answer questions."

T: "Look at this animal bar graph. Raise your hand and tell me something about this animal bar graph

S: *will raise their hands and respond, "there are 4 elephants" or "there are 8 zebras" or "there are 6 giraffes"…*

T: "Yes, you are correct. How is the bar graph different than the picture graph we worked with yesterday? Tell your neighbor."

• Teacher will show the students a picture graph the students have already seen.

S: *will turn to their neighbor and tell them how the two graphs are different.*

T: "On the picture graph there are a lot of pictures in the boxes. Are there picture in every box on the bar graph? Thumbs up or down."

S: *will show thumbs down.*

T: "You are right, there aren't as many pictures. What about the numbers at the bottom of the bar graph, were there numbers at the bottom of the picture graph? Thumbs up or down?"

S: *will show thumbs down.*

Introduction to New Material (Direct Instruction): (15 minutes)

T: "Just like with the object graph and the picture graph, you can also answer a lot of questions with the bar graph. Let's look at the Favorite Animals bar graph. I will ask you a bunch of questions, see if you can answer them."

• Use document cam so all the students can see the graph clearly and know where to look.

T: "Question #1: How many children chose elephants? Show me with your fingers."

S: *will respond, "4"*

T: "How many children chose zebra? Tell your neighbor."

S: *will respond, "8"*

T: "How many children chose giraffe? Let's count together, 1,2,3,4,5,6. How many children chose giraffe?"

S: *will respond, "6"*

T: "Which animal is the favorite? Tell your neighbor."

S: *will turn to their neighbor and say, "zebra"*

T: "The zebra was the favorite. Which animal was the least favorite? Whisper it all together, 1,2,3…elephant."

S: *will whisper, "elephant"*

• Continue with the questions such as, how many more children chose zebras than giraffes? How many fewer children chose elephants than zebras?

• Have students return to their tables/desks. Hand out their papers.

T: "We are going to look at 3 more bar graphs together. I will ask the questions and you will have to put the answers on your paper."

T: "Look at the 1st graph. This graph is asking about the type of books that get checked out from the library. There are story books, people books and dinosaur books."

T: "Question #1: Which kind of book was checked out by 5 people? Look at the bar graph. Which one has 5? Write it down on your paper."

S: *will write down, people.*

T: "5 books about people was checked out. Is that what you wrote down?

- Teacher will quickly walk around the room to check the students' work.

T: **"Question #2, Which kind of book did the most people check out? Was it story books, people books or dinosaur books? Which one has the most? Tell your neighbor and then write it on your paper."**

S: *will turn to their neighbor and say "story books" and then write it on their paper.*

T: **"Most people checked out story books. Is that what you told your neighbor, story books? Make sure that is what you wrote on your paper."**

- Go through the rest of the questions as a whole group.

Closing: (2 minutes)

T: **"Great Job today! You learned how to read a bar graph! What is it called again?"**

S: *will respond, "bar graph"*

T: **"Yes, we have learned about real-object graphs, picture graphs and bar graphs."**

Assessment:
Guided Practice