

Grade 1	Lesson: 14-5 Making Real Graphs	Reference to English
Math Standard(s): 1.MD.4		Domain: Measurement and Data
Content Objective(s):		Language Objective(s):
<p>Students will solve addition problems by recognizing and recording its parts in small groups. <i>I can solve addition problems by recognizing and recording its parts with a small group.</i></p>		<p>Students will speak the words inside, outside and in all while adding parts. <i>I can speak the words inside, outside and in all while adding parts.</i></p>
<p>Essential Understanding: Each type of graph is most appropriate for certain kinds of data. In a real graph, real objects are arranged in a particular way to make comparisons.</p>		<p>Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:</p>
<p>Materials:</p> <ul style="list-style-type: none"> connecting cubes 		<p>Language and Word Wall:</p>
Lesson:		Instructional Time: 25 minutes
<p>Opening: (2 minutes)</p> <p>T: “You have already learned how to use a real graph to answer questions. You have also learned how to make a tally chart.”</p> <ul style="list-style-type: none"> Show students tally marks again <p>T: “Today you will learn how to use data in a tally chart to make a real graph.”</p> <p>T: “How many of you are wearing shoes that have laces? How many are wearing shoes without laces. Let’s count. Stand up if your shoes have laces.”</p> <p><i>S: with laces on their shoes will stand up.</i></p> <p>T: “Count the students with laces with me and I will write the tally marks on the board.”</p> <p><i>S: will count the number of students with laces.</i></p> <p>T: “Please sit down. Students who do not have laces on their shoes please stand up. Please count the students without laces as I write the tally marks.”</p> <p><i>S: will count the number of students without laces.</i></p> <p>Introduction to New Material (Direct Instruction): (3 minutes)</p> <p>T: “How many students have laces? Let’s count the tally marks (will count by 1s).”</p> <p><i>S: will count the tally marks for students with laces.</i></p> <ul style="list-style-type: none"> Teacher will write the number. <p>T: “Let’s count faster. Each group of 5 tally marks is shown like this. We can skip count by 5s. Let’s do it with the students without laces. Let’s count the tally marks.”</p> <p><i>S: will count the tally marks by 5s for students without laces.</i></p> <ul style="list-style-type: none"> Teacher will write the number. <p>T: “Now I am going to hand out connecting cubes. You need to use the red connecting cubes to represent the number of students with laces and the yellow connecting cubes to represent the number of students without laces.”</p> <ul style="list-style-type: none"> Teacher will hand out connecting cubes (2 colors) to all the students. <p><i>S: will connect the cubes to represent laces and no laces.</i></p> <p>T: “Show me your connecting cubes trains.”</p> <p><i>S: will show their connecting cube trains.</i></p> <p>Guided Practice: (8 minutes)</p> <p><u>Use the modeling cycle:</u></p> <p><u>Teacher Does:</u></p> <p>T: “Now I want you to do the same activity with a partner. On the board is a chart with the needed information. I want you to tell your partner how many orange dots, how many purple dots and how many yellow dots. Then I want you to make trains of connecting cubes to represent each color of dot.”</p> <p><u>1 Students Does with Teacher:</u></p> <p>T: “I need one students to come up and be my partner. You will tell me how many yellow, purple and orange dots there are. Then we will make connecting trains.”</p> <ul style="list-style-type: none"> Teacher will choose a student. <p>T: “How many yellow dots are there? Count the tally marks.”</p>		

S: *will count the tally marks for the yellow dots, and say "7 yellow dots."*

T: **"How many purple dots are there? Count the tally marks."**

S: *will count the tally marks for the purple dots, and say, "3 purple dots."*

T: **"How many orange dots are there? Count the tally marks."**

S: *will count the tally marks for the orange dots, and say, "6 orange dots."*

T: **"Now, let's make connecting cube trains for each color. You make the orange one, I will make the purple one."**

S: *will make the orange connecting cube train.*

T: **"Good job, please sit down."**

All Students Do:

T: **"Now I will separate you into groups of 2. You will make a real graph with the connecting cubes. I will change the information on the chart so you can do a new one. I will come around to every group to check that your real graph is correct. You will have 5 minutes."**

- Teacher will separate the students and hand out the connecting cubes.

S: *will do the activity.*

- Teacher will walk around the groups to check the work.
- Bring the students back together after 5 minutes.

Independent Practice: (7 minutes)

- Draw the image for Guided Practice #1 on the board.

T: **"Now it is time to do it one your own. Each of you will be given a paper to do independently. We will do the first one together and then you will do another on your own."**

T: **"Look at this image on the board, how many green cubes are there?"**

S: *will say the number of green cubes, "6"*

T: **"I will write the tally marks and number on the board."**

T: **"How many brown cubes?"**

S: *will say the number of brown cubes, "2"*

T: **"I will write the tally marks and number on the board."**

T: **"How many blue cubes are there?"**

S: *will say the number of blue cubes, "4"*

T: **"I will write the tally marks and the number on the board."**

T: **"Now let's use the connecting cubes to make the real graph. I need how many connecting cubes for green?"**

S: *will respond, "6"*

T: **"Count with me, 1,2,3,4,5,6. I will put the 6 connecting cubes next to green."**

T: **"I need how many connecting cubes for brown?"**

S: *will respond, "2"*

T: **"Count with me, 1,2. I will put the 2 connecting cubes next to brown."**

T: **"How many cubes do I need for blue?"**

S: *will respond, "4"*

T: **"Count with me, 1,2,3,4. I will put the 4 connecting cubes next to blue."**

T: **"Now it is your turn to do one on your own. Look at the image and fill in the blanks!"**

- Teacher will pass out the papers.

S: *will begin working on their Independent Practice.*

Closing: (3 minutes)

- Pass out white boards, markers and erasers.

T: **"Now let's do a few story problems. We will start with question 6."**

T: **"Eric made a cube dog. Look at the cube dog on the board. Count the white. How many white cubes are there? Write it on your white board. Use tally marks and write the number."**

S: *will count the white cubes and write the amount on their white boards with tally marks.*

T: **"How many black cubes are there? Write the amount on your board using tally marks."**

S: *will count the black cubes and write the amount using tally marks.*

T: **"Make sure your chart looks like mine on the board."**

T: **"Use your tally chart to make a graph on your white board, I will make one on my board too."**

S: *will draw a graph to represent the tally marks.*

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

Assessment:

Guided Practice

