

Grade 1	Lesson: 14-6 Making 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>I can solve addition problems by recognizing and recording its parts with a small group.</i>		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>
Essential Understanding: Each type of graph is most appropriate for certain kinds of data. The key for a pictograph determines the number of pictures needed to represent each number in a set of dots.		Academic Vocabulary: Listen: Read: Write: Speak: Sentence Frame:
Materials: • Self-stick notes		Language and Word Wall:
Lesson:		Instructional Time: 25 minutes
<p>Opening: (3 minutes)</p> <p>T: “You know how to create tally charts. You also know how to use data in a picture graph. Today you will learn to collect data from classmates, use the data to create a tally chart, and use the tally chart to create a picture graph.”</p> <ul style="list-style-type: none"> • Make a two-column three-row tally chart on the board. In the left column, write the names of the three most popular pieces of playground equipment- such as slide, swing, see-saw- in such a way as to begin a graph set-up. <p>T: “What is your favorite thing to play on during recess? – soccer, swing, playground, hopscotch, jump rope. Raise you hand if your favorite thing to do is play soccer.”</p> <ul style="list-style-type: none"> • Show pictures of each recess activity. <p>S: <i>will raise their hands.</i></p> <ul style="list-style-type: none"> • Teacher will make tally marks on the board. <p>T: “Raise your hand if your favorite recess activity is the swings.”</p> <p>S: <i>will raise their hands.</i></p> <ul style="list-style-type: none"> • Teacher will make tally marks on the board. <p>T: “Raise your hand if your favorite recess activity is the playground.”</p> <p>S: <i>will raise their hands.</i></p> <ul style="list-style-type: none"> • Teacher will make tally marks on the board. <p>T: “Raise your hand if your favorite recess activity is the hopscotch.”</p> <p>S: <i>will raise their hands.</i></p> <ul style="list-style-type: none"> • Teacher will make tally marks on the board. <p>T: “Raise your hand if your favorite recess activity is the jump rope.”</p> <p>S: <i>will raise their hands.</i></p> <ul style="list-style-type: none"> • Teacher will make tally marks on the board. <p>Introduction to New Material (Direct Instruction): (3 minutes)</p> <p>T: “How can you use the tally to make a graph?”</p> <ul style="list-style-type: none"> • Teacher will distribute self-stick notes and pencils to children. <p>T: “Draw a picture of your favorite recess activity on self-stick note.”</p> <p>S: <i>will draw a picture of their favorite recess activity.</i></p> <p>T: “Like I put the tally marks next to the activity, I need you to put come up and put your pictures next to the correct activity.”</p> <ul style="list-style-type: none"> • Teacher will call on students one at a time and have them put their pictures in the graph. <p>T: “Look at our picture graph. How many students drew soccer? Let’s count....”</p> <p>S: <i>will count with the teacher.</i></p> <ul style="list-style-type: none"> • Go through swings, playground, hopscotch, and jump rope the same way. <p>T: “Which activity is the favorite?”</p> <p>S: <i>will respond.</i></p> <p>T: “Which activity is the least favorite?”</p> <p>S: <i>will respond.</i></p> <p>Guided Practice: (8 minutes) <i>Use the modeling cycle:</i></p>		

Teacher Does:

T: "Now I want you to do graphs with a partner. You will take the information from the chart with tally marks and put it in the graph. You need to do this the same way we did the activities during recess. I will hand each group 2 charts. I need you to fill in the graph. You don't need to answer the questions yet."

All Students Do:

T: "I will separate you into groups of two. When I say your name, collect the papers and get started."

- Teacher will separate the students.

S: will fill in the graphs with their partners.

- Teacher will bring the students back together after 5 minutes.

T: "Let's look at the graph about favorite things to do after school. Which one was the favorite? Tell your neighbor, " ___ is the favorite."

S: will tell their neighbor "sports are the favorite."

T: "Whisper it together, 'sports are the favorite', what is the least favorite? Tell your neighbor, ___ is the least favorite."

S: will turn to their neighbor and say, "skating is the least favorite."

T: "Raise your hand and tell me the least favorite thing to do after school."

S: will raise their hand and say, "skating is the least favorite."

Closing: (4 minutes)

T: "Let's do one more graph together. Here is the information."

- Draw the chart with pictures and tallies on the board and the graph.

T: "Help me fill in the graph. How many tally marks are there for the guitar, show me with your fingers?"

S: will show 5 fingers.

T: "You are right, there are 5 tally marks for guitar. I will color in 5 of the boxes next to the guitar.

- Teacher will color in 5 boxes next to the guitar.

T: "Show me with your fingers how many of Gina's friends like the drum."

S: will show 3 fingers.

T: "Yes, three of her friends like the drums. Let's color in three boxes. 1,2,3."

T: "How many friends like the flute? Tell your neighbor, ___ friends like the flute."

S: will tell their neighbor, "4 students like the flute."

T: "Raise your hand and tell me how many friends like the flute?"

S: will say, "4 friends like the flute."

T: "Yes, 4 friends like the flute. I will color in 4 boxes next to the flute."

T: "Our graph is all filled up. Tell your neighbor which kind of music is the favorite? Guitar, drum or flute? Raise your hand."

S: will raise their hand and say, "guitar is the favorite."

T: "Yes, the guitar is the favorite."

Assessment:

Guided Practice