

Note: Students have previous experience with the skill.

Charts, Maps, and Graphs

Story Title: We Can Make Graphs by Rozanne Lanczak Williams, Grade 2.

Objective: *Math* VBO 2.23 TSW collect, organize, and display data in tally charts, tables, bar graphs, picture graphs, and line plots and interpret data. VBO 2.25 TSW solve problems involving data from charts and graphs. *SOL 2.23 Language Arts* VBO 2.3.12 TSW organize and record information by charting, mapping, and graphing. SOL 2.9

Materials: We Can Make Graphs book, Gummy Bears (or any multicolored/sortable candy), markers, ½ poster board

Procedures:

1. TTW introduce the skill by reading the book.
2. TTW model by drawing the outline of a bar graph labeled with the three primary colors on one axis and numbers on the other.
3. TSW attach a Post It note on their favorite color, creating a bar.
4. TTW/TSW discuss the outcome using appropriate mathematical terms.
5. TTW issue prepackaged Gummy Bears, a ½ poster board, and markers to groups of three.
6. TSW draw the outline of a bar graph labeled with the Gummy Bear colors on one axis and numbers on the other.
7. TSW ***wash their hands.***

8. TSW sort the Gummy Bear into color groups.
9. TSW create a bar graph plotting the various amounts of Gummy Bears.
10. TSW write three sentences about the outcome of the activity in their journals.
11. TSW discuss as a class the outcomes comparing data.
12. TTW/TSW compile a classroom graph using all of the groups' results and discuss.
13. TSW eat the Gummy Bears.

Evaluation

Using correct mathematical terms TSW write a paragraph about the classroom bar graph results. For example, "When we did our classroom bar graph, we found that there were (more than, less than) . . .