

## Daisy and the Egg /3<sup>rd</sup> Grade

### Math and Language Arts Objectives

- Reading 3.1.8 Make, confirm, and revise predictions (SOL 3.5)
- Reading 3.3.9 Summarize a reading selection
- Writing 3.6.3 Write using a variety of forms (h.) summary (SOL 3.10)
- Math 3.15 Recall basic addition and subtraction facts (SOL 3.8)
- Math 3.23 Use Estimation strategies (“ballpark” and rounding) and explain reasonableness (SOL 3.2)
- Math 3.25 Collect and organize data or use given data to create charts, tables, bar graphs, and line plots (SOL 3.21, 3.22)
- Math 3.26 Use graphs to ask and answer simple questions and draw conclusions

### Materials

- Daisy and the Egg by Jane Simmons
- Plastic Easter Eggs
- Jelly Beans
- Chart paper
- Student copy of graph
- Journals
- Pencils

### Procedure

1. TTW introduce and begin reading the story. Have students make a prediction about what they think will happen next in the story. Periodically pause during reading and revise predictions.
2. TTW stop the story at the point when Daisy wanted to stay with Mama’s egg. Ask: What do you think Daisy will decide to do? Will she go play with her cousins or will she stay with her Mama’s egg? Have students create their own ending of the story. Have a few students volunteer to share their story endings. After sharing, TTW finish reading the story and discuss whether their predictions came true.
3. Suggested HLQ:
  - a. Why did Daisy and her mother decide to name the new brother Pip?
  - b. Why do you think it took longer for Pip to hatch?
4. TTW give each student a plastic Easter egg filled with Jelly Beans. TSW shake the egg and estimate how many jelly beans they think are in their egg. Write your estimation on the sheet. TSW then open the egg and count the number of actual jelly beans. Write the actual number on their worksheet.
5. As a whole class, TSW work with the teacher to create a whole group graph of the amount of Jelly Beans in each person’s Easter egg.

6. TTW ask the following questions:
  - a. How many people had \_\_\_\_\_ jelly beans in the egg?
  - b. How many people had the most jelly beans?
  - c. How many people had the fewest jelly beans?
  - d. How many more people had \_\_\_\_\_ jelly beans than \_\_\_\_\_ jelly beans?

### **Evaluation**

- TTW use the student made graphs to assess understanding of concepts
- TTW keep an anecdotal record of students ability to make predictions

### **Math/Reading/Writing Center Ideas**

- Give the students a baggie of jelly beans. TSW sort the jelly beans by color and graph their data
- TSW write a summary of the story.
- TSW write a "Part 2" version of the story.

Name: \_\_\_\_\_

Story Title: \_\_\_\_\_

Jelly Bean Estimation: \_\_\_\_\_

Jelly Bean Actual Count: \_\_\_\_\_

\_\_\_\_\_

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

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