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Community Helpers Graphing Lesson

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**Objectives:**

1. Students will explore different types of graphs.
2. Students will learn how to read and interpret a bar graph.
3. Students will create and interpret their own bar graphs.

**Anticipatory Set:**

1. In the morning when the students walk in they will do their morning “voting” routine. This consists of placing their name under the answer of a question in a pocket chart. There are usually 4-5 choices for them to place their name under, but on the day of this lesson there will be a yes or no question: “Can you be a community helper?” The teacher will tell them they will use their answers or “data” that they collected later on in the day to graph, but it’s a mystery!

**Instructional Procedures:**

1. Teacher will tell students they are going to learn about graphs today. Ask students what they think a graph looks like…
2. Teacher will explain that their morning “voting” routine is considered graphing. They’ve been making graphs all Fall!
3. Students will count the names together. Teacher will call on one student to write the number of students who answered yes under “Yes” on the SMART board and the number who answered no under “No”. Actively discuss results and lead students to discover they can be community helpers!
4. “Let’s learn another way to make a different kind of graph. Let’s see if you can even guess what this graph is called!”
5. Teacher will model making a bar graph on SMART board with data collected from yes/no question and introduce the concept of a “bar graph”. Model shading inside the bar correctly, model shading outside the bar (incorrectly). Model what is needed to help others read the bar graph. Call on volunteers to color in a part of the bars.
6. Actively discuss the two different graphs and show students how the different graphs tell us the same thing!
7. “NOW IT’S TIME TO MAKE OUR OWN CLASS BAR GRAPH!”
8. Our question is: What would you like to be when you grow up? (This will tie into community helpers because it will show the students that they cannot only be community helpers now, but when they grow up through their jobs, too!)
9. On the SMART board – Students will actively create a classroom bar graph with the teacher’s assistance. Teacher will call on each child to come up to the SMART board answer the question, and color one row of the bar they chose. The teacher will ask what else their bar graph might need to help tell others what it is about.
10. Discuss the results with the class!

**Assessment:**

1. Place students in two different small groups.
2. Have one teacher assigned to each group.
3. Ask students to create their own bar graph on chart paper that already has axis lines, and questions. Both will read, “Which person do you think helps our community?” Answer choices will include 2 community helpers and 1 non-community helpers. This will help the teachers gather the students’ prior knowledge of community helpers. (I know my students will be able to problem solve and talk it out with my and my co-teacher’s assistance because they have to use these critical thinking skills at the SMART Table weekly.)
4. Teachers will observe students in their groups as they create a bar graph to assess what students learned.
5. Groups will come together and share/discuss results!