Name: Betty Kincannon

Grade Level: 1st Grade

Cover Sheet for October 28, 2006

My lesson plans for this session meet the objectives for mastering math vocabulary by targeting specific math terms and teaching their meaning through hands on activities that are appropriate for 1st grade students. Students understand definitions better and retain them better when they use them as a part of a project that they have fun doing. They meet the objectives of the workshop by identifying troublesome mathematics vocabulary and helping students develop strategies to assimilate the new vocabulary into their every day lives.
Name: Betty Kincannon

Grade Level/Subject: 1st Grade Math

Topic: Halloween Costume Survey

Objectives:
Students will have a beginning understanding of the meaning of the terms survey, data, and bar graph.
Students will have a beginning understanding of how to conduct a survey, collect data, and use the data collected.

Objectives (P.A.S.S.):
Standard 5: Data Analysis
1. Organize, describe, and display data using concrete objects, pictures, grids and numbers.
2. Formulate and solve problems that involve collecting and analyzing data common to children’s lives (e.g., color of shoes, numbers of pets, favorite foods).

Materials: Bar graph paper for each student
Stickers (10 per student)
Pencil

Introduction:
Have a class discussion on Halloween costumes. Brainstorm different Halloween costumes and make a list of different costumes on the board.

Instruction process:
1. Introduce the terms survey, data, and bar graph. Define these terms.
2. Tell the class that we are going to take a survey of the children in our school to determine what the favorite Halloween costume is in our school.
3. Chose five of the costumes listed on the board to include in your survey and have the students list these five costumes across the bottom of their graph paper.
4. Give each student 10 stickers and instruct them to ask 10 students which of the five selected costumes is their favorite. Instruct them to put one of their stickers on their bar graph in the selected column for each response.
5. Have each student report back to the class the information they gathered using their bar graph.

Closure:
Use the individual bar graphs to compile a class graph.

Assessment:
Give a written assessment where the students have to use the information from the class graph to answer the questions.

Modifications:
Special needs students may require help labeling their graphs and gathering their data. This could be adult help or a student partner. They may also need to be assessed orally. Higher level students might be challenged to write an assessment for their graph and/or the class graph.

Reflection:
My students were highly motivated to do this activity because it was fun, about Halloween, involved stickers, and they got to go to children of their choice who were not in our class to gather their information.