

Name: Rilla Collins

Grade Level/Subject: 2nd or 3rd grade

Topic: Jack and the Beanstalk

Objectives (P.A.S.S.): Standard 5:

Data Analysis & Probability -- The student will demonstrate an understanding of data collection, display & interpretation.

1. Data Analysis

a. Pose questions, collect, record, & interpret data to help answer questions (e.g., Which was the most popular booth at our carnival?).

b. Read graphs & charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).

c. Construct a bar graph or pictograph with labels & a title from a set of data.

Introduction: This lesson is a great beginning lesson for gathering information from one source to form graphs. This lesson guides the students into a mind frame of how to gather information from a book and graph the information in a bar, line, or pictograph.

Instructional process: I first introduce how to make graphs on the board. I also show examples of different kinds of graphs, how we use graphs and why graphs are important. We read different kinds of graphs and evaluate the information that each graph contains. We then pick out 10 words that we think will appear most often - the students are involved with this process. We divided into groups and each group took time to skim the book looking for these 10 words.

Closure: In closing, the groups gathered the information, I then took the information and made a chart to save time. The kids could have made the chart, but we then took the chart and proceeded to make 3 different kinds of graphs. This assignment takes 3-4 days to create the graphs for the first time.

Assessment: Assessment can be done on the group work, the skimming process to see how accurately they found the words, and how accurately they formed the graphs to show the information obtained.

Modifications/Accommodations: For students with special needs I paired them with higher achieving students so they could aid them with the work that needed to be done. Also special needs kids could only be given 3-5 word to graph instead of 10 words.

Reflection: This project worked well in my class. The kids enjoyed making the graphs and most of them did a good job. We will continue to work on this skill because some really struggled changing kinds of graphs. They could do the pictograph (pictogram) easily, but the line and bar graphs confused them.

This activity teaches many skills that are needed in the real world of life and graphs and charts are a major part of the PASS Skills.

| Word | Tally mark | Total of times |
|--------------|------------|----------------|
| hide/ hiding | | 4 |
| mother | | 18 |
| down | | 11 |
| came | | 4 |
| giant | | 27 |
| climbed | | 21 |
| again | | 3 |
| up | | 5 |
| money | | 9 |
| Jack | | 57 |

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