Subject: Mathematics  Grade Level: Kindergarten

Time Estimate: 30 min

Unit: Constructing Graphs with Real Objects or Pictures

Topic: Working Backwards From a Picture Graph

Goal(s): TLW appreciate graphs as a source of data.

Objective(s): TLW apply information in a graph to a real life situation. TLW work as a group to create a graph.

TEKS: 111.12.b.
K.1A
K.1C
K.12B
K.13A
K.13D
K.14A

Materials/Resources/Technology needs: premade graphs, Plastic food, Prizes

Instructional Procedures

Focusing Event:
Review graphs on bulletin board from the previous days. Ask them to recall some of the steps that they took to complete those graphs. Briefly show a simple graph to help with recall.

Teaching/ Learning Procedures:
Provide the students with a premade picture graph that show what somebody ate for lunch. (Something like 3 bananas, 2 pieces of pizza, 1 glass of milk, etc.)
Place the students in groups with a more advanced student in each group that has a special needs student. Have each table quickly replicate the person’s meal with plastic food. Discuss what food they ate the most and least. Repeat this several times. Prizes might be given out for each group that wins, but make sure that everyone has a chance. Groups may need to be mixed up to give every person a chance at winning.

**Formative Check (ongoing or specific):**
Be sure that every student is participating in creating the plate of food.

**Reteach (alternative used as needed):**
If it is too hard for them to work backwards with the graph, show how they might take a plate of food and graph it. Explain that we are just turning it around.

**Closure:**
Allow several students to share which graphing activity over the last two weeks has been their favorite and why.

**Assessment/Summative Evaluation:**
This activity should show the students’ comprehension of graphs by requiring them to be able to read a picture graph and transfer it into a real life situation. Even though they are working as a group be sure that every student is participating.

**Modifications/Notes (GT, ELL, Special Ed):**
GT- Encourage them to work with other students in the group who may not understand.
ELL- since they are working mainly with pictures these students shouldn’t have much difficulty.
SE- Encourage them to work with someone in their group who understands better.
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Materials/Resources/Technology needs: premade graphs, Plastic food, Prizes

Instructional Procedures

Focusing Event:
Review graphs on bulletin board from the previous days. Ask them to recall some of the steps that they took to complete those graphs.

Teaching/ Learning Procedures:
Provide the students with a premade picture graph that show what somebody ate for lunch. (Something like 3 bananas, 2 pieces of pizza, 1 glass of milk, etc.)

Group the students, ensuring that those who need extra English help, are with a bilingual student. Have each table quickly replicate the person’s meal with plastic food.
Discuss what food they ate the most and least. **If needed, a bilingual student may translate for a student who has trouble with English, but encourage the student to at least say the English word for each type of food.**

Repeat this several times. Prizes might be given out for each group that wins, but make sure that everyone has a chance.

**Formative Check (ongoing or specific):**
Be sure that every student is participating in creating the plate of food.

**Reteach (alternative used as needed):**
If it is too hard for them to work backwards with the graph, show how they might take a plate of food and graph it. Explain that we are just turning it around. **The ELL students may need a review of the English word for some of the food.**

**Closure:**
Allow several students to share which graphing activity over the last two weeks has been their favorite and why.

**Assessment/Summative Evaluation:**

This activity should show the students’ comprehension of graphs by requiring them to be able to read a picture graph and transfer it into a real life situation. Even though they are working as a group be sure that every student is participating.

**Modifications/Notes (GT, ELL, Special Ed):**
GT- Encourage them to work with other students in the group who may not understand.
ELL- since they are working mainly with pictures these students shouldn’t have much difficulty.
SE- Encourage them to work with someone in their group who understands better.
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Materials/Resources/Technology needs: premade graphs, Plastic food, Prizes

Instructional Procedures

Focusing Event:
Review graphs on bulletin board from the previous days. Ask them to recall some of the steps that they took to complete those graphs.

Teaching/ Learning Procedures:
Provide the students with a premade picture graph that show what somebody ate for lunch. (Something like 3 bananas, 2 pieces of pizza, 1 glass of milk, etc.)
Working in groups, have each table quickly replicate the person’s meal with plastic food. Discuss what food they ate the most and least.
Repeat this several times. **Rearrange the groups to occasionally be divided by ability and other times be more heterogeneous.** Prizes might be given out for each group that wins, but make sure that everyone has a chance. Allow some of the GT students to create a graph of food that the others in the group will have to create out of the plastic food.

**Formative Check (ongoing or specific):**
Be sure that every student is participating in creating the plate of food.

**Reteach (alternative used as needed):**
If it is too hard for them to work backwards with the graph, show how they might take a plate of food and graph it. Explain that we are just turning it around. If individuals need more help encourage the GT students to “be the teacher” and explain further. This will ensure more understanding from both the GT student and the others.

**Closure:**
Allow several students to share which graphing activity over the last two weeks has been their favorite and why.

**Assessment/Summative Evaluation:**
This activity should show the students’ comprehension of graphs by requiring them to be able to read a picture graph and transfer it into a real life situation. Even though they are working as a group be sure that every student is participating.

**Modifications/Notes (GT, ELL, Special Ed):**
GT- Encourage them to work with other students in the group who may not understand. ELL- since they are working mainly with pictures these students shouldn’t have much difficulty. SE- Encourage them to work with someone in their group who understands better.