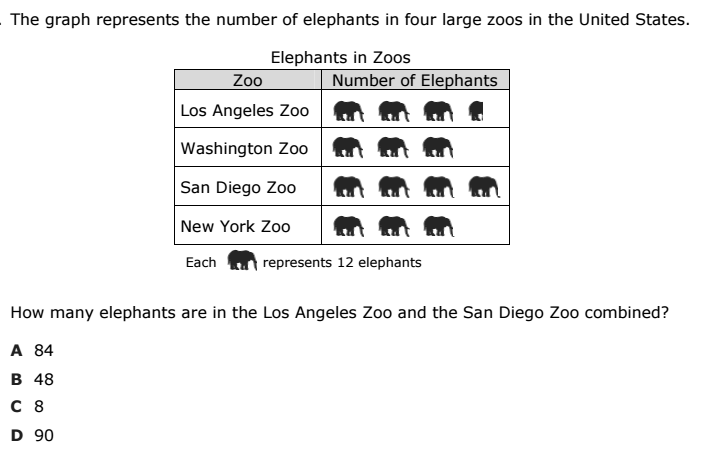
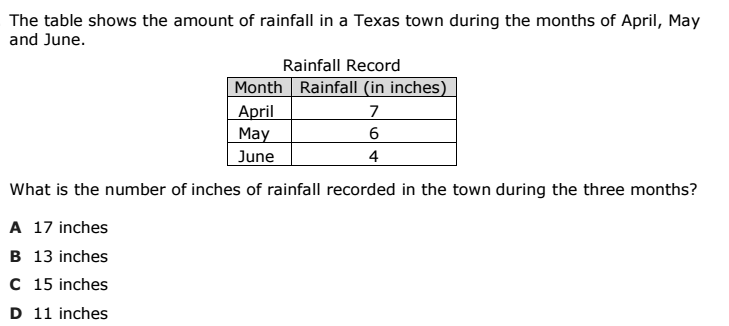
Taste the Rainbow Lesson Plan

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| DATE | March 3rd, 2016 |
| PRESENTERS | Dr. Bruun, Mr. Moreno, Ms. Stephens |
| TEKS | Math 3.8(B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals. |
| MATERIALS | Fun size skittles packets,pencil, graphing worksheets, colored pencils, laptop, smart board, powerpoint presentation |
| ENGAGE | Engage students prior knowledge questions. Students will be asked questions to get an understanding of their prior knowledge on the information.  **\*Can someone identify what type of graphs can be used when recording data?**  Pictograph; Tally Chart; Dot plot; Bar Graph; Pie Graph  Have students describe each one.  Teacher will go through the Powerpoint Presentation.  During the presentation ask students questions that are within the powerpoint.  Give students a few seconds to think about it before calling on students  Questions should include:  \***Tally Chart Slide: Can someone explain what a tally chart is and how we mark it?**  **\*Pictograph Slide: Why is having a key so important in this type of chart?**  **\*Bar Graph Slide: Can this information from the bar graph be used to form other graphs such as pictograph, and plot graph?**  **\*Plot Graph Slide: What makes this type of graph DIFFERENT from all the other graphs. Can we skip count with this type of graph? Why or Why not?**  Transition Question: What is a prediction? What is a reasonable prediction for a small bag of skittles? |
| EXPLORE | Individual graphing (frequency table and pictograph)   * Making predictions: Predict how many skittles will be in your individual bag? * Make sure students are aware of the size of the bag and make sure they make reasonable predictions. * Pass out skittles packets one to each student. * Have students open their bag of skittles and use the frequency table to mark their own data * After students have collected data have them create their own pictograph. * Students need to make sure key is filled out. * **Transition Statement: Based on your data make a reasonable prediction on the red skittle for your group table. For example: Based on my data I predict there will be 25 red in my group**. |
| EXPLAIN | Group Graphing (dot plot)   * Making predictions: Based off of the students individual data they should make a prediction about the total number of red skittles in the group. * After students have made their predictions, groups will work together and share their data with one another. * Based on the tables data, students will create a dot plot and. place information on the appropriate graph within the worksheet packet. * Each student will complete their own individual group chart * Students are to collaborate with one another to fill out group dot plot on their worksheet * When students have collected their group’s data teacher will collect data and input it into a bar graph on the following website: <http://www.chartgo.com/modify.do>; <http://www.mathsisfun.com/data/data-graph.php> * **Transition Statement: Based on the group data now we can make predictions for the class as a whole.** |
| ELABORATE | Whole class graphing (bar graph)   * Making predictions: Based off of the students group data they should make a prediction about the total number of skittles in the class. * While the students are making prediction teacher will ask a member from each group table to share their data * Teacher will input data on website to make a Bar Graph for the whole class. Websites <http://goo.gl/ozPZkO> * Have students observe the bar graph and teacher will ask students questions pertaining to the newly created graph. * **Based on the bar graph on the screen which color is most common?** * **Which color is least common?** * **What is the difference between (pick two colors)?** * **Outside of the classroom where else could we use graphs?** |
| EVALUATE | * Students will now complete the packet and answer the questions that are stated. * Teacher will place questions on smartboard and go through them. Students will have time to answer each question. * Teacher will assist students if any questions are not clearly understood.   TEKSING toward STAAR questions  #1 |

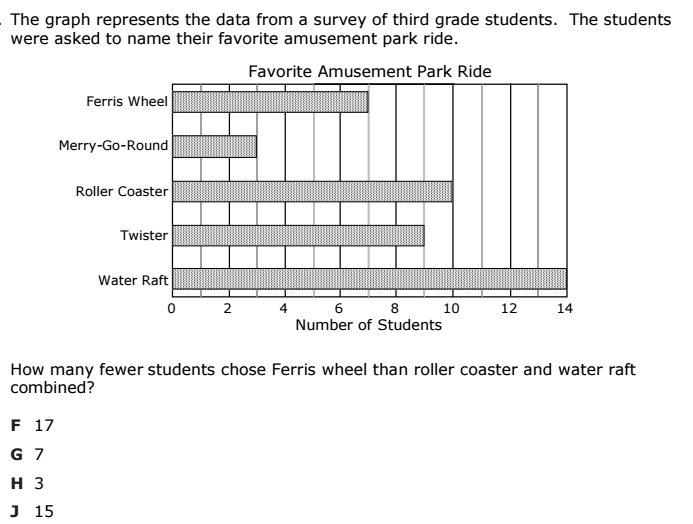
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