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 GraphHave 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 studentsQuestions 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**.
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| 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.**
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| 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?**
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| 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 |

#2



#3



#4



#5

