

Introduction Level Activities – Graphing – Gunnywolf

Whole Group

- Ask what Gunnywolf’s favorite song was? (ABC’s) List five songs that your students would know. Show students how to make tally marks as you record which are their favorite songs. Show how to make a bar graph, putting names of songs on the bottom and the numbers up the side. Fill in graph. (You may want to use MTM1, Graphmaker to make the graph or simply draw it on the board) Ask students what they think would make a good title for their graph. Once the graph is made, ask questions that require using the graph. Example: “Which song did the most people vote as their favorite?” “Do more people like _____ or _____?”
- Ask students for other ideas of things that are someone’s favorite, such as TV show, color, toy etc. Keep the list for the Development Level Activity Whole Group.

<p style="text-align: center;">Computer Center</p> <p>Measurement and Data Collection Topic 13: Measurement and Data Collection 13-M: Read the Graph <input checked="" type="checkbox"/> MTM1 Measure It, Read the Graph, Level A</p>	<p style="text-align: center;">Writing Center</p> <ul style="list-style-type: none"> ▪ Students write a list of things in the classroom with 30 or less items. These will later be used to make a graph. Items might be red crayons, pencils, desks, windows, kids, doors etc.
<p style="text-align: center;">Activity Center</p> <ul style="list-style-type: none"> ▪ Students draw a picture of a flower on a small piece of paper and color it their favorite color (a quarter of an 8X11 works well, or index 3X5 size) Put the pictures on a class graph titled “Our Favorite Color”. 	<p style="text-align: center;">Other</p>

Development Level Activities – Graphing – Gunnywolf

Whole Group

- Using an idea from the list of favorite things that students generated at the Introduction Level Whole Group Activity, choose one and make a graph of student results. Review how to make tally marks as you record which are their favorite, how to make a bar graph, putting names of favorite things on the bottom and the numbers up the side. Fill in graph. (You may want to use *Measurement Time and Money Level 1, Graphmaker* to make the graph or simply draw it on the board) Ask students what they think would make a good title for their graph. Once the graph is made, ask questions that require using the graph. Ask addition and comparison subtraction questions in addition to standard ‘which is most’, ‘least’ or ‘which is more than ___’ type questions. Example: How many people like _____ and _____? (addition) How many more people like _____’s than _____? (This requires comparison subtraction.)

<p style="text-align: center;">Computer Center</p> <p>Measurement and Data Collection Topic 13: Measurement and Data Collection 13-M: Read the Graph <input checked="" type="checkbox"/> MTM1 Measure It, Read the Graph, Level B</p>	<p style="text-align: center;">Writing Center</p> <ul style="list-style-type: none"> Using their lists from the Introduction Level Writing Center Activity, students pick 4 items and count how many there are, recording the number next to the word on their list. If able, students may use tally marks. Students will use the data for Enrichment Level Writing Center activity.
<p style="text-align: center;">Activity Center</p> <ul style="list-style-type: none"> A necessary skill for graphing is being able to categorize. Provide mixed sets of items and ask students to categorize them. Items may be from a science unit of outdoor items, shells etc. Or small manipulatives that could be sorted by color, shape, size. Items in student’s desk or arts and crafts items. Attribute blocks work well for this activity also. 	<p style="text-align: center;">Other</p>

Enrichment Level Activities – Graphing – Gunnywolf

Whole Group

- This activity is the same as in the Development Level Activities Whole Group. The focus here is on the parts of the graph. Students will be making their own graphs at the writing center today. Using an idea from list of favorite things that students generated at the Introduction Level Whole Group Activity, choose one and make a graph of student results. Review how to make tally marks as you record which are their favorite, how to make a bar graph, putting names of favorite things on the bottom and the numbers up the side. Fill in graph. (You may want to use *Graphmaker*, see the computer activity, to make the graph or simply draw it on the board.) Ask students what they think would make a good title for the graph. You may ask questions again although the focus here is preparation for the writing center activity, which does not include questions.

<p style="text-align: center;">Computer Center</p> <p>Measurement and Data Collection Topic 13: Measurement and Data Collection 13-S: Make a Graph with Graph Maker <input checked="" type="checkbox"/> MTM1 Measure It, Graph Maker Tool Students make a graph like the whole group graph.</p>	<p style="text-align: center;">Writing Center</p> <ul style="list-style-type: none"> Students choose 3 items from their list from the introduction level and development level writing center. Students fill in the graph on RM pg GW11, writing in the name of the item on the bottom and drawing a bar to represent the total. They then write a title for their graph.
<p style="text-align: center;">Activity Center</p> <ul style="list-style-type: none"> Students go through magazines and cut out 5 different items. They then get with a partner and separate their 10 items into categories. Depending on size of pictures students find, they can staple together pictures of like items. Save pictures for Wrap It Up Level Activity. 	<p style="text-align: center;">Other</p>

Wrap It Up Level Activities – Graphing – Gunnywolf

Whole Group

- Discuss graph made by the flowers students created at the Introduction Level Activity Center. Ask questions related to graph.
- Choose students to show the graphs they made during the Enrichment Level Writing Center. Have them ask the other students one question related to their graph.
- Have pairs of students share their pictures and their ideas for categories.
- Depending on students' level, you may wish to do the following. The idea is to show students that graphs are not always just bar graphs. Ask 8 children what their favorite pet is, cat, dog or fish. Record results on board. Draw a circle on a large piece of paper and divide it into 8 parts. Explain to students that there are other types of graphs and that one of them is a pie chart. Have students help decide what color to use to represent each animal, ex: cat-red, dog-blue, fish-green. Record the information from the survey of the 8 students on the chart. Ask more, least, and which is more questions requiring use of the pie graph.