



Kids at Hope

Online Treasure Chest Submission

This activity is from a project known as the Kids at Hope Tool Kit.

Name of Activity/Idea: I Am Smart – Pledge Lesson (Math)

Audience (staff, children ages/grades, parents, etc.): students grades 1 & 2

Date of Submission: 3/14/16

Name and organization of person(s) submitting idea: Jamie Beecham for Kids at Hope

Objective: The students will create a graph measuring the class growth in reading and will ask and answer questions using the data. They will write the steps they took to become smarter.

Time Required: varied

Resources/Materials:

- Class graph for all students to see
- Graph paper for individual graph (optional for first)
- Kids at Hope Pledge for each student

Procedure:

****Prior to this lesson, collect class data that is important to the students. It could be number of sight words read as a class, number of words read in a minute, stamina minutes for silent reading, etc. This will be different in every classroom, so the data will be referred to as reading data in the lesson plan. Also, be sure that it shows improvement.***

1. Recite the Kids at Hope together as a class while the students follow along.
2. Have the students circle the word smart and quickly describe what smart means to a partner.
3. Let the students know that today, they are going to examine how much smarter they have become in school!
4. Present reading data in a table showing three specific time periods. Let the class know that they are going to use this data to create a bar graph of just how smart they are in reading!
5. Brainstorm possible titles for the graph as a class. Be sure that the graph title is specific to their data. *For instance, Reading Data is too vague. Mrs. Smith's Class Sight Word Reading Growth Smartness is more specific.*
6. As a class, label each of the axis of the graph.

Variation: Students in 2nd grade can complete this on their own if they have had exposure to graphs before the lesson. If labeling is a struggle for the students, you may need to model one of the sides first if this is their first exposure.

7. Create a scale that matches your reading data. Ask students why is it important for the scale to have equal intervals?

Variation: Ask students to create a scale, and use student examples to discuss intervals. Model creating a scale without even interval spacing and ask students to identify what is wrong with your scale. In first, you may want to provide pre-drawn scale for them.

8. Create bar graphs to represent data points.
9. Ask students the following questions:
 - Q1: Which day/month did we have the most? How many did it have?

- Q2: Which day/month did we have the least? How many did it have?
- Q3: How many more ____ do we read now than we did in the beginning?
- Q4: How many did we read altogether? (2nd)
- Q5: Create your own questions!

10. Turn their papers over and write on the back what they are doing to get smarter every day. *For example, "I am getting smarter at my sight words because I practice them with my dad."*

CLOSURE: Whip around the room asking each student what they are doing every day to get smarter so that each child shares within one minute.

Possible Assessment:

*Optional depending on the level of independence during the graphing.

Graph Creation: One point for each of the following: correct specific label, label of each axis, scale is labeled, scale is spaced correctly, and bar graphs are represented correctly

Ask and Answer Questions:

Q1 & 2: how many in each category

Q3: compare

Q4: total number

Q5: create a question that makes sense (compare, put-together and take-apart are higher levels than just how many in each category)

Standards:

CCSS.1.MD.C.4

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

CCSS.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.

Variations:

- Students create graphs to track progress in other areas they are smart like Art, PE, Music, Math, Lego building, etc.
- Students make an action plan of how they are going to continue to get smarter in the subject.
- Students create individual graphs and share these at parent/teacher conferences.

Kids at Hope Connections: