

Date: November 13, 2001
Subject: Mathematics

Student Teacher: Jessica Knowles
Grade: Kindergarten

Family Pictures

Grade Level: K

Unit: Graphing, Family, The letter "F"

Michigan Standards:

Math Strand III, Standard 1.1: Collect and explore data through counting, measuring and conducting surveys and experiments.

Math Strand III, Standard 1.2 :Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.

Math Strand III, Standard 1.3: Present data using a variety of appropriate representations and explain the meaning of the data.

Math Strand III, Standard 1.4: Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize and present those data.

Objective: To familiarize the children with graphing. Also have the children learn how to evaluate a graph.

Materials:

My Family graph

Graph Paper

Teaching: Anticipatory Set: I will send homework on Monday that asks each child to make a list of people in his or her family, including extended family members. Some children may wish to include pets on their lists. I will then begin my lesson by discussing a couple different children Homework.

I will read the book People in my Family By Jeffrey Moss. I will then discuss, what makes up a family?, Can pets be a part?, Do they have to live with you to be your family?, Do you have to look alike to be family?

I will then explain to children that they will use their completed lists in class to create a picture graph that shows the total number of people in their families

Practice:

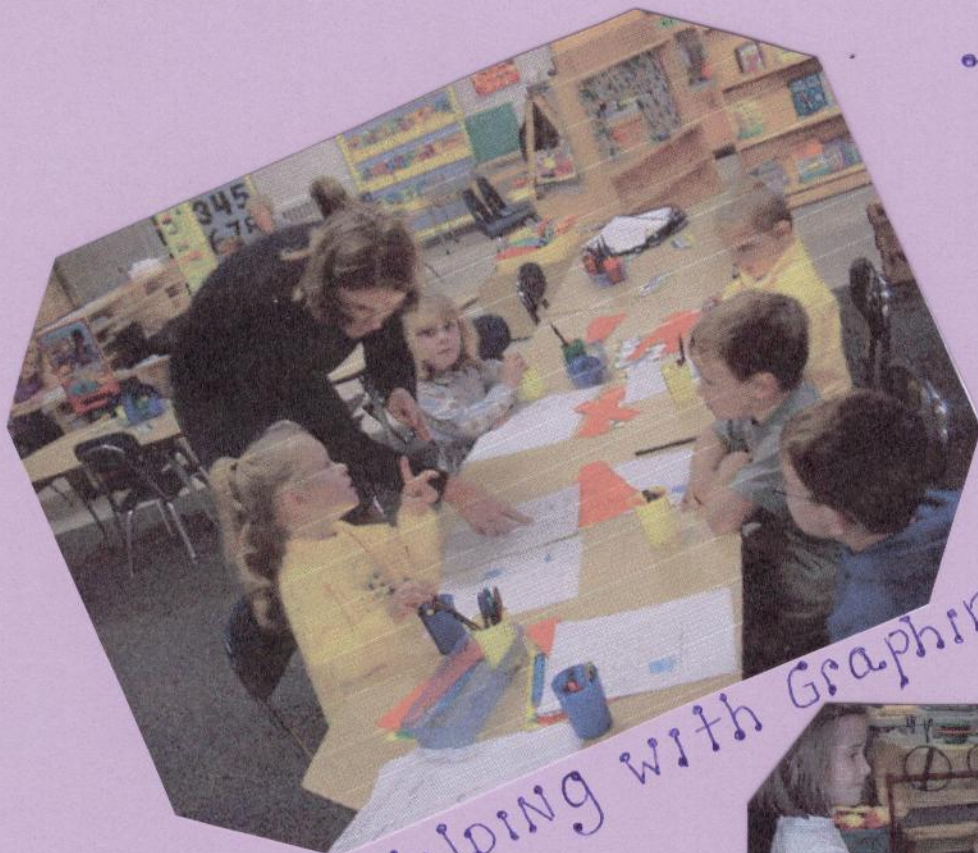
I will distribute blank copies of the My Family graph. I will then Model making a picture graph of my family by coloring the appropriate number of squares.

Then instruct children to graph their own families, following my example. When they are finished I will have the children compare the number of family members in their original lists with the numbers on their picture graphs. They should match.

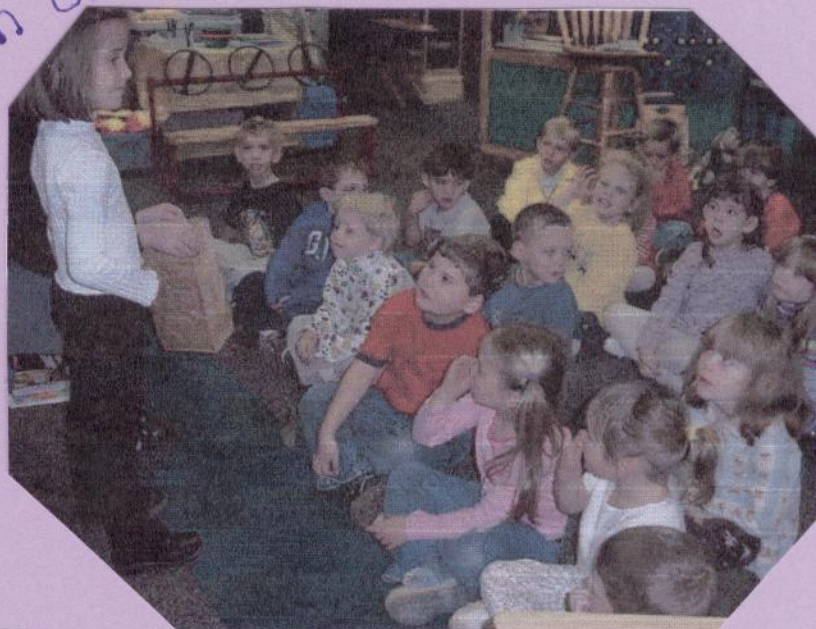
Evaluation:

When they have completed their graphs, I will have the children stand up in small groups so others can view their graphs. I will ask the children questions such as, which family has the most people?

Teaching at North Rd.



Helping with Graphing





Show & Tell



Name AD J F U O U

Write down the names of the people in your family, and return for Wednesday. We will be creating a family graph from this information.

Parents		Siblings	
Mother <i>Angela</i>	Father <i>Chris</i>	Brothers <i>Adam</i>	Sisters 
Grandparents		Pets	
Grandma <i>Marjorie</i> <i>Dar</i>	Grandpa <i>Bob</i> <i>Paul</i>	Dogs <i>Ajay</i>	Cats 

Great Grandma Char
" " Grandpa Earl

Name

V KYLE



8				
7				
6				
5				
4				
3				
2				
1				
0	Parents	Brothers/ Sisters	Grandparents	Pets

← Crab

Name Cassidy

Write down the names of the people in your family, and return for Wednesday. We will be creating a family graph from this information.

Parents		Siblings	
Mother Sherry	Father Brian	Brothers Scott Dustin ALEX	Sisters
Grandparents		Pets	
Grandma Evelyn Janet	Grandpa Bill	Dogs	Cats Skittles MAX

MAX

Name

Cassidy



8				
7				
6				
5				
4				
3				
2				
1				
0	Parents	Brothers/ Sisters	Grandparents	Pets

Name Haithlyn Koss

Write down the names of the people in your family, and return for Wednesday. We will be creating a family graph from this information.

Parents		Siblings	
Mother Tammy	Father Chuck Jim-Step.	Brothers Jackson	Sisters
Grandparents		Pets	
Grandma Cookie (Hancock) Sharon (Gekunger) Shirley (Koss) Margaret (Wilkins)	Grandpa Jack (Hancock) Chuck (Koss) Huey (Wilkins) Chris (Gekunger)	Dogs	Cats Kitty girl Missy

Name

Kaitlyn



8				
7				
6				
5				
4				
3				
2				
1				
0	Parents	Brothers/ Sisters	Grandparents	Pets

The University of Michigan-Flint
STUDENT TEACHING LESSON OBSERVATION

Student Teacher Jessica Knowles Date 11-14-01

Supervising Teacher Trudy Iverson Subject Math

School North Road-Fenton Grade K

Observation # 1 2 3 4 5 _____

Activity/Lesson Observed:

Sharing of "F" things brought by students. Then Teacher read a book to count about a monster family and then about a normal family. The class was divided into groups and a small group worked with the teacher to make a bar graph of their family while others played in centers. Centers included blocks, kitchen, sand, making a pumpkin with an aid, a computer, and a book center, and practicing printing, and a picture copying center.

Comments:

Jessica gathered the students on the quiet rug and sharing began. When she started to read the family books, she lead the discussion and counting so that it included non-traditional families also. She then sent the majority of the group to centers and took a small group to a table so she could work with them in their lessons. The small group made a bar graph to represent their families. They practiced the skills of counting, oral expression, coloring within lines, and neatness. Lots of oral expression was taking place. Jessica was getting disrupted by situations in the centers, but tried to take care of them quickly. Her supervising teacher was doing chores with students, also, and checking on the center play. After a few minutes Jessica called the next group for the lesson. These students were much less talkative, but worked more quickly. A child got hurt in the kitchen center - two students bumped heads - and so had to go to the office. The supervising teacher asked about details, but Jessica had already done this. Jessica called up another group to do the counting/graph lesson. This continued 4 times. There were no serious management situations, although two students were quietly sent to 'time out' to sit for a few minutes.

Student Teacher's signature Jessica Knowles Date 11-14-01

This signature indicates that the student has seen this summary. It does not imply that the student teacher approves of the substance of the contents.

White copy - student

Yellow copy-coordinator

Pink copy - file