

Date: October 15, 2001  
Subject: Science/Math/Art

Student Teacher: Jessica Knowles  
Grade: Kindergarten

# Spider Data

Grade Level: K

Unit: Spiders/Halloween/Letter S

Objective: To have the student learn about spiders, and there function in the world,

MI Content Standards and Benchmarks:

Math Strand III, Strandard 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.

Materials:

The book I Love Spiders by John Parker

A ball of yarn

Small Paper Plates

Spider Rings

Question board

Clothes Pins

Teaching: Anticipatory Set: Read the book I Love Spiders. Then have the children discuss what spiders do, why people think they are scary, and what the purpose of their web is?

**Model the skill:** Discuss the data board, and demonstrate how to use it. The board is a cardboard with a question written on it. The

student has to answer the question by moving the clothespins with their name on it to yes or no.

**Quick check to determine understanding:**

Ask a few questions to make sure they understand the board.

Ex- If I didn't like spiders where would I put my clothespin?

**Guided Practice of the skill**

I will divide the children into small groups. Some will be in centers, the remaining with me.

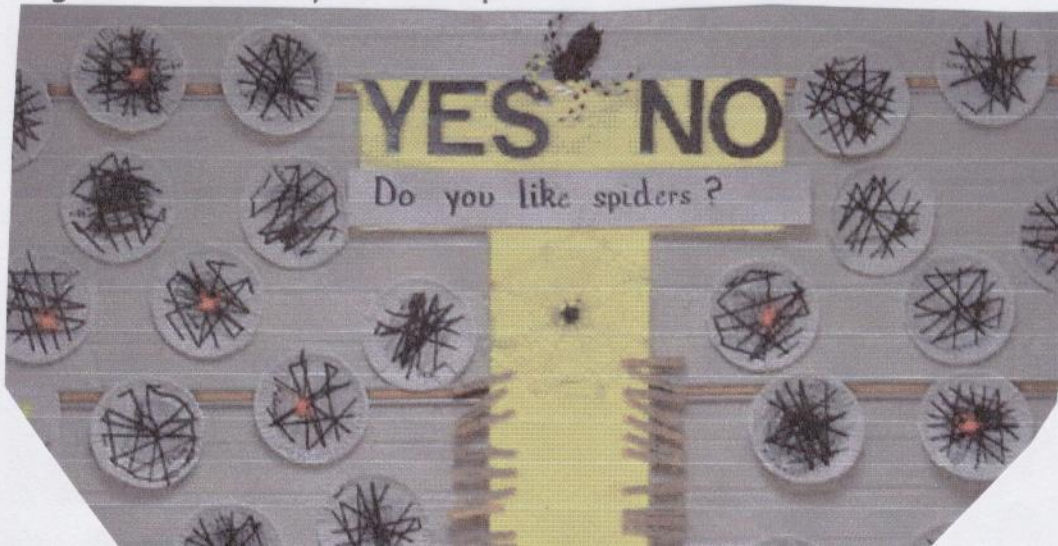
1. The children will color the paper plates black
2. Then weave the yarn throughout the plates that have slits cut in them.
3. Then put the spider ring on the yarn.
4. Then the students will answer the question on the board.

**Student Verbally Summarize the skill:**

After all of the groups make their spider web, we will regroup and discuss the data.

1. How many people like spiders?
2. How many do not like the spiders?
3. How many people answered the question?
4. What have we learned from the data?
5. What else can we learn
6. Then I will explain that there will be a new question on the board the next day that they will have to answer.
7. What could another possible question be?

Practice: We will be continuing to use this board and discussing the answers throughout the school year. It is part of the new math curriculum.



The University of Michigan-Flint  
STUDENT TEACHING LESSON OBSERVATION

Student Teacher Jessica Knowles Date 10-16-01

Supervising Teacher Mrs Iverson Subject Math

School North Rd. - Fenton Grade K

Observation # 1 2 3 4 5 \_\_\_\_\_

Activity/Lesson Observed:

Students will learn to use a data board for math. This is an introductory lesson, and student will continue to use the board for the remainder of the year. Jessica read I Love Spiders bigbook. She had the data board & materials for the activity ready. Divided into small groups, she directed the activity, while other students interacted in centers.

Comments:

Jessica took time to interact with student in "the bear" share. She read I Love Spiders and then began a discussion about spiders. This was brief, but many students participated.

Jessica gave directions for the activity, then divided groups sending some students to centers and keeping a small group with her. She began working with the small group, giving directions one at a time and pacing so students would keep up. The activity included lacing on a paper plate that had slits cut around its edges. The students were very focused on this activity, and were quiet. They created "webs".

The children in the centers played and interacted well, so there was little to distract Jessica or the small group. She helped individually, but let the students figure out their "problems", just guiding where needed.

The activity was appropriate developmentally, and although it required concentrated effort, all students were able to complete it. There were many center conversations that demonstrated cooperative problem solving.

Jessica has a nice manner with the students.

Student Teacher's signature J. Knowles Date 10-16-01

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