Lesson Objective: Complete and interpret simple bar graphs and tables.

Vocabulary Box

table — A way to organize information. Example:

KINDS OF FRUIT	AMOUNT
Oranges	6
Bananas	2
Pears	4
Apples	3

graph — A tool that allows collected information to be compared. Example:

	Oranges	Bananas	Pears	Apples
6				
5				
4				
3				
2				
1				
	Oranges	Bananas	Pears	Apples
AMOUNT	KINDS OF FRUIT			

Guided Practice

Directions: Complete the following practice problems with your partner.

I. Fill in the table and the graph using the information you collected with the color tiles.

1.

FAVORITE COLOR	NUMBER OF PEOPLE

2.

7				
6				
5				
4				
3				
2				
1				
NUMBER OF PEOPLE	FAVORITE COLOR			

II. Complete the graph by using the information in the table.

1.

FAVORITE ANIMAL	NUMBER OF PEOPLE
Birds	1
Dogs	6
Cats	7
Fish	6

2.

7				
6				
5				
4				
3				
2				
1				
NUMBER OF PEOPLE	FAVORITE ANIMAL			

III. Use the information from the graph above to answer the following questions.

1. How many people liked fish the best?   _____

2. How many people liked cats the best?   _____

3. How many more people liked fish than liked birds?   _____

4. There were fewer people who liked dogs best than there were people who liked cats best. How many fewer people preferred dogs?   _____

5. Which two animals were liked the best by the same number of people? _____

Summary/Closure

A. Vocabulary Words

Directions: For each vocabulary word listed, draw a line to the picture that shows the meaning of the word.

1. table

Number of People	Winter	Spring	Summer	Fall
6				
5				
4				
3				
2				
1				

SEASON OF BIRTHDAY

2. graph

SEASON OF BIRTHDAY	NUMBER OF PEOPLE
Winter	2
Spring	5
Summer	3
Fall	4

B. Summarize What We Learned Today

Directions: Complete the sentence.

A graph is different from a table because

_____

_____.

Lesson Objective: Complete and interpret simple bar graphs and tables.

Vocabulary Box

Table — A way to organize information. Example:

KINDS OF VEGETABLES	AMOUNT
Corn	5
Spinach	0
Carrots	8
Broccoli	2

graph — A tool that allows collected information to be compared. Example:

	Corn	Spinach	Carrots	Broccoli
8			▓	
7			▓	
6			▓	
5	▓		▓	
4	▓		▓	
3	▓		▓	
2	▓		▓	▓
1	▓		▓	▓
	Corn	Spinach	Carrots	Broccoli
AMOUNT	KINDS OF VEGETABLES			

Directions: Answer the following questions on your own. Your teacher will review the answers.

Sue has 12 jelly beans. Five are pink, two are yellow, four are orange, and one is green.

1. Organize the jelly bean information by filling in the blanks in the table below.

JELLY BEAN COLOR	NUMBER OF JELLY BEANS
Pink	
	1
Orange	

2. Use the information from the above table to complete the graph below.

	▓			
4	▓		▓	
	▓		▓	
	▓		▓	▓
1	▓	▓	▓	▓
		Green		**Yellow**

NUMBER OF JELLY BEANS	JELLY BEAN COLORS

BONUS?

Kai has 15 stuffed animals. Three are cats, four are birds, five are bears, and three are bunnies.

1. Draw a table that organizes the above information.

2. Complete the graph that shows the above information.

NUMBER OF ANIMALS	**STUFFED ANIMALS**			

Sasha has some coins. Two are quarters, three are nickels, five are dimes, and one is a penny. If her aunt gives her one more quarter, five more dimes, and three more pennies, how many coins will she have altogether?

1. Fill in the graph with the number of coins Sasha has at first.

NUMBER OF COINS	**TYPES OF COINS**			

2. Now shade in the spaces for each coin to show how many Sasha has after her aunt gives her more coins.

3. Count all of the shaded spaces to find the answer to the question. _____

Look at the graph. Then answer the questions.

		Daisies	Sunflowers	Roses
5		■		
4		■		■
3		■		■
2		■		■
1		■	■	■
		Daisies	Sunflowers	Roses
NUMBER OF FLOWERS		**FLOWERS IN THE GARDEN**		

1. How many roses are in the garden? _____

2. How many more daisies than roses are in the garden? _____

3. Which flower is in the garden the least? _____

Lesson Objective: Choose and use an appropriate problem-solving strategy.

Guided Practice on Problem Solving Strategies

Directions: Draw pictures or make models to solve the math problems.

I. Work with your partner to solve the following problem.

18 – 8 = _____

II. Write + or –, and the answer in the number sentence. Show your work.

1. There are 14 children playing at the park. Five of them are on the swings. The rest are in the sandbox. How many children are in the sandbox?

14 _____ 5 = _____

I. Directions: Write + or –, and the answer in the number sentence. Show your work.

1. Ann has seven crayons. Her friend gave her nine more. How many crayons does Ann have altogether?

7 _____ 9 = _____

II. Directions: Look at the pattern. Then answer the questions.

1. Circle the correct answer. This pattern is an _____ pattern.

a,b   a,b,c   a,a,b   a,b,b

2. Fill in the blanks to finish the sentence. Use the pattern above as a guide.

_____ circles + _____ triangles = 9 shapes

III. <u>Directions</u>: Write the number sentences that solve the riddle. Show your work.

I am a number. If you add 3 to me, you now have 15. If you take away 4 from me, you now have 8. What number am I?

_____ + 3 = 15

_____ − 4 = 8