Sheltered Lesson Plan

Grade: 2nd

Subject: Math

Topic: Statistics

TEKS: 2.11.A construct picture graphs and bar-type graphs

 2.11.B draw conclusions and answer questions based on picture graphs and bar type graphs

ELPS: 3.E share information in cooperative learning interactions

 2.I demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Key Vocabulary: y-axis, x-axis, picture graph, bar graph, more than, less than, compare, contrast, scale, categories, equal

Procedure:

* Pre-teach vocabulary: Explicitly teach meaning of vocabulary words by using an example of a bar graph/ picture graph with labeled components. Have students write definitions of words in a Vocabulary Journal.
* After vocabulary words are taught, I will discuss what bar/picture graphs are, why they are important, and what they are used for.
* Then, students will watch a fun video about making a bar graph. <http://youtu.be/-Y9n67yG9d8>
* Next, I will hand out Starbursts of each color to every student. They will eat every color starburst and decide which one is their favorite.
* Then, we will collect the data together. If students loved the yellow starburst, they will stand up, and we will count the total of students. We will continue to do that with each color of Starburst.
* I will then model on the overhead how to use the data we collected to make a bar graph.
* Next, students will have to survey at least 10 students on whichever topic they choose. For example, students can survey others about their favorite foods, favorite sport, favorite cartoon character, favorite color, etc.
* Finally, students will use their data gathered in order to create their own bar graphs, and will share their results with partner and then with the whole class. They will also need to include a conclusion about their information gathered.

Assessment

* Beginning ELLs will complete the graph, share with a partner, and then with the class. He or she will answer questions about their graph in order to scaffold conclusions about their work. ELLs will do the same, but will include a short paragraph about the conclusions drawn from their graph.
* Beginning ELLs and Intermediate ELLs will both be observed throughout the lesson, and anecdotal notes will be taken. I will also recast, paraphrase, clarify, slow speech, and provide corrective feedback as needed throughout the lesson.