

**Second Grade**  
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## **GRAPHING**

### **For Second Grade**

This lesson plan will review picture and bar graphing including tally marks for initial tabulation. This lesson will meet NETS standard number five. “Students will use technology tools to process data and report results.”

### **TOOLS**

Computer

Printer

Kid Pix Studio Computer Program (Can be done on most versions) Please have a copy of this program for each computer. Students need to have prior experience with the program including; line/pencil, text, stamps and paint bucket tools.

Previous graph learning

Permission to visit other classrooms

After the students have studied the graphing unit from the math series that is used in the classroom, they can demonstrate their understanding of the graphing process.

## **FAITH INTERGRATION**

I will discuss with my students how God has made each of us special and wants to develop in us His character but we all have favorite things that we enjoy and like which help to define our uniqueness. In this lesson they will be sorting some of the things, their school mates enjoy or like.

## **PROCEDURE**

Students can choose from a list of topics (or teacher can choose) then take a survey among classmates and students from other classrooms on three items from the topic chosen.

Example - From the *Most Beautiful Color* category- choose three colors: blue, yellow and green etc. Other categories might include:

*Favorite Bible stories*

*Most tasty fruit or vegetable*

*Yummy fast food*

*Fantastic Ice Cream*

*Perfect Pet*

*Exciting Wild Animal*

*Coollest Vehicle*

The students will probably come up with some of their own. Encourage them too think of a creative title for their graph instead of just *Favorite* \_\_\_\_\_.

Students will then make a tally sheet with title and labels. Now armed with pencil and tally sheet on a clipboard they will precede in pairs to another classroom with teacher permission to survey the population. I suggest two/three students to a room depending on the number of students doing the project. Please instruct the students to use the best of manners while visiting in another classroom.

When survey is complete students will return to classroom with data where they will transfer the information on to a graph using the computer and Kid Pix Studio, Kid Pix Deluxe or Kid Pix 3 software. This is produced by Broderbund Software, Inc.

Teacher can allow students to choose to do a picture or bar graph or do one of each. Students will begin by using the line/pencil tool to make a graph or if computers are limited teacher can have a template for them to use.\* When graph lines are completed the title and labels will be put on with the text tool. Then data can be entered using the stamp pad for the picture graph and paint bucket for the bar graph. The completed project should also include one question that can be answered from the graph.

Example, back to the favorite color information- How many students liked yellow best?

The best way to enjoy the work is to print (hopefully in color) and display.

## **\*TEMPLATES**

You can create project templates for your students by creating a file that acts like a worksheet:

On a PC, after you create your template find and select the template file (don't open it) from wherever you saved it. To make the template "ready-only", right click on the selected template file. Select "Properties" from the drop-down menu, Click on the "ready-only" box next to Attributes. Select OK.

On a MAC, after you save the document locate it on the hard drive and highlight it. From the file menu choose Get info (or key Apple-i). In the bottom left corner of the info dialog box is a check box which allows you to lock the file.

NOW your file will be "ready-only" and can only be saved by renaming it. If you need to go back and edit the template, just remove the "ready only" option from properties, and when you're done editing check it again.

TEACH your students to open the file; save it do the activity and then save again. That way they won't accidentally save over your original worksheet/template. But just in case save it several places.

This is thanks to Janine Lim, instructor for Technology in the Early Elementary Classroom.

## **ASSESSMENT**

The following rubric will make the assessing process go smoothly. Thanks to Rubistar.

CATEGORY	4	3	2	1
<b>Units</b>	All units are described (in a key or with labels) and are appropriately sized for the data set.	Most units are described (in a key or with labels) and are appropriately sized for the data set.	All units are described (in a key or with labels) but are not appropriately sized for the data set.	Units are neither described NOR appropriately sized for the data set.
<b>Neatness and Attractiveness</b>	Exceptionally well designed, neat, and attractive. Colors that go well together are used to make the graph more readable. .	Neat and relatively attractive.	Lines are neatly drawn but the graph appears quite plain.	Appears messy and "thrown together" in a hurry. Lines are visibly crooked.
<b>Accuracy of Plot</b>	All points are plotted correctly and are easy to see. A ruler is used to neatly connect the points or make the bars, if not using a computerized graphing program.	All points are plotted correctly and are easy to see.	All points are plotted correctly.	Points are not plotted correctly OR extra points were included.
<b>Type of Graph Chosen</b>	Graph fits the data well and makes it easy to interpret.	Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.	Graph distorts the data somewhat and interpretation of the data is somewhat difficult.	Graph seriously distorts the data making interpretation almost impossible.
<b>Data Table</b>	Data in the table is well organized, accurate, and easy to read.	Data in the table is organized, accurate, and easy to read.	Data in the table is accurate and easy to read.	Data in the table is not accurate and/or cannot be read.
<b>Title</b>	Title is creative and clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph.	Title clearly relates to the problem being graphed (includes dependent and independent variable) and is printed at the top of the graph.	A title is present at the top of the graph.	A title is not present.