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Title: Boats Graph

Subjects: Math, Social Studies, Technology

Grades: One and Two

Background: The current Social Studies unit is about different types of Transportation, Past and Present. Among the different modes of transportation already discussed are walking, using animals, boats, automobiles, trains, and airplanes. The previous day the students went on a fieldtrip which passed by a small airfield then stopped at a nearby ocean beach. They were directed to work in partners then count and tally the different kinds and types of transportation they saw on the way and at the beach including the boats that pass by in the shipping channel.

Description: The children will use the data collected on the pervious day's fieldtrip to complete a graph to show the different types of boats they saw on the fieldtrip.

Faith

Integration: The students read Matthew 28:19 and Mark 16:15, New Century Version, where Jesus said to go everywhere in the world to tell the Good News. How do people go everywhere in the world?
Talk about the travels of Paul to tell about Jesus, especially all the boat rides he took.
Trace Paul's travels on a large map of Asia Minor.
Ask the students how many ways we can travel today.
Do people still travel by boat? Why?
Under what circumstances would someone travel by boat today to tell the Good News of Jesus?

Curriculum

Benchmarks: Performance Indicators for Social Studies:
Identify and describe examples in which science and technology have changed the lives of people, such as in transportation and communication.

Performance Indicators for Math:
Construct a pictograph using one to one correspondence.

Performance Indicators for Technology -Literate Students:
Use input devices (mouse, keyboard) and output devices (monitor, printer) to successfully operate a computer.
Use technology resources (Kid Pix drawing tool) for communication of data.
Work cooperatively and collaboratively with peers when using technology in the classroom.

Curriculum

Connections: Language Arts Poems and Songs:

Use poems for warm up.

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.
-Traditional

Sing in unison, then as a round.

Make an adaptation of the song, "If You're Happy and You Know It."

If you're shipwrecked and you know it,
Yell for help. "HELP! HELP!"

If you're fishing and you know it,
Throw the line. "AYE! AYE!"

If it's stormy and you know it,
Hold on tight. "YES, SIR!"

If it's fair and you know it,
Hoist the sail. "HEAVE HO!"

-From Whole Language Sourcebook by Jane Baskwill and Paulette Whitman, Scholastic-TAB Publications Ltd., 123 Newkirk Road, Richmond Hill, ON Canada

Language Arts Storybooks:

The Ferryboat Ride by Robert Perry, Ill. by Greta Guzek, 1993, Nightwood Editions, RR2, S26 C13, Gibsons, BC Canada V0N 1V0

Grey Cat at Sea by Joan Skogan, Ill. by Claudia Stewart, 1991, Polestar Book Pub., Distributed by Raincoast Books, 112 E 3rd Ave, Vancouver BC, Canada V5T 1C8

Island Boy by Barbara Cooney, 1988, Puffin Books, Viking Penguin, New York

Visual Art:

Paint a watercolor picture of one of the boats you saw at the beach.
Fold a paper boat, decorate it with felt markers, "float" them inside a hula hoop "lake."

Materials: A large map of Asia Minor
Classroom computer
Kid Pix software installed on the computer
Kid Pix disk for student use
Printer
Student tallies from fieldtrip

Teacher

Preparation: Prepare a grid for student use on Kid Pix:

Open disk, click on Kid Pix, voice will say Paint a Picture
Click on the Electric Mixer from the left of the screen
Find the 5x5 squares, click on them once and click on the screen only once
Select File, Save a Picture, Name the file then click OK
Click on the paint bucket, select light blue on the color chart
Click on the top five rectangles
Click on the wave pattern at the bottom
Click on the remaining rectangles
Click on the picture of the stamp at left
Click on Goodies at the top
Click on Pick a Stamp Set
Scroll down to City, click on it, then OK
Use arrows to find boats, click to copy then click to paste first 4 boats in blue rectangles.
Scroll down to Jumble to find the canoe
Choose File, Save a Picture, then OK

















Student

Preparation: Students have some previous experience using Kid Pix.
Students have counted and tallied the different kinds of boats seen during the previous day's fieldtrip.
Students continue to work with the same partners they had the previous day.

Activities/

Procedures: Today as part of the fieldtrip review the students will complete a graph showing how many of each type of boat they saw.
Directions for students to complete the graph:

Open Kid Pix
Click on: Kid Pix, a voice says Paint a Picture
Click on: File, then Open a Picture
Click on: GRID1, OK
Click on picture of a stamp
Click on: Goodies, then Pick a Stamp Set
Scroll down to Jumble, click on it
Use the arrows to find the picture of a starfish, click on it.
Hold mouse down on starfish to move it under a boat then release to print.
Mark with the starfish to show each type of boat you saw
When you are finished click on: File, then Print

Ship	Tugboat	Inflatable/ Speedboat	Sailboat	Canoe/ Kayak
				
				
				
				
				

How Many Boats Did You See?

Assessment/
Evaluation

Collaborative Work Skills: Boat Graph

Teacher name: Wilma Rafuse

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be redone by other partner to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Partner does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Partner does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Partner does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by partner.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a positive attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other partner can count on this person.	Focuses on the task and what needs to be done some of the time. Other partner must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

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Follow-up

- Activities:**
- Prepare a similar graph for the number and type of airplanes seen at the airport.
 - Record and graph the number and type of automobiles that pass the school in a given (5 min.) period of time.