


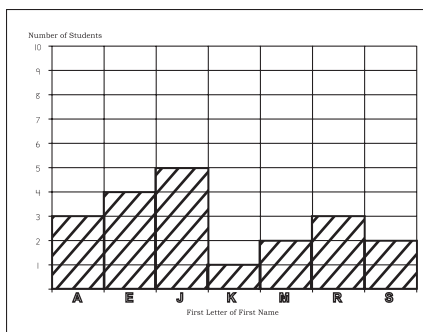
# 9. Bar Graphs

- USE CLASSROOM DATA TO MAKE SIMPLE BAR GRAPHS
- COLLECT AND ORGANIZE DATA
- MAKE A SET OF BLOCKS OF A GIVEN NUMBER
- ARRANGE BLOCKS TO MODEL A GRAPH

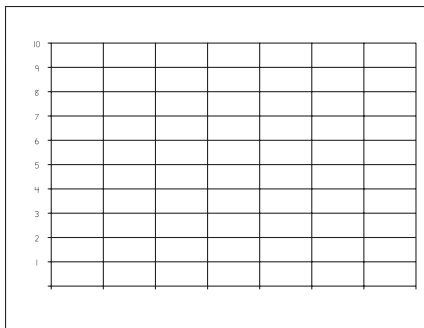
## STUDENT NEEDS:

50 single blocks  
worksheets

 30 minutes



Example solution. Actual answers will vary.



## HELPFUL HINTS:

Do not survey the class with questions to which the answers are numbers (e.g. How many pets do you have?). Having numbers on both axes of the graph may be too confusing at this early stage.

## GROUP ACTIVITY:

1. Write the letters A, E, J, K, M, R, and S on the board.
2. Ask the students whose name begins with the letter A to raise their hand. A volunteer counts the hands. Write the number next to the A on the board. Repeat for each letter.
3. Explain the worksheet.
4. Using the information on the board, students count out the number of blocks for the number of students whose names start with A.
5. Students arrange these blocks in a column above the A, starting just above the A and leaving no space between blocks.
6. Students repeat for each letter.
7. Students color their graphs to show where the blocks were.
8. Ask, "For this graph, did everyone get to raise their hand to be counted?" (No.) "Why not?" (Not every letter is listed.)
9. Ask, "From the seven letters on the graph, which letter(s) has the most names?"
10. "Which letter(s) has the least?"
11. "Are there any letters that had the same number?"

INDEPENDENT WORK:

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1. Teacher facilitates data collection.
2. Students use the blank template to create additional graphs from other types of class information, such as:
  - birthday month (will require two graphs)
  - favorite *Curious George* book
  - favorite classroom song
  - favorite school lunch/snack
  - color of the shirt each student is wearing
  - favorite color
3. After completing the bar graph with blocks, students shade in the rectangles under the blocks to make a permanent bar graph.

*Assessment:*

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DOES THE STUDENT:

- make the correct set of blocks for each number written on the board
- arrange the blocks on the graph correctly
- make accurate comparisons between numbers on the graph

*Differentiation:*

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REINFORCEMENT:

- Repeat Lesson 3 *Making Columns* from the “Getting Started” chapter before beginning this lesson.
- Prompt students that we place blocks on a graph very similarly to how we do on a number line: start at the very beginning and place the blocks next to each other with no spaces in between.