

<b>Teachers: Long, Fowler, and Davis</b>		<b>Grade: 2<sup>nd</sup></b>		<b>Beecher Hills Elementary School</b>		<b>Dr. Robin C. Hall, Principal</b>	
		<b>Subject: Mathematics</b>		<b>Date Week5</b>		<b>Theme: Georgia, My State</b>	
						<b>Concept: Culture, Unity, and Diversity</b>	
						<b>Unit: 1</b>	

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>Objective/GPS</b> <b>The student(s) will be able to:</b>	M2D1a Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results. M2D1b Know how to interpret picture graphs, Venn diagrams, and bar graphs. M2P3 S.W. use the language of mathematics to express ideas precisely.	M2D1b M2P3 M2P5 S.W. be able to create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.	M2D1a Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results. M2D1b Know how to interpret picture graphs, Venn diagrams, and bar graphs.	M2D1b M2P3 S.W. use the language of mathematics to express ideas precisely.	M2D1a M2D1b M2P3 M2P5	
<b>CBU Instructional Focus</b> <b>Essential Question</b>  <b>*Enduring Und.</b>	Why do I need to ask questions and collect data? Questions can be used to promote the collection of data.	How can I use data to help me understand the answers to the questions posed? Data may be organized and interpreted to understand its meaning.	In what ways can I use a table? Data may be organized using pictographs, Venn diagrams, bar graphs, and charts or tables.	How can collecting data and graphing it help me to solve problems? Answers to questions can promote the understanding of how to solve problems.	Why do I need to ask questions and collect data? How can I use data to help me understand the answers to the questions posed? In what way can I use graphs? Questions can be used to promote the collection of data.	
<b>Whole-Class Instruction</b>	Read and make a Venn diagram. Use p. 91A of the Teacher’s Guide. Reintroduce the vocabulary Venn diagram.	Read, make, and use table. (Favorite Snacks on p. 95A). Introduce the vocabulary: table.	Use bar graphs to read and interpret data, Use data different ways. (Tulips in the Garden on p. 99A). Review vocabulary.	Solve problems involving addition and subtraction using data in graphs. (Children’s Favorite Fall Sports on p. 101A). Review vocabulary.	Assess the needs of students. T.W. administer an end of chapter evaluation. T.W. collect and check for understanding.	
<b>Daily Rotations for All Students</b>	<b>Instructional Activities</b>	Ask students to draw two circles on a piece of paper. Have them label one circle “Has 4 sides” and the other circle “Does Not Have 4 Sides.” Give students blocks into one of the two circles. Describe the pattern blocks you put in the circle labeled “Has 4 Sides.” Discuss with children How they decided which pattern block to place in each circle. S.W. complete workbook pp. 91-94.	Display a sample of a table, a tally chart, a pictograph, and a bar graph. Discuss how they are alike and different. Have students to note that all have titles and organize data in rows and columns. Point out that they show data in different ways. Discuss and have students answer questions. Complete workbook pp. 95-98. Have a partner check over your work.	Demonstrate how to use the connecting cubes to form trains that show a pattern. For example: 2, 4, 8, and 8 lined up vertically or horizontally. S.W. predict how many cubes the next train will have. Demonstrate that the bars on a bar graph can also increase or decrease in length by the same amount from one bar to the next. S.W. form other patterns to increase or decrease to make predictions. Complete workbook pp. 99-100.	Have children use the bar graph on student book page 101. Ask them to write a word problem using the data in the graph. Children may exchange their word problems with a classmate to have him or her solve. Complete pp. 101-104.	Review vocabulary and class graphs for discussion. S.W. take the Chapter Review Test on pp. 107-108 for discussion. S.W. complete the Unit 1Test on pp. 111 and 112.
	<b>Higher Order Questions</b>	How can we use data collected to help us in things we do at home? How could you use a Venn diagram to show results of other things? In what way can I use a Venn diagram at home?	How do tables help keep track of things? Why do I need to ask questions and collect data? How can we use the data we collect to help us in our everyday activities?	How can I use data to help me understand the answers to questions? Do I think a table or a bar graph is easier to read and why? Which graph is easier for me to make and interpret and why?	Why can a graph be a good type of recording to show data about a variety of things? In what way can I use a bar graph to solve problems? Can I find answers to problems without adding or subtracting?	Why do I need to ask questions and collect data? How can we use the data we collect to help us in our everyday activities? How can we use data collected to help us in the different subjects at school?
	<b>Balanced Assessments</b>	Class Participation Rubric, observations, oral presentation, written work (Venn diagrams).	Class participation rubric, observations, oral responses, written work (workbook pages).	Class participation rubric, observations, oral responses, written work, patterns formed.	Class participation rubric, observations, oral responses, written work(word problems developed from data).	Class participation rubric, observations, oral responses, written assessment (end of chapter test).
	<b>Homework</b>	Make a Venn diagram comparing two things around your home.	Make a table of activities done on different days of the week.	Draw or make a pattern of something that can be graphed to explain and share with class.	Complete a worksheet on graphs.	Observe graphs, charts, and tables in their weekend activities.
<b>Closure</b>	Share Venn diagram for discussion.	Review vocabulary and graphs made.	Share patterns with the class for discussion and review vocabulary.	Share word problems for others to solve and explain.	Review the variety of graphs and vocabulary. Write a sentence about their favorite and tell why.	
<b>Technology Integration</b>	Ways to Success CD-ROM, <a href="http://www.eduplace/map.com">www.eduplace/map.com</a>	Ways to Success CD-ROM, <a href="http://www.eduplace/mat.com">www.eduplace/mat.com</a>	Ways to Success CD-ROM, <a href="http://www.eduplace/map.com">www.eduplace/map.com</a>	Ways to Success CD-ROM, <a href="http://www.eduplace/mat.com">www.eduplace/mat.com</a>	Ways to Success CD-ROM, <a href="http://www.eduplace/map.com">www.eduplace/map.com</a>	