

OUR FAVORITES

Mathematics Focus

Collecting, sorting and analyzing data

Organizing information makes it easier to discuss and interpret. Data can be presented using pictures and symbols.

Children make up three questions about favorites to ask the class. They draw pictures to answer the questions, sort the data, and present it on a poster.

Materials

chart paper; eighth sheets of paper; three legal-size envelopes; 12"x18" drawing paper; scissors; paste

PREPARATION Tape each legal-size envelope to an 8 1/2" x 11" sheet of paper. **Before the second session, copy sets of the class's data.**

TIME: 4 sessions

Representing Data: *Finding ways to organize answers and report them.*

Session #1:

Initiating the Lesson: Posing Questions

1. *Let's see what we can find out about each other's favorite things.* Take a quick poll to find out the children's favorite colors. Write the results on the chalkboard. *What other "favorites" questions could we ask to learn more about each other?* Write on chart paper the children's suggestions, and read them aloud. Have students vote to choose three questions for the class to answer.

Collecting the Data

1. Write each of the three questions on an envelope. Post the envelopes where everyone can reach them. *Ask students to draw their answer for each question and put their name on it and put each drawing in the envelope for the question it answers.*
2. At the end of math time, tell the class that, starting tomorrow, they will look at everyone's answers and see what they can find out.
3. Before the next math time, arrange each envelope's answers on an 11" x 17" sheet and photocopy the three sets for each pair.

[Source: Writing Mathematics - Grade 1, Creative Publications, Inc.]

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Session #2:

Sorting the Data

1. Each day, meet at the rug. Spread out the answers from one envelope and talk about what the children notice.
 - *Do you see the drawing you made?*
 - *Do you see some that are like yours? that are different?*
 - *What is a way we could sort these answers? Sort the pictures according to several suggestions.*
 - *How many favorites are something sweet, like a dessert? Ask other How many? questions.*
2. At their seats students work with a partner to cut apart the photocopied answers for the day's questions, organize them on drawing paper, and paste them down. Help each pair write on their poster a sentence that begins: "We found out ____." Post the children's recordings on the wall.

Session #3

Analyzing the Data: Gathering Data from Posters

1. Focus the children's attention on the posters in general. Then spend some time talking about individual posters asking questions such as...
 - *Who can tell us something about the favorites of our class by looking at these posters?*
 - *How many different favorite things have we shown in our posters?*
 - *On this poster, which (animal) did most of you choose?*
 - *What are the different categories on this poster?*

Independent Reporting

1. Ask students to make a report about our favorites. *What are some things we know about our favorites?* Write the children's responses on chart paper. Use the children's exact language, encouraging them to put their ideas into complete sentences.
2. As you write the children's sentences, informally talk about appropriate capitalization, punctuation, and spacing of words.
 - *What does this mark at the end of the sentence mean?*
 - *Why did I make this a big "L"?*
 - *Why is there a space here and here in this sentence?*
3. Now it's your turn to be writers. *Write a report that tells at least 2 things you learned about the class favorites. Use complete sentences.*

[Source: Writing Mathematics - Grade 1, Creative Publications, Inc.]

The Revision Process

1. When the children finish writing, focus their attention on their own papers. *Point to where you wrote your name on your writing.* Make sure all the children include their names. [The simple step of checking that their names are on their papers helps children become acquainted with the revision stage of the writing process and promotes a sense of authorship.]

Sharing Reports

1. Provide time for the students to share their writing with the class as a whole, in a group or with a partner. You may want to do this in short sessions throughout the day or over the next few days.

[Source: Writing Mathematics - Grade 1, Creative Publications, Inc.]

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Assessment

This first writing endeavor will let you evaluate where each child is in his understanding of the written language.

- *Did the child use words or pictures to communicate meaning?*
- *Did the child report his thinking?*

Modeling Writing Skills: A Teaching Strategy

Modeling is an effective teaching strategy. Writing and thinking aloud in front of the children allows them to construct for themselves the meaning and importance of writing. In addition, modeling allows the teacher the opportunity to experience the kind of thinking involved in the writing experience. In this lesson, model-making statements about the class's favorites expressed in complete sentences. As you write the children's own words on chart paper, model appropriate writing mechanics. Be sure to think aloud as you are writing.

- *I'll begin this sentence with a capital letter.*
- *"Turtle", that starts with "t".*

[Source: Writing Mathematics - Grade 1, Creative Publications, Inc.]