

How Old Are You?

Lamar.

Ms. Gomez selects a star from a paper bag and reads the name on the star.

Lamar, tell us, tell us, tell us true. How old, how old, how old are you?

The class chants "How Old Are You?" to Lamar.

5.

Lamar says his age.

How old are you?

Where should we place Lamar's star?

Ms. Gomez asks the class where to place Lamar's star on the graph.

How old are you?

Carol, tell us, tell us, tell us true. How old, how old, how old are you?

The class repeats the activity.

How old are you?

We're not all the same age.

Five people are 5 years old.

After several stars have been placed on the graph, children discuss the data.

Experience 1

Summary



collect data about their ages on a class they use the data to count to numbers, to compare numbers, and to make predictions. Children build a sense of community, learn and use each other's names, and know more about each other.

Materials



- Star for each child
- Paper bag
- "How Old Are You?" graph

[Source: [Number Power@Grade Kindergarten](http://www.devstu.org), Regan, Contestable and Robertson, Developmental Studies Center, www.devstu.org, 2000]

Getting Ready

It will take more than one class period to collect all the data for the graph. At the end of each experience collecting data, ask open-ended questions to encourage children to think about the data they have collected. Several questions are suggested in this experience.



- Have children learn the “How Old Are You?” chant (see the “How Old Are You?” chant, p. 9). (See p. xxiii for ideas about teaching chants.)



- If children have not had prior experience with graphs, have them respond to and discuss the data for simple graphs, such as: “Do you have a sister?” or “Which sandwich do you like better, peanut butter or tuna?”
- Copy one star for each child (see the “Stars” blackline master, p. 10). Cut the stars apart, and write each child’s name on a star. Place the stars into a paper bag.
- Make a “How Old Are You?” graph on a sheet of paper large enough to accommodate all of the children’s stars.

How Old Are You?			
4	5	6	7

The Experience

Introduce the experience by having children turn to their neighbor and tell each other how old they are. Show the “How Old Are You?” graph.

Read the title of the graph, then have the class read the title with you. Discuss the ages listed on the graph. Hold up a star, and explain that each child will place a star on the graph to show his or her age. Ask questions, such as:

- Q. How old do you think most children are in our class?**
- Q. If you are five years old, where will you put your star on the graph? Six years old? Four years old?** (Have individual children indicate where to place each star.)
- Q. Why do you think the number 10 is not on the graph?**
- Q. When we have everyone’s stars on the graph, about how many stars do you think will be on the graph?**

Continue the experience by selecting a star from the paper bag. Read the name on the star, and ask that child to stand. Have the class chant “How Old Are You?” to the child. Have the child say his or her age. Ask:

- Q. Where should [Renee’s] star be placed on the graph? Why?**

After several stars have been placed on the graph, ask questions, such as:

- Q. Which age has the most stars? Fewest?**
- Q. [Point to and read the name on a star.] What does this star tell us?**
- Q. How can we find out how many people have put their stars on the graph?**

Continue to select children’s stars and to repeat the activity as many times as seems appropriate.

Reflect on the experience by having children count the stars on the graph. Discuss questions, such as:

- Q. What have we learned about the ages of the people in our class?**
- Q. How many people are [five] years old? How do you know?**
- Q. If we made a graph of your parents’ ages, would we need to put different numbers on the graph? Why? What numbers do you think we might put on the parents’ graph?**
- Q. What helped you listen during the lesson?**

Extending the Experience

Modify the chant so children can learn more about each other. For example:

[Kyoko]
Tell us, tell us, tell us true.
How many pets belong to you?

As a class, chant the new chant and have the child referred to in the chant answer the question. Consider graphing this information.

[Source: Number Power®Grade Kindergarten, Regan, Contestable and Robertson, Developmental Studies Center, www.devstu.org, 2000]