



BETHANY

LUTHERAN COLLEGE

Instructor's Name: Rachael Heidorn

Subject : Math

Grade: 2

Title of Lesson: 7-10 Horizontal Bar Graph

Standard(s) the Lesson will Address:

Number & Operation

2.1.2.6

Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.

Objective:

(c) Students will be analyzing a horizontal bar graph and (p) creating a table and a bar graph based on given information.

Learning Target: I can read a horizontal bar graph and create a table and bar graph from given information.

DIFFERENTIATION (if applicable) and ACCOMMODATIONS:

Differentiating **FOR:** __X__ readiness ___interest ___learning style

Differentiating **IN:** ___content __X__process ___product ___environment

[Bar Graph Checklist](#) has two versions. One for the one level and above level students and one for the below level students.

Materials Needed:

- Page 237-238 (all pages ripped out and in Monday's drawer)
- SMART board version of worksheet
- [Bar Graph Checklist](#)

Vocabulary:

Academic:

- Zebras
- Lions
- Bears
- Tigers
- Monkeys
- Animals
- Wildlife

Content:

- Bar Graph
- Fewer
- More
- Combined
- table

Anticipatory Set: How will you get the students ready and/or excited to accept instruction?

Bring out Robbies *Oh Good Graph* packet and ask him what his suggestion was for organizing the information differently.

He should say something about making it sideways (horizontal).

Talk about how that is exactly what we are going to today.

Pre-Assessment Plan:

The students have graphing packets with all this in it and they have a grasp on analyzing the graph but will struggle making it. Make sure you spend more time on the actual graph making.

Input:

Pg. 227

Start by talking about the graph before you answer the questions.

- Title
- Where the information is located
- What are we looking at

Answer the questions with the students, ask for some examples of what else we could ask.

Pg. 228

Explain that together we are going to create a table and a graph with the shapes information.

Make the table before the bar graph.

Have the paper helpers pass out the [Bar Graph Checklist](#).

Guided Practice (Formative Assessment):

Math rotations give the teacher the opportunity to see how they are doing with graphs.

Independent Practice/Summative Assessment:

[Bar Graph Checklist](#)

Pass out the checklist. Once they have checked off everything on their list, they can hand their worksheet to the teacher.

Reflection

1. As I reflect on the lesson, to what extent were students productively engaged?

The students were right with me the whole time. Every Time I walked around the room, they had everything that they should on their paper.

2. To what extent did the students learn what I intended? Were instructional objectives met?

The objectives were met. I corrected their papers and they all had what I expected them to have.

3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?

I had to rush through the page because I had to finish up the anthology story I forgot to go over that morning. I planned on having them figure out how to do the graph themselves but instead I walked through it with them the whole way.

4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?

Some of the students kept blurting out answers even after I said “with a strong hand, can you tell me.” I addressed the situation and they did stop. I need to be more consistent with what I expect. Sometimes I do not care if they raise their hands and other times I expect it.

5. To what extent did I provide closure to the lesson?

I ended the lesson with the Bar Graph Checklist and this put whether or not the students are ready to move on into their own hands. Ending with the checklist made them go over their math sheet and analyze what we had done today.

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?

I would manage my time better. It all starts in the morning on how things will go that day. I would have played the anthology story during snack but since I am not the lead teacher, I do not have the say. I did ask but she thought it would be better if we waited until math.