

Going Graph-y

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Grade: 2

Length of Lesson: Two 45-minute periods or One 90-minute period

Overview:

Students will orally discuss fictional content, characters, setting and important events. They will make predictions about fiction materials. After reading and listening to these fiction materials, they will prove or disprove their predictions. Using information from the stories, they will create a bar graph using Microsoft Excel.

Prerequisites: Students will need to be familiar with computer basics such as using a mouse and a keyboard. Teachers must be familiar in how to create a basic bar graph using Microsoft Excel.

Subject Matter:

English: (Reading Comprehension, Prediction)

Math: (Graphing – Reading and Interpreting)

Learning Objectives:

The student will be able to:

- Read and comprehend fiction
- Make and confirm predictions
- Describe characters, setting and events in fiction
- Collect data from a source
- Create a bar graph based on the obtained data
- Analyze information in a simple bar graph

Standards:

This lesson addresses the following Virginia Standards of Learning which can be found at <http://www.pen.k12.va.us>

English 2.8, The student will read and demonstrate comprehension of fiction and nonfiction.

- Make predictions about content.
- Read to confirm predictions.
- Ask and answer questions about what is read.
- Locate information to answer questions.
- Describe characters, setting, and important events in fiction and poetry.

Math K.16, The students will gather data relating to familiar experiences by counting and tallying.

Math 2.23, The student will read, construct, and interpret a simple picture and bar graph.
Math 2.9, The student will create and solve one-step addition and subtraction problems using data from simple tables, picture graphs, bar graphs, and practical situations.

Media Components:

- *Where the Wild Things Are*, a United Streaming Video
<http://www.unitedstreaming.com>
- Microsoft Excel

Materials:

Per Student:

- Access to a computer with Microsoft Excel
- Tally Information Sheet
- Pencil
- Pantomime cards (see attached examples)

Per Class:

- Copy of Four Famished Foxes and Fosdyke by Pamela Duncan Edwards
- Chart paper or blackboard
- Projection device for one main computer
- Different colored magic markers
- Copy of Where the Wild Things Are by Maurice Sendak
- Windows Media Player and speakers on the projected computer
- Downloaded copy of *Where the Wild Things Are* from United Streaming (subscription to United Streaming necessary)
- Access to a printer

Prep for Teachers:

The teacher should preview the video, *Where the Wild Things Are*.
The teacher should cue the video to the beginning.

Introductory Activity:

1. Divide students into groups of three.
2. Give each group a different pantomime card. Warn students not to show other groups their card.
3. Explain that each answer will have one feeling word and one animal word.
4. The group members will act out the example until someone guesses correctly. If students have never pantomimed before the teacher may give an example.
5. Give all groups a chance to discuss before acting out their words.
6. Complete all pantomimes.

7. **Say:** “We all have feelings. We may sometimes be angry, sad, happy, frightened, or safe. Today we are going to listen to a story about a boy who experiences many of the feelings.”

Learning Activities:

Say: “Students, the name of the story that we will view today is *Where the Wild Things Are*. When you hear the word ‘wild’ what does it make you think of?” (Accept all responses)

1. Provide a **Focus for Media Interaction** by saying: “In this first part of the story Max gets in trouble. Some big changes happen to him and to his surroundings! Watch for these changes and we’ll discuss them in a minute. First, listen and watch to find out how Max felt because of an event that occurred at home.”
2. **START** *Where the Wild Things Are* a United Streaming Video from the beginning. **PAUSE** after the narrator says, “...sent to bed without eating anything.” **Ask:** “How would you describe Max’s feelings when his mom sent him to his room?” (*angry, mad*)
3. **Say:** “In the next part, you will meet more characters in the story. Let’s see how they feel after meeting Max.” **RESUME** and **PAUSE** the video after Max arrives at the “place” and the narrator says, “...let the wild rumpus start.” **Ask:** “How did the creatures feel when Max told them to “be still” and stared into their eyes?” (*scared, frightened*) **Ask:** “Do you think this place is real? Why or why not?” (accept responses) **Ask:** “At the beginning of the story who’s the boss?” (*mom*) **Ask:** “Now who’s the boss?” (*Max*) **Ask:** “Why did he want to be boss?” (*he was mad, didn’t want to do what he was told*) **Ask:** “Do you think Max will want to be the creatures’ boss for a long time?” (accept responses)
4. **Say:** “Let’s watch the next part of the video to find out.” **RESUME** and **PAUSE** the video after the narrator says “...wanted to be somewhere where someone loved him best of all.” **Ask:** “How does Max feel now? (*lonely*) “Why?” (*misses being with someone who loves him*) “So what do you think he will do next?” (accept responses)
5. **RESUME** and **STOP** the video at the end. **Say:** “Did we predict correctly? In the last half of the story Max goes home.” **Ask:** “Why does Max go home?” (*he’s lonely*) **Ask:** “What was waiting for him when he got there?” (*a hot supper*) **Say:** “Wait a minute, wasn’t he sailing for years and weeks and days?” (*Yes*) “So, was his trip imaginary or real? What are your reasons for thinking it’s either imaginary or real?” (discuss responses)
6. **Say:** “What a great story! What do you think the setting of the story was?” (*Max’s room, out in the wild*) “Who do you think were the main characters of the story?” (*Max, his mom, the wild things*)
7. **Say:** “Our second story today deals with characters that also have some of the same feelings that Max had. As we read this story, however, we are going to do some activities.”
8. Give each student a tally sheet, a note card, and a pencil. Have them take these items to the computer lab to complete the activity. Explain and review tallying information. An example of tallying may be necessary. On the chart paper write Frank, Floyd,

Freddy, Flo, and Fosdyke in column form. Explain that today we are going to read a book called Four Famished Foxes and Fosdyke.

9. Have students look at their Tally Information Sheet. Notice that five names are recorded at the top of the page. Those names are Frank, Floyd, Freddy, Flo, and Fosdyke. Explain to students that they are to record a tally mark under each name title every time they hear the fox's name mentioned.
10. Have students predict which name they think might be mentioned the most and least. Record predictions on the note card. Remind them to notice the characters' feelings as they listen to the story.
11. Read Four Famished Foxes and Fosdyke aloud to students. Read slowly when names are mentioned to allow tallies to be recorded.
12. When the story is completed, **ask:** "Who had angry feelings in the story and why? Who had sad feelings in the story and why? Who had happy feelings in the story and why?"
13. Ask students to now count their tally marks that they recorded. Compare their information to their predictions.

Culminating Activity:

1. Explain to students that we will now take this recorded information and create a bar graph. As students are watching the projected computer screen, lead them through opening Microsoft Excel. Lead students through highlighting information. Lead students through creating a graph and making changes to the graph. (**NOTE:** Teachers must be familiar with using the Graph Wizard in Microsoft Excel. The following steps will help you get started.)
 - a. In cells A1, A2, A3, A4, and A5, type the names of the fox characters.
 - b. In cells B1, B2, B3, B4, and B5, type the number of times the names appear in the story.
 - c. Highlight the entire set of information using the click, hold and drag method.
 - d. Click the Chart Wizard button (it looks like a very small bar graph).
 - e. Choose the Chart Type and the Chart Sub-Type and click "Next".
 - f. Choose either rows or columns and then click "Next".
 - g. Give the graph a title and an X and Y-axis title and click "Next".
 - h. Choose to make the graph as a whole page or as an object in a page then click "Finish".
 - i. Advanced students can alter the appearance of the graph by changing shading, colors, size and style of fonts, etc.
2. Make sure that students have typed their names on their graphs before they print. As a whole class, read the graphs. **Ask:** "Does the bar graph show that one name was mentioned more than another was?" **Ask:** "How many more times was the most mentioned in comparison to the least mentioned?" Continue to create additional math questions or word problems that correspond with the bar graph information as needed by the students.

Assessment:**Activity One**

In small groups of 2-3, give students another book to read. Have students decide what information could be tallied. Tally that information and create a bar graph using Microsoft Excel. Students should be prepared to present their graphs and provide other students with a summary of the book that they read.

Activity Two

Divide students into three groups. Provide a book for each group to read. After the book is read, students will individually or as a group write a letter to a friend telling the friend about the book. The letter must include the title, author, setting, characters, and characters' feelings from the book.

Cross-Curricular Extensions:**Art:**

Students can create masks that might demonstrate feelings, or create masks of the monsters from the story.

P.E./ Music:

Students can act "monster like" to different styles of music. Discuss which types of music make you feel more "monster like".

History / Map skills:

Students could create a map to where the wild things are including the legend, the title, and the directional information.

Community Connections:

1. Invite members of the community to come and read selections of fiction and nonfiction materials requiring students to make predictions and discussing outcomes.
2. Visit a local theatre group and have members discuss how feelings affect acting in production.