

Year 2 Lesson plan 1

KEY LEARNING AREA: Maths – data, subtraction, graphs, time, addition, mass, area, length

YEAR: 2006 Week 8 Term 2

CLASS: YEAR 2

FOUNDATION STATEMENT

Students gather, organise, display and interpret data using column and picture graphs.

OUTCOMES

DS1.1 Gathers and organises data, displays data using column and picture graphs, and interprets the results

SEQUENCE OF LEARNING

1. Brainstorm types of shelters that we are likely to find in the community. Make a list of these shelters and discuss names of shelters that are similar, eg verandah, awnings. Students select six types of shelters to collect data on when we walk around the community.
Listen to and include words that are introduced by Indigenous students.
2. Students to collect data in any way they think suitable. Include in the excursion buildings that are Indigenous, and highlight their purpose in Aboriginal society. After returning to school discuss the problems of keeping count of large numbers, eg ‘houses’. Discuss how this system could be improved. Compare and discuss data.
Note collection methods and organisation of Indigenous students’ ideas and responses.
3. Read ‘Rigby Literacy’ book on graphs. Ask students to convert their collection of data into tally marks.
4. Discuss and compare the advantages of the gatepost tally marks.
5. Joint construction of a picture/column graph. Discuss the key and one-to-one correspondence.

Have students graph their results in light of the previous discussions, using large art paper.

As part of a HSIE unit, students use tally marks to gather data showing the types of shelters in their communities. Students create a picture graph to display the data.

- Ask students:
 - How did you keep your tally?
 - What symbols did you choose? Why?
- Does the student’s picture graph include the following features:
 - one-to-one correspondence between symbol and object?
 - a baseline?
 - equal spacing?
 - same-sized symbols?

RESOURCES 1. Town walk, chart paper, coloured shapes, materials from the room, graph paper.

		<p>SSS2.8 Following visit to Local Council, students design a retrieval chart using categories such as roles and responsibilities. Identify the decision-making process. They will then do a comparison using the same process for the school community.</p> <p>(Assessment of Learning)</p>	
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The students' responses to the above will be recorded in their HSIE books (including digital photos of their Town Plans) as well as anecdotal records. Results will be used for the students' end-of-year reports.