

**M&M Lesson Plan**  
**Paraprofessional Class – Spring 2003**

<b>Name:</b>	Dean Manross
<b>Lesson Title:</b>	My M&M's Graph
<b>Lesson Summary:</b>	This lesson will allow for children to create a graph and interpret the results using The Graph Club.
<b>Grade Level:</b>	2-5
<b>Subject Area:</b>	Math
<b>Prioritized Curriculum: (QCC's)</b>	<ul style="list-style-type: none"> <li>• Collects, reads, interprets, and compares data from charts, tables, and graphs (pictographs, bar graphs, and circle graphs) using a variety of scales and estimation. – 4<sup>th</sup> Grade Math QCC</li> <li>• Organizes data in charts and tables, and constructs bar graphs or pictographs using appropriate scales of one, two, three, four, five, or ten. - 4<sup>th</sup> Grade Math QCC</li> <li>• Employs problem-solving strategies (e.g. draw a picture; make a chart, graph, or table; guess and check; look for a pattern). –3<sup>rd</sup> Grade Math QCC</li> <li>• Organizes data into charts and tables and constructs bar graphs using scales of one, two, five, or ten units and pictographs using scales of one, two, three, four, five, or ten units. – 3<sup>rd</sup> Grade Math QCC</li> <li>• Collects, reads, interprets, and compares data in charts, tables, and graphs.</li> </ul>
<b>Technology Connections (Software, Internet):</b>	The Graph Club, Microsoft Word <a href="http://global.mms.com/us/index.jsp">http://global.mms.com/us/index.jsp</a>
<b>Materials:</b>	Pencil, Napkin, Bag of Peanut M&M's, Count Sheet
<b>Related Websites:</b>	<a href="http://global.mms.com/us/index.jsp">http://global.mms.com/us/index.jsp</a>
<b>Procedures:</b>	<p>I will introduce the lesson by demonstrating the Graph Club CD (using the Match part of the CD) and explain to them the basics of making graphs. I will then pass out a bag of m&amp;m's to each child. They will then open the bag up and spread the m&amp;m's out on to the napkin. They will then sort the candy by color and fill in the data form with a pencil. Using the class television (tv-ator) that is hooked up to my computer, I will show the class how to make a graph using The Graph Club. They can take notes as needed. I will also provide students with a sheet that contains notes on how to use The Graph Club. I will also show the class how to insert a picture of an m&amp;m into their graphs using Microsoft Word (this will include copying and pasting between the two programs). The class will then go to the computer lab to create their individual graphs. The parapro and myself will provide individual help to those who need it. The students will save their work to a disk and print the graphs if completed.</p> <p>*As a supplemental activity, I may show the students how to copy and paste their graphs into Microsoft Word and have them type two or three questions about their graph. Or I might create my own graph and paste it into a Word document with interpretation questions and use it as a worksheet for the students to complete.</p>

<b>Student Assessment:</b>	The accuracy of the completed graph. A rubric for the interpretation of the graphs worksheet.
<b>Classroom Management Techniques:</b>	While in the classroom, the students will listen attentively while being shown The Graph Club. If doing this in class, the students will rotate to the computer by using a Been There, Not Yet chart. This is a rotation strategy that can be employed during class work where a student will go to the computer and work on their graph. When they are finished they put their sticky note with their name on it on the Been There side of the chart. They then choose a sticky note from the Not Yet side and give it to the person whose name appears on the sticky note. While in the computer lab, the students will place a beanbag on top of the monitor if they need individual assistance. I will also use the Proxima to show the class whole group certain aspects of the Graph Club and Microsoft Word.
<b>Evaluative Reflective Paragraph:          What went well? What would you do differently?          Were the students engaged with the technology connection?</b>	