

Date

Subtheme

Start Time: Choose a start time.

End Time: Choose an end time.

Curriculum Area:

*Conceptual Knowledge-
Numeracy*

Conceptual Knowledge-
Numeracy

Materials:

Healthy foods
Taste test book
Visuals
Interactive graph
Printed/laminated graph
Student pictures

Objective(s):

Students will take data and use that data to construct a bar graph.

Students will analyze and answer questions about data using a graph.

Students will expand upon ability to rote count.

Students will expand upon ability to demonstrate one-to-one correspondence.

Introduction:

- Teacher will reference the farmers market book students have been reading and connect it back to the theme Exploring Healthy Foods.
- "Today we are going to be sampling some different healthy foods we've been reading about, and vote on our favorites."
- *teacher will have precut all foods and have them stored in separate tuperware for easy distribution.

Body:

- Teacher will pass out taste test visuals and go over the different types of food students will have the option to try.
 - encourage staff to model words for students to comment on the foods
- After the taste test book has been reviewed, teacher will pass out a paper plate to each student.
- One food at a time will be distributed and students will have the opportunity to say whether they like or do not like something.
- Don't feel obligated to use these foods but some are softer or have a soft alternative.
 - bananas
 - apples or applesauce
 - avocado
 - tomato or tomato sauce
 - watermelon
- Once all foods have been sampled, have students help clean up and then transition to the TV or the board.
- Use interactive graph or print hard copy of graph and allow students to vote using their own pictures.
- Have students vote on their favorite healthy food they sampled today.

Closing:

- Once all students have voted, have different students count the totals in each row.
 - How many people chose _____ as their favorite healthy food?
- Have students analyze the graph and answer questions.
 - How many more students liked bananas more than avocados?

- Which food has the most votes?
- Which food was the most popular?
- Least votes/least popular
- Great job counting today! Let's practice one more time.
- Great job answering questions today!

Accommodations:

Objects
 Picture supports
 Adapted text
 Leveled prompting
 Communication system
 Differentiated material

Multiple Intelligences:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Linguistic | <input checked="" type="checkbox"/> Bodily Kinesthetic | <input checked="" type="checkbox"/> Logical-Mathematical |
| <input checked="" type="checkbox"/> Visual-Spatial | <input type="checkbox"/> Musical | <input checked="" type="checkbox"/> Interpersonal |
| <input checked="" type="checkbox"/> Intrapersonal | <input type="checkbox"/> Naturalist | |

Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :

CCSS.MATH.CONTENT.3.MD.B.3
CCSS.MATH.CONTENT.3.MD.B.4

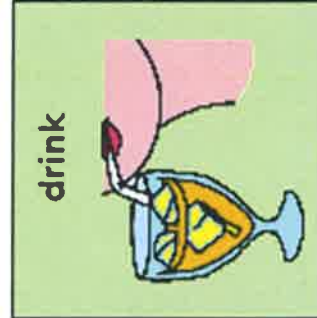
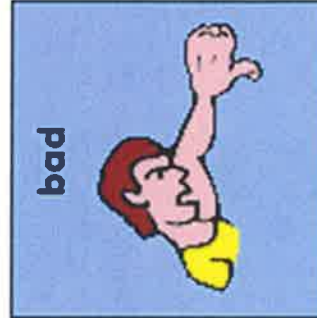
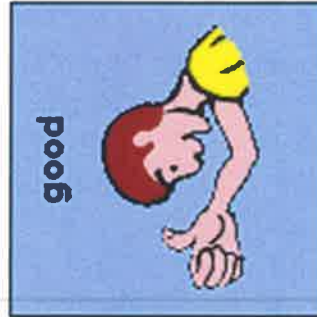
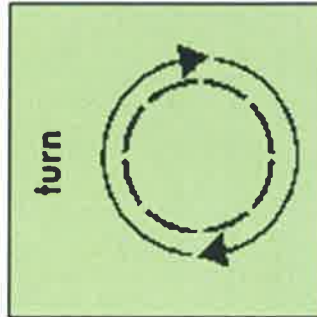
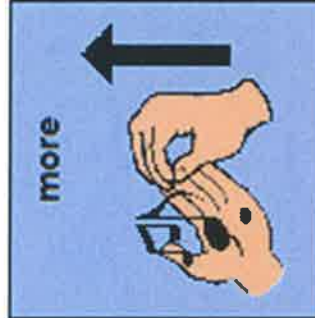
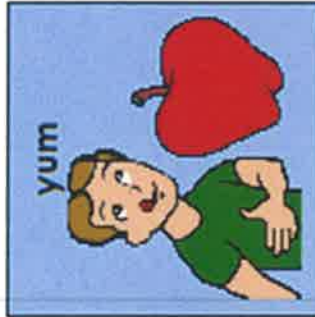
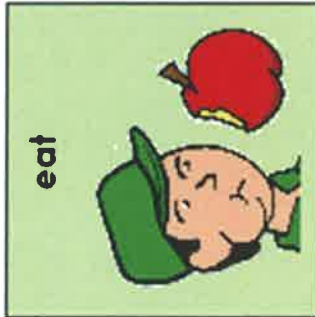
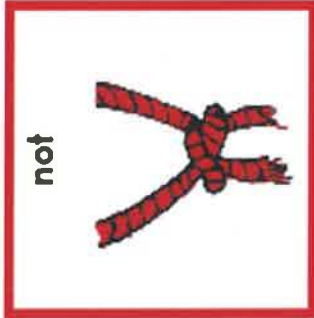
LCCE Competencies (Link to LCCE Competencies):

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.

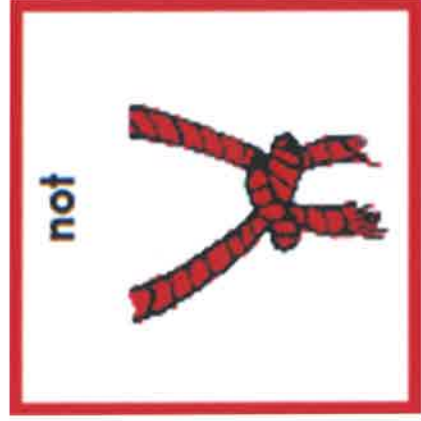
Red Sox Taste Test



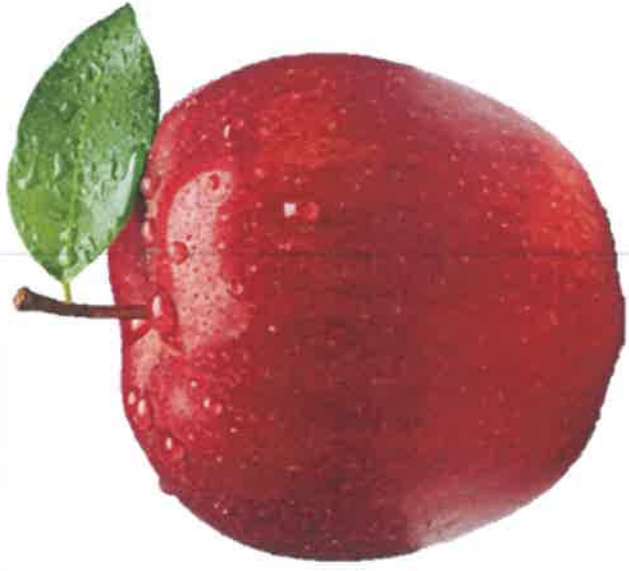
Words to Model



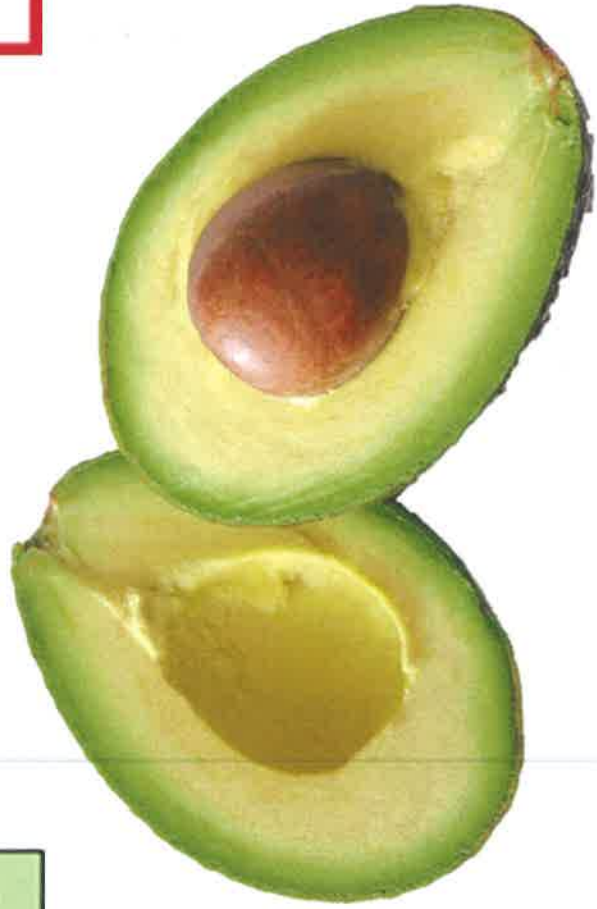
banana



apple



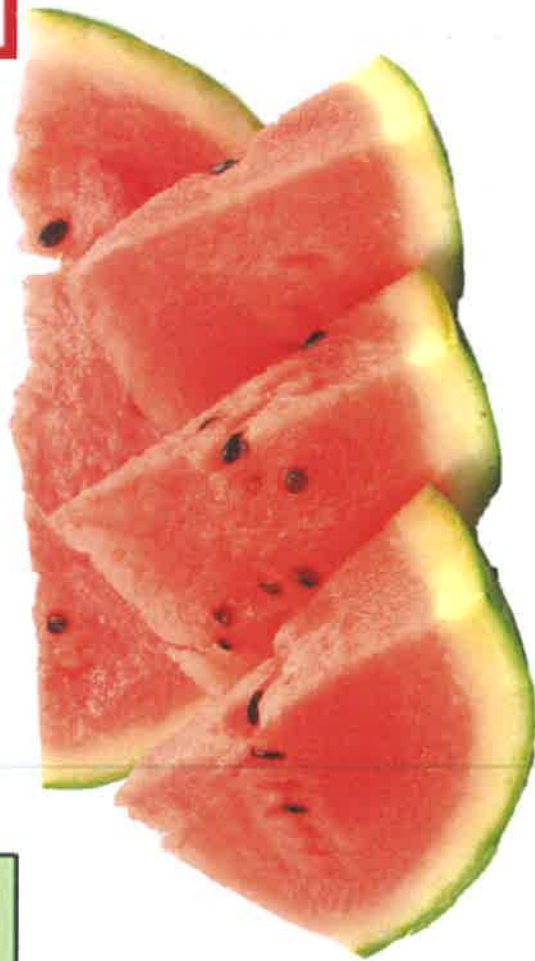
avocado

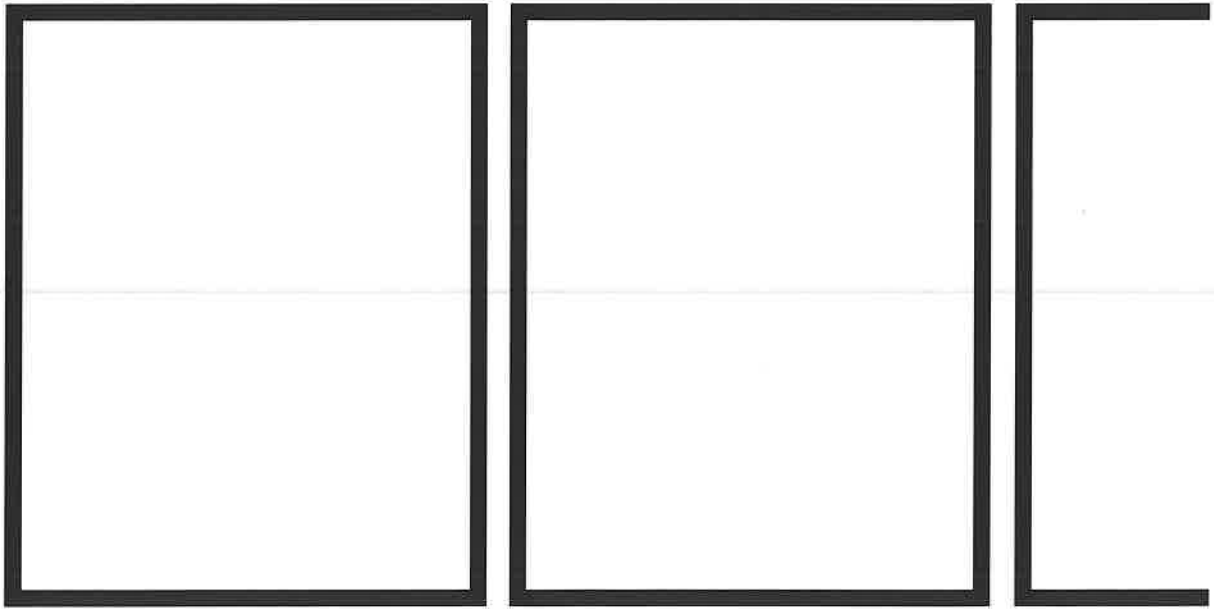
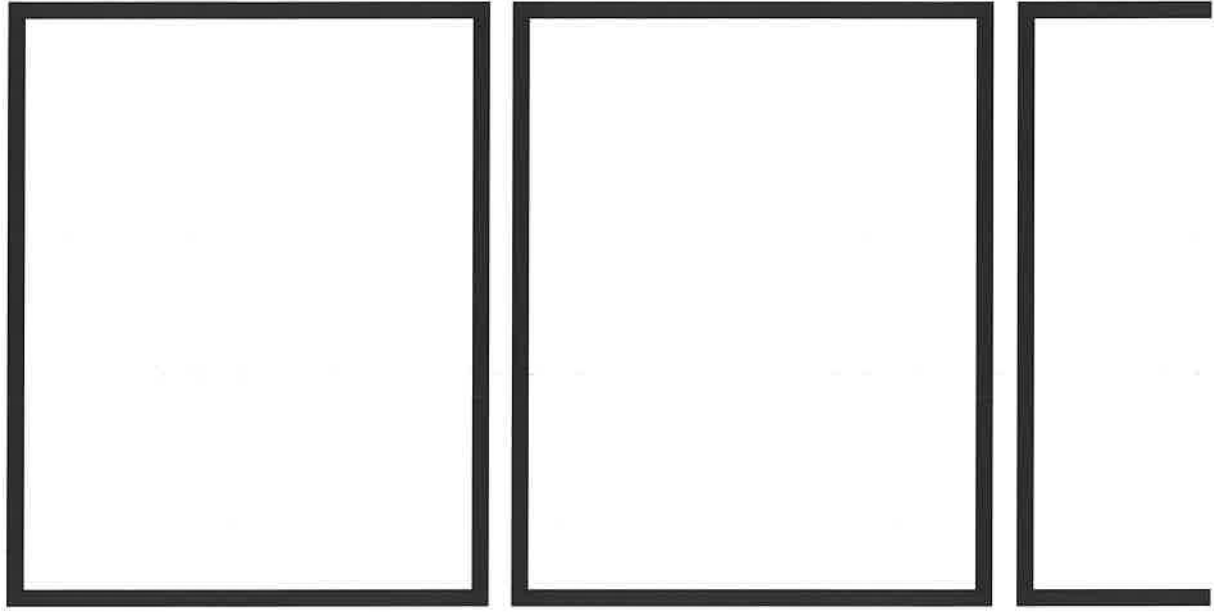


tomato



watermelon



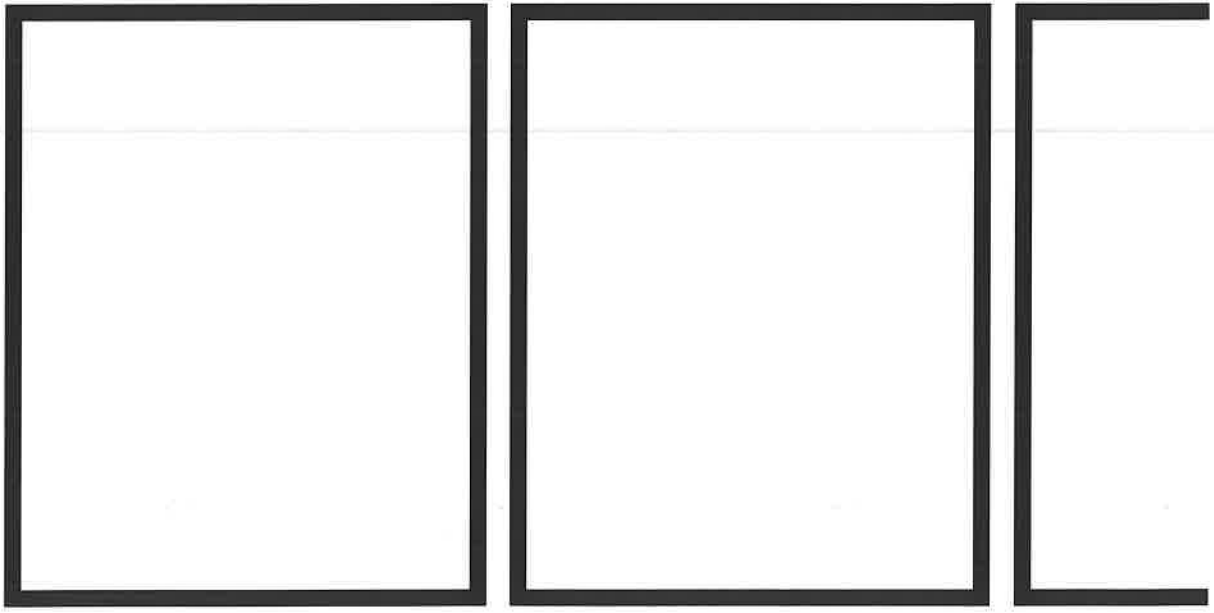
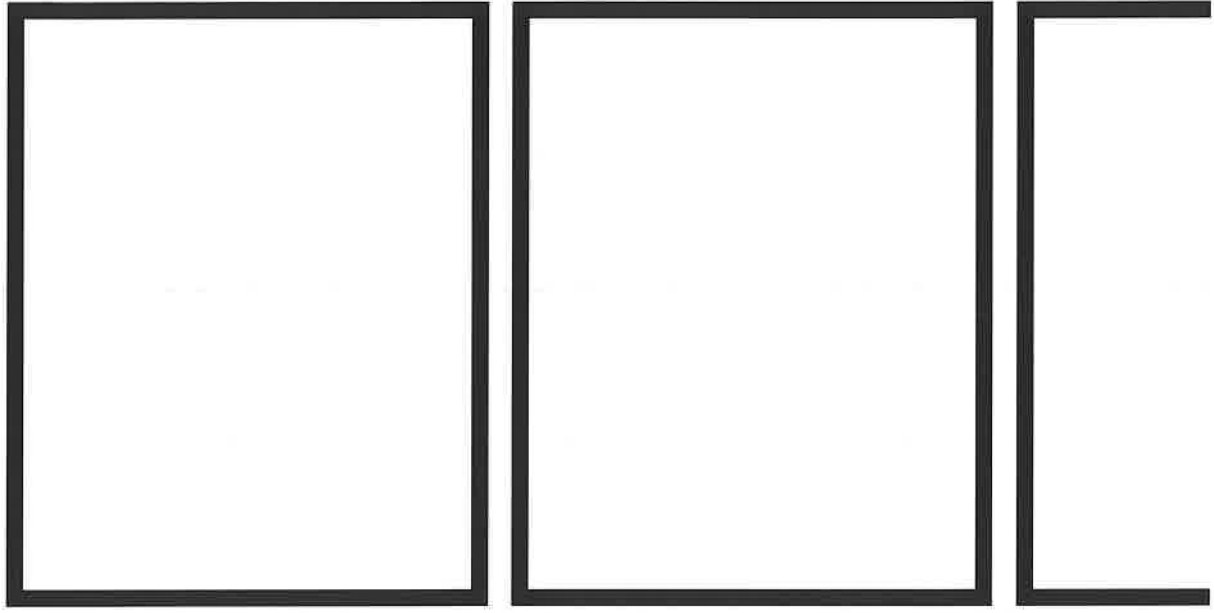


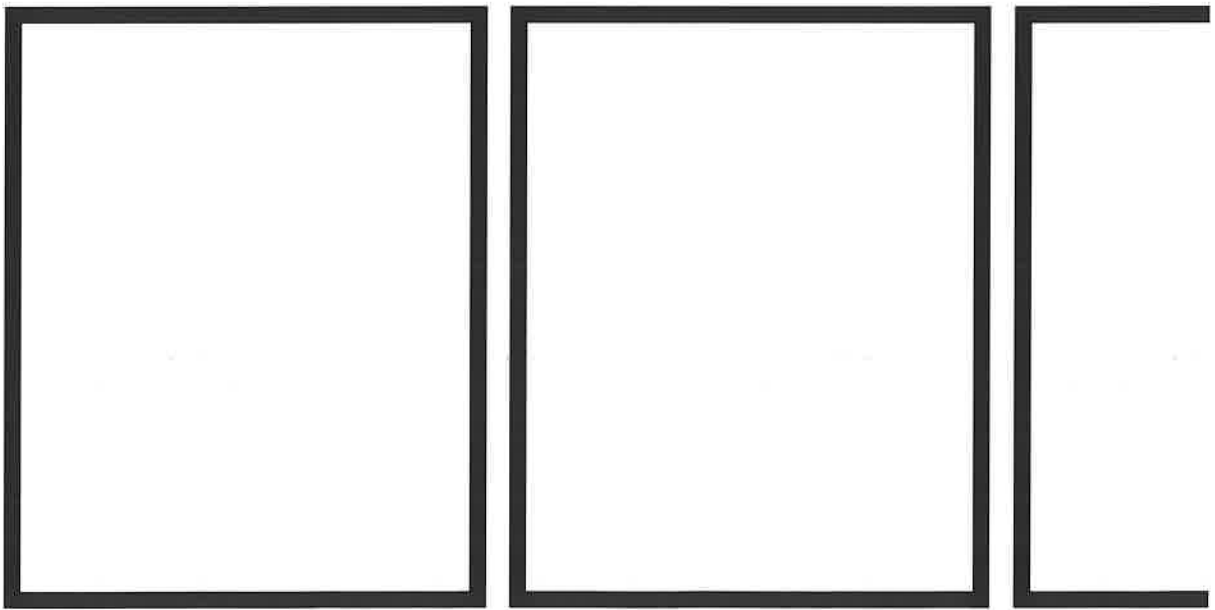
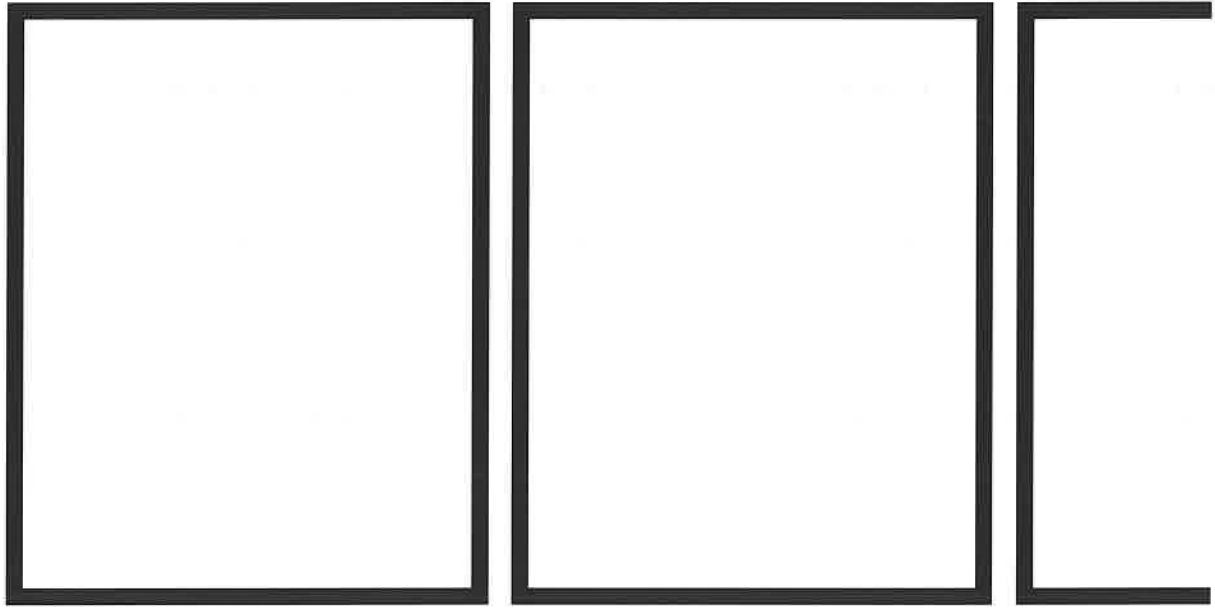
7

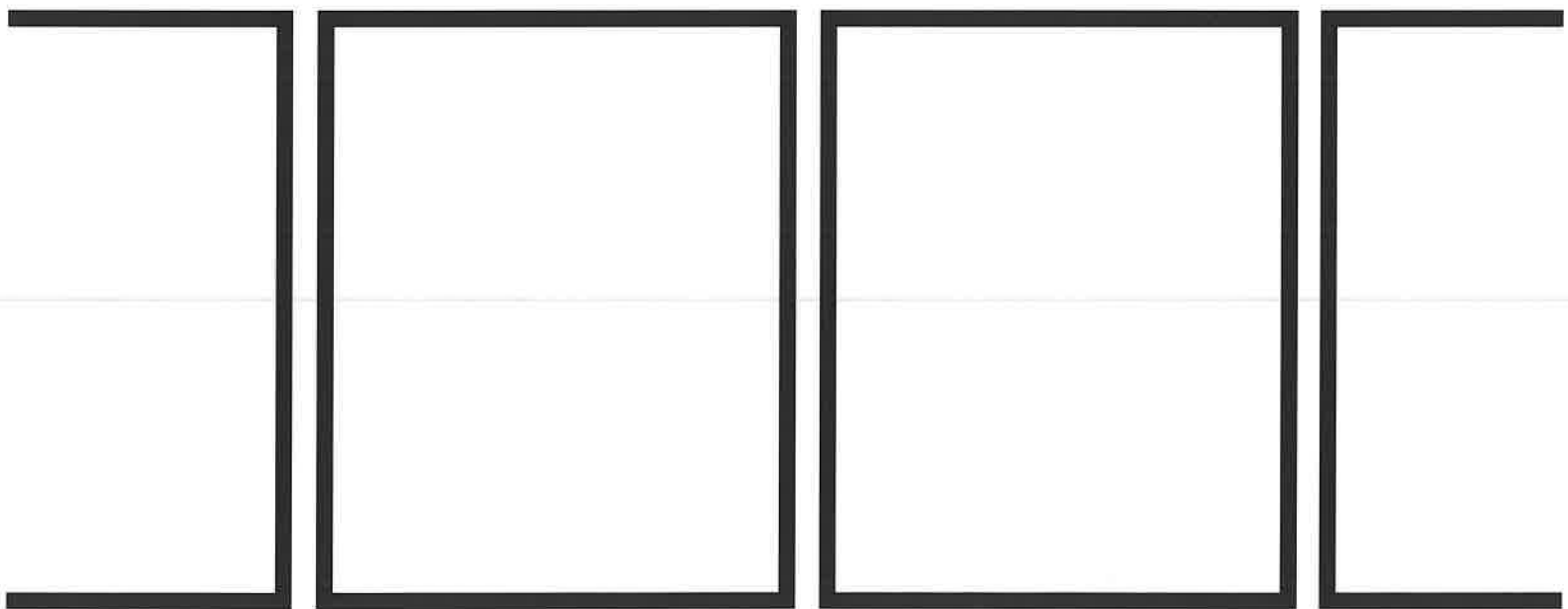
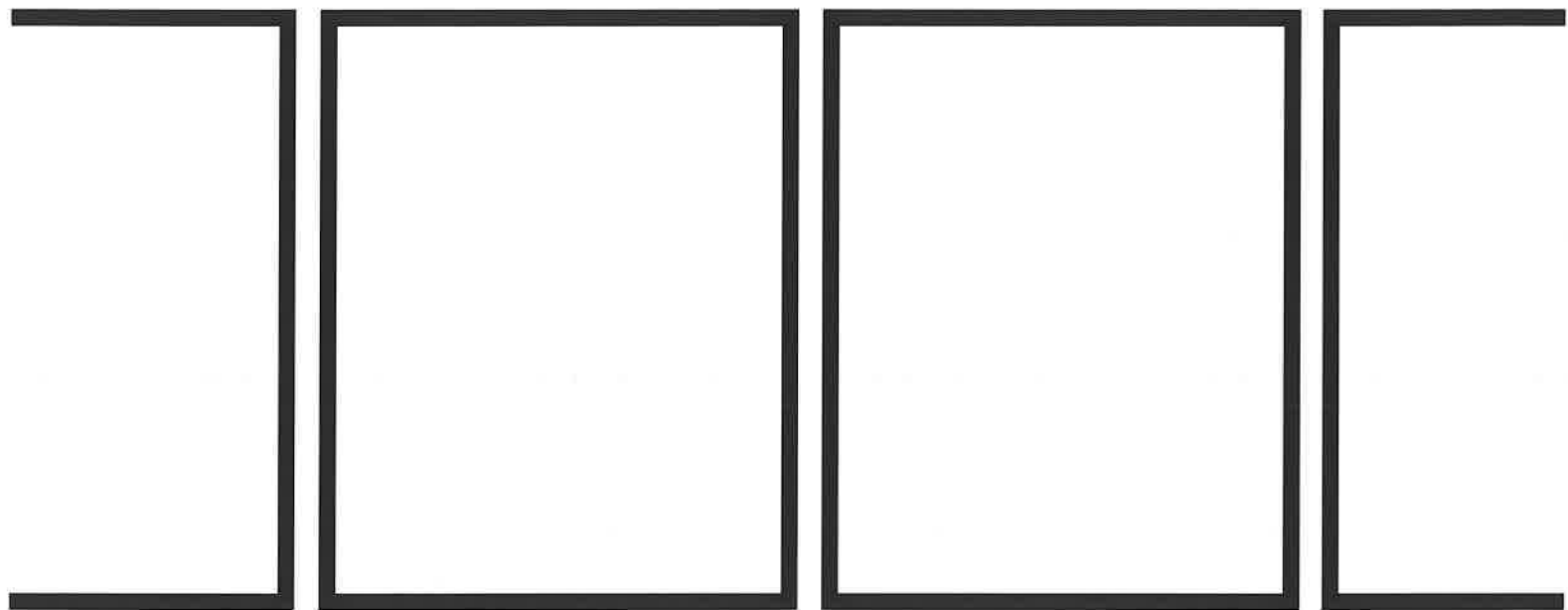
6

|

How many





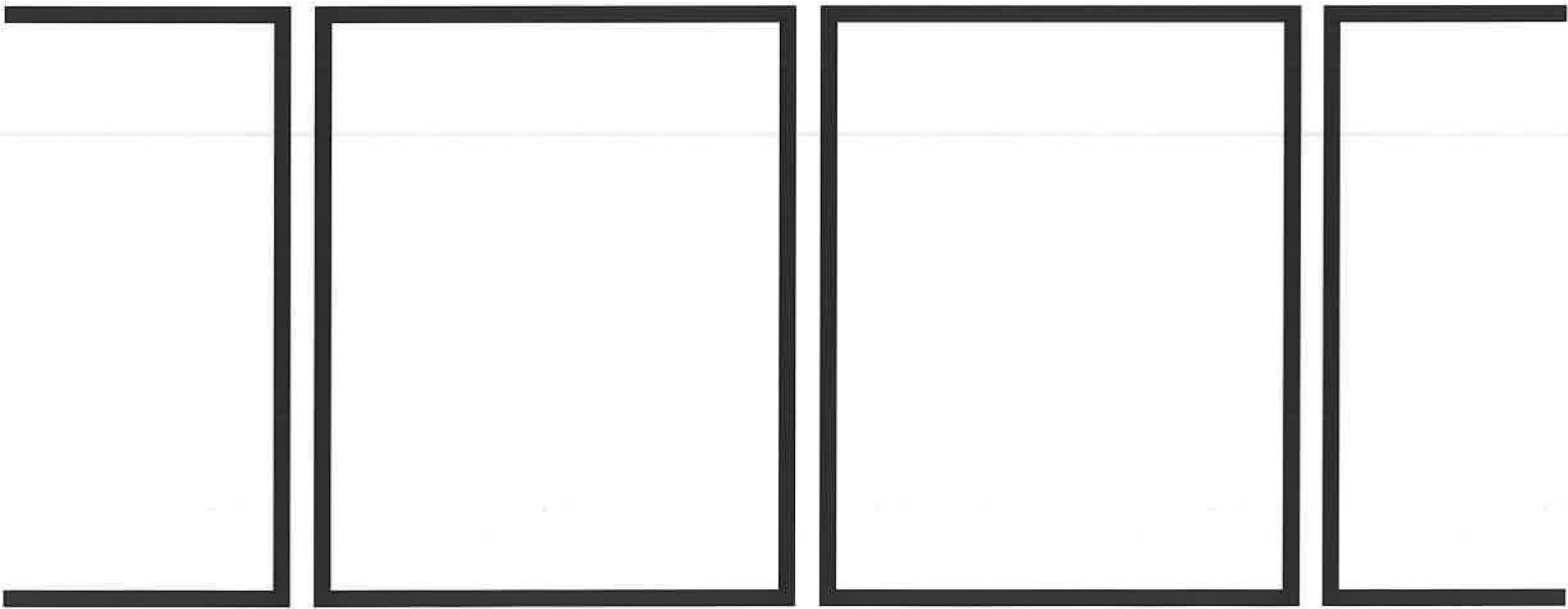
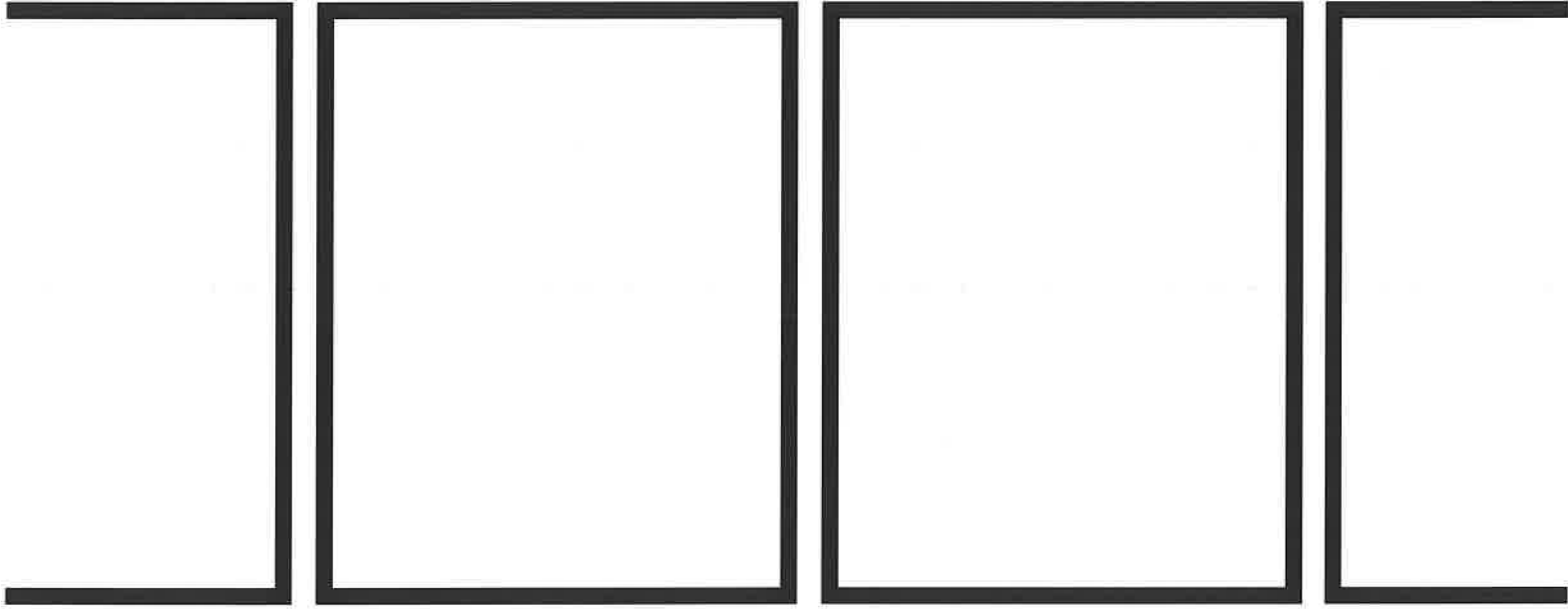


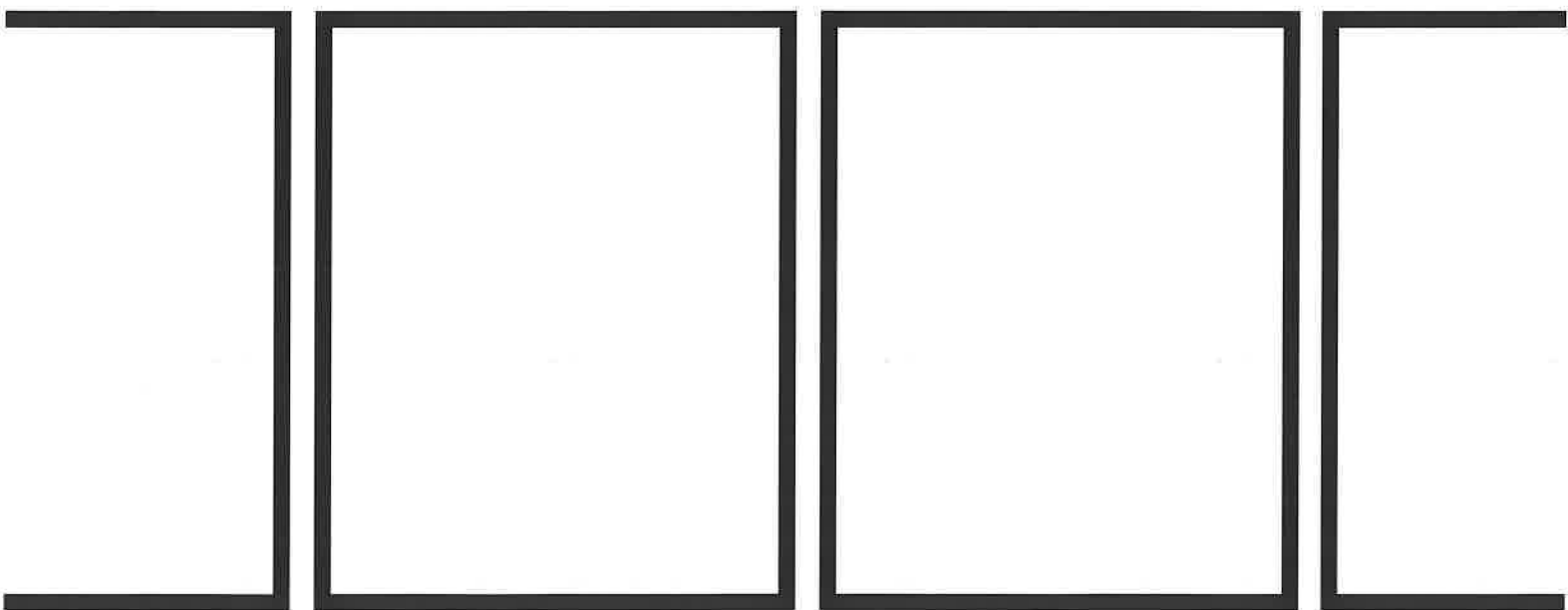
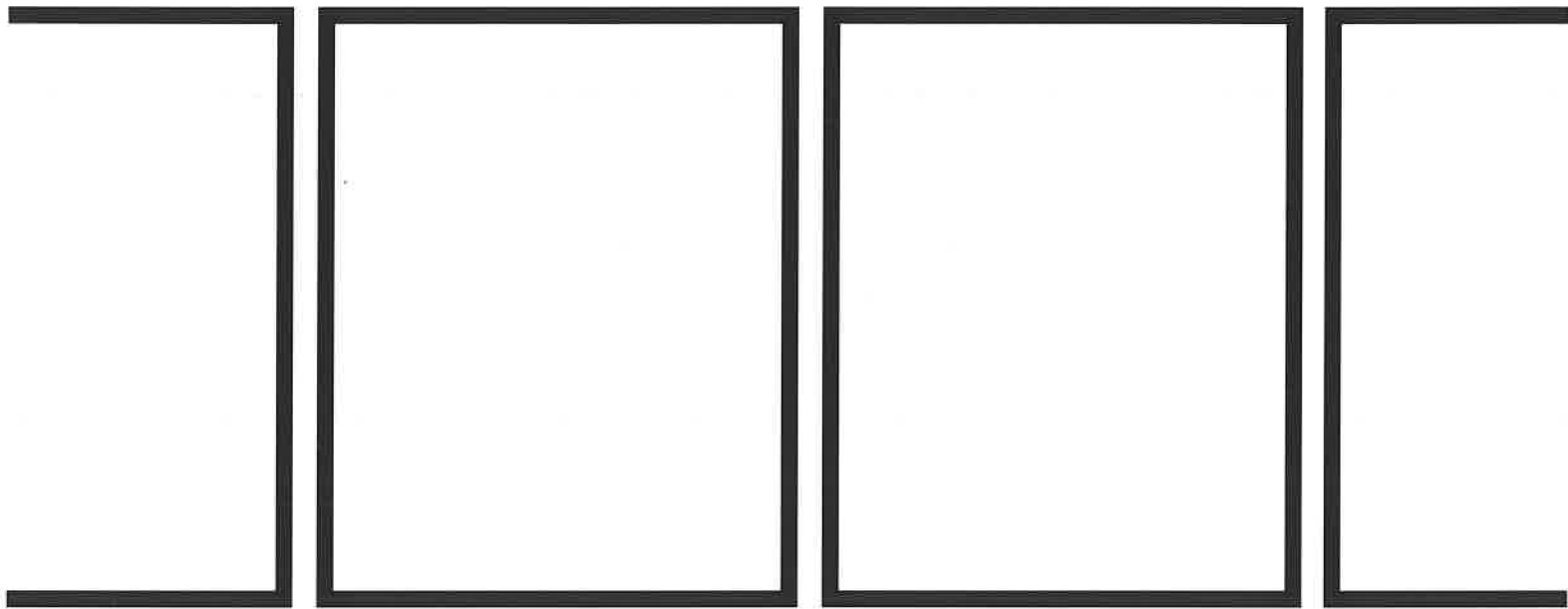
5

4

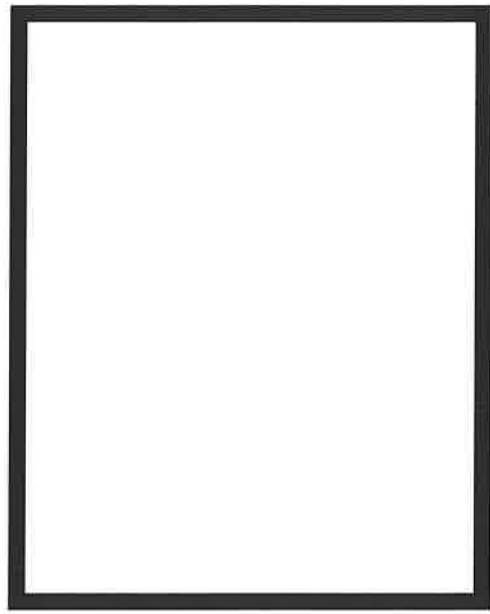
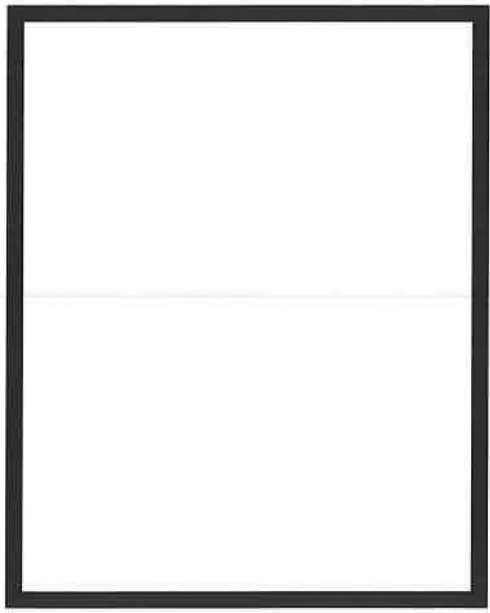
3

2





2



1

