Lesson Plans for Monday, March 27th, 2017:

**Objectives:**

The student will sort and organize their own packet of m&m’s.

The student will count their own number of m&m’s and put tally marks in the correct box.

The student will color in the pictures of the m&m’s to match the m&m’s that came in their package.

The student will answer questions about their tally and graphs and m&m’s.

**Materials:**

20 small packets of m&m’s

m&m’s graphing worksheet- 20 copies

crayons

pencils

**Introduction:**

Remind students how we have been talking about graphing, and making graphs, and making tally marks:

* Review making tally marks by tallying up how many girls are in the class, and how many boys are in the class
* Review how to make a bar graph of the totals of the two columns
* Answer questions about the graph as a class while they are sitting on the carpet in front
  + Are there more boys or girls in the class?
  + What’s the difference between the totals of the two?
  + How many total kids are there?

**Teaching the Lesson:**

1. Have students go back to their desks and sit with a cleaned off desk
2. Tell students we are going to do a fun graphing activity with m&m’s, but you have to listen to my rules first, introduce rules:
   1. If you eat any of your candy, I will make you throw them in the trash and you won’t get to eat them at the end of the activity.
   2. If you have one that is broken, pretend that it’s a whole one, and DO NOT eat it until I tell you
   3. We are going to do some graphing activities, and then when I tell you so, you will be allowed to eat the candy, but not before I tell you.
3. Demonstrate how to do it in front of class on Elmo camera- sort m&m’s, graph them, answer questions, then color, and then eat.
4. Pass out papers to each student, pass out m&m’s to each student
5. Instruct each student to sort their m&m’s in the right circles, then count them and do the tallys. Then move them to the bar graph squares.
6. Then answer questions as a class about their m&m’s- read the questions and they answer based on the m&m’s in their package
7. After questions are answered, bar graph and the m&m’s to look like their package contents, then they may eat them.

**Differentiation:**

1. Students working on number recognition can use m&m’s with their para to practice counting
   1. Can count how many total m&m’s
   2. How many of each color
   3. How many of blue and green, or red and brown, or orange and yellow, etc.
   4. Can count how many of each color, and then write the number with a pencil on paper

**Assessment:**

1. Students will be assessed on objectives by visual observation, and listening while walking around the room as they answer questions and sort m&m’s