Houston Baptist University

School of Education

Lesson Plan Format

**Subject**: Social Studies, Math

**Time Estimate**: 20-30 Minutes **Grade Level:** Kindergarten

**Unit**: Thanksgiving Unit **Topic**: Graphing, favorite pies

**Goal(s)**: The students will learn how to visually represent data.

**Objective(s):** The students will create a pie chart as a class that visually represents their favorite Thanksgiving pies (or other desserts).

**TEKS**: Math: 1.D, 8.A, 8.B, 8.C,

Social Studies: 1, 2.A, 11.B, 12.B, 14.B, 15.B

**Materials/Resources/Technology needs/Room set up**: Orange butcher paper cut in the shape of a large circle, scissors, tape, construction paper cut into strips, markers, Expo markers, white board, http://lessonplanspage.com/mathmdgraphfavthanksgivingfoodsk1-htm/

***Instructional Procedures***

**Focusing Event:** The students will find a partner and discuss their favorite Thanksgiving foods with each other. Afterwards, I will call on the students and write some of the foods on the board.

**Teaching/Learning Procedures:**

1. I will pass out the materials (strips of construction paper and markers).
2. I will instruct the students to write and draw their favorite Thanksgiving pie/other dessert.
3. While the students do this, I will hang the large orange circle on the white board.
4. I will check to make sure the students are on-task, using proper spelling and handwriting, etc.
5. After the students finish, I will have them tape their paper strip onto the white board next to the orange circle. The students will then sit down in front of the white board.
6. As a class, we will organize the favorite desserts by placing the same items together.
7. After this, we will use the orange paper to create a “pumpkin pie” pie chart. As a class, we will count how many of each dessert is in each category. The students will then place magnets on the edge of the pie for each category. I will then draw a line to the middle of the chart where the magnet line ends and begins.
8. After the chart is complete, I will call on students to help me label the chart. As a class, we will create a name for the pie chart.

**Formative Check (ongoing or specific):**

After the chart is complete, I will ask questions regarding what we did and why we did it. Examples:

Q: How did we show what our favorite desserts are?

Q: What does this chart tell others about us?

Q: What is this type of chart called?

**Reteaching (alternative used as needed):**

At the end of the Thanksgiving lesson, we will revisit the pie chart that we made, reviewing how it was made, its purpose, and how we can use pie charts to represent other things.

**Closure:** The closure of this lesson will be the summary questions seen in the “formative check” portion of the lesson plan.

**Assessment/Summative Evaluation:**

This activity will not include a summative assessment.

**Notes**:

Be sure to touch on the cultural differences in Thanksgiving traditions and how this may change the types of foods eaten by different people.