

## Lesson Plan: Alike & Different Graphing Activity

- Overview

Selina Alko's book *Why Am I Me* ponders uniqueness that makes us who we are. In this lesson asks students will respond to some basic statements to see some areas in which they are similar and different. As a group the class will use the tallies from their answers and record the information on a bar graph.

- Resources & Preparation

- Materials and Technology

- Smartboard
- One printed tally sheet for each student (*included below*)
- One digital blank tally sheet to use on Smartboard
- One digital blank bar graph to use on SmartBoard for modeling
- One printed blank bar graph for each student (*included below*)
- List of statements (*included below; teacher can also use their own*)
- Pencils for students

- Instructional Plan

- Student Objectives:

- Collect, organize, and interpret data
- Use graphic details including titles, labels, charts, and graphs to understand data.
- Explain that the length of a bar in a bar graph represents the number of data points for a given category.
- Organize a collection of data using bar graphs

1. Explain to students that together they will be inserting data into a bar graph. Review how bar graphs work, if necessary.
2. "Just like our Books to Treasure book *Why am I Me?*, today we're going to ask questions about ourselves and see some ways we are similar and different." One at a time the teacher will read up to 9 of the statements from the list below or of their own.
3. After each statement the teacher will say, "me too!" and "not so much." Students will either agree with the statement by raising their hand when the teacher says, "me, too!" or disagree by raising their hand when the teacher says, "not so much."
4. Teacher and students will record the number who agreed and disagreed with each statement using the attached tally sheet.
5. Once all the statements have been read and the tallies recorded, students will then begin to organize the data on their bar graphs. The teacher can record data on the bar graph displayed on the Smartboard as a model while students record data on their own graphs.
  - Review the horizontal X axis and vertical Y axis. Prompt students to label the data for each (statements go on the X axis and the number of students goes on the Y axis).

- For each of the 9 statements, students will mark on the white portion of the Y-Axis the number of students who responded “me, too!” to that statement, and in the orange portion the number of students who responded with “not so much.” Students can color in their bars when their numbers have been placed.
  - Repeat responses for all statements have been recorded in the bar graph.
6. Once the bar graph data is complete, guide students in a review of their answers.
- Did they agree or disagree with more statements?
  - What do they think about the outcome?
  - Do they believe they have a lot or a little in common with their classmates?

### **Examples “Me, too!” and “Not so much” Statements**

1. I have at least one sibling.
2. I enjoy swimming.
3. I like country music.
4. I am afraid of spiders.
5. I have lived in Oklahoma my whole life.
6. I like country music.
7. I find it easy to get out of bed on school days.
8. I have at least one pet.
9. I love math!
10. I live in the same town as at least one grandparent.
11. I don't like to watch cartoons.
12. I have seen the movie Frozen.
13. I like to play with Lego.
14. I do not usually bring my own lunch to school.
15. Music is my favorite specials class.

# Me, Too! and Not So Much Tally Sheet

Statements	Me, Too!	Not So Much
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____

# Me, Too! and Not So Much Graph

Key:  Me, Too!  
 Not So Much

