

Leaves

Primary/First Grade

Author: Robin Campbell

Subject Area: Math

Area of Implementation: After number recognition and before subtraction.

Task #1 Student will be able to sort, and organize leafs into different patterns. Students will be able to create a graph.

Core Math Goal: Sorting, graphing.

Common Curriculum Goal: Understand patterns, relations, and functions.

Academic Standards Addressed: Sort and classify objects using one or more attributes by observing relationships.

Materials needed: Leafs, paper, crayons, pencils

1. Students will be given leafs to sort into groups.

Sample questions to ask groups:

"What have you noticed about your leaves?" "How are they alike?" "Have you discovered any differences?"

2. As a class we will pick the four dominant leaf colors.

3. Students will choose one of the four colors to color a leaf.

4. Students will place their leaf on a graph.

5. Students will be asked to answer 6 questions about the graph.

Task #2

1. Students will be asked to color a leaf. Students will be asked to create a pattern with the colors that they choose. Each student will be asked to describe their pattern to a partner.

Sample questions to ask:

"Tell me about your pattern?" "What would come next?" "What makes a pattern?" "How many items do you need to make a pattern?"

Task #3 Students will be able to create equations using different leaves.

Core Math Goal: Students will recognize the correlation between the number of leaves and number symbols. Students will understand how to combine two numbers. Students will be able to create an equation using numbers.

Common Curriculum Goal: Understand meanings of operations and how they relate to one another.

Academic Standards Addressed: Represent situations using models of addition and subtraction (e.g., putting together or adding on, taking away, finding the difference, comparing).

Materials needed: Leaves. Paper and pencils.

2. Have students choose several leaves. Students will then need to draw picture representation of leaves and create a corresponding number sentence. Students will then continue to create as many equations as they can.

Sample questions to ask: "How many number sentences can you create?" "Are any of the number sentences alike?" "Do you ever have the same answer?" "Why?" "Do you see any patterns?"