

Double Bar Graph Arts



Math, Dance, and Drama

Grade
5

Math Common Core

SC 5-4.B.1.a.c.d.e Interpret and compare data in stem and leaf plots, double bar graphs, double line graphs or circle graphs.

Dance (MD) Standard Grade 5

1.1.b Demonstrate accurately movement sequences that use the elements of dance to interpret literal ideas

Drama (MD) Standard Grade 5

3.1.b Use dramatic narrative conventions to improvise scenes from books, short stories, or folktales



CONNECTED OBJECTIVES

Students use movement and drama techniques to enhance understanding of word problems about the execution and creation of double bar graphs.

MATERIALS & RESOURCES

- Examples from MATH text
- Double-bar Graphs Worksheet
- Word Problem Scenario Worksheet

KEY CONTENT VOCABULARY

- Double Bar Graph
- Key
- X axis and Y axis

KEY ARTS VOCABULARY

- Improvise
- Levels – low, middle, high

A S S E S S M E N T

•The students' comprehension will be assessed through correct completion of the Double-bar graph worksheet.



L E S S O N S T E P S

MOTIVATION/INTRODUCTION

- Explain and review how to read a double-bar graph. Complete an example from the text as a class.
- Pair the students up and have them find an open space in the room. Using the "Softball Tournament Records" graph or similar graph, let the students decide who will represent "wins" and who will represent "losses."
- Go through each school from the graph and have them visually represent the double-bar graph by adjusting their body levels.

MODELING

- Allow students to return to their seats and explain the drama activity to the class.
- Review the *Actor's Tools* and BEST Elements of Dance to highlight techniques for using body and movement to tell a story.
- Groups will decide on the values of a given word problem and dramatize the problem to create a moving tableau/narration that will dramatize the problem.
- Break the class up into four groups and allow the students time to create a dramatization with movement that clearly represents the word problem.

GUIDED PRACTICE / INDEPENDENT PRACTICE

- As each group performs their word problem, the other students will jot down the figures and information provided by the performance and use it to create and complete the double-bar graphs on a provided worksheet. Each example will focus on a different aspect of the double-bar graph. Take time in between each performance to allow students to work on their graphs.
- Go over the results with the class.

CLOSURE

- The students complete the skill self-evaluation worksheet (below).

EXTENSIONS & OPTIONS

- o Word problems can be reworked for differentiation purposes. Level 1 – all values provided, Level 2 – students provide values. Level 3 – students write their own word problem
- o Students can create props using classroom items.

SOURCES & RESOURCES

Actor's Tools poster

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s

Exit Ticket – Self-Evaluation

Circle one box for each skill.

Creating Scales	I am confident in using this skill.	I am somewhat comfortable with using this skill.	I am not very confident with using this skill.	I am having a great deal of difficulty using this skill.
Creating and recognizing titles of x and y axis	I am confident in using this skill.	I am somewhat comfortable with using this skill.	I am not very confident with using this skill.	I am having a great deal of difficulty using this skill.
Graphing the Data	I am confident in using this skill.	I am somewhat comfortable with using this skill.	I am not very confident with using this skill.	I am having a great deal of difficulty using this skill.