

LESSON

1

OBJECTIVES

Students will:

- Activate prior knowledge of math
- Graph data
- Brainstorm places math can be used in the real world

STATE STANDARDS / BENCHMARKS

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TOOLS

- Teacher Guide
- Student Guides
- Pencils
- Two large sheets of chart paper or board
- Index cards
- Blank paper

MATH IN MY COMMUNITY

Ignite

5 minutes approximately

Activate Prior Knowledge

Provide **blank paper** to the students.

SAY: “Before we begin let’s get to know each other. Take your sheet of paper, write your name and draw two things about yourself. I will go first.”

On your paper draw two simple pictures that tell about you and share with the students. Start with your name and then explain your pictures.

SAY: “Now that you know a little something about me, let’s go around the room and introduce ourselves and share our pictures.”

After sharing, begin the lesson.

ASK: “Do you like math? Why or why not?” **These will vary depending on students.**

ASK: “Is math important? Why?” **Lead students to the idea that we use math everyday in many ways and in many jobs.**

ASK: “What are some reasons why we use math?”

Write student responses on chart paper. These include, but are not limited to, the following examples:

- To weigh objects at the grocery store
- To tell time
- To measure ingredients when cooking
- Dates on the calendar
- Phone numbers
- To count money

Prepare for Liftoff

8 minutes approximately

Instructional Practice

Reinforce and review the vocabulary words throughout the lesson. Encourage students to use the vocabulary words in their writings and discussions.

Brainstorm: A quick list of all ideas generated

Chart: A table created to organize information

Prepare for Liftoff

8 minutes approximately

Instructional Practice

ASK: “What are some jobs or places in our community that use math?”

Write the brainstorm list on **index cards**. These include, but are not limited to, the following examples:

- Letter Carrier at the post office
- Librarian at the library
- Clerk at the airport
- Bank Teller at the bank
- Teacher at school
- Zookeeper at the zoo

MATH IN MY COMMUNITY

- Park Ranger at the Park
- Salesperson at the Store
- Cook in a Restaurant
- Mechanic at a Garage
- Firefighter at the Fire Station
- Police Officer at the Police Station
- Doctor or Nurse at the Hospital

SAY: "Wow! Math must be really important to us if all of those people use it!"

SAY: "We had such a great brainstorm session; I cannot wait to get started. In our math program we are going to take a tour through a community and help some community workers use math. There are lots of fun things to do in our program. Let's get going!"

Prepare for Liftoff

15 minutes approximately

Guided Practice

Make a chart like the one below and distribute to students the index cards with the names of jobs and places from the brainstorming list. Have students come up to the chart and paste their community helper (written on their index card) in the appropriate box. Explain to students that as a whole group they have just collected information and organized it into a chart. Together, they have just created a simple bar graph.

Community Helper

Math In My Community

Add numbers	Count Numbers	Use Fractions	Graph	Measure Things	Read & Write Numbers	Subtract Numbers	Tell Time

Math Concept

BEGINNER

Have the student work with a "buddy."

ADVANCED

Play "Who Am I?" Students create clues to help others try and guess a job that uses math.

Example:
I show others how to add, subtract, and problem solve. Who am I?

Answer: Teacher

QUOTE/STRATEGY

Establish classroom rules and consequences. Keep them simple and limit them to about four. Make sure to review classroom rules periodically throughout your tutoring sessions.

Lesson 1 : Math, Math Everywhere

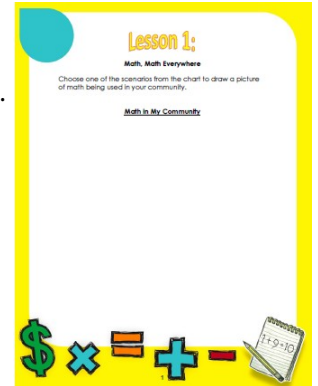
In-Flight

5 minutes approximately

Independent Practice

Have students turn to page 1 in their **Student Guides**.

Choose one of the scenarios from the chart to draw a picture of math being used in your community.



Landing

10 minutes approximately

Review and Reflect

Have students turn to page 2 in their **Student Guides** to complete the journal activity.

Draw a picture and write about a time you needed to use math.



Prepare for Liftoff

5 minutes approximately

Guided Practice

Have students turn to page 3 in their **Student Guides**.

Show what you know:

Write your numbers starting from 1 and continue as far as you can.



Lesson Notes of Student Progress

After each session take some time to make a few notes about each student's academic success. This will help in preparing monthly reports and progress reports, and aid in monitoring student academic progress. There is a place for each student's name and an overall label for simple evaluation.

(NI – Needs Improvement, S – Satisfactory, EE – Exceeds Expectations)

Name: NI S EE	Name: NI S EE
N Name: NI S EE	Name: NI S EE
Name: NI S EE	Name: NI S EE
Name: NI S EE	Name: NI S EE
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General Class Comments: _____
