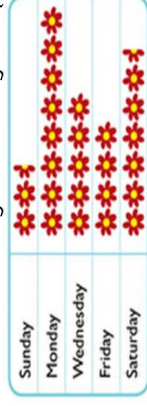


Mathematical Development			Week: 22	Topic: Pictograph	Day: 1	Class: Kindergarten								
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources								
Upon the completion of this lesson, Students will be able to: Read and interpret the pictograph	Recap: Teacher will ask different questions about pictograph. How can we sort things? We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Pictograms are a great way to introduce students to data handling, as they are very visual and generally easy to understand and interpret. Students can simply count the objects to find out how many each option represents. Teacher divides students in 3 groups. Each group will have 6 members. Teacher introduce 3 stalls of burger with different type of burgers. Teacher asked students number of burger sold. Stall A sold 7 burgers. Stall B sold 9 burgers. Stall C sold 3 burgers. Write down on board how many burgers they sold at the same time. Ask them how many burgers sold altogether. With student teacher construct a horizontal pictograph using the data collect from the stalls. Teacher ask students to tell the number of sold burgers. Focused task: Display the pictograph on board, ask students look at the chart and answer the following questions. <table><tr><td>Motorbike</td><td></td></tr><tr><td>Dolls</td><td></td></tr><tr><td>Duck</td><td></td></tr><tr><td>Cars</td><td></td></tr></table> What is the title of the pictograph? How many of each kind are there? How many toys are there in all? Which toy has the most number? Which toy has the least number? How many more bikes than cars are there? How many more toy cars than ducks are there? How can we interpret a pictograph? Ask students to open book pg. no 17. Ask students look at the pictures and tell their names. Tell students the pictograph shows the numbers of acorn 6 squirrel eat. Answer the questions below. Ask students read the question carefully and write the answers in the given boxes. Roam around in the class and help students to complete the task. Wrap up: Ask the students following questions. How many toys are there altogether? Reflection :			Motorbike		Dolls		Duck		Cars		5 mins	Students will be assessed on	Flashcards
	Motorbike													
	Dolls													
Duck														
Cars														
			25 mins	Reading and interpreting the pictograph	Toys									
			5 mins			Book pg. no 17								

Mathematical Development		Week: 22	Topic: Pictograph	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to: Read and interpret the pictograph	Recap: Teacher will ask different questions about pictograph. How can we sort things? We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: The teacher will pass out the cereal bags, plain white paper, and glue to students and tell them to not eat the cereal. The teacher will explain to the students that they will be taste-testing four different kinds of cereal. The students will explain to the students that they will go around the room and ask for each student's favourite cereals. The students will also write this down at their seats. The students will glue the cereal pieces in the corresponding column on their graph to represent the amount for each of the different kinds of cereal. The teacher will then collect the graphs and display them around the room. The teacher will walk around, observing each student as they make their graphs. Before hanging them up in the room, the teacher will correct each student's graph. Focused task: Tell students in Spring and summer we have lot of flowers around us! Maira has been busy helping her mom plant flowers. Find out exactly how many she planted with this pictograph. Ask students		5 mins	Students will be assessed on Reading and interpreting the pictograph	Flashcards flowers pictograph chart paper	
	different questions. How many flowers planted on Monday? How many less planted on Wednesday than Monday? How many planted on Friday? How many flowers are altogether Ask students to open book pg. no 18. Ask them tell the name of the pictures. Tell them Sonia makes a graph of things, she has in her bag. She put the information in graph. Look at the picture graph and write the answers below. Ask students read the question carefully and write the answers in the given boxes. Roam around in the class and help students to complete the task. Wrap up: Ask students how many flowers are there altogether? Reflection: Homework: Do the worksheet.		25 mins			
			5 mins		Book pg. no 18 Worksheet	





Student Name: _____ Date: _____

Collect the data, complete the pictograph and answer the following questions.



mug	
cups	
kettle	

1. Which thing are the most?

2. How many more cup than kettle.

3. How many things are altogether.

Mathematical Development		Week: 22	Topic: Pictograph	Day: 4	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to:	Recap: Teacher will ask different questions about pictograph. How can we sort things? We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Each student will be given a bag of gummy bears. The student will sort the bears. Each student will then choose their favourite colour bear out of the four colours they have been given and then will take that colour of bear pattern to the class. Ask students sort the bears according to colour on their table. The teacher models her own bears on her table and make the pictograph on board. The students will practice answering questions. The students will have to look at the pictograph and use the key to help them answer questions about the data. How many red bears? How many blue bears? How many green bears. Which colour of bears are more? Which are less? How many altogether? Now provide the white sheets to all students. Ask them make their own pictograph according to their sorting. Some students will get to write their answer on the board and explain their answers. The teacher will ask a variety of questions based on the data in the pictograph. https://youtu.be/mpFduUybrvw		5 mins	Students will be assessed on	Flashcards	
Read and interpret the pictograph	Focused task: Read the story then interpret the data by answering the questions below. Asad visited her friend's farm. He found different kinds of animals. The pictograph below shows the number of each animal in the farm.  What do you think is the title of the pictograph? How many animals in all? How many more ducks than cats? How did you get your answer? How many cows? How many cats less than cows? Ask students to open book pg. no 20. Ask about the pictures. Ask students look at the graph carefully. Which is the most favourite food of kids. Ask students read the question carefully and write the answers in the given boxes. Roam around in the class and help students to complete the task. Wrap up: Ask students how many ducks are there? How many animals are altogether? Reflection: Homework: Do the worksheet.		5 mins	Reading and interpreting the pictograph	Animal pictograph on chart paper	
					Book pg. no 20	
					Worksheet	



scan QR code for
more worksheets

Student Name: _____ Date: _____

Read the pictograph and answer the questions.

Pizzas	
Burgers	
Sandwiches	
Cupcakes	
Ice-cream	

1. How many items are altogether?

2. Which item is the most?

3. Which item is the least?

4. How many burgers and sandwiches are altogether?

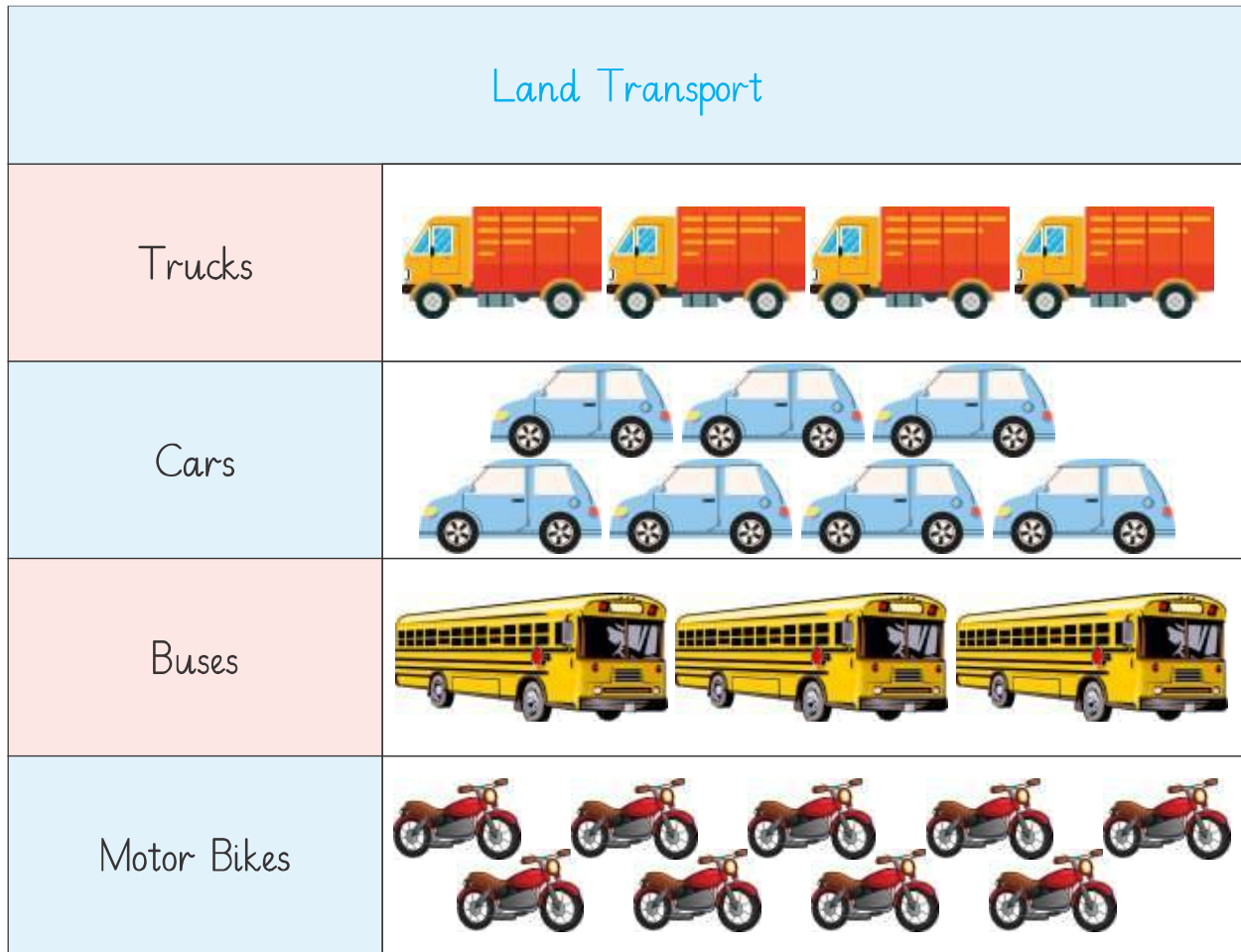
5. How many ice-creams are there?

Mathematical Development		Week: 22	Topic: Pictograph	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology		Time: 40 minutes	Assessment of Learning	Resources	
Upon the completion of this lesson, Students will be able to:	Teacher will ask different questions about pictograph. How can we sort things? We Are Learning to: Read and interpret the pictograph. What I am looking for: How well you read and interpret the pictograph. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Pass out the packets of M&Ms with instructions not to open the baggies yet, and we are going to have to practice. Pass out a half sheet to record data as well. The M&Ms are going to be our data today. The primary purpose of collecting data is to answer questions. Tell students we will not be eating the m&ms until we have a lot of data to collect from them first. We are going to sort our M&Ms based on their colour. Count how many of each colour M&Ms you have and write it down on your half sheet. Tell students "A Pictographs are graphs that use symbols to show and compare information." Tell students now open you packet and sort your M&Ms according to the colour and write your information on the half sheet. Circle around in the class and help them to make the pictograph. Focused task: Make a pictograph out of the given pictures.		5 mins	Students will be assessed on	Flashcards	
Read and interpret the pictograph	 How many kinds of snacks are available in the canteen? Which snack has the least number? Which snack has the most number? Provide the worksheets to all students. Ask them to tell the name of pictures. Tell students that they can show information using numbers in pictographs. Show this information in a pictograph below the numbers of different toys. Practice pictograph on board		5 mins	Reading and interpreting the pictograph.	Pictograph of snack on chart paper	
	Wrap up: Ask students to tell the total number of toys have? Reflection : Homework: Make a pictograph with a given information on copy.		25 mins		Worksheet	
			5 mins		Copy work	



Student Name: _____ Date: _____

Read the pictograph and answer the following questions.



1. What is the title of pictograph?

2. How many bikes are there altogether?

3. How many more cars then buses?

4. How many buses and trucks are altogether?