**Ocean Graph Lesson Plan**

**Goals/Objectives**

* Students will learn how to make and read a graph, and be able to identify the animals that live in the ocean.

**Materials**

* Book - Commotion in the Ocean, by Giles Andreae
* 1 large sheet of chart/quadrille paper(with the squares)
* Multi-colored sticker dots ( one color per ocean animal)
* Marker
* Crayons

**Teach**

Ask students if they know what an ocean is. Talk about the animals that live in the ocean. Show them the cover of the book and have them make predictions based on the cover. As you read the book stop and discuss about the animals that are in the book. When you have finished reading, brainstorm a list of animals that live in the ocean. Ask the students if they can think of any other sea animals that were not in the book.

**Procedure**

Show the large chart paper to the class with the pictures of the ocean animals taped at the bottom in a horizontal line. Have them tell you what each ocean animal is and characteristics if possible. You could ask your students questions to get them thinking. For example: Which animals are big or small? Do they live on land or in the ocean? Do they have legs or no legs? Do they have hard shells or no shells?

After they have identified each ocean animal, explain to them that they are going to create a class graph of their favorite ocean animal by placing a sticker in a square right above their favorite ocean animal. Then have each student one-by-one come up to the graph and place their sticker.

When they are finished, as a class, count the number of sticker dots above each animal as you color in the squares and write the total number for that animal to the left side. Once completed, they can see that they have created a bar graph on “What is your favorite ocean animal?”.

**Excel Graph:**

Have Excel on and have the class re-count how many colored squares/multi-colored dots each ocean animal has and let the students see you plug in the number for each ocean animal. Explain how this computer graph will transfer the information you put in, to make it look just like the graph they have made. Transport the class graph onto Microsoft Excel for everyone to see how it is easily turned into a bar graph.

**Assess**

During center time, have students come up to the graph one at a time. Looking at the bar graph, have them point to the longest bar and the shortest bar. Ask how many dots or colored squares are there for the longest and shortest bar. Compare groups and see if they can tell you which, between the two, have more. Have them tell you which ocean animal was chosen the most and which was chosen the least. Ask them more or less questions (Which animal has more than 5 dots/squares? Which has less than 5?). Show them different pictures of animals, including an ocean animal, and have them pick out the sea animal.