



Peter's Clothes

Introduction

Students will use a bar graph to find information about clothes that Peter Rabbit has lost at McGregor's Farm.

Learning Outcomes

Ohio Standards

- Display data in picture graphs with units of one and bar graphs with intervals of one.
- Read and interpret charts picture graphs and bar graphs as sources of information to identify main idea, draw conclusions, and make predictions.

National Standards

- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer.
- Select and use appropriate statistical methods to analyze data.

Getting Started

Materials

- Graph (print off enough for everyone in the class, and/or make an overhead transparency for full class viewing)
- Pencil

Technology

- Teachers can use a spreadsheet program (such as AppleWorks or Microsoft Excel) to create alternate graphs to use in class.
- Depending on the level of your students, the students can use a spreadsheet program (such as AppleWorks or Microsoft Excel) to create alternate graphs to use in class.

Vocabulary

- Bar graph
- Main idea
- Conclusion
- Prediction

Lesson

Orientation Activity

After having a class discussion regarding Peter Rabbit's trips to McGregor's Farm, tell the students that McGregor kept a list of everything he found that belonged to Peter and made a bar graph to show his friends that came to the farm.

Learning Activity

1. Pass out the bar graph to the students and/or present the graph to the class via the overhead.
2. Ask the students to share what they notice about the graph and give them a few minutes to explore it.
3. Ask students some directed questions that identify different aspects of the graph (ie. legend, labels, axes, title, etc).
4. Once different parts of the graph have been identified, explain that the graph shows the number of shirts, pants, socks and shoes that Peter lost.
5. Ask: "How many shirts did Peter lose?"
6. Ask: "How many pants did Peter lose?"
7. Ask: "How many socks did Peter lose?"
8. Ask: "How many shoes did Peter lose?"
9. Identify how every number on the left side of the graph (the Y axis) increases by one.
10. Ask students questions about the graph that will help them identify the main idea of the graph, draw conclusions and make predictions. Some sample questions could be:
 - What did Peter lose the most of in this graph?
 - How many different items does the graph show that Peter lost?
 - Let's say the graph shows the amount of clothes Peter lost in one year. If Peter continues to go to McGregor's farm how many _____ (clothes, shirts, pants, socks, shoes) do you think Peter will lose next year?
 - Why do you think Peter lost more shoes than anything else?

Handouts

Peter's Lost Clothes graph

Evaluation and Follow-up

Assessment Tools and Methods

- Observe students and check their answers during class discussion.
- Find or create other graphs and have students answer specific questions relating to the main idea, drawing conclusions and making predictions.

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