Afterschool Adventure!

All About Us

This out-of-school resource was developed by Maryland Public Television.

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Afterschool Adventure!

Powered by a Ready To Learn Grant

Topic: Data Collection, Analysis, and Representation
Theme: All About Us
Ages: 4-5

Introduction

It's time to stand in the spotlight! During this Afterschool Adventure, children will learn about and practice a variety of math skills as they gather information about their favorite subject—themselves! Children will start out by practicing their counting skills, sort themselves into different groups by a variety of attributes, as well as create charts and graphs to represent information about everyone in the group. Each section of this weeklong adventure is introduced by a video clip or online game that encourages children to explore math concepts and skills related to data collection, analysis, and representation.

Math Overview

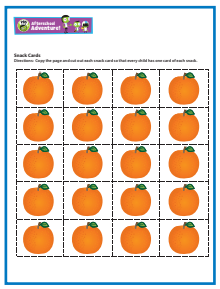
This unit introduces important math skills for 4-5-year-olds such on counting and sorting, analyzing, and representing data. Refer to More About Math to learn additional information about these math topics as they relate to the All About Us! learning activities.

Before You Begin

Create a free account on PBS LearningMedia to access videos for this Afterschool Adventure. http://www.pbslearningmedia.org/

Prepare the following materials:

- **All About Us bulletin board**
  Create an All About Us bulletin board so that you can add numbers, photos, and charts as the children complete each learning activity. You are provided specific directions on what to add to the bulletin board later in this unit.
- **Part 3: Sorting Our Shoes**
  Create a blank graph by adding grid lines to a shower curtain (a large piece of fabric or butcher paper can be used as substitutes.) Divide the curtain into three or four rows and columns to equal the same number of students in your class.
- **Part 4: Charting Our Snacks**
  Print and copy the Snack Cards handout for each child.
- **Part 5: Graphing Our Names**
  Draw a grid on a chalk or white board with boxes the size of a 3" x 3" square sticky note. Create enough boxes to accommodate all the letters in the names of your students, both vertically and horizontally.



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Handy Resource Guide

Get Ready! Your Afterschool Adventure includes videos, online games and mobile apps, hands-on activities and books. Use this resource chart to plan ahead.

WATCH

PBS KIDS Videos

Part 1: Counting Ourselves

- Peg + Cat: Ramone Shakes It Plenty... All the Way Up to Twenty (1:27)

Part 2: Sorting Ourselves

- Peg + Cat: Sort, Sort, Sort (1:54)

Part 4: Charting Our Snacks

- Sid the Science Kid: Super Fab Lab: The Snack Chart (3:27) (Note: Click the down arrow to find video 4 of 9)
- Sid the Science Kid: Why Do We Need Charts? (3:06)

Part 5: Graphing Our Names

- Sid the Science Kid: I Love Charts (2:39)

PLAY

Online Games & Mobile Downloads

Part 1: Counting Ourselves

- Curious George: Flower Garden
- Curious George: Bunny Ride

Part 2: Sorting Ourselves

- Curious George: Everything Must Go

Part 3: Sorting Our Shoes

- Sid the Science Kid: Collection Jar
- Sid the Science Kid: Sorting Box

Part 5: Graphing Our Names

- Curious George: Hat Grab

EXPLORE

Hands-on Activities

Part 1: Counting Ourselves

- Peg + Cat: Count Your Chickens
- Counting by Rows

Part 3: Sorting Our Shoes

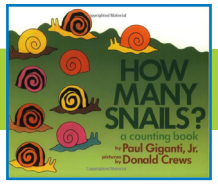
- Shoe Sorting
- Shower Curtain Graph
- Sticky notes

Part 4: Charting Our Snacks

- Index cards
- Crayons or markers
- Snack Cards

Part 5: Graphing Our Names

- Sticky notes
- Pens or pencils
- Unifix Cubes



READ

Related Books

Part 2: *How Many Snails?* by Paul Giganti, Jr.

Part 3: *Shoes, Shoes, Shoes* by Ann Morris
Hannah's Collections by Marthe Jocelyn

Part 4: *Tally O'Malley* by Stuart Murphy

Part 5: *Chrysanthemum* by Kevin Henkes
Tikki Tikki Tembo by Arlene Mosei

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Topic: Data Collection, Analysis, and Representation
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Part 1: Counting Ourselves (45 minutes)

PLAY

Curious George: Flower Garden

Flowers are popping up everywhere! Help George keep track of how many there are by counting with him.

Begin by gathering the children at your computer or interactive whiteboard. Have the children sit or stand around the screen so they can all see.

Leader: Welcome to the All About Us Afterschool Adventure! This week, we're going to count, sort, and make charts as we collect data about ourselves. As we go, we'll post what we've learned on our "All About Us" bulletin board. Who knows what data is?

Pause to allow children to answer.

Leader: Data means information. When we say we're going to collect data, that means we're going to collect information about ourselves. And we're going to start by doing some counting. This game will help us practice counting up to 19.

Access the game and listen to the directions. Call on a volunteer or volunteers to point to each flower, and point out that the flowers open after you have counted them, so that you don't count each flower more than once. Ask, What are some strategies you use when counting so that you do not count something more than once? Encourage children to see that they can count in order from left to right.

Play more rounds, either as a class or in small groups. As you play, encourage children to notice the corresponding number on the number line as they count the flowers. You may also ask children to say the number as they touch each flower to help them recognize that the last number they say represents the total number counted.

In later rounds, the flowers pop up on more than one row. Demonstrate for children that when they have a lot of things to count, it can be helpful to count from left to right, row by row.

After everyone has had a chance to play, have children count themselves. Like the flowers, they can do something to indicate that they have already been counted – for example, you may start by having all of the children stand, and then have each child sit down when he or she has been counted. Ask children to count out loud with you so that you can be sure every child is following along.

Afterwards, ask children "How many kids are in your group?" Write the number—your data—down and post it to your "All About Us" chart: "There are X children in our group."

Congratulate children on colleting their first piece of data.

Keep Going! If you have more time, explore the following resources on the next page.

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Topic: Data Collection, Analysis, and Representation
Theme: All About Us
Ages: 4-5

Part 1: (continued)

WATCH

Peg + Cat: Ramone Shakes It Plenty...All the Way Up to Twenty (1:27)

Watch the video with your children, and encourage them to sing (and dance!) along as Ramone, Peg, and Cat count to 20. If you wish, play the video again. Pause it at :23 and point out that the screen shows 20 divided in half. There are 10 numbers on each side of Ramone. Ask, Do you notice anything similar between the numbers 1-10 and 11-20? Point out to children that the numbers in the ones place repeat 1-9 on both sides.

PLAY

Curious George: Bunny Ride

In this game, children collect and count carrots and view the corresponding number on the screen. Encourage children to count aloud along with the Man in the Yellow Hat as they find the carrots. After playing, extend the activity by providing children with sticky notes and markers. Have them write the numbers 1-20 on the sticky notes and count something in the room that occurs in multiples (for example, chairs, tables, or red things). Challenge children to find out "how many" they can find, and then have them count by placing one number on each item in order. Discuss how the last number they stick onto an object represents the total number of items counted.

EXPLORE

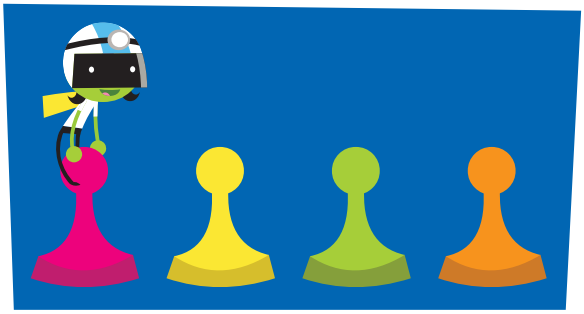
Peg + Cat: Count Your Chickens

Children will go on a chicken hunt in this activity, which helps them make connections between written numbers and their values.

EXPLORE

Counting by Rows

Collect a handful of small objects, like paper clips, crayons, or playing pieces from a board game. Display the game pieces in a pile in front of the children. Ask students to think of a way that we could organize the items so that they are only counted once. Encourage children to lay the playing pieces in a row (or rows). Model organizing and counting from top to bottom or left to right.



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Ages: 4-5

Part 2: Sorting Ourselves (45 minutes)

WATCH

Peg + Cat: Sort, Sort, Sort (1:54)

In this video, Peg and Cat explain what sorting is and demonstrate different ways to sort things.

Begin by gathering the children at your computer or interactive whiteboard. Have the children sit or stand around the screen so they can all see.

Leader: This week, we're collecting data all about us – our afterschool group. So far, we've filled in one piece of data – how many of us are in the group. Today, we're going to collect some more data by sorting ourselves into different kinds of groups. Does anyone know what sorting is?

Pause to allow children to answer.

Leader: You have some good ideas about sorting. Let's take a look at this video from Peg + Cat to find out more.

Access the video and let it play. Afterward, repeat Peg's definition of sorting: Sorting is when you separate things based on size or shape or whatever! Ask children to recall any ways that Peg and Cat sorted the items in Peg's room (books with hard covers vs. books with soft covers, dirty towels vs. clean towels, clothes with buttons vs. clothes with zippers, etc.).

Leader: Now that we know a little bit about sorting, I'm going to sort YOU! I'm going to ask some of you to stand on this side of the room, and some of you to stand on that side of the room. After I'm done, I'm going to see if you can guess how I sorted you.

Choose an attribute, but don't tell your children what it is. You may wish to sort children according to girls vs. boys, those who are wearing shorts vs. those who are wearing pants, sneakers vs. sandals, etc. Then sort children according to that attribute. Afterward, invite children to guess how you have sorted them, giving them hints if necessary.

Now encourage them to count how many children are in each group and determine which group is bigger. Ask questions like:

- How many children are there in our whole group? (Look at the bulletin board from Day 1 if children don't remember, or have the children re-count themselves.)
- Out of our entire group of children, how many write with their left hands?
- Out of our entire group of children, how many write with their right hands?
- Which is greater, the number of children who write with their left hands or their right hands?

Play again as many times as you wish. Afterward, make sure you post your data on the "All About Us" bulletin board (i.e., More children in our group are right-handed (10) than left-handed (3). There are more girls (8) than boys (5) in our group).

Keep Going! If you have more time, explore the following resources on the next page.

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Topic: Data Collection, Analysis, and Representation
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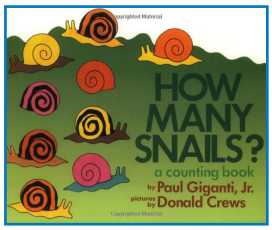
Part 2: (continued)

PLAY

Curious George: Everything Must Go

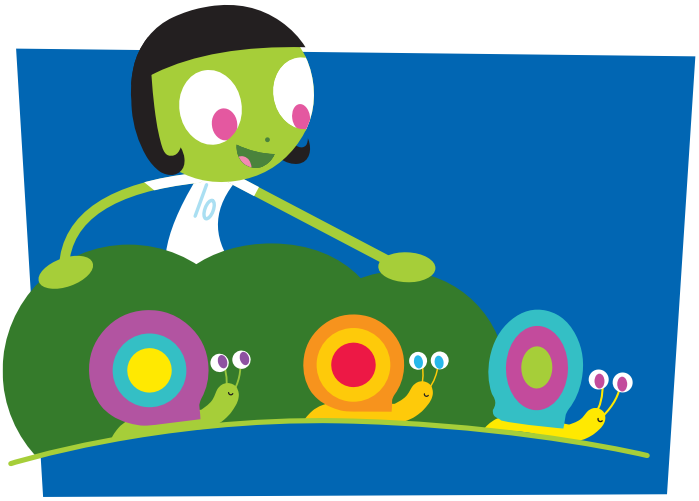
George is cleaning up and needs help sorting and placing items in the correct bins. Have children work individually or in small groups to sort clothes, books, and recyclable and compostable items. Afterwards, ask children to think about a time when they have helped to clean their home. What are some items in their homes that are sorted? Why is it important for items to have specific places where they belong?



READ

How Many Snails? by Paul Giganti, Jr.

This book asks a series of questions that children must sort and count objects to answer (for example, How many flowers were there? How many flowers were yellow? How many flowers were yellow with black centers?) Choose one child to answer each question, touching each object and counting aloud as he or she does. Point out that with each succeeding question the answer is a lower number, because they are eliminating items with each question. After reading the book provide children with paper and crayons and challenge them to draw their own pictures and create questions for others to answer.



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Part 3: Sorting Our Shoes (60 minutes)

PLAY

Sid the Science Kid: Collection Jar

What's in Sid's collection jar? In this interactive activity, children can explore Sid's treasures and sort them in different ways.

Begin by gathering the children at your computer or interactive whiteboard. Have the children sit or stand around the screen so they can all see.

Leader: This week, we're collecting data all about us. So far, we've come up with some interesting data. We counted how many of us there are, and we sorted ourselves into different groups to see which groups were bigger.

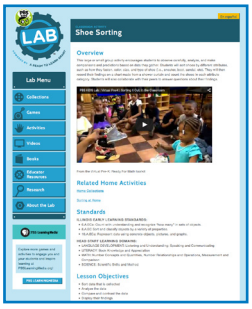
Explain to the children that the last time the group was together, you (the leader) came up with the rules for sorting. This time, the children are going to have a chance to come up with some rules for sorting objects in different ways.

Access the game and encourage children to explore, clicking on objects that interest them to find out more about them. Then ask a volunteer to explain how he or she might sort the objects, and drag and drop them into different groups. As children sort the items, encourage them to explain and compare their reasoning for grouping items together. Challenge children to think of multiple ways that the items can be sorted. Ask questions like:

- Which group has the most objects in it? Which has the least?
- Were there any objects that could not be sorted by the attribute you chose?
- Can you think of another way to sort your collection?

Having children communicate their reasoning is the most important part of this game.

EXPLORE



Shoe Sorting

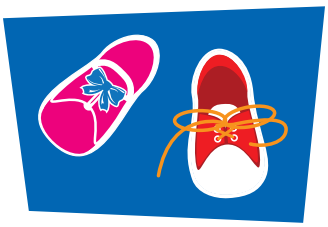
In this activity, students sort shoes by different attributes and arrange the shoes to create a simple chart.

Gather the children in an open area where you will have space to spread out.

Explain to the children that they're going to sort something new: shoes. Place the shower curtain on the floor, and explain that they will be using it to display different categories of shoes.

Now have each child take off one shoe and place it in the middle of the floor. Invite the children to share what they notice about the shoes. Ask:

- What colors do you see?
- Which shoes have laces?
- Which shoes would you wear in the rain?
- Which shoes would you wear inside your house?



Part 3: (continued)

Record their responses on a chalk board or white board and then, as a group, decide which categories you would like to use to sort the shoes. Write each category name on a sticky note and place it in one of the rows.

Ask volunteers to select one shoe as an example of each category and place it in the correct row, next to its category name. Then, invite volunteers to take turns selecting shoes from the pile and placing them in the corresponding row on the shower curtain. Continue until all of the shoes are sorted.

Note: If a shoe falls into more than one category, ask the students which category they would like to place the shoe in and why they chose to place it there. This will challenge them to think critically about choices. As an alternative, you may decide to have each shoe fit into only one category.

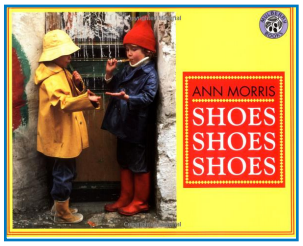
Have the children count the shoes in each category and compare the different groups. Ask questions like:

- Which type of shoe is there the most of?
- Which type of shoe is there the least of?
- How can you tell?
- What can you learn about our group by looking at our shoes?

Take a photo of your shoe chart and post it to your "All About Us" bulletin board.

Keep Going! If you have more time, explore the following resources:

READ



***Shoes, Shoes, Shoes* by Ann Morris**

Read this book before introducing the shoe sorting activity. As you read aloud, make a list of the different characteristics of the shoes (buckles, straps, open toes, laces, thongs, wooden, rubber, cloth, ice picks, cleats). Discuss how the characteristics of the shoes make them appropriate for different activities.

READ

***Hannah's Collections* by Marthe Jocelyn**

Hannah loves collecting things—buttons, barrettes, feathers, and shells—but how can she decide on just one collection to bring to school? As you read, encourage children to name and count the different items in Hannah's collections.

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Part 3: (continued)

EXPLORE

Collection Jar

Sid put some great treasures into his collection jar. What would your students put in their collection jars if they had the chance? Hand out boxes, jars, or even envelopes and invite children to go on a nature walk, collecting the treasures they find. Then, head back inside to count and sort the items. Challenge children to sort their collections into different groups and compare with a friend.

PLAY

Sid the Science Kid: Sorting Box

It's time to help May sort her stone collection by color. Allow the children to play the game a few times and ask if they see other ways to sort the rocks. Children may notice that there are five distinct shapes of rock and that the game could have been designed around sorting by shape.

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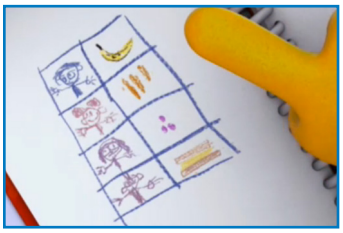
Part 4: Planning a Meerkat Party (20 minutes)

WATCH



Sid the Science Kid: Super Fab Lab: The Snack Chart (3:27)
(Note: To find the movie, click the down arrow to the right of the screen, to find video 4 of 9)

In this video, Sid and his friends make a chart of the snacks they brought to school. Watch real students conduct the chart experiment. Notice how each person has a row on the chart with a picture of his or her snack, making it easy to compare and remember data.

Begin by gathering the children at your computer or interactive whiteboard. Have the children sit or stand around the screen so they can all see.

Leader: This week, we're collecting data all about us. So far, we've come up with some interesting data. We counted how many of us there are, and we sorted ourselves into different groups, and we even sorted and laid out our shoes! You didn't know it, but we actually created a very simple chart when we laid out all of our shoes in rows. Let's watch this video to find out more about charts.

Access the video and press play. Afterwards, discuss with chidren the idea of a chart: a chart helps us organize our data so we can visualize—or see—what it means. For example, we can quickly see on a chart which shoes are the most and least common, and which snacks are most and least popular. Creating a chart also helps us remember our data and share it with others.

Cue and pause the video at 1:55. Direct the children's attention to the chart to see the kind of information it contains. Ask questions like:

- What can you learn from looking at the children's snack chart?
- What is the data that the children put on their chart? (what each child had for snack)
- How many children brought pretzels for snack? (4)
- Which snack was brought by the most children? (oranges)

Help children create their own snack chart similar to the one used by Sid and his friends. First, have children draw pictures of themselves on an index card, just like Sid and his friends did. Have the children write their names on their card. Tape each child's picture in a column on your whiteboard, wall, or onto a posterboard. Then ask each child, "What is your favorite thing to have for snack?" Allow the child to choose from the same snacks that Sid and his friends chose from (oranges, carrots, apples, graham crackers, and pretzels) by selecting a snack card showing his or her choice. Help the children stick their snack next to their picture.

When the children are done, ask them to look closely at their chart to see what they can learn from the data. Ask questions like:

- Which snack is the most popular?
- Which snack is the least popular?
- How many children liked oranges?
- How many children answered the question?
- What is [name of child in group's] favorite snack? How can you tell?

After you are finished, congratulate your children on finding out more data about the group.
Hang your graph on the "All About Us" bulletin board.

Keep Going! If you have more time, explore the following resources on the next page.

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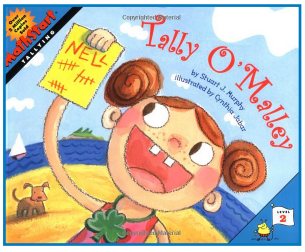
Part 4: (continued)

WATCH

Sid the Science Kid: Why Do We Need Charts?

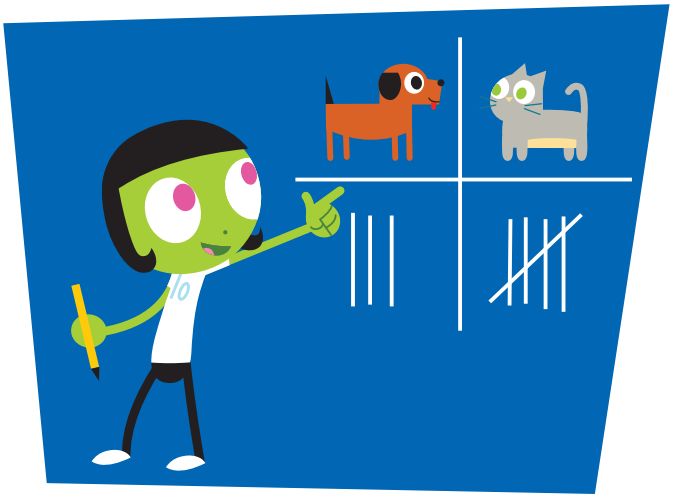
Sid tells us that in order to get a new toy, he has to earn a chart full of stickers, which he gets by helping around the house. But he wonders: Why do we need charts? Listen as Sid's Mom explains how charts can help organize data and remember information!

READ



Tally O'Malley by Stuart Murphy

Tallying is another way for children to keep track of their data as they count up different objects. As you read the book aloud, encourage children to count and tally the data along with the family. Then give them paper, clipboards (if available), and a pencil and have them create their own tallies. They may wish to tally up how many children in the class are four years old vs. five years old, how many have dogs vs. cats, or how many like spring, summer, fall, or winter best.



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Part 5: Graphing Our Names (60 minutes)

PLAY

Curious George: Hat Grab

George is curious. Which color hat is the most popular at the airport? Of course, the best way to figure this out is by grabbing hats from people's heads to make a chart!

Begin by gathering the children at your computer or interactive whiteboard. Have the children sit or stand around the screen so they can all see.

Leader: This week, we're collecting data all about us. Do you remember what kind of data we've collected? We counted how many of us there are, we sorted ourselves and our shoes into different groups, and we made a chart of our favorite snacks! Today we're going to find out more about our names. We're going to make a new kind of chart to do that. Let's play this game to find out how.

Access the game and click the green button to start. Listen to the Man with the Yellow Hat give the directions. Explain to the children that a graph is very similar to a chart and they will make a graph to show how many of something there is.

Have the children take turns clicking on the hats. Watch as the graph fills with colored squares. Point out that every time a new colored square appears on the graph, it means George has collected one more hat of that color. As children play, ask questions like:

- Which color hat has George collected the most of?
- What color hat has George collected the least of?
- Is it easy or hard to tell which color hat George has collected more of?

EXPLORE

Name Graphs

This large and small group activity encourages students to count the letters in their names and in those of their classmates' using Unifix cubes and sticky notes. Children will use comparative language, sort names in different ways, and make a name graph.

Gather children in an area where you will have room to spread out. You may wish to ready a few spaces so that children can rotate through different activities in small groups.

Leader: Now that we've gotten some practice in working with graphs, let's create our own! Our graphs aren't going to be about hats, though. They're going to be about our names!

Write your name on sticky notes, one letter per page. Hang your name (horizontally) on the graph in the first row you've prepared on your whiteboard or chalkboard, and invite the students to help you count the letters in your name.

Now explain that students will have a chance to count the letters in their own names. Have each child write out his/her name on sticky notes, one letter per note. Then invite the children to hang their names in rows on the graph, using the grid to help align the sticky notes so they have a common starting point or 'baseline.' When all of the names in your small group have been posted, invite students to make observations using comparative language. Ask questions like:

- Which name is the longest?
- Which name is the shortest?
- Which names have the same amount of letters?
- Is there an easier way we can tell how many letters are in each name?

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Part 5: (continued)

If you wish, show children a trick to tell how many letters are in each name. In the bottom row, write the numbers across, starting with a 1 in the first column and going across. Show how you can find the last letter in a child's name and then trace your finger down to the last row to find out how many letters total are in that child's name.

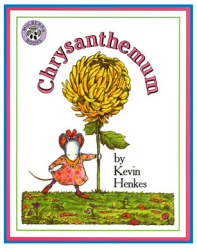
Take a photo of the name graph and add it to your "All About Us" bulletin board. Then congratulate children on adding the last piece of data to their bulletin board.

Leader: Congratulations—we're done! We collected all sorts of data about ourselves this week—data like how many of us there are, how long our names are, what we like for snack—even what our shoes look like! We filled our whole bulletin board and now anytime we want to look back to remember our data, or share it with someone else, we'll be able to do it here. Great work!

Keep Going! If you have more time, explore the following resources:

READ

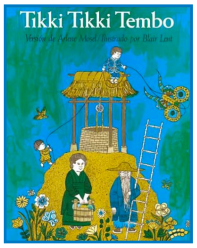
Chrysanthemum by Kevin Henkes



If you wish, introduce the Name Towers activity with this book, about a little mouse who loves her unusual name. After reading, ask, Can we count all of the letters in Chrysanthemum's name? How many letters are in your name? Why is your name important to you?

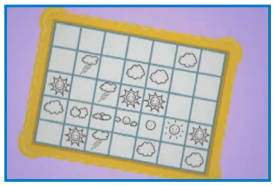
READ

Tikki Tikki Tembo by Arlene Mosel



Tikki Tikki Tembo is another good choice for introducing the Name Towers activity. The books tells of a tradition in China to give firstborn sons very long names. Ask, Can we count all of the letters in Tikki-Tikki-Tembo's name? How many letters are in your name? Why was Tikki Tikki Tembo's name a problem in this book?

WATCH



Sid the Science Kid: I Love Charts (2:39)

Watch this video with the children and sing along with Sid and his friends, if you like. Afterwards, ask what Suzy meant when she said "*charts help you visualize*". Encourage your children to create charts to help them visualize what they are interested in.

EXPLORE

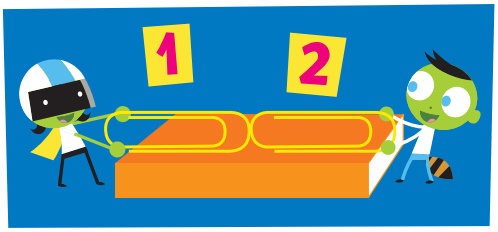
To extend the Name Graphs activity, invite children to create towers out of Unifix cubes using the same number of Unifix cubes as they have letters in their names. Encourage students to use comparative vocabulary to describe their name towers as they compare them with those of their friends.

This out-of-school resource was developed by Maryland Public Television.
The contents of this activity were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. [PR/Award No. U295A100025, CFDA No. 84.295A].

More About Math

All About Us

Background for Leaders



This unit focuses on data collection and analysis skills for 4-5 year olds. Through these activities and games children will explore counting and sorting, analyzing, and representing data.

Counting

Young children can typically count to five by age four and can count to ten proficiently by age five. Some children will be more advanced and count higher than these benchmark numbers easily on their own, while others will need more support. The goal at age four is to count up to ten and the goal at age five is to count up to twenty. It is essential that to model proper counting procedures: saying numbers in the correct order, connecting each number to just one object as you count (showing a one-to-one correspondence), and connecting the number being said to the numeral that represents it.

Sorting

Children at this age have an extensive vocabulary to describe the world around them; this proves beneficial when sorting. Children need to recognize one or more attributes of the objects being sorted. Children should be able to sort by color, shape, length, or weight. They may not be able to use formal measurements to make these comparisons, but should be able to tell when something is lighter or heavier and when something is longer or shorter. Children may use repetition of non-standard units to measure length, such as: How many paperclips long is the book?

Young children are capable of sorting into three groups at a time, however each group should consist of no more than ten items. Therefore, children should be sorting no more than thirty items at a time. Challenge children to approach problems in new ways by determining the sorting criteria on their own or possibly determining a different way to sort items that have already been sorted. Children should be able to count how many in each group and compare amounts telling which group has more and which group has less once objects have been sorted.

Data Collecting & Analysis

Children at this age should be exposed to tally charts, bar graphs, and pictographs. Children first learn tally charts as a way of keeping track of data, by taking surveys, or making observations. This data can then be transferred into a bar graph. When making bar graphs children should be given a grid to complete or be aided in creating a graph format with standard intervals so that comparisons are not deceiving. Children may also display data using a pictograph; initially a pictograph should represent a one to one correspondence where each object on the graph stands for one item, eventually this representation be made more challenging by making one object represents two items. At this age children should be comparing no more than three categories of data on one graph. When they are analyzing the data they should be able to tell how many more or less items are in one category than another and which group has the most or the least.

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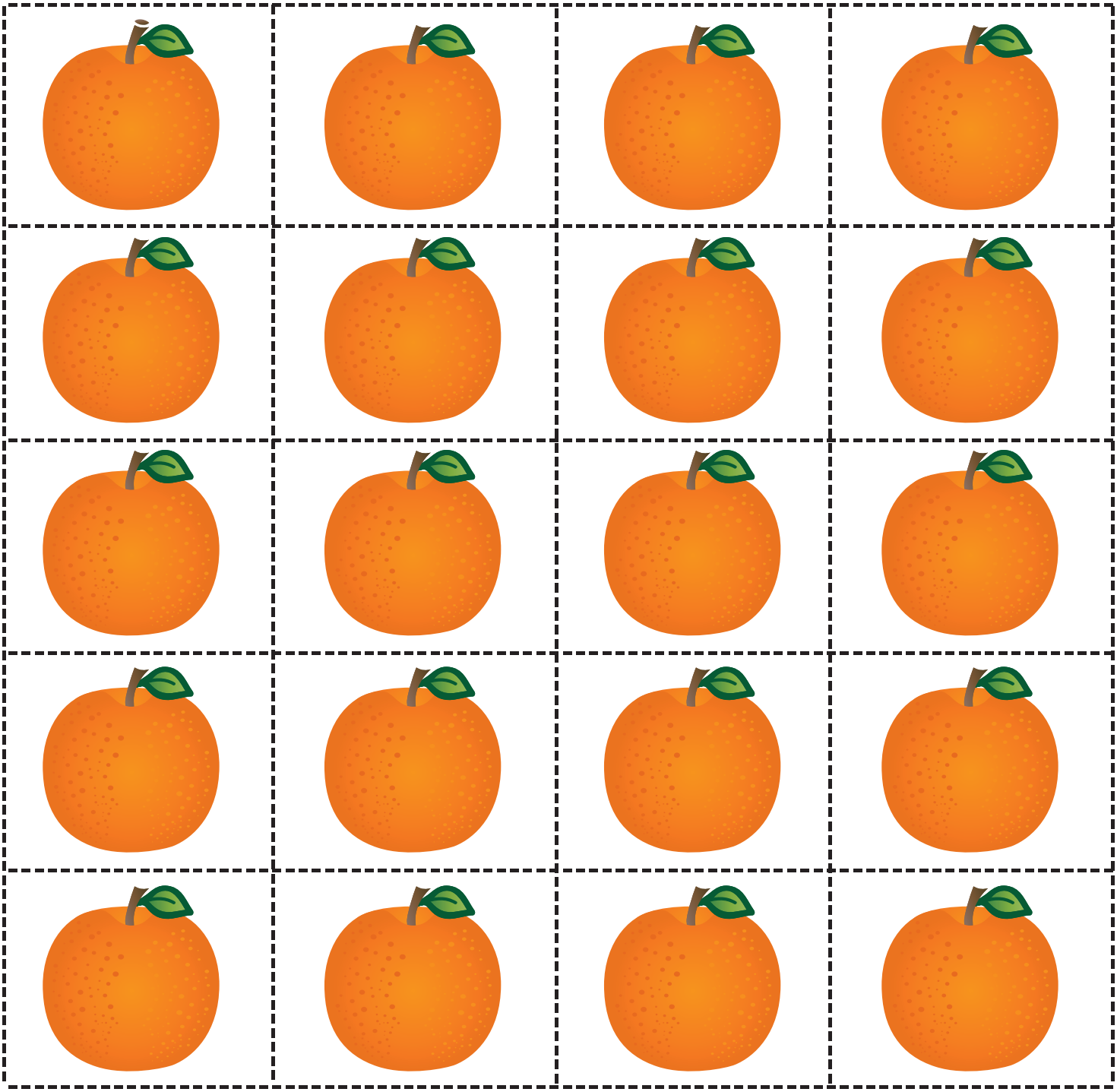
Snack Cards

Directions: Copy the page and cut out each snack card so that every child has one card of each snack.



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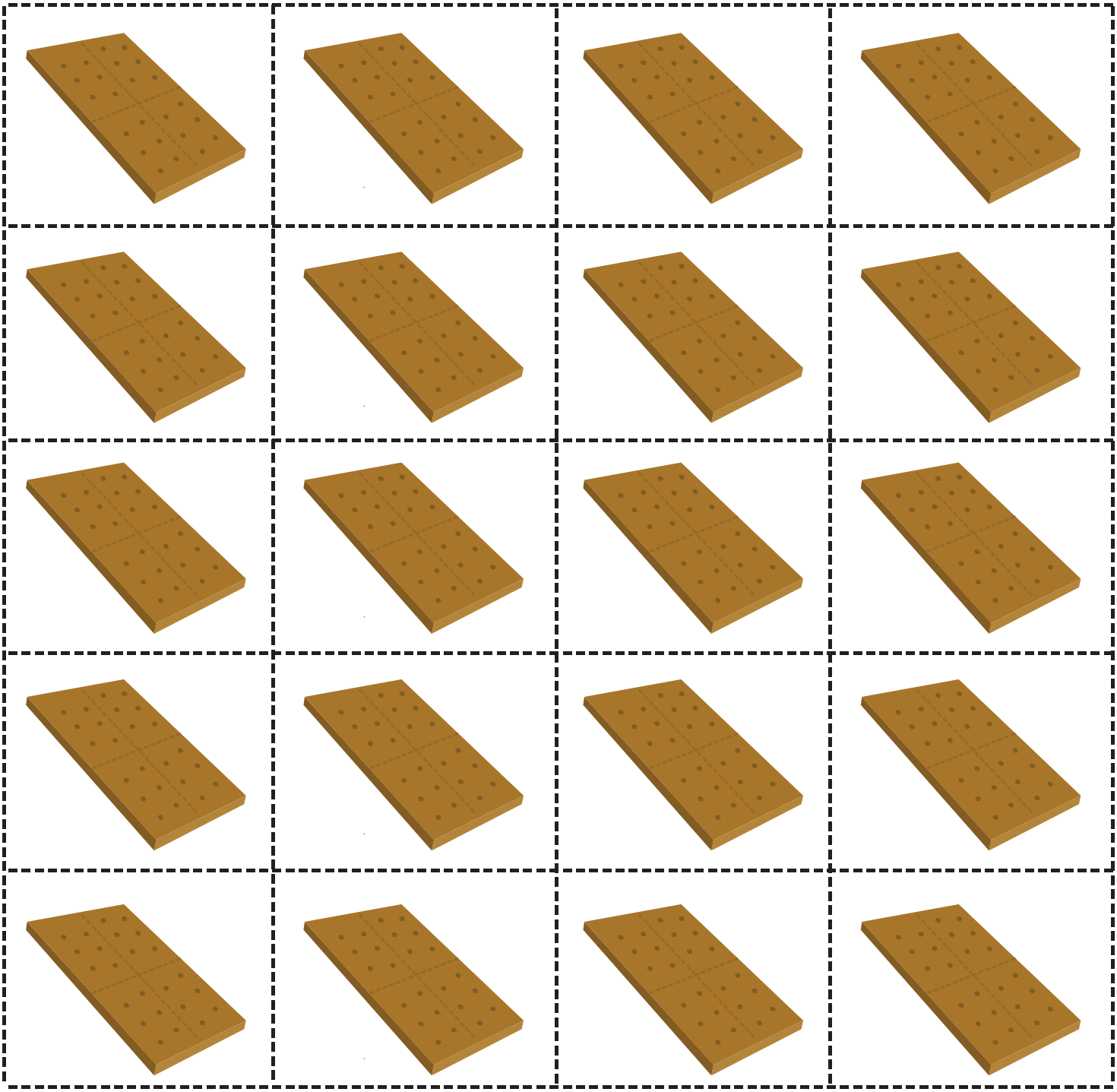

PBS KIDS Afterschool Adventure!

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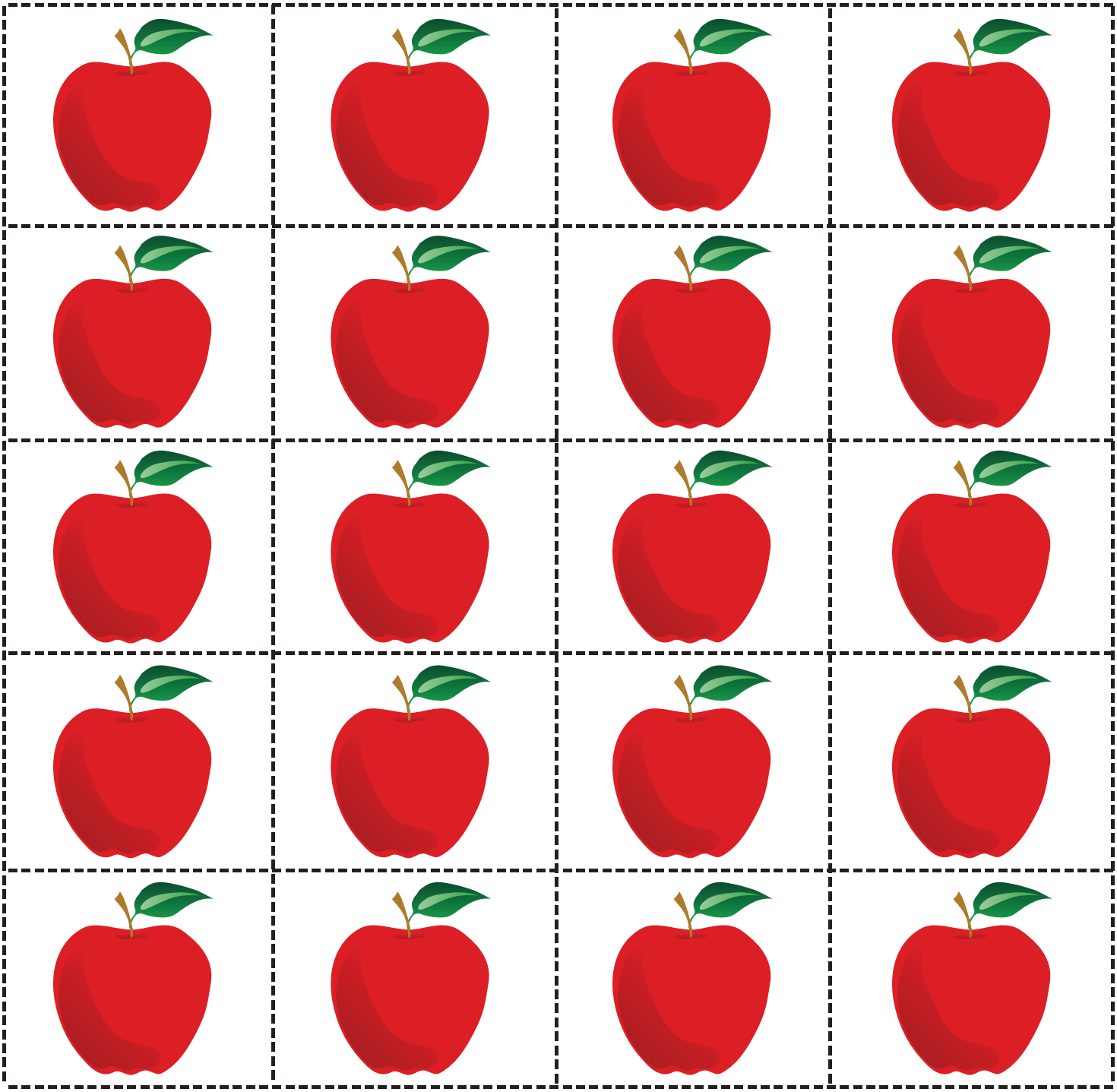

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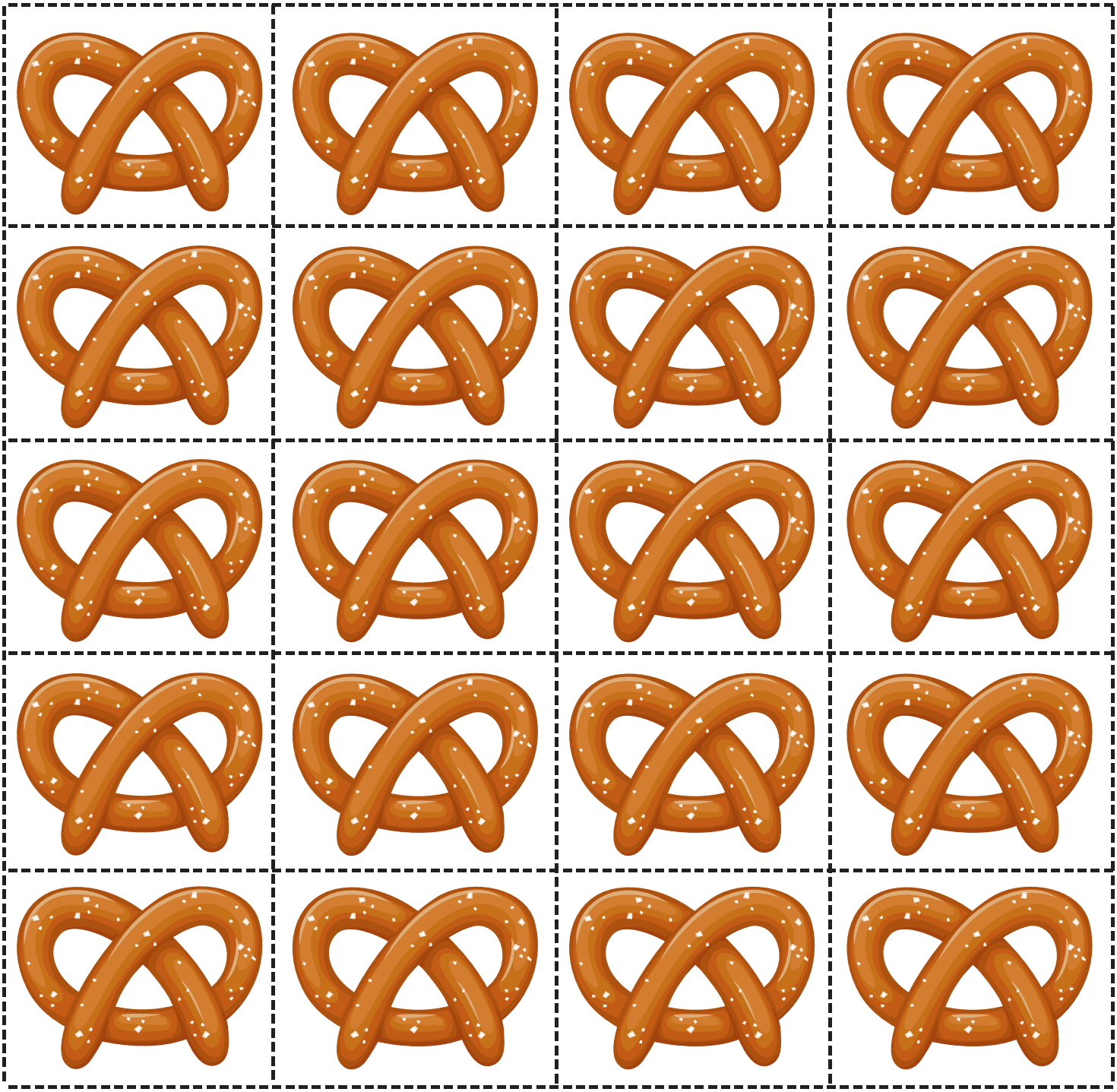

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