

# Mathematics & Science Materials

*When the appropriate materials are available, this project is good for teaching the grade level standards in mathematics and science for the various grade levels and needs of students in special education.*

## Curriculum/State Standard

This project was used to meet the state standards in the areas of Mathematics and Science.

## Overview

Students worked with a common object in their environment in a number of different ways, using math and science skills.

## Objectives

- The students will collect information about objects and events in their environment.
- The students will pose information questions, collect data, and record the results using objects, pictures and picture graphs.

## Materials

Classroom graph ready for students to use, Unifix Cubes, crayons, and paper

## Readiness Activity

Read a story about pockets. I chose to read "A Pocket for Corduroy" by Don Freeman. Discuss the story. Generate questions about pockets from the students. Discuss the student generated questions and other questions like:

- what kinds of things might do you keep in a pocket?;
- what kinds of clothes have pockets?;
- what shape is your pocket?; etc.

*Continued on the back...*

# 1-4

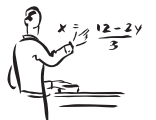
SPECIAL EDUCATION  
GRADE LEVEL



ARTS



LANGUAGE



MATH

# Misc

MISCELLANEOUS



SCIENCE



HISTORY



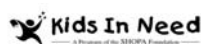
SOCIAL STUDIES

# 9

MONTHS

# \$915

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Diane Brillhart  
Mickey Cox Elementary School  
2191 Sierra, Clovis, CA 93611

# “Math & Science Materials” project continued...

---

## **Strategies/Activities**

- Students decorate a pocket.
- Students take a Unifix Cube and put one cube in each of their pockets.
- Students take the Unifix Cubes out of their pockets and count how many they have.
- Glue or tape the pocket on the class graph under the appropriate number of pockets.
- Discuss the graph:
  - who has the most pockets?;
  - who has the least pockets?;
  - do any people have the same number of pockets?;
  - how many more pockets does \_\_\_\_\_ have than \_\_\_\_\_?;
  - how many fewer pockets does \_\_\_\_\_ have than \_\_\_\_\_?;
  - how many pockets do \_\_\_\_\_ and \_\_\_\_\_ have all together?

This could also be done a second day and compare the results on the two graphs.

- Extension activities: take all the Unifix Cubes from people's pockets and count. Take all the Unifix Cubes and connect into tens and ones.

## **Culminating Activity**

The culminating activities consisted of three things. One was the discussion of the graph. The second was the development of new original ideas for questions to explore through the collection, graphing and analysis of the graph. The third was the art activity of making their own bears without a pattern and dressing the bears in clothing with a pocket. These bears were then used for another math activity, size and ordering according to size.

## **Evaluation**

Evaluation was based on the student's oral discussion of the activity.