

A Cow in the Corner

Grade: First through Fourth Grade

Subject: Reading, Math

Objectives: Students learn more about agriculture through various reading strategies.

Standards:

Reads at a rate that allows understanding.

Distinguishes fact from opinion.

Creates and interprets graphs.

Multiple Intelligence:

Linguistic: Read a book about your favorite animal and write down facts about that animal.

Logical-Mathematic: Create human graphs to illustrate the student's favorite animal.

Visual-Spatial: Use a Venn Diagram to determine similarities and differences.

Interpersonal: Communicate with others why you chose that animal as your favorite.

Intrapersonal: In your own opinion, go to the corner that has a picture of your favorite animal.

Naturalist: Use farm animals to learn the differences between facts and opinions.

Procedure:

The "corners" activity links reading with one's personal opinion and concepts of quantitative measurement. The lesson design calls for students to move to a corner of the room in which a picture of their favorite farm animal (pig, dairy cow, sheep, chickens) is posted. Once the choices have been made, a series of activities follow involving reading and graphing.

Time-Share-Pair:

1. Teacher places pictures of four different words or pictures – one in each corner of the classroom. Students pick one of the four as their favorite. Students go to the corner where their favorite word/picture is posted.
2. Students pair with one other person in their corner.
 - a. Establish an "A" and "B" person.
 - b. "A" talks for one minute about why he/she chose _____ as their favorite while "B" listens ("B" may not talk or comment). When "A" finishes, instruct "B" to say "thank you for sharing."
 - c. Reverse roles – When "B" finishes, instruct "A" to say "I enjoyed listening to you."
3. One pair joins another in the same corner. "A" in one pair introduces partner to the other two, and shares what "B" told him/her about why s/he made the particular choice s/he made. "A" in the other pair does the same (introduction and sharing). Then "B" (in the first pair) shares and finally "B" in the second team.
4. Teacher calls on the people in one of the corners to share the various reasons members of the group had given for his/her selection. Students are individually asked to share reasons given by someone else in their group (partner or another pair).
5. Rally robin with your original partner – what reasons were just given? Name all the ones you can remember. (*Excellent strategy to help stretch students who are not highly auditory.*)



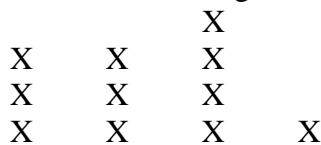
Venn Diagrams:

1. Have one person in each group read their book representing their favorite farm animal out loud to the others in his/her group.
2. Have each person write facts from the book about their favorite animal.
3. In the front of the room, have two sets of hula-hoops on the floor depicting two Venn Diagrams. Each hula hoop will be labeled as one of the four farm animals from the four corners of the room.
4. Have the students place their fact cards in the appropriate animal of the Venn Diagram.
5. In their animal groups, they will work collectively to determine any commonalities of the two animals depicted in each Venn Diagram.

Human Graphing :

1. **Bar Graph** - Have one student in each group hold that group's word/picture and the others in that group form a line behind the person holding the item. The last person in line will have his/her back against the wall; the other group members will line up one-by-one, facing away from the wall, with the person in the front of the line holding the word/picture. Have the other groups form lines in the same manner along the same wall. See diagram for a graphic representation of the formation of lines.

X – Student facing forward in row

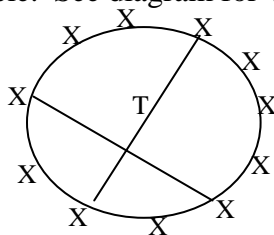


Explain that the class has created a bar graph that expresses students' preferences. Point out that a graph is a picture that represents facts.

2. **Line Graph** – Hand the first person in the first row the end of a ball of string or roll of crepe paper. Walking in front of each row, have the first person take hold of the string of paper, ending with the person at the front of the 4th row. Ask the class what graph they have now formed: a line graph. Make sure students understand that the bar graph and line graph both represent the same information
3. **Pie/Circle Graph** – Have students in each line join hands. Form a circle beginning with the students in the first line. As the teacher marches in a circle the students in each line take the hand of the last person in the line ahead of them. Once all four groups/lines are in the full circle, have students drop their hands. The person holding the word/picture lays it on the floor in the middle of their group such that everyone in the circle can see it. The teacher moves to the center of the circle holding four pieces of string/crepe paper. The first person in each group goes to the teacher and takes the end of one piece of string/paper and then returns to his/her place in the circle. See diagram for visual understanding:

T – Teacher

X – Student



Clarify with class that each of the graphs created represents the same findings; these are merely three different methods to depict that data.