



















Technology-Connected Lesson Plan

Title:	Jelly Belly: What a Wonderful "Bean"!
Grade Levels:	K-2
Curriculum Areas:	<ul style="list-style-type: none">  Math  Technology Integration
Measurable Objectives:	<ul style="list-style-type: none">  TSW estimate the amount of jelly beans in a jar.  TSW sort jelly beans by color.  TSW create a graph using Graph Club Software or Create A Graph website.
LA Content Standards:	<ul style="list-style-type: none">  In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.  In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Grade Level Expectations (GLE)	<ul style="list-style-type: none">  Collect and organize concrete data using tally mark charts (D-1-E)  Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E)  Sort, represent, and use information in simple tables and bar/picture graphs (D-2-E) (D-3-E)  Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)  Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles ± 1, then 10s facts, and related turn-around (commutative) pairs] and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E)  Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)  Make reasonable estimates of the number of objects in a collection with fewer than 100 objects (N-2-E)  Know all basic facts for addition and subtraction and use them to solve real-life problems (N-5-E) (N-6-E) (N-7-E) (N-8-E) (N-9-E)  Collect and organize data using observations, surveys, and experiments (D-1-E)

	<ul style="list-style-type: none"> 🖥️ Construct and read line plots and tables (D-2-E) 🖥️ Interpret pictographs in which each picture represents more than one object (D-2-E)
K12 Educational Technology Standards:	<ul style="list-style-type: none"> 🖥️ Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>) <ul style="list-style-type: none"> ◆ Students use technology tools to enhance learning, increase productivity, and promote creativity. ◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products. 🖥️ Basic Operations and Concepts <ul style="list-style-type: none"> ◆ Students demonstrate a sound understanding of the nature and operation of technology systems. ◆ Students are proficient in the use of technology.
Technology Connection:	<ul style="list-style-type: none"> 🖥️ TV 🖥️ VCR 🖥️ Internet 🖥️ http://jellybelly.com/Cultures/en-US/default.htm 🖥️ Graph Club Software
Procedures:	<ul style="list-style-type: none"> 🖥️ TTW begin the lesson by discussing the origins of the jelly bean. TTW allow students to discuss the time of year when Jelly Beans are popular. 🖥️ TSW view an 8 minute video that takes viewers behind the scenes to watch how jelly beans are prepared, tested, shaped, finished, and shipped. (Video obtained from www.jellybelly.com) 🖥️ After viewing the video, TTW display a jar filled with jelly beans. TTW ask the students to estimate the amount of jelly beans in the jar. These estimates will be recorded for later use. 🖥️ TSW each be given a Ziploc bag containing jelly beans. TTW hand out a jelly bean sorting sheet copied from http://www.teach-nology.com/worksheets/science/sort/1/ 🖥️ TTW explain to the students that today they are going to sort jelly beans by colors and then each students will make a graph using Graph Club software or Create A Graph website. 🖥️ After the students have their jelly beans sorted and recorded on their handout, TSW rotate to the computers to input their recorded information. 🖥️ While students are working at the computers, TTW allow students to eat their jelly beans while completing a jelly bean math handout copied from http://www.sunshine.co.nz/nz/ki/actshts/16/beans.html

	<ul style="list-style-type: none"> 🖨️ Students will print and share their graphs with the class. 🖨️ After the lesson is complete, TTW tell the students the exact number of Jelly Beans in the jar. TS with the closest estimate will win a bag of Jelly Belly Jelly bean.
Materials:	<ul style="list-style-type: none"> 🖨️ Jelly Beans 🖨️ Video 🖨️ Handout 🖨️ Jar of Jelly Beans
Assessment:	🖨️ Printed copy of graph.
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School:	🖨️ Independence Elem./ Loranger Elem.