



Graphing & Estimating jelly beans Lesson (math)

by Debbie Allen Lewiston City Library

Skills: estimating, sorting, counting, graphing

Book: How Many Jelly Beans? A Giant Book of Giant Numbers! By Andrea Menotti

Read this book to the group if possible, the children were amazed when I pulled out the last page to show one million jelly beans...it really helped them understand that one million is a whole lot of jelly beans. 😊

Station supplies:

- “Graphing jelly beans” graph paper
- baggie with jelly beans, (1 per child) you will have to sort to get out other colors or could have the kids do this and eat the ones that they cannot graph by color.
- colored markers in jelly bean colors... red, pink, orange, yellow, green, blue.
I only put out markers in the same colors as the jelly beans to graph

Directions:

Children first *estimate* (*guess*) how many jelly beans they have and write that number in the sentence...“ I **estimate** _____ jelly beans will fit in the giant bean.”

Next put the actual jelly beans inside the drawing of the giant bean.

Count how many fit and write answer in sentence...

“ _____ jelly beans actually fit inside the bean!”

For younger children be sure and discuss the colors of each jelly bean and discuss which colors have the **greatest amount**, the **least**, the **same**, etc.

Graph how many of each color they have. Child can lay the jelly beans in the squares on the graph in the correct row and **count** how many. Have the child color in the squares with the same color as the jelly bean (they are now **recording** their **data**). If there are 3 green jelly beans color in three squares with green marker, 6 red beans color in 6 squares with red marker, etc. Help the child count the squares. Once graph is complete...Eat the results (jelly beans)!

Graphing is an important tool in collecting and presenting data. You could copy the directions to give the adult that is helping the child or put it up on the table for them to read.

Please remind parents to use “math” words...

Counting & Cardinality	Know number names and the count sequence. Count to tell the number of objects. Compare numbers.
Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Number & Operations in Base 10	Work with numbers 11-19 to gain foundations for place value.
Measurement & Data	Describe and compare measurable attributes Classify objects and count the number of objects in each category
Geometry	Identify and describe shapes. Analyze, compare, create, and compose shapes.
Source: www.corestandards.org	

Kindergarten Math Vocabulary Words at a Glance:

Source: <http://www.spellingcity.com/kindergarten-math-vocabulary.html>

Counting & Cardinality

Comparison: big, equal, more, between, less, before, after, opposite, small, compare

Counting: hundred, count forward, even, number, odd, numeral, quantity, small, big

Grouping: pair, table, add, equal, ten, one, count forward, tally, group

Money: coin, money, cent, penny, dime, quarter, count, dollar, nickel

Sequence: fourth, fourth, number line, sequence, order, tens, ones, even numbers, odd numbers

Algebraic Thinking

Operations & Algebraic Thinking: different, alike, input, output, sort, outside, object, match, size, similar

Base Ten Operations

Number & Operations in Base Ten: minus, value, behind, sum, above, difference, add, compare, zero, below, subtract, under, ones, tens, beside, between, addition, sort

Measurement & Data

Measurement & Data: measure, long, estimate, longest, shorter, small, size, big, short, biggest, today, time, minute, calendar, hour, second, yesterday, morning, afternoon, date, minute hand, first, second hand, hour hand, clock, year, equal parts, month, day, week

Geometry

Geometry: square, shapes, pattern, triangle, rectangle, cylinder, halves, cone, in front of, cube, inside, middle, sphere, corner, curves, slide, right, graph, circle, left