## Jelly Bean Grab

Unit 1: Routines and Data

### Grade Level

1

### Overview

Students will grab handfuls of jelly beans and record results on a graphic organizer, then use results to construct a graph.

### Key Standards

**M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100.**

a. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.
b. Correctly count and represent the number of objects in a set using numerals.
c. Compare small sets using the terms greater than, less than, and equal to (> , <, =).

**M1D1. Students will create simple tables and graphs and interpret them.**

a. Interpret tally marks, picture graphs, and bar graphs.
b. Organize and record data using objects, pictures, tally marks, and picture graphs.

### Possible Materials

- Jelly Beans
- Candy Grab Record Sheet
- Candy Grab Question and Answer Sheet
- Candy Grab Overhead Slides
- Overhead Projector
- Construction Paper
- Markers
- Pens or Pencils
- Paper Bags

### Task

Tell students to predict the number of times (out of five draws) they will grab 10 jelly beans. Have them record their prediction on their graphic organizer. Ask the students to grab a handful of jelly beans. They should record the number grabbed on their graphic organizers. The students should decide if the number is more than, less than, or equal to ten and record it on their tally sheets. This process should be repeated four more times. When students have finished recording their results, ask how they can create a graph to represent their results. After graphs are created, students will write questions to help others interpret their graphs.
**Sample Questions**

1. How many times did you grab less than, more than, or equal to 10 jelly beans?
2. Did your prediction come true?
3. What is the smallest number of jelly beans you grabbed? The largest?
4. How can you put the number of jelly beans you grabbed in order?
5. How can you create a graph to represent your data?
6. What kinds of graphs could you create?
7. What questions could you ask others to help them interpret your graph?

**Sample Question Solutions**

1. 0-5
2. Yes or no
3. Answers will vary, should be less than the number of jelly beans in the bag.
4. Least to greatest, greatest to least. Some students might say by color. Remind students that this is a comparing and graphing activity, not a sorting activity.
5. Draw lines and label the number of jelly beans you grabbed on one side and the number of times you grabbed on the other side. For a picture graph, draw a picture for each jelly bean grabbed. For a bar graph, count how high you need to go, write the number, then fill it in. Remind students to create a title for their graphs.
6. Bar graph or picture graph
7. How many times did I grab 10 jelly beans? Less than 10? Greater than 10? How many more jelly beans did I grab the second time than the last time? How many fewer did I grab the third time than the fourth time? How many jelly beans did I grab in all?

**Assessment Ideas**

- Jelly Bean Grab Question and Answer Sheet- did the students put the jelly beans in order from least to greatest or greatest to least?
- Jelly Bean Grab Organizer- did the students correctly identify jelly beans grabbed less than, greater than, and exactly 10 times?
- Student-generated graph- did the students correctly label their graphs and do the pictures or bar accurately reflect the data recorded on the organizer?
- Student-generated questions- are the students comparing data, can their classmates answer their questions, and do the questions make sense?