

SPECIAL ED

Line Graphs

Average number of visitors per hour

Record the totals

8:00 AM		4:00 PM	
10:00 AM		6:00 PM	
12:00 PM		8:00 PM	
2:00 PM			

12	10	8	16	10	2	6
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Christa Joy, Special Needs for Special Kids
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1. Draw the dots on the graph using the data in the table.
2. Connect the dots with lines using a ruler.

Average number of cars per hour

8:00 AM	18	4:00 PM	16
10:00 AM	6	6:00 PM	18
12:00 PM	12	8:00 PM	14
2:00 PM	8		

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INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, can count to 20 but can't add at all. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

Line Graphs

By
Christa Joy,
Special Needs for Special Kids

Hours of TV watched per day

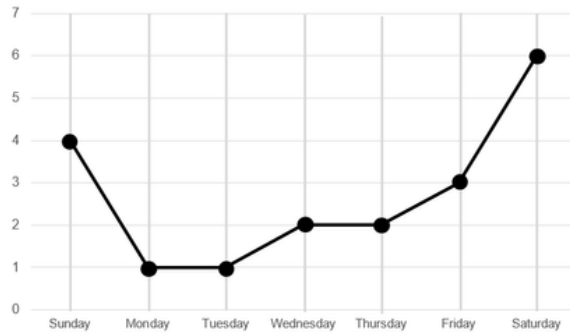


Table of Contents

Worksheet pages	Activity
4-5	Vocabulary Board
6-16	Group activity templates
17	Labeling parts of a graph
18-38	Reading a line graph
39-59	Drawing a line graph
60-61	Terms of Use

In separate files, you will find:

- Lesson plan
- Voice recorded PowerPoint
- PowerPoint (this is the book in the lesson plan)
- Links and directions to digital versions of the activities
- Activities in black and white

This unit contains 5 days of printable and digital material.

The activities come in two separate files, one in color and one in black and white for easier printing.

Line Graphs Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Books
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Graphing templates for Group Activity
 - Laminate or place in page protector
 - Print out data tables and cut apart to use as cards

Teaching Tips

1. **Color Coding:** this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Be
 - a. For more info, read more here <https://specialneedsforspecialdifferentiation/>
 - b. I also have a blog post on dit <https://specialneedsforspecial-easily-and-effectively/>
2. **Make your own copies of the activity** For that reason:
 - a. I often complete the activity could use year after year.
 - b. My copies were also helpful support or as a way for more
3. **Options for Use:** Turn any activity adding Velcro.
 - a. For more info, watch this vid <https://www.teacherspayteach.com/3474240>
4. **Worksheets**
 - a. There are more worksheets in
 - b. Use the extra worksheets for:

Day 4

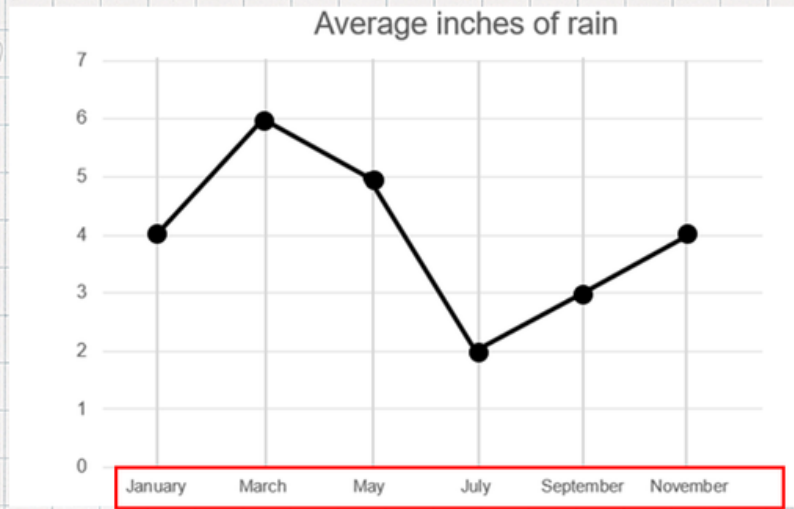
Activity	Notes	Materials
Read or listen to Book 1: Line Graphs (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Group activity: Creating line graphs (10 minutes)	<ul style="list-style-type: none"> • See activity for directions and suggestion for use 	<ul style="list-style-type: none"> • Line graph templates and data table cards • Manipulatives • Dry erase markers
Reading a graph review (5 minutes)	<ul style="list-style-type: none"> • Review the graph worksheets completed yesterday 	<ul style="list-style-type: none"> • Graph worksheets completed yesterday
Drawing line graphs (10 minutes)	<ul style="list-style-type: none"> • Students will draw a line graph given data in a table (there are 10 different graphs for practice) <ul style="list-style-type: none"> ◦ There is a differentiated version where either the lines OR the dots are present and students draw in the missing component of the graph • Make connections to the book as necessary 	<ul style="list-style-type: none"> • Graph worksheet • Rulers • Pencil
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares their finished worksheet with the group using the communication method of their choice 	<ul style="list-style-type: none"> • Completed worksheets • Communication devices

Quick Look

Day	Activity
1	<ul style="list-style-type: none"> • Book 1 • Group activity • Label parts of the graph
2	<ul style="list-style-type: none"> • Book 1 • Group activity • Reading line graphs
3	<ul style="list-style-type: none"> • Book 1 • Group activity • Reading line graphs

The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run



The labels along the bottom will tell you **when** that thing is being measured.

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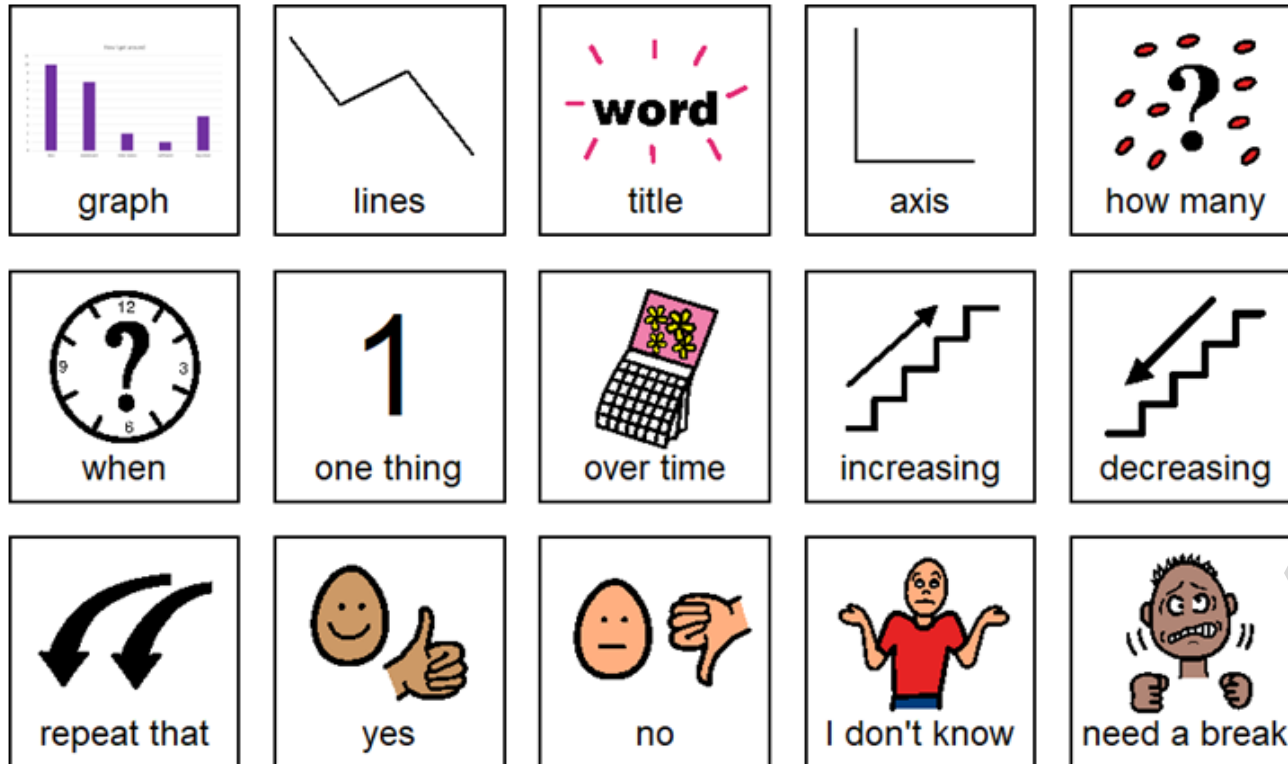
Here is one more. The title tells you this graph is measuring how many visitors come to the museum each week. The numbers on the side tell you **how many** visitors come. And, on the bottom, it tells you **when**, or which week the visitors were there.

©Christa Joy, SNSK

There is a 22 page book walking through how to read a line graph.

They come in a PowerPoint version as well as a voice-recorded movie (mp4).

The movie is narrated and animated.

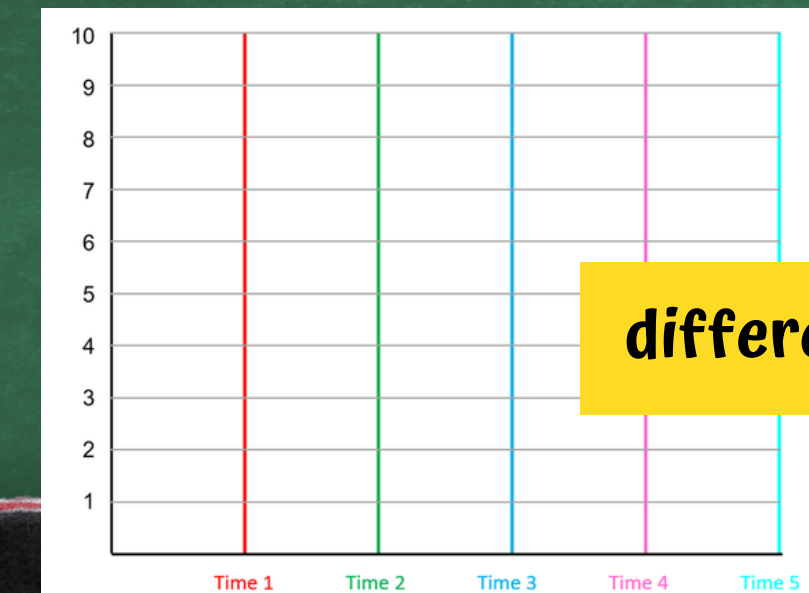
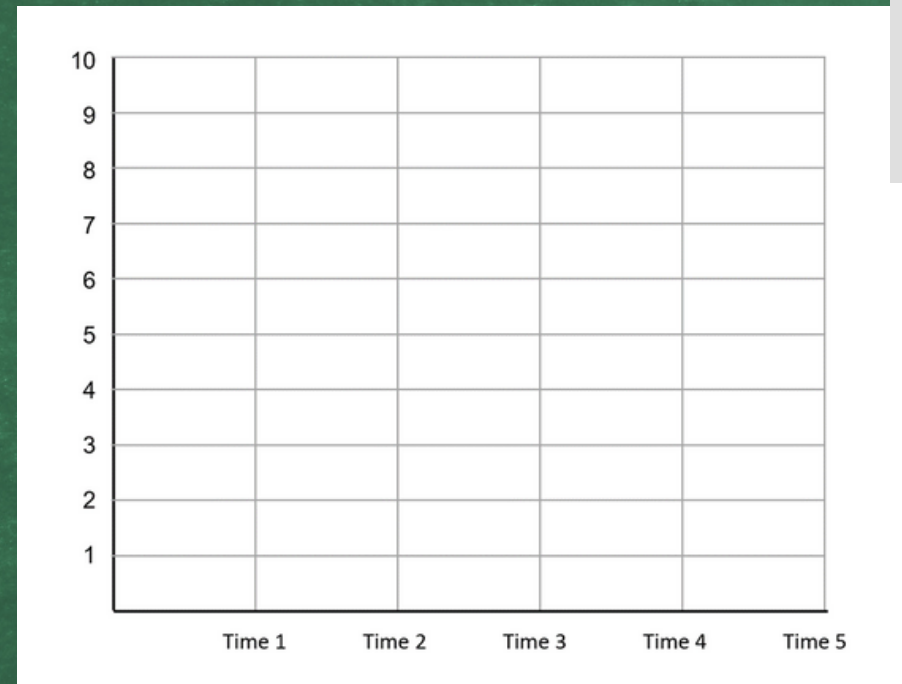


There is a vocabulary board for students who need more support and to encourage engagement and participation in group activities.

Line Graph practice: Group Activity

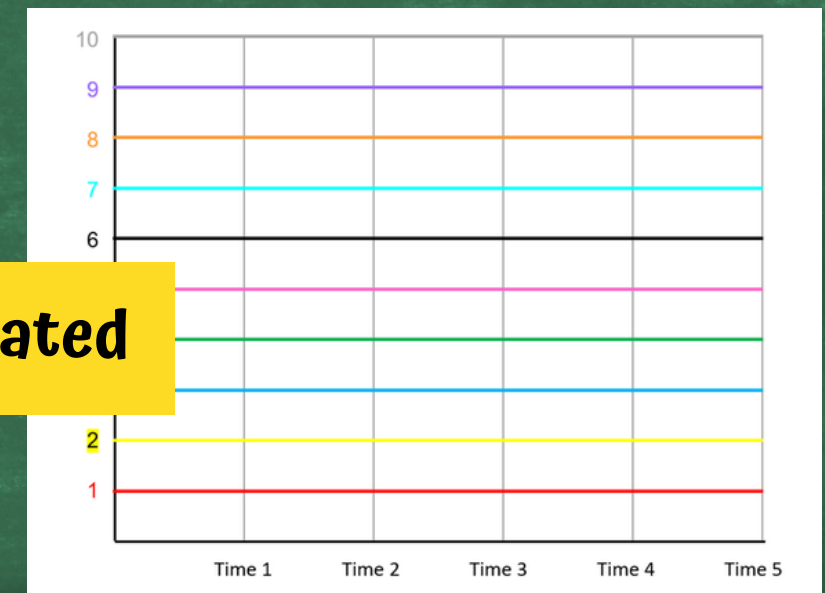
- This group activity has two purposes.
 1. Give students practice using a ruler to connect data points on a graph.
 2. Understanding where to put data points on a coordinated grid.
- Print out a template for each student onto cardstock and laminate. There are 3 options
 - Plain version
 - Times color-coded
 - Data values color-coded
- Data tables:
 - There are 5 sets of prefilled data tables you can print and use
 - There are also blank templates (plain and color-coded) you can fill out yourself
- **Activity 1:**
 - Teacher draws coordinates onto the graph using dry erase markers.
 - Students will use a ruler to connect the data points using dry erase markers.
 - To differentiate: draw a dash line for students to trace using a ruler.
- **Activity 2:**
 - Teacher fills out the data table using dry erase marker.
 - Students will mark the data on the graph using dry erase marker.
 - To differentiate, allow students to use different items to mark the data points:
 - Balls of play-do
 - Dot stickers
 - Novelty erasers
 - Counters
 - Snap cubes
 - Skittles or other small candy
 - Cereal or other small cereal

Group activity

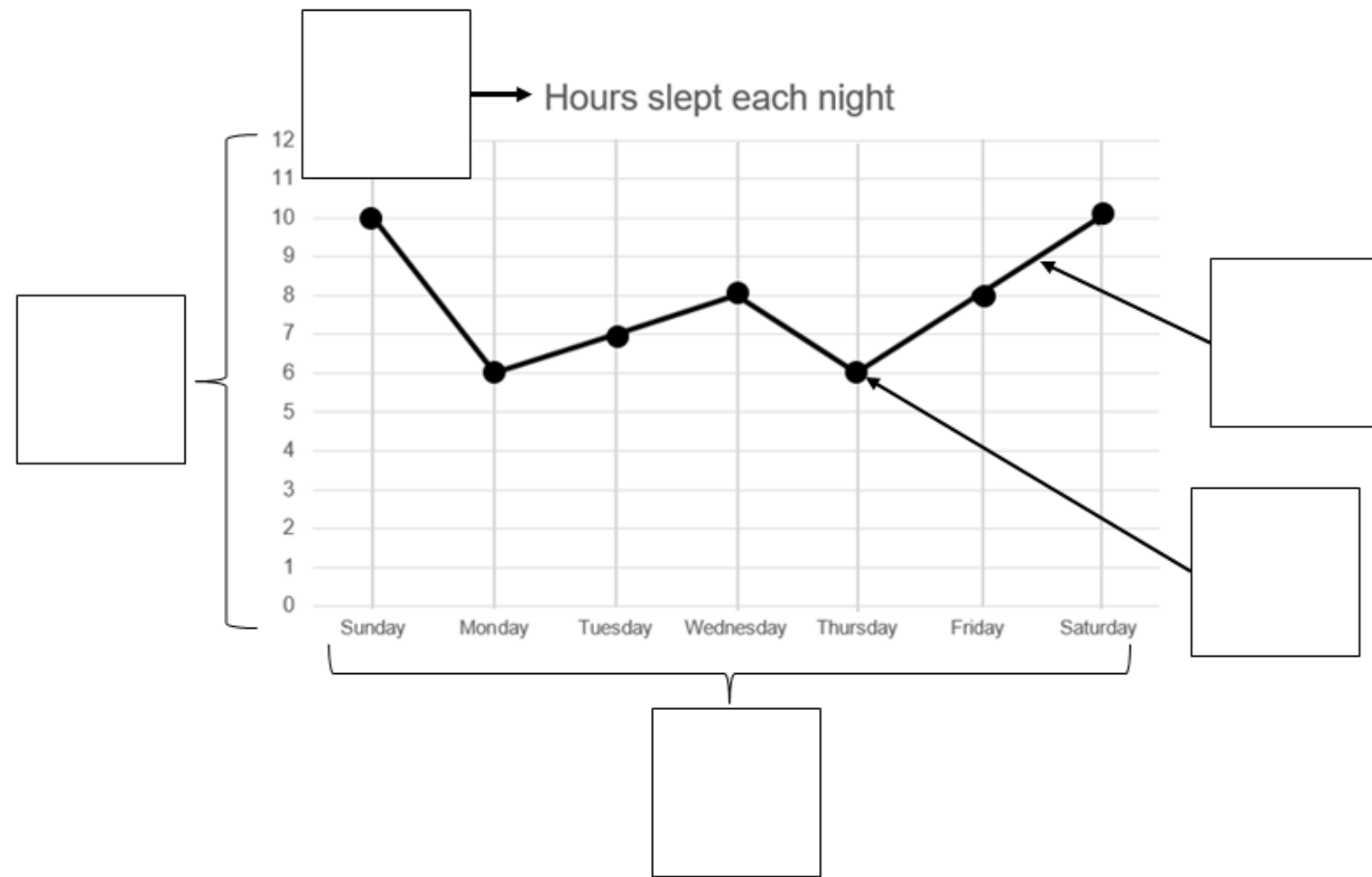


differentiated

Students will work with manipulatives to make and read line graphs as a group. 3 graphing templates included.



Label parts of the graph

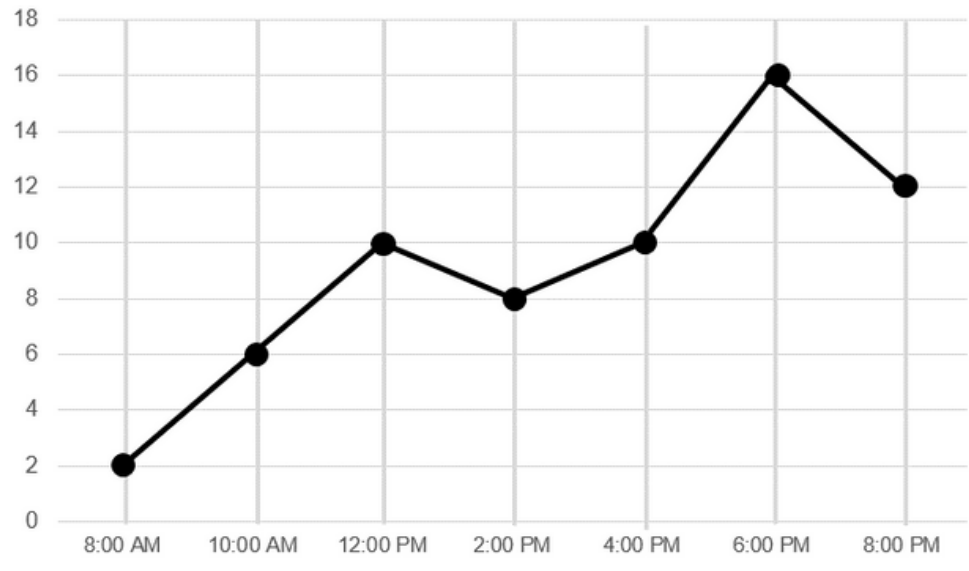


Students will label the parts of a line graph.



There are 10 graphs students will read the graph and record data. Each graph comes with a differentiated version.

Average number of visitors per hour



Record the totals

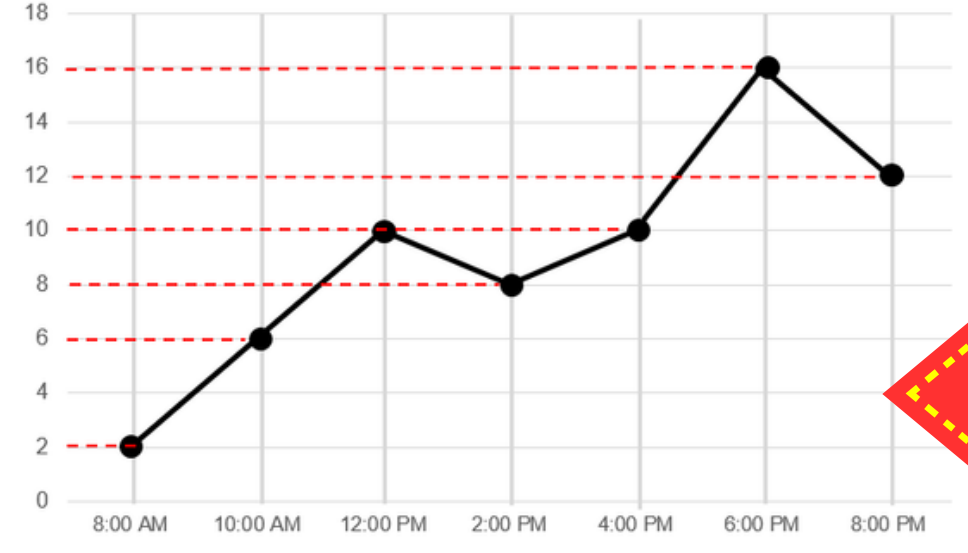
8:00 AM	
10:00 AM	
12:00 PM	
2:00 PM	

4:00 PM	
6:00 PM	
8:00 PM	

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Average number of visitors per hour



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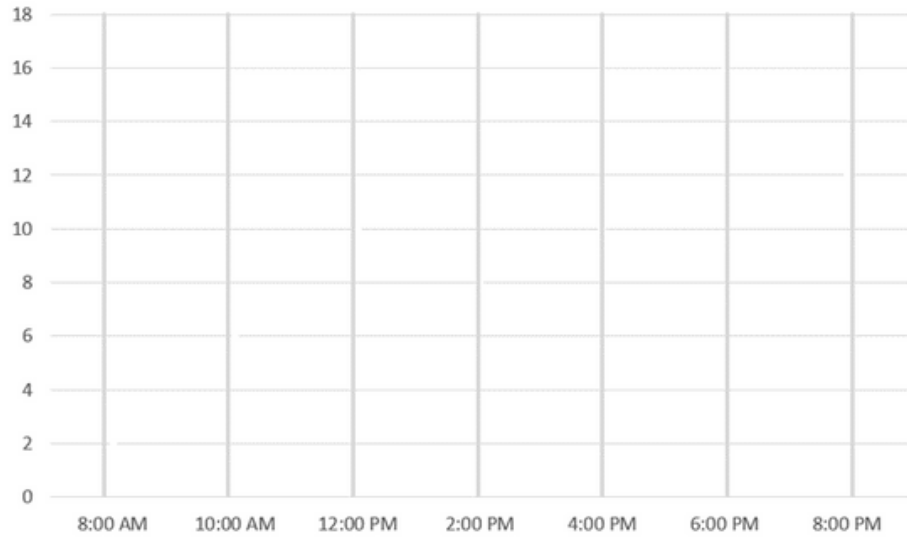
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Differentiated

1. Draw the dots on the graph using the data in the table.
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Average number of cars per hour



8:00 AM	18
10:00 AM	6
12:00 PM	12
2:00 PM	8

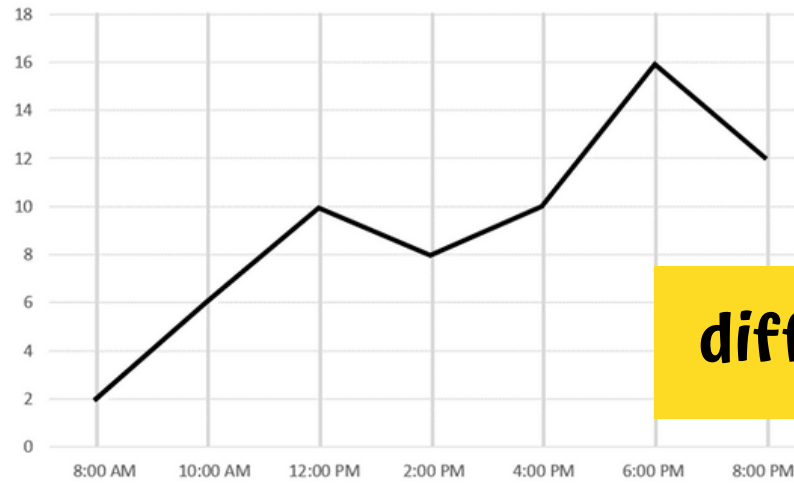
4:00 PM	16
6:00 PM	18
8:00 PM	14

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There are 10 graphs where students will color in the graph given a data set. Again each comes with a differentiated version.

1. Draw in the dots on the graph.

Average number of visitors per hour



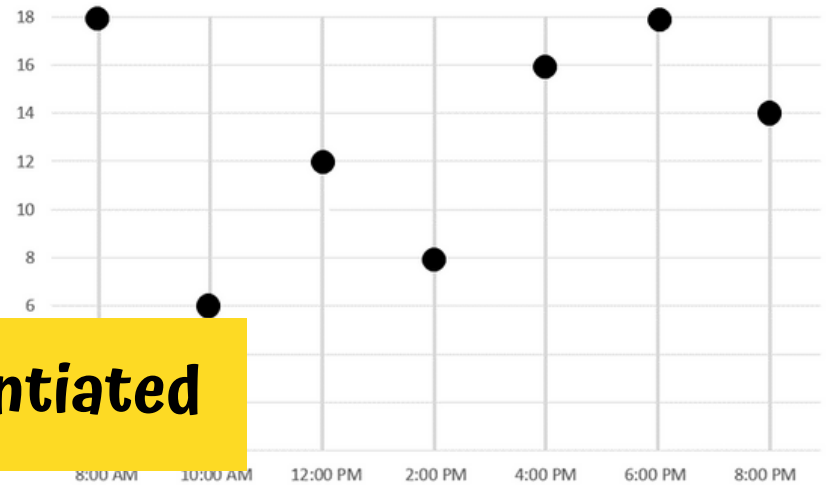
8:00 AM	2
10:00 AM	6
12:00 PM	10
2:00 PM	8

4:00 PM	10
6:00 PM	16
8:00 PM	12

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1. Connect the dots with lines using a ruler.

Average number of cars per hour

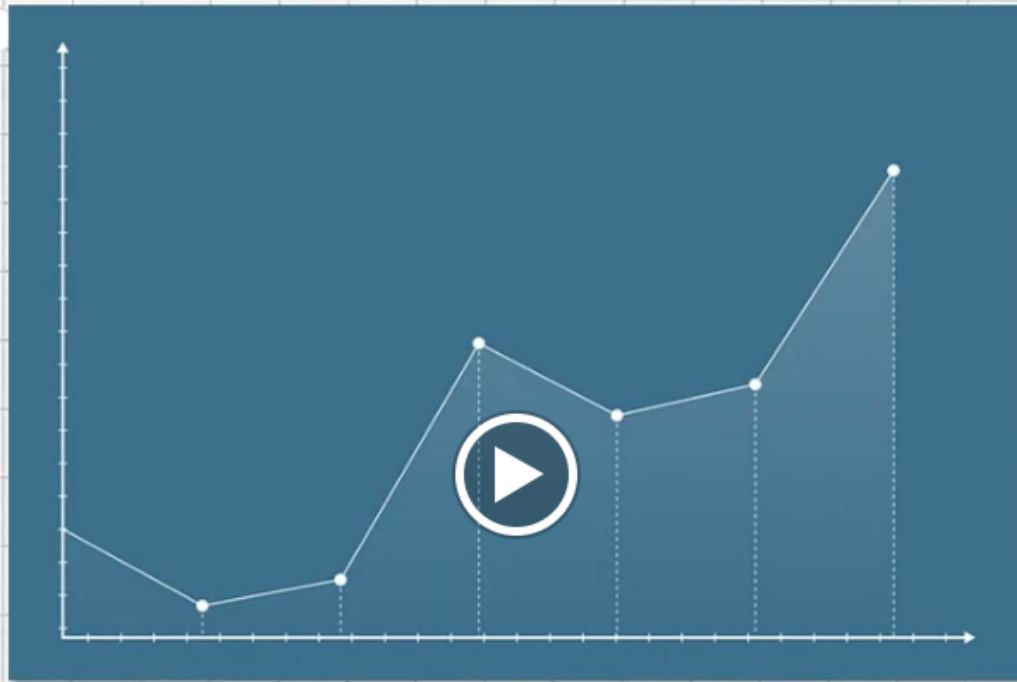


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differentiated



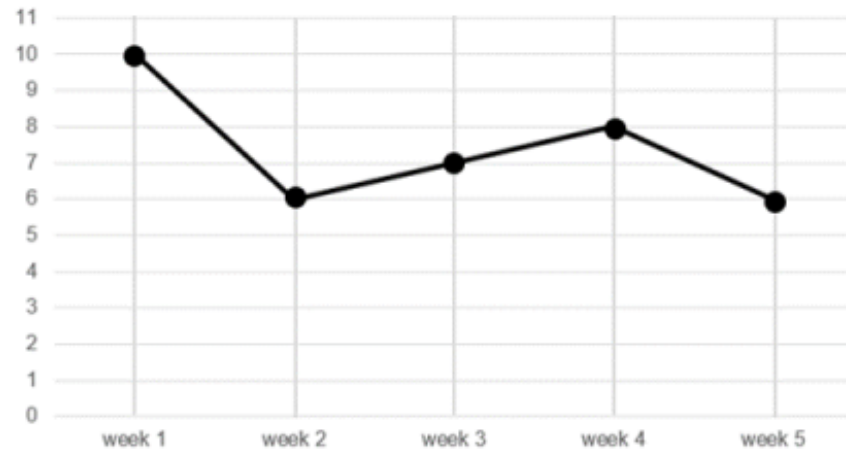
Line Graphs

By
Christa Joy

There are also digital versions of the printable activities included in this unit. There is a movie version of the book that is narrated and animated.

Great for review

Number of orders per week



Record the totals

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

Type the total for each time in the chart.

There is a set of slides for each learning level.

In this set of slides students will be typing in their answer in the blue boxes.

Perfect for all learning levels.

Average inches of rain



Record the totals

January	
March	
May	
July	

September	
November	

Place the total for each time in the chart.

6

2

4

5

3

4

The digital versions of these extra worksheets use the version with the graph dashed lines to help students find the answer. There is NO typing required in this set of slides.

This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- *Lesson plans*
- *Activities in color*
- *Activities in black and white*
- *Voice-recorded PowerPoint show*
- *Line Graphs (PowerPoint) to use with activities*
- *Links and directions to digital activities*