

# The Pictorial Me

## Purpose

Students will make a picture graph to represent data gathered about hair color, eye color, and gender of students in class and will then interpret data represented on these graphs.

## Materials

*For the teacher:* construction paper, crayons, magnets, chalkboard or butcher block paper, chalk or markers

*For the students:* pre-cut 3-inch circles, yarn, sequins, buttons

## Activity

### A. Pre-Activity Preparation

On the chalkboard, create three large graphs as follows:

Heading: Gender

Labels: Boy, Girl horizontally  
numbers vertically

Heading: Hair Color

Labels: Hair Colors horizontally  
numbers vertically

Heading: Eye Color

Labels: Eye Colors horizontally  
numbers vertically

### B. Student Preparation

1. Using pre-cut circles, have the students draw their faces.
2. Direct students to include the colors of their hair and eyes (have students use yarn for their hair and sequins or small buttons for their eye colors).

### C. Creating the Graphs

1. Lead the class in a discussion of how to collect and organize data to tell a particular story. For example, ask students: "How many boys and girls are in this class? How many of them have blue eyes? How many have brown hair?"
2. Have each student put his/her "face" in the correct column of the gender graph.
3. Point out how quickly one can see a picture of the information gathered.

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**connecting  
across the  
curriculum**

### Science

Make four rows with 10 columns. Label the rows "sunny," "rainy," "snowy," and "cloudy." Direct students to track the weather for 10 days by drawing rebus pictures of suns, umbrellas, snowflakes, and clouds on the graph. Discuss the graph with students (e.g., ask students: "How many days were sunny?").



**EXTENDING  
THE  
ACTIVITY**

Have students discuss possible questions they could ask the class (e.g., number of people in your family, number and what kind of pets). After the answers to the questions have been written on paper, divide the students into groups to graph the answers to their assigned questions.

**Standards Link  
1.6.1**

**Activity (continued)** 

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4. Have students repeat the exercise using the hair color and eye color graphs.
5. Ask questions that can be answered by looking at the graph (e.g., Are there more boys or girls in this class? How many more/fewer?).
6. Have students take turns putting their “face” into the appropriate column on the other graphs.
7. Follow the same procedure in asking and answering questions that can be answered by looking at these graphs.

**Questions for Review** 

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**Basic Concepts and Processes**

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:



What can you tell me about this graph?



What does the column for *[insert category]* tell us?



How do you know the answers to questions about information on the graph?

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