

READING CHARTS, DIAGRAMS, GRAPHS AND CALENDARS TO OBTAIN INFORMATION

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Subject

English

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Reading information on charts, diagrams, graphs and calendars
2. Obtaining information from charts, diagrams, graphs and calendars.

Objectives

Students should be able to;

- Read information on charts, diagrams and calendars.
- Obtain information from charts, diagrams and calendars.

Teacher Guide

Day 3/Lesson 3: 15mins

1. Tell students that there is an example of a type of diagram called a Venn diagram.
2. Ask students to think about how looking at a Venn diagram comparing

Activity Starter/Instruction

1. Tell students that today you will be talking about four specific types of text features: charts, graphs, diagrams and calendars.
2. Tell students that today you will be talking about three specific types of text features: charts, graphs, and diagrams.
3. Tell students that today you will be talking about three specific types of text features: charts, graphs, and diagrams.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Provide cards with various pictures of what a chart, diagram, graph and calendar looks like.

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. On a piece of chart paper write the four headings "charts, graphs, diagrams, calendars.
2. Tell students that charts and graphs are visual representations of information that show the relationship between two or more things. Charts and graphs are quick and easy to read.
3. Ask students to brainstorm a list of charts and graphs they have encountered in different nonfiction texts.
4. Tell students that a diagram explains how something works and the relationship between parts in a visual way.

Materials Required

-Picture Cards

Additional Resources

- <https://www.education.com/download/lesson-plan/charts-and-graphs-and-diagrams-oh-my/charts-and-graphs-and-diagrams-oh-my.pdf>
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Additional Notes

and contrasting summer hobbies
Might be easier than reading about it in a nonfiction text.

3. Ask them to consider some possible disadvantages of relying solely on Text features.

Summary

- Encourage students to select a topic to either chart, graph, or diagram from a nonfiction text in the classroom.

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2. Ask students to identify what each looks like.
 3. Ask students to think about what the information on the chart means and how does the use of this chart Help make the information more clear and easy to read.
 4. Tell students that this is an example of a type of graph called a bar graph.
 5. Explain that this bar graph is a visual representation of the pounds of fruit harvested in a six-month Period.

Assessment Activity

1. Recite a series of true and false statements about the different ways text features present information.
For example: "True or false? A graph is designed to show the connection between two or more Quantities." (Answer: true)
2. Tell students to give a thumbs-up if they think the statement is true and a thumbs-down if they think the Statement is false.

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5. Tell students that a calendar is a chart or series of pages showing the days, weeks, and months of a particular year.

Guided Practice

Day 4/ Lesson 4: 20mins

1. Place students into partnerships and allow them to complete the independent activity together.
2. Highlight some of the key points in the charts and graphs that will help students answer the questions.
3. Ask students to discuss the advantages of utilizing Features such as charts, graphs, and diagrams when learning.

