

BASIC CONCEPT OF PRINTS III: DIAGRAM, GRAPHS AND CHART

9.6.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

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

Objectives

Students should be able to;

- Read information on charts, and diagram
- Obtain information from charts, and diagrams

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 types of charts
3. Tell students that today you will be talking about types of graphs

Teacher Guide

Day 3/Lesson 3: 20 mins

1. Project the worksheet Interpreting Bar Chart Graphs.
2. Tell students that this is an example of a type of graph called a bar graph.
3. Explain that this bar graph is a visual

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. Project the What's It Made Of? Worksheet.
2. Tell the students that this is an example of a type of chart called a pie chart.
3. Explain that this pie chart is a visual representation of the different elements that make up the earth's

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Perform a text feature walkthrough of a nonfiction printed text using a mentor text from your classroom library.
2. Turn through the pages of the text, stopping to point out different graphs, charts, and diagrams and think aloud about what students can learn from these text features.
3. On a piece of chart paper write the four headings "charts, graphs and diagrams
4. Tell students that charts and graphs are visual representations of information that show the relationship between two or more things between.
5. Tell the students that Charts and graphs are quick and easy to read.
6. Ask students to brainstorm a list of charts and graphs they have

Materials Required

- Class set of Reading Charts
- Graphs, and Diagrams from Nonfiction Texts
- Projector Laptop or computer with internet access
- Chart paper Single copies for projection

Additional Resources

- <https://www.mindtools.com/pages/article/newL6141.html>
- <https://www.ilc.cuhk.edu.hk/files/ChartsGraphs.pdf>
- <https://preply.com/en/blog/2018/08/17/charts-in-the-presentation/>
- <https://wiki.ecdc.europa.eu/en/w/wiki/187>
- <https://www.skillsyouneed.com/num/graphs.html>

Additional Notes

<p>representation of the pounds of fruit harvested in a six-month period.</p> <p>4. Work with students to answer some of the questions presented at the bottom of the page.</p> <p>5. Ask students to think about what type of nonfiction text this chart might be found in. Is it helpful to have this information presented in the form of a chart?</p> <p>Summary</p> <ul style="list-style-type: none"> - Encourage students to select a topic to either chart, graph, or diagram from a nonfiction text in the classroom 	<p>crust.</p> <p>4. Work with students to use the clues at the bottom of the page to fill in the correct elements in each slice of the pie chart.</p> <p>5. Ask students to think about what the information on the chart means and how does the use of this chart help make the information clearer and easy to read.</p> <p>Assessment Activity</p> <ol style="list-style-type: none"> 1. Recite a series of true and false statements about the different ways text features present information. For example: "True or false?" 2. A graph is designed to show the connection between two or more quantities." (Answer: true) 3. 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. 	<p>encountered in different nonfiction texts.</p> <p>7. Write students' contributions on the chart paper under the appropriate headings (e.g., pie charts, scatter plot charts, pictographs, and bar graphs).</p> <p>8. Tell the students that a diagram explains how something works and the relationship between parts in a visual way.</p> <p>9. Ask students to brainstorm a list of diagrams they have encountered in different nonfiction texts.</p> <p>10. Write students' contributions on the chart paper under the appropriate heading (e.g., Venn diagrams, flow charts, cross section diagrams of Earth, and labeled diagrams of plant parts).</p> <p>Guided Practice</p> <p>Day 4/ Lesson 4: 20mins</p> <ol style="list-style-type: none"> 1. Project the worksheet. 2. Tell students that this is an example of a type of diagram called a Venn diagram. 3. Work with students to answer some of the questions presented at the bottom of the page. 4. Ask students to think about how looking at a Venn diagram comparing and contrasting might be easier than
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		reading about it in a nonfiction text
Summary		
1.		