



Title of Text: Let's Make a Bar Graph  
Author/Illustrator: Robin Nelson

GRL: G

Series: First Step Nonfiction

Genre: Nonfiction, Math Content



**Standard:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Lesson Objectives: to use the text to ask and answer questions in order to clarify the meaning of words and phrases, to use the strategy of visualization to better comprehend the text, to use text features to aid in reading.

Comprehension Strategy: Visualization

Skill: Using Text Features

Fluency: Accuracy

**Academic Vocabulary:** explain or research the meanings of the words below. Discuss the morphology of the words: suffixes, taking a root word and adding to it to change the meaning of the word. Have students talk about the meaning of each word, using antonyms, synonyms and situations where each word can be used correctly.

a. data

b. surveys

c. title

d. label

e. graph

f. numbers

**Foundational Skills:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Before Reading: ENGAGE! THINK!

1. Build Background Knowledge
  - a. Let's look at the front and back cover. What do you know about each of the graphs?
  - b. What would you like to learn?
  - c. Use the Index to find each word on each page listed and to make sure students understand each word.
  - d. Use the picture glossary to understand each word
2. Skill Introduction:
  - a. Use the picture glossary to visualize what each word means.
3. Strategy Introduction:
  - a. Please see 1c and 1d for Using Texts Features. Then talk about the Bar Graph on the cover is also a text feature that helps us better understand what the author is writing about.
4. Fluency: Accuracy – tell students it is very important to read very carefully and correctly when they are reading a nonfiction book so they keep the information the author wants us to know straight.



**Standard** - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Use the back cover and ask/answer some questions about each of the titles of the books in the series. One example, how are the titles alike and different?

**Foundational Skills:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Tell students using the pictures in the book may also help better understand the book. Use the front cover as an example.

**During Reading:** Don't Wait Until It's Too Late! Check for Understanding (Stop after page 13)

1. Tell me about a part you didn't understand?
2. Turn and Talk: how is using the strategy of visualization helpful in your reading? What is one thing you stopped and made a picture in your head?



**Standard:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Before reading page 3, ask students to identify each word in the sentence. Is there a word they don't know? If classmates is the word, ask them to use the standard to help them.

3. What if students didn't have a pet? What could Nan have done?

**After Reading:**

1. What did you learn? What surprised you?
2. What more do you want to learn about this topic?



3. **Standard:** What is the most important thing to remember from this book? What are the details that can help you remember this?

4. Have students decide on a topic and make a bar graph. Remind them they need a title and labels.



**Standard:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. What other words could be used in place of surveys?

5. **Academic Vocabulary:** Think about the word title. How else can you use it besides the title of a graph? Let them know that when you buy a house or a car, the owner gets the title to it.
6. **Foundational Skills:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ask students what was a page they had to reread in order to check their meaning.



**Writing Standard:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Task:** This book has Nan making a bar graph to list her classmate's pets. Not all parents allow pets in the house. Write an opinion piece to one of the questions below:

1. It is important for families to have pets and why.
2. It is important to understand and respect a parent's decision not to have pets and why.

**IF/THEN:** If students had trouble visualizing, tell them there is a book called A Bad Case of the Stripes. What do they visualize when they hear the title? Change the title to A Bad Case of the Cats. Now what do they think of. Have them add their own title, share and visualize like a game.