

### III. Getting Things Done

- Get information from simple formatted texts (such as simple forms, maps, diagrams, signs, labels, tables and schedules).

**Task** Read and understand a simple bar graph/chart.

**Tool** Anecdotal comments and a single-point rubric

Many of the real-world reading tasks are related to numeracy skills (e.g., dosage information on medicine packaging, food labels, shift schedules). Literacy learners will benefit from explicit numeracy instruction and hands-on experience while working on these tasks.

1. Engage Ss in collecting the “data” to create a graph based on the month that each person was born. Post the months of the year around the room and have each student write their name under the month they were born. (Alternatively, create bar graphs of favourite fruit or vegetables, etc.)
  2. Demonstrate what you want Ss to do using the board, screen projector, smart board, or a flip chart. Project or draw the graph. Review the major elements (e.g., title, axes).
  3. Start with “January” – go over to where it is posted and count the number of names. Go to your chart (that is on the overhead projector) and mark the number on the graph by plotting (or colouring in) the correct number of squares.
  4. Give each S a worksheet with a graph on it and crayons/markers. As the Ss work to complete their graphs, write comments about the Ss’ performance on sticky notes or the back of the rubric.
  5. As a whole class, orally ask and answer questions about the information on the graph.
  6. Individually, Ss read and answer the questions on the worksheet. Encourage Ss to identify and highlight key or familiar words in each question. Upon completing, Ss check their answers with a partner.
  7. Complete a single point rubric to record the Ss’ performance on the task. Discuss their performance individually.
- ★ This task requires some knowledge of data concepts (e.g., populating simple tables to organize information; comparing information within a single table or graph). For more information on numeracy, consult *CLB: ESL for ALL*, pp. 19-22.
  - ★ All of the Literacy Skills on the single point rubric should be practiced and consistently reinforced in the classroom prior to the assessment.
  - ★ Use colour-coding consistently (with checkmarks in the case of a checklist) to aid comprehension and facilitate feedback.
  - ★ Use the back of the rubric to record anecdotal notes and next steps.
  - ★ Modify/create your own rubric using the rubric template and the *CLB: ESL for ALL*, pp. 108-123.

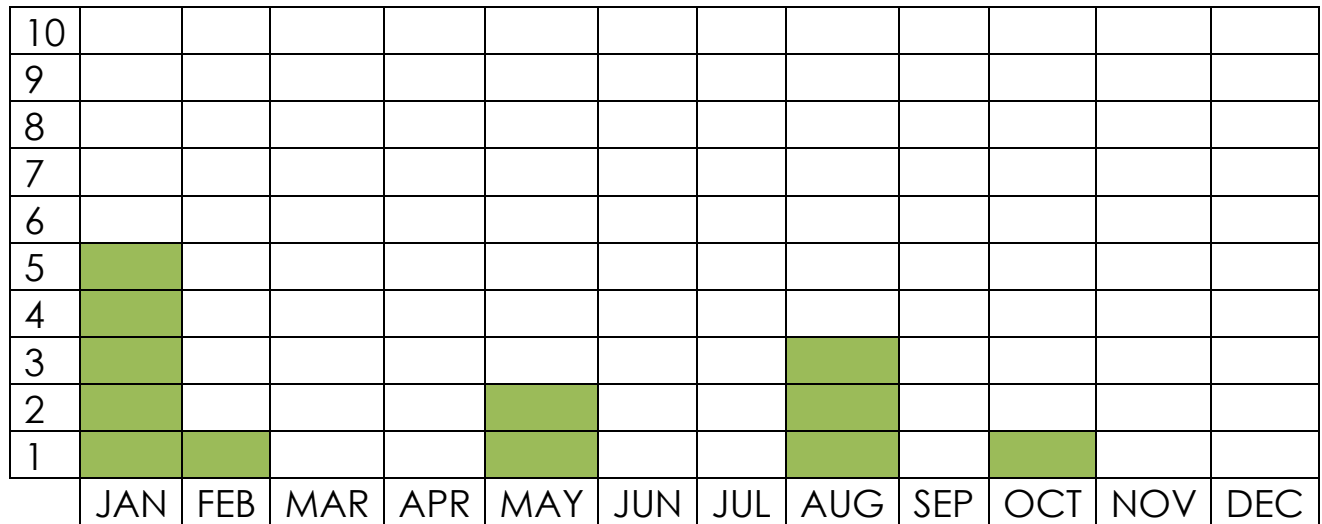
Classroom examples:

January  
Amir

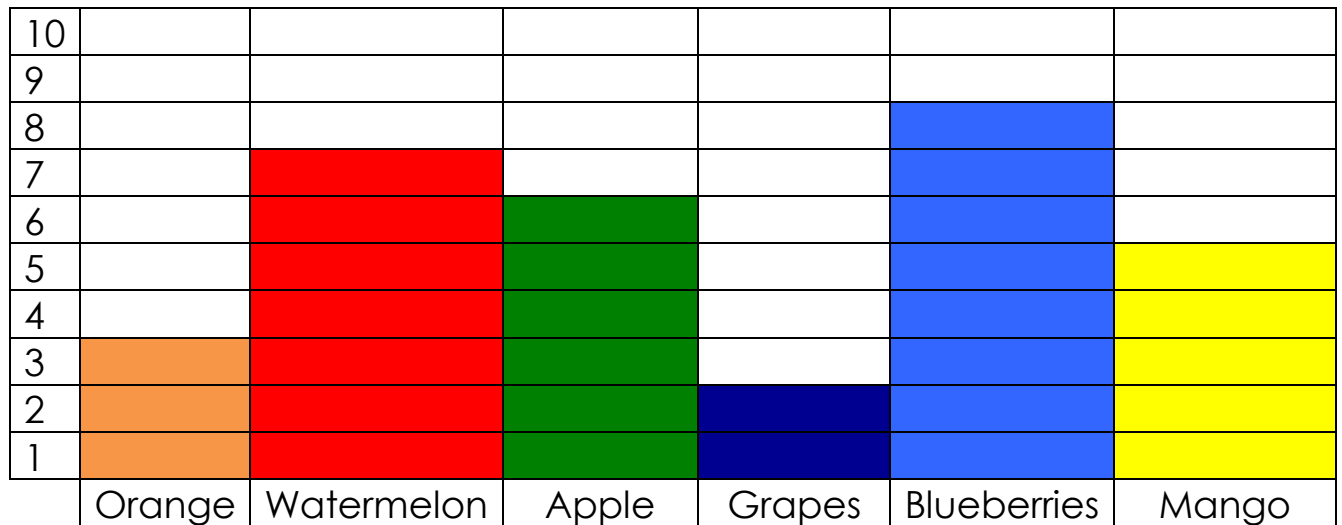
February  
Joy

March  
Edgar  
Lailea

April  
Min



Graph 1: Birthdays in our class



Graph 2: Favourite Fruit

Rubric example:

Name: Marco

Date: September 25, 2015



### CLB 2L-III Getting Things Done

**Task** Read and understand a simple bar graph/chart.

**Yes – green**      **Yes with help – yellow**      **Not yet – red**

#### Observation (color-coded)

	Demonstrated the use of oral vocabulary to support reading.
	Followed the model to organize information in a bar graph/chart.
	Attended to familiar layout to locate necessary information (answer the questions).
	Demonstrated the use of sight words to complete the task.
	Demonstrated strengths and limitations of decoding text and recognizing spelling patterns characteristic of a CLB 2L learner.
	Demonstrated understanding of the task.

#### Next Steps:

- *Copy the graph in your notebook.*
- *Show this graph to your family. Discuss the graph with your family.*
- *Create the graph for your family members.*

#### Self-assessment:



**Achieved 75% (Green)**

**Achieved with help (Yellow)**

**Not Achieved (Red)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### CLB 2L-III Getting Things Done

Task Read and understand a simple bar graph/chart.



**Yes – green**



**Yes with help – yellow**



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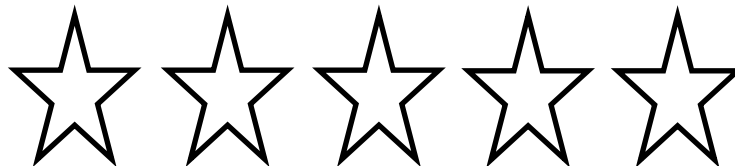
Demonstrated the use of sight words to complete the task.

Demonstrated strengths and limitations of decoding text and recognizing spelling patterns characteristic of a CLB 2L learner.

Demonstrated understanding of the task.

#### Next Steps:

#### Self-assessment:




**Achieved 75% (Green)**

**Achieved with help (Yellow)**

**Not Achieved (Red)**

LINC: \_\_\_\_\_

Name: \_\_\_\_\_

 Fill in the graph.

10												
9												
8												
7												
6												
5												
4												
3												
2												
1												
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC

Graph 1. Birthdays in our class

LINC: \_\_\_\_\_

Name: \_\_\_\_\_

 Read the graph and answer the questions:

1. What is the name of the graph? \_\_\_\_\_

2. What are the numbers from 1-10? \_\_\_\_\_

3. How many students were born in May? \_\_\_\_\_

4. Which month has the most birthdays? \_\_\_\_\_

5. Which month doesn't have any birthdays? \_\_\_\_\_