

Daniel F. Ramirez

GED Lesson Plan

Lesson Plan Title: Interpreting Graphs-Use the GIST process to identify who, what, when, where, why and how of a graph.

Concept/Topic/Theme: What are graphs? How to understand and interpret them?

Reading Component(s) Addressed:

Decoding

Comprehension

Vocabulary/background knowledge

Phonemic Awareness

Objectives:

1. Activates prior knowledge
2. Relates to personal experience
3. Builds experience
4. Interprets visual images
5. Recognizes high frequency words
6. Numeracy
7. Increases confidence
8. Connects with experience

REQUIRED MATERIALS (include copy of newspaper articles/information used):
Newspapers, paper, pencil, pen, handouts of graphs, bubble map, calculator.

INTRODUCTION OF LESSON

Students will learn about different types of graphs, and learn to convey the message. The most typical graphs that will be discussed are Horizontal and Vertical Bar Graphs, Line Graphs and Circle/Pie Graphs. Student will also be introduced to a graphic organizer which will help in organizing thought and writing activities.

LESSON OUTLINE/SCHEDULE (include approximate times)

Time Frame: One hour and a half

- A. Present graphs – 5 Min. – Introduced a variety of graphs and explained in general how both horizontal and vertical bars, line, and circle graphs are interpreted.
- B. Work on basic exercises with graphs – 35 – Students were given copies of graphs taken from the Spanish GED ARCO Book. One by one, questions that I had formulated were given to students to practice on. Then

discussion followed as to why the respective answer applied to the questions.

- C. Introducing Double Bubble Map – 5 Min. – Demonstrated how the graphic organizer worked and how to apply it when comparing a person, place or thing.
- D. Working in groups, students compare/contrast two graphs from newspaper – 20 Min. – After teaching students to interpret graphs and how to utilize the Double Bubble Map, each student was given a map (double bubble map) and a newspaper. Working in groups, they were to select two graphs of their choice and had to compare and to contrast them. They in turn had to answer the what, when, where, why who, when, how much, how many, as to what the graph represented. After, they were to select a member from their group to present their group's findings.
- E. A member of group is selected to present a paragraph of their findings. - 10 Min. – From the (4) groups represented, a person from each group presented an overview of these groups findings in respect to what their graphs represented.
- F. Questions/Answers – 10 Min. – Questions were asked from the other groups as to how they arrived at that interpretation, especially if some groups selected the same graphs and their information differed.
- G. Homework Assignment – 5 Min. – Homework assignment was explained and each student were given (2) additional graphs with questions to answer in respect to each graph.

PRACTICE/ACTIVITIES (may attach handouts):

Bar Graph, Line Graphs, Pie Graphs, Double Bubble Map exercise

All handouts were provided and details were provided on the "Lesson Outline/Schedule" as to the activity I did, and its purpose for each item. As to the Double Bubble Map, this tool was used in accordance to the request from the GED Reading Academy trainers to maximize the use of graphic organizers in a lesson. This was a perfect time to incorporate a graphic organizer, in this case, a Double Bubble Map for students to use to organize their thoughts and to incorporate what they had learned in respect to graphs and how to interpret them.

EVALUATION:

Progress assessed by monitoring, observation, student feedback, student participation, and student portfolio, homework.

DIFFERENTIATION/GROUPING STRATEGIES USED

Students will work individually and in small groups. Cooperative learning.

TEKS addressed:

Comprehension:

128 – 10D – describe mental images that text descriptions evoke.

128 – 10A – establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.

128 – 28F – use combination skills to decode words.

128 – 7F – reads silently.

128 – 10C – monitor own comprehension.

128 – 28H – use print from environment to derive meaning.

Listening/Speaking/Reading:

128 – 13A – form and revise questions for investigations, including questions arising from readings, assignments, and units of study.

128 – 11D – connect, compare, and contrast ideas.

128 – 8C – read to be informed.

128 – 4A – connect with own experience.

Writing:

128 – 15C – write to inform such as to explain, describe, report, and narrate.

128 – 29B – use graphic organizers as pre-writing activity.

128 – 29H – develop drafts by categorizing ideas, organizing them into sentences and/ or paragraphs.

GED READING ACADEMY

Lesson Plan Development and Evaluation Form

Directions: Click in the grey area and type the answer to the question. Please be as detailed as possible as the writing space will expand as you type. When completed, save onto desktop and send as an attachment to mochoa16@sisd.net by **April 13, 2007** for the Follow Up session scheduled. Send by **April 10, 2007** if you need copies made for your presentation.

TOPIC	SPECIFIC QUESTIONS
<p>TEACHING SITUATION</p> <p><i>Describe your teaching situation and setting.</i></p>	<p>Where do you teach? Jane Hambric and John Ensor Middle School</p>
	<p>What do you teach? ESL and Spanish GED</p>
	<p>How many hours a week do you teach? 10</p>
	<p>Who are your students? Adults ranging from 30-57 years of age. The majority of students are females.</p>
<p>PROBLEM</p> <p><i>Describe what led you to the developing this activity.</i></p>	<p>What is the problem you have experienced in your situation? Students were given a Spanish TABE exam upon registration and the results demonstrated that they were very low in the mathematic areas including their knowledge of graphs. When I specifically asked them what they understood in respect to graphs, it was obvious that they had forgotten, or were not taught how to interpret graphs. Since attending the Reading Academy I got an idea as to how to develop a lesson accordingly through the newspaper with the goal being to assess their knowledge of graphs and to finally teach them how to interpret them.</p>
	<p>Why are you interested in this topic? I was interested in this activity because students specifically expressed the desire to learn how to interpret graphs. This is very important since students will need to know how graphs work in order to pass their GED exam and graphs are part of the exam.</p>

TOPIC	SPECIFIC QUESTIONS
<p>ACTIVITIES DEVELOPED TO ADDRESS THE PROBLEM</p> <p><i>Explain each step of the process. Include enough detail so that readers can understand what you did.</i></p>	<p>What specifically did you do to identify the problem? In working with the math section of the GED, I noticed that students still needed to work on graphs. In addition, I also asked students what they remembered about graphs and most of them did not remember. They requested further training in this area.</p> <p>Identify at least one (1) data collection activity used. When I reviewed the students results from the TABE taken from their portfolios, the low results indicated that this area had to be addressed. In addition, when I gave them the assignment to compare two graphs from the newspaper, students had a difficult time interpreting them.</p>
<p>ACTIVITY EVALUATION</p> <p><i>Evaluate your activity and note the results of this activity.</i></p>	<p>What were the results? Students were very successful and all were engaged. Homework determined that they had a better understanding of graphs.</p> <p>What effect did this project have or not have on your learners? Why? They learned how to organize their thoughts by way of a graphic organizer and to interpret a variety of graphs.</p> <p>What worked well and what didn't go well? Activity worked well. The only concern is that a couple of students were familiar with graphs and were becoming impatient. When I asked for their assistance to help some groups, they participated very well.</p> <p>What are you going to start doing differently as a result of this experience? Will continue to use this activity and perhaps expand to other GED subjects because this process could be applied to them as well.</p>
<p>ATTACHMENTS</p> <p><i>Include materials, handouts, lesson plans, student work, etc.</i></p>	<p>What documents did you create/use for this activity? Include samples of student work to support your activity. Sample graphs from a GED book were used. Also, a document that I expanded on was a Circle Web. This Circle Web, titled Double Bubble Map, I added more circles so that students didn't limit themselves to describe a person, place or thing. The timing of the GED Reading Academy was good because when we had to incorporate an organizer in our lesson, I used a Double Bubble Map as a tool to have students compare and contrast two graphs from the Spanish newspaper, El</p>

TOPIC**SPECIFIC QUESTIONS**

Diario. This tool also enabled students to improve in their writing skills and to further assess their knowledge of graphs..