Feeder Visit Clues

Read the text and use a bar chart to make sense of bird visits.

RI.3.7 "Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text."

NAME _____ DATE _____

1 READ AND MARK

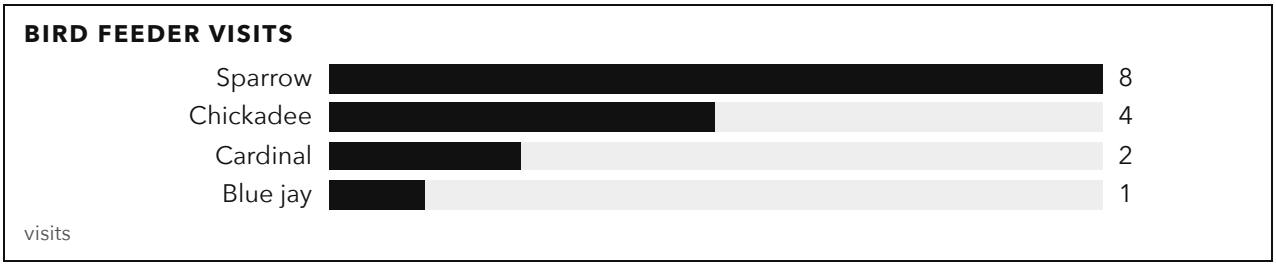
Read it twice

YOUR JOB Underline the sentence that tells what the chart counts, and circle the label of its tallest bar. Write 1 beside a sentence that explains how the chart helps you compare birds, and 2 beside a sentence that tells what the chart does not show.

Birds at the Feeder

1. On Tuesday, Ms. Lin's class watched a bird feeder outside their window for twenty minutes. Each time a bird landed on the feeder, they made one tally mark. A bird could land more than once, so the marks counted visits, not individual birds. The class looked for patterns in the visits.

2. The class turned its tally marks into the bar chart below. Each bar shows how many visits one kind of bird made. The chart lets you compare the kinds without reading a long list of tally marks. One bar rises much higher than the others. That difference is easy to spot.



3. The class also noticed that some birds waited on a nearby branch before landing. The chart does not show waiting time or what the birds ate. It only shows visits to the feeder during one twenty-minute watch. A longer watch on another day might give a different set of numbers.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which kind of bird visited the feeder most often? Explain how the chart shows this.

2. How does the chart make the difference between chickadee and cardinal visits clearer than the passage alone?

3. A reader says, "The class saw eight different sparrows." How do the chart and passage show why that may not be true?

4. Could the chart tell you which bird waited longest on a branch? Explain using the passage and chart.

3 YOUR TURN

Your own words

Draw a two-bar chart comparing the birds with the most and fewest visits. Label each bar with a bird name and number, then write two sentences explaining what your chart makes clear and what it leaves out.

ANSWER KEY

Feeder Visit Clues

GRADE 3 · RI.3.7

PART 1 · READ AND MARK

Underline the sentence that tells what the chart counts, and circle the label of its tallest bar. Write 1 beside a sentence that explains how the chart helps you compare birds, and 2 beside a sentence that tells what the chart does not show. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which kind of bird visited the feeder most often? Explain how the chart shows this.	**Sparrows had the most visits. Their bar is tallest and shows 8 visits.**
2	How does the chart make the difference between chickadee and cardinal visits clearer than the passage alone?	**The chart shows 4 chickadee visits and 2 cardinal visits. The passage does not give those numbers.**
3	A reader says, "The class saw eight different sparrows." How do the chart and passage show why that may not be true?	**The chart shows 8 sparrow visits, not 8 different sparrows. The passage says one bird could land more than once.**
4	Could the chart tell you which bird waited longest on a branch? Explain using the passage and chart.	**No. The passage says the chart does not show waiting time, and the bars show only feeder visits.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Drawing: A bar labeled Sparrow, 8 visits, is taller than a bar labeled Blue jay, 1 visit. The two bars make the seven-visit difference easy to see. My chart leaves out the chickadee and cardinal visits.

Accept answers that use the bar values and explain what the visual shows or leaves out. For the drawing, check that both bars are labeled and the sparrow bar represents eight times as many visits as the blue jay bar.