

Show the Club Choices

Create visuals that help an audience understand.

3.C.3.A "Create a simple presentation using multimodal tools that enhance the topic and/or presentation."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Study the two example displays below. Circle one label inside each visual. Notice how the words and picture work together.

Read This Classroom Scenario

- ① This practice scenario is invented. A class votes for a Friday club. Each of 18 students chooses once: Art gets 8 votes, Puzzles gets 6, and Reading gets 4. The class will have all three activities. Votes show what this class chose, not which activity is best.
- ② Your audience is new classmates. They need to understand the votes and find the activities. For the new club room, put the entrance at the bottom of your map, Art on the left, Puzzles on the right, and Reading across from the entrance. Leave an open path in the middle.
- ③ The examples below show a different group and room. Use their clear labels as ideas, but create your own two displays using the Friday club facts above. Combine written words, a visual, and your spoken explanation.

A • Classroom example for practice

Example: Two Club Choices

Games



Books



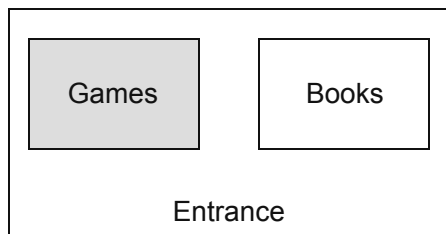
In a different group, 4 students choose Games and 2 choose Books. Each small square stands for one vote.

Each square = 1 vote

A picture graph helps the audience compare amounts.

B · Classroom example for practice

Example: A Club Room



This different room has Games on the left and Books on the right. Labels help visitors find the activities.

Map viewed from above; not to scale.

2 ANSWER WITH EVIDENCE Use the media and background

1 How does the key in example A help you read the graph?

2 Why is a labeled map useful when you explain a room?

3 Why use a graph for votes and a map for the room?

3 YOUR TURN

Your own words

Create two Friday club displays. Message 1: write a title and draw a picture graph for Art 8, Puzzles 6, and Reading 4; add labels and a key (one square = one vote). Message 2: write a title, draw and label the club-room map described above, and add one helpful sentence. Present both to a partner. Point to each visual and explain it. Use your partner's feedback to improve a detail. On the lines, explain how your graph and map help new classmates.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Study the two example displays below. Circle one label inside each visual. Notice how the words and picture work together. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the key in example A help you read the graph?	It tells that each square means one vote, so the squares show 4 votes for Games and 2 for Books.
2	Why is a labeled map useful when you explain a room?	The labels and positions let listeners match each activity to a place.
3	Why use a graph for votes and a map for the room?	The graph compares how many students chose each club; the map shows where the activities are.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Example product: A graph titled "Friday Club Votes" has Art with eight equal squares, Puzzles with six, and Reading with four, plus the key "Each square = 1 vote." A map titled "Find Your Club" places Entrance at the bottom, Art left, Puzzles right, and Reading opposite the entrance, with a clear central path. Its sentence says, "Choose an activity and follow the open path." Explanation: My graph compares our votes. My map shows where each activity meets.

Require completed student graphics, labels, graph key, helpful map sentence, and a short spoken presentation using both visuals. Do not accept descriptions of hypothetical pictures. Count 8, 6, and 4 squares, aligned in rows using equal-size symbols and the same scale. The map must preserve the assigned relative positions and open path. Judge legibility and communication, not artistic realism. Students may arrange the titles and graphics differently. Check one improvement after feedback. Example A shows another group with 4 and 2 votes; those counts are not the new task data. All survey and room details are fictional.