

Share It Clearly

Organize facts so an audience can understand them.

4.R.1.E "Organize and share information orally, in writing, or through visual display."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each title or heading that tells what information is being shared. Circle labels that explain the facts, then number the three ways the class shared its findings.

Garden Bird Count

- ① On Tuesday, Ms. Ortiz's class counted the birds that visited the school garden before lunch. They used tally marks on a clipboard and wrote the date at the top. In twenty minutes, the class saw 8 robins, 5 sparrows, 3 blue jays, and 1 cardinal. The students wanted to share their findings with families at the spring open house. They needed a clear way to organize the numbers.
- ② First, the class made a bar graph. Its title was "Birds in Our Garden." The bottom label said "Bird Type," and the side label said "Number Seen." Each square stood for one bird. The tallest bar showed robins. The graph helped visitors compare the bird types quickly. Next, two students planned a short talk to go with the graph.
- ③ The speakers began by telling when and where the count happened. Then they named the most common bird and the least common bird. Last, they invited families to look at the graph for all four totals. The class also made a fact card with the heading "Garden Bird Count." Four labeled lines listed each bird and its total. A final line told when the count happened.

2 ANSWER WITH EVIDENCE Use the passage

1 Which display should a visitor use to compare the numbers of each bird quickly? Explain why.

2 What are the two labels on the bar graph, and what does each label tell the reader?

3 Put the three main parts of the students' talk in order.

4 How does the fact card organize the bird information differently from the bar graph?

3 YOUR TURN Your own words

Make a small chart about three types of books you have read this month. Include a title, three labeled types with numbers, and one sentence you could say to explain what your chart shows.

PART 1 • READ AND MARK

Underline each title or heading that tells what information is being shared. Circle labels that explain the facts, then number the three ways the class shared its findings. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which display should a visitor use to compare the numbers of each bird quickly? Explain why.	The bar graph, because the bars show the totals for each bird type and make them easy to compare.
2	What are the two labels on the bar graph, and what does each label tell the reader?	"Bird Type" tells which birds were counted. "Number Seen" tells how many of each bird were seen.
3	Put the three main parts of the students' talk in order.	First, they told when and where the count happened. Next, they named the most and least common birds. Last, they directed families to the graph for all totals.
4	How does the fact card organize the bird information differently from the bar graph?	The fact card uses four labeled lines with bird names and totals. The bar graph uses labeled bars to show the totals.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Books I Read This Month Mystery: 4 Fantasy: 3 Science: 2 I read mystery books most often this month.

Accept any accurate chart with a clear title, three book-type labels, and numbers. The explanation sentence should state a fact that matches the chart.