Workshop Topic:

Graphic Literacy
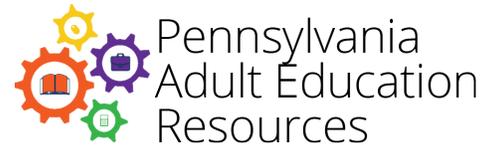
CCRS Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NELP Predictors of Later Success

- **Visual processing:** the ability to match or discriminate visually presented symbols

Objective: At the end of this session, participants will be able to

- Define graphic literacy
- Describe how information is shared in texts other than with words
- Identify common types of graphs and charts

Materials:

- Sticky notes
- Pens or pencils
- Selection of picture books for pairs or small groups of parents
- Copies of *Types of Charts and Graphs* parent handout
- Selection of magazines and newspapers for parents to use to look for pictures, charts, graphs, infographics
- Scissors (optional)
- Glue/glue sticks (optional)
- Large pieces of paper (optional)

Welcome/Ice Breaker:

Greet parents as they come in. Build rapport and break the ice.

Distribute sticky notes so that each parent has one. Ask parents to write their favorite color on the sticky note. Once parents have written their favorite color, ask them to work together to arrange the sticky notes into lines of notes with the same color. They may stick them to the wall, white board, table, or other surface in the room that you think will work best. Once parents have organized their notes into a graph, ask a parent to label each bar of the graph with a sticky note that says the color that the bar represents or by writing on the board at the end of the bar so that everyone can see which colors had different numbers of responses. Explain that parents have made a graph, which is a way to see information in pictures and numbers instead of words.

Topic Review:

Graphic literacy is being able to understand information that is communicated in ways other than just with words. This information includes pictures and data collections such as graphs and charts.

Opening Activity:

Use a picture book to model for parents how to do a picture walk. Explain that pictures in stories help children understand the story and what happens in it. Ask parents to work in pairs or small groups to do a picture walk of one of the picture books you have available. Encourage them to stop and ask questions, such as "What is happening in this picture?" "What do you think will happen next?" and "How do you think this character feels? Why?" Ask parents to share as a group how the picture walk went and what their experience was in discussing the pictures.

Central Ideas and Practice (Content and Strategies):

Developing readers depend on pictures to support them as they try to understand what they read. Storybooks and many children's nonfiction books include pictures that relate to the information that readers are working to understand.

As readers move to reading more for information and reading longer fiction stories, they will see that there are usually fewer pictures to use. It is important to have good skills to connect with the pictures that are available when there are not as many to support their comprehension.

Readers also interact with other information that is not written in just words when they are reading. They may see tables, charts, graphs, timelines, or infographics that include information to help the reader understand the content better or more completely. Showing information in this way helps readers to "see" the numbers they are reading about. Sometimes, this graphic information is also described in words, but often it is only summarized. Readers need to be able to read graphic information, too, in order to understand all the details.

There are many types of graphs, such as bar, line, and pie, that show data in different ways. Tables and charts are other ways to show information that is somehow related. Infographics also are a popular way to combine data with information. Some graphic information is basic and easy to understand, and some is very complex with many pieces that can take a lot of concentration to understand.

Graphic information usually requires specific labels to make it easier to understand what the information means. For example, the graph parents made in the ice breaker has color labels to show what each line of sticky notes means. You could add number labels along the other edge of this graph to show how many parents prefer each color.

Graphic information may also include a caption. The caption may include a word such as "figure" or "table" that is also used in the text when information is mentioned. Captions often include a short description of the information that is shown in the graphic to help the reader understand what it means

- *Infant/Toddler Content or Strategies*
  Even when children are not yet reading the words on a page, they are reading the meaning of books. Parents can support children to understand stories by asking them to point to images of things they hear in the story or to describe the pictures in the book and tell the story they see.

- *Preschool Content or Strategies*
  Children often choose the same books to read repeatedly because they are familiar and become favorites. Parents may encourage children to read familiar stories based on the pictures as well as ask questions about details that connect the pictures and the story. Parents and children may also organize information around the house in graphic ways that children can read easily.

- *Elementary Content or Strategies*
  As children read a wider variety of texts, they see more graphs and charts in what they are reading. Parents can support their understanding of graphic information when they read by being careful to connect the graphics to the words. Parents and children may also look for graphic information in the environment around them, such as nutrition information on packages and graphs on billboards.

- *Middle School Content or Strategies*
  Children encounter graphic information more frequently in nonfiction texts than in fiction texts as they become more mature readers. Parents and children may draw their own pictures of the events in fiction texts to support their comprehension. They may also practice reading a variety of graphic information by reading magazines and newspapers together and discussing how the images connect with the text.

Application:

Distribute copies of the *Types of Charts and Graphs* handout to parents. Overview the different types with parents and answer any questions they have about the types. Ask parents to work in pairs or small groups to flip through the magazines and newspapers you supply and find examples of different types of graphic information. You may ask them to cut out the different examples and glue them on large paper, or you may ask them to mark the pages to be able to show the group. Direct parents to be sure that they are looking for how the graphic information connects to what is written in the text.

Give parents time to share the graphic information they found in the media items with each other. Facilitate discussion about what types of information they found most and where in their daily lives they see these types of graphics.

Connection to Parent and Child Together (PACT) Time®:

- *Infant/Toddler Connections*
  Parents and children have conversations about the pictures in the stories they read. Parents help children connect the pictures to the words of the stories by asking open-ended questions that are specific and connected to the story.

- *Preschool Connections*
  Parents and children outline a graph for the books they like to read most often and mark each time they read the different ones. As they read the books together, parents give children opportunities to analyze the pictures by asking questions and prompting them to talk about what they see happening.

- *Elementary Connections*
  Parents and children work together to support children's ability to connect information they read with graphics by drawing the information together. Some drawings may be pictures of events from a story, and some could also be an opportunity to create different types of graphs or charts, such as to compare the activities that characters in a book do.

- *Middle School Connections*
  Parents and children read a magazine or newspaper together, looking for the graphic information that they see. As they read, they look for how the graphics connect to the words and discuss why they think the author chose to include that type of graphic to support the information.

Wrap up/Closure:

- Ask parents where they will look for graphic information this week. How will they help their children understand this information? How will they know if their children understand graphic information?

- Remind parents to take their handouts with them and to use them to help guide their conversations and searches for graphic information with their children.

Parent Handout

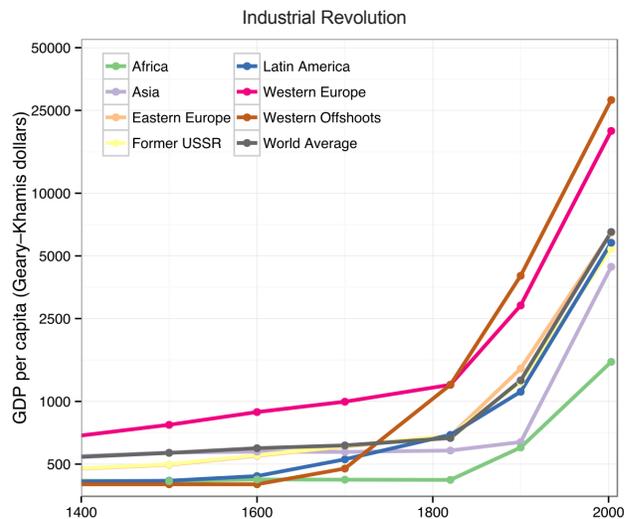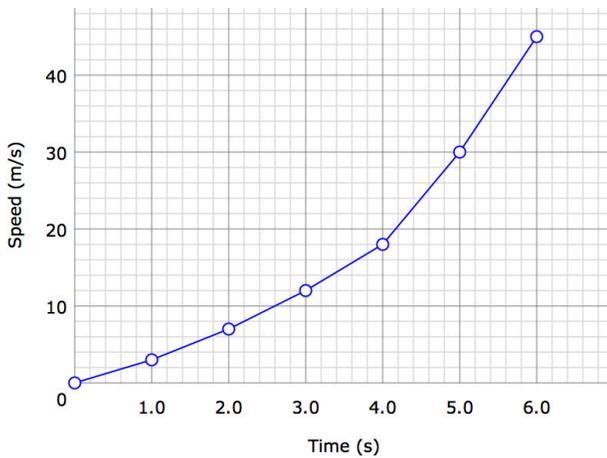## Types of Charts and Graphs

Bar graphs-show numbers that do not depend on each other, or information pieces that are separate

Book Sales

Germany Solar and Wind Electricity Generation (2012)
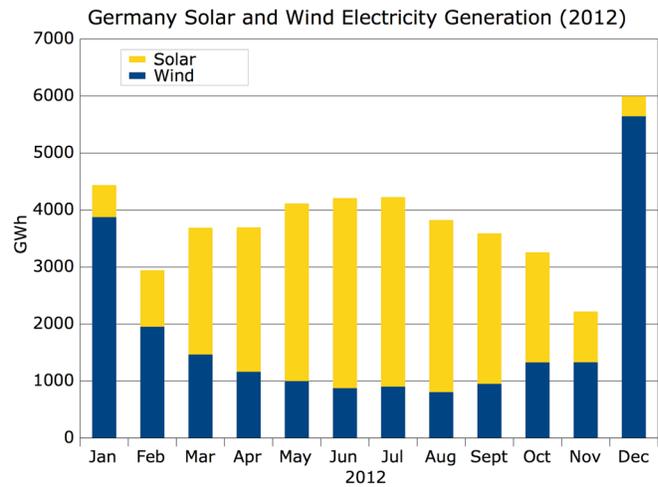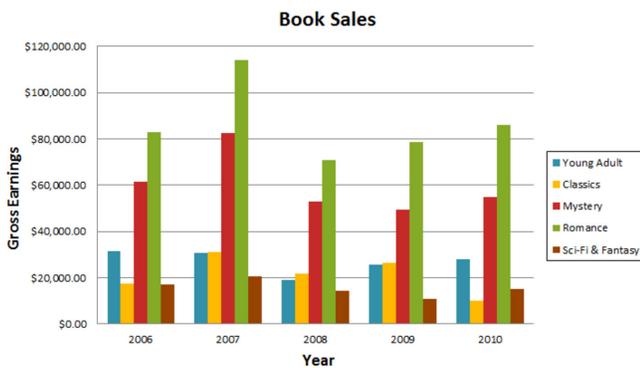
Line graphs-show how numbers change from one point to the next, often to show how something changes over time

Industrial Revolution

Pie graphs-show how pieces of information from a whole group compare to each other as pieces of a circle, where the amounts of the pieces add together to be 100%

Religions of Lebanon

7%

5%

5%

8%

27%

21%

27%

- ■ Sunni Islam
- ■ Shi'a Islam
- ■ Maronite Christian
- ■ Greek Orthodox
- ■ Druze
- ■ Greek Catholic
- ■ Other Christian

■ Wins 45
■ Loses 42
□ Draws

Timelines-graphs that show the events or activities of a topic in the order they happened with the times labeled

CREATIVE ACTIVITIES

OPENING   Marketing

OPENING   Handover

TECHNICAL / LOGISTICAL ACTIVITIES

247 BC   226 BC

2000 BC   1000 BC   1 AD   1000 AD   2000 AD

2584 BC
Great Pyramid
of Giza

Hanging Gardens
of Babylon
c.600 BC   after 1 AD

Temple of Artemis
at Ephesus
c.550 BC 356 BC 323 BC   262 AD

Statue of Zeus
at Olympia
435 BC   c.450 AD

Mausoleum at
Halicarnassus
351 BC   from 1150 AD until 1494 AD

Colossus of
Rhodes
292 BC 226 BC   654 AD

Lighthouse of
Alexandria
280 BC   from 1303 AD until 1480 AD

1400   1450   1500   1550   1600   1650   1700   1750   1800   1850   1900

Het Oordeel van Cambyses
Gerard David
Jan 1, 1498

Stilleven met vogels
Frans Cuyck Van Myerop

Pluimvee
Albert Cuyp

Schipbreuk
Claude Joseph Vernet

De Pijproker
François Cautaerts
Jan 1, 1900

Jheronimus Bosch

Portret van de aartshertog Albrecht
anoniem

Virgin and Child with donor Pieter Wijts
anoniem
Jan 1, 1700

Jan 1, 1750

Moreel-triptiek
Hans Memling
Jan 1, 1484

Jan 1, 1600

Portret van vier kinderen
Nicolaes Maes

Landschap met
Paul

Portret van graaf Charles A. Chasset
Albert Gregorius
Jan 1, 1813

Dood van Maria
Hugo van der Goes
Jan 1, 1475

Jan 1, 1657

Jan 1, 1775

Isabella van Portugal met de heilige Elisabeth
Petrus Christus

Tables-sets of boxes organized as columns and rows to organize information clearly by types of categories

Favorite Pets		
Pet	Tally Marks	Number
Cat	𝍤𝍤 𝍤𝍤 I	10
Dog	IIII	4
Hamster	II	6

Infographics-combinations of graphic information and text that work together to tell information about a topic, often with some of this information shown as types of graphs or charts