Name: _____ Date: _____

Tally Marks at the Bird Feeder

Circle group

Mr. Okafor's class hung a bird feeder outside the window. Each morning, students took turns watching it for ten minutes. They counted every bird that came to eat.

On day one, Dev tried to keep the numbers in his head. A sparrow came, then a jay, then two more sparrows. He lost track and had to start over.

Mr. Okafor showed a better way. It is called a tally chart. Set up a row for every species, and draw a short line when one lands. The fifth bird gets a line across the four, like a gate. You can count groups by fives and never lose your place.

After a week, the chart showed 12 sparrows, 8 finches, and 5 jays. The class added them. Twelve plus 8 plus 5 is 25 birds.

Then they made a bar graph. Every bird got a bar. A tall bar means many birds. The sparrow bar was the tallest. The jay bar was the shortest.

Questions

1. What was the students' job at the feeder?

_____

_____

2. Why did Dev start over on day one?

_____

_____

3. How do you draw the fifth tally mark?

_____

_____

4. How many birds did the class count in all?

_____

_____

5. Which bird came the most?

_____

_____

6. Why is the bar graph helpful?

_____

_____

Words to know

tally: a mark made to keep count of things
feeder: a small container that holds food for birds
graph: a picture that shows numbers using bars or lines

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

Tally Marks at the Bird Feeder

Triangle group

Mr. Okafor's class hung a bird feeder outside the window. Each morning, students took turns watching it for ten minutes. Their job was to count every bird that landed to eat.

On the first day, Dev tried to remember the numbers in his head. A sparrow came, then a jay, then two more sparrows. Soon he had lost track and had to start again.

Mr. Okafor showed the class a better way, called a tally chart. Set up a row for every species of bird, and each time one lands, draw one short line in its row. After four lines, the fifth bird gets a line drawn across the four, like a gate. Groups of five are easy to count by fives, so you never lose your place.

After a week, the chart showed 12 sparrows, 8 finches, and 5 jays. The students added them up. Twelve plus 8 plus 5 is 25 birds in all.

Then they turned the tallies into a bar graph. Every species received a bar that grew taller as more birds visited. A glance showed the sparrow bar was the tallest and the jay bar was the shortest. The class had turned a window view into data that anyone could read.

Questions

1. What was the students' job at the bird feeder?

_____

_____

2. Why did Dev have to start again on the first day?

_____

_____

3. How is the fifth tally mark drawn?

_____

_____

4. How many birds did the class count in all?

_____

_____

5. Which kind of bird came the most often?

_____

_____

6. Why is a bar graph helpful after the tally chart?

_____

_____

Words to know

tally: a mark made to keep count of things
feeder: a small container that holds food for birds
graph: a picture that shows numbers using bars or lines
data: facts and numbers gathered to learn something

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

Tally Marks at the Bird Feeder

Square group

Mr. Okafor's class hung a bird feeder outside their classroom window. Every morning, the students took turns observing it for ten minutes, and their assignment was to count every bird that landed to eat.

On the very first day, Dev attempted to remember all the numbers in his head. A sparrow arrived, followed by a jay, and then two more sparrows came along. Before long he had lost track entirely and was forced to begin again.

Mr. Okafor introduced the class to a far better method, known as a tally chart. You create a row for each kind of bird, and every time one lands you draw a single short line in its row. After four lines, the fifth bird earns a line drawn across the other four, like a gate. Because groups of five are simple to count, you never lose your place.

At the end of a week, the chart revealed 12 sparrows, 8 finches, and 5 jays. The students added the numbers together, and twelve plus 8 plus 5 came to 25 birds altogether.

Then they transformed the tallies into a bar graph. Every species received a bar of its own, and a taller bar meant that more birds had visited. At a single glance, it was clear that the sparrow bar was the tallest and the jay bar was the shortest. The class had turned an ordinary window view into data that anyone could read.

Questions

1. What was the students' assignment at the bird feeder?

_____

_____

2. Why was Dev forced to begin again on the first day?

_____

_____

3. How is the fifth tally mark drawn?

_____

_____

4. How many birds did the class count altogether?

_____

_____

5. Which kind of bird visited the most often?

_____

_____

6. Why is a bar graph useful after making the tally chart?

_____

_____

Words to know

tally: a mark made to keep count of things
feeder: a small container that holds food for birds
graph: a picture that shows numbers using bars or lines
data: facts and numbers gathered to learn something

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: Tally Marks at the Bird Feeder

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: Tally Marks at the Bird Feeder

Easier · 156 words · Flesch-Kincaid grade 2.1

1. To count every bird that came to eat.
2. He kept the numbers in his head and lost track.
3. As a line across the four, like a gate.
4. 25 birds.
5. The sparrow.
6. The bars show right away which bird came most and least.

Triangle: Tally Marks at the Bird Feeder

This passage · 200 words · Flesch-Kincaid grade 3.8

1. To count every bird that landed to eat.
2. He tried to remember the numbers in his head and lost track.
3. As a line across the four, like a gate.
4. 25 birds.
5. The sparrow.
6. The bars let you see right away which bird came most and which came least.

Square: Tally Marks at the Bird Feeder

Harder · 233 words · Flesch-Kincaid grade 6.5

1. To count every bird that landed to eat.
2. He tried to remember the numbers in his head and lost track.
3. As a line across the other four, like a gate.
4. 25 birds.
5. The sparrow.
6. The bars let you see at a glance which bird came the most and which came the least.