

Tickcharts, Venn diagrams and Grids.
Jean Brewster
Activity 1. Tickcharts

- a) Here is some information about big cats such as tigers and lions. Read it carefully so you can complete the tickchart.

Big cats such as cheetahs, jaguars and lions are mammals, so they have fur on their bodies and give birth to live young. Lions, cheetahs and leopards live in Africa but tigers live in Asia and some leopards too. A jaguar is one of a small group of cats that live in Central and South America. You probably know that the tiger has stripes, the cheetah has round spots and jaguars and leopards have groups of spots called rosettes. Some big cats, especially tigers and jaguars like water and can swim. The other cats avoid going into water and can't swim. Did you know that not all big cats can roar? Leopards and jaguars can roar but the lion has the best and loudest sound. The other big cats cannot roar.

Now fill in the tickchart.

Tickchart.

√ = yes x = no

Type of cat	live in Africa	have fur on their bodies	have stripes	have spots or rosettes	usually live and hunt in groups	like water and can swim	can roar
lions							
tigers							
jaguars							
cheetahs							

- b) Can you add another row and fill in the chart for leopards?
 c) Using the chart, make up some sentences and ask your partner some questions like this:

Answer: *No, it doesn't.* Question: *Does a tiger live in Africa?*

Answer: *Yes, it can.* Question: *Can a jaguar swim?*

Homework: write some sentences to give to your partner to answer.

Activity 2 Venn diagrams

- a) Here are some facts about tigers and lions on a tickchart. Read them and talk about them with your partner. Now read them again and put a tick (✓) in the third column when the facts are true for both tigers and lions. This means there is a fact which is the same for tigers and lions. The first two are done for you.

	Tigers	Lions	Both the same
Have fur	✓	✓	✓
Can swim	✓	x	x
Can roar	x	✓	
Have sharp claws	✓	✓	
Eat meat	✓	✓	
Live in Asia	✓	x	
Have stripes	✓	x	
Have live young called cubs	✓	✓	

- b) Copy the correct fact from the Big Cat Fact box into the correct circle.

If you think the statement is true for *tigers only*, write the fact in the circle on the left.

If you think it is true for *lions only*, write it in the circle on the right.

If you think it is true for *both* lions and tigers, write the fact in the middle part.

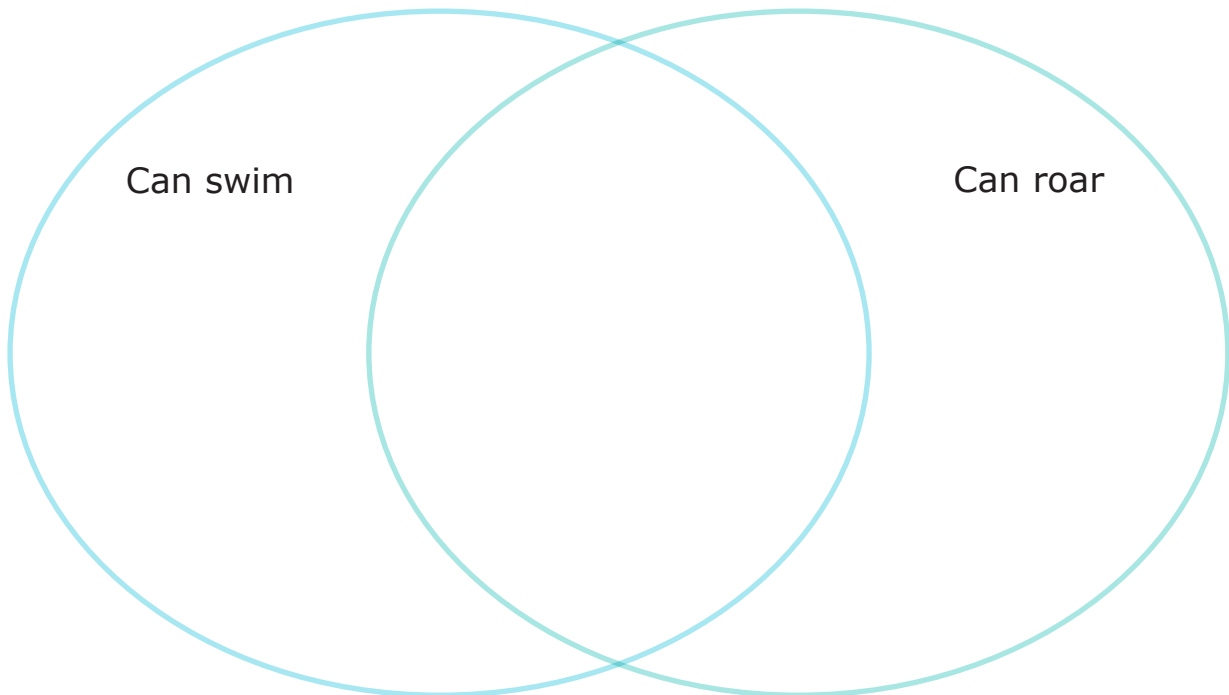
BIG CAT FACTS

can swim, can roar,
live in Africa, live in groups,
have fur, have sharp teeth,
eat meat, live in Asia,
have live young, have stripes

TIGERS

BOTH

LIONS



c) Now see if you can test your partner with sentences like this. Your partner must try to give you the right answer.

A: Both tigers and lions have live young. Is this true?

B: Yes it is.

A: Lions live alone. Is this true?

B: No it isn't.

Check your answers together.

Homework: see if you can write some sentences like this to give to your partner. Check the answers.

Activity 3 Grids or matrices

Here is another way of recording information, this time on a grid, or matrix. Each square in the grid is called a cell. Choose another big cat, such as a jaguar, leopard or cheetah. Use the Internet or a reference book and see if you can find information about your big cat. See if you can write in the answers in the correct cell.

	body covering	camouflage	food	water	habitat	sounds made
Lions	yellowish/ brown fur	plain colour	meat	like water	Africa	roar loudly
Tigers	brown and black fur	stripes	meat	do not like water	Asia	low noises, do not roar

Tickcharts, Venn diagrams and Grids

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Aim

To practice 3 different ways of collecting and interpreting data.

Language focus

Key vocabulary: nouns e.g. names of big cats, *camouflage, stripes, spots, rosettes, claws, packs, cell, column, row*; verbs: *roar, have live young, avoid, hunt, swim*; adjectives: *live young, sharp, the same*, adverb: *alone, in packs*. Quantifiers such as *both, all, some*. Connectors: *but*.

Key sentence patterns: descriptions, generalizations and classifications, such as: *Lions have sharp teeth/cannot swim/live in Africa*. Yes/No questions: *Do lions swim? Can leopards roar? Is this true?* Comparisons such as: *A lion can roar but a leopard cannot*.

Language skills: listening and speaking in pairs; reading texts and graphic organizers, writing simple facts, Yes/No questions and True/False statements.

Thinking Skills

Collecting and interpreting data to describe facts and generalize, distinguish between correct and incorrect statements, compare similarities and differences and classify information.

Materials

Factual texts, pictures of big cats and examples of simple tickcharts, Venn diagrams and grids.

Warm up

- Ask the children to think about fierce animals, try to elicit the topic of big cats such as lions.
- Show some pictures; continue by encouraging them to name as many big cats as they can.
- With a partner ask them to draw a mind map of one type of big cat showing as many facts as possible.

Activity 1 Tickcharts

- Explain some of the differences and similarities between the cats in terms of things such as colouring, camouflage, habitat, hunting styles (alone or in packs) and whether they like water and can swim. If the class has never done a tickchart, introduce them to the idea using some simple ideas or move straight onto the text given. Explain the text and check the class know the new vocabulary.

- Ask them to read the text in pairs and work together to complete the tickchart. Go through it to check answers. Quicker students might like to add information about another type of big cat such as a leopard.
- Give a model of how to ask Yes/No questions and encourage the children to ask each other in pairs, using the tickchart.

Key

Type of cat	live in Africa	have fur on their bodies	have stripes	have spots or rosettes	usually live and hunt in groups	like water and can swim	can roar
lions	✓	✓	x	x	✓	x	✓
tigers	x	✓	✓	x	x	✓	x
jaguars	x	✓	x	✓	x	✓	✓
cheetahs	✓	✓	x	✓	x	x	x

Activity 2 Venn diagrams

- Tickcharts are the easiest type of graphic organizer, then Venn diagrams and grids. Introduce the idea of adding information which is more than just saying if something does or does not have a certain feature. To prepare for the Venn diagram explain how the next tickchart works.
- Ask the class to complete the chart using the first text and then ask them to notice which facts are the same for both tigers and lions. Practice using the pattern: *They both can swim. They both eat meat.* Explain how a Venn diagram works using an example of something simple or the big cat facts. The facts that are the same should be written onto the middle section of the Venn diagram. Start with the middle section, emphasising the word *both*. Now show how the left circle only gives information about tigers and how the right circle gives information only about lions. You can then make model sentences using information from different circles, using *but*, such as: *A lion roars but a leopard doesn't.*
- Encourage the class to ask each other true/false questions. Quicker students can write some questions for others to answer.

Activity 3 Grids and matrices

- The grid is perhaps more difficult than the Venn diagram, depending on content. This time explain to the class that the grid has extra information which needs to be placed in the correct cell.
- Demonstrate how to choose the correct column (which goes up and down) and the correct row (which goes across from left to right). A grid is similar to using co-ordinates in maths.
- It is important here to encourage the students to make up their own sentences, using appropriate language by adding verbs, prepositions, connectors etc. such as:

Lions have yellowish brown fur which is a plain colour for camouflage.

Lions live in Africa but tigers live in Asia.

Extension activity

The class can be encouraged to research other big cats and complete the information using any of the three graphic organizers you have presented.

They can add pictures and any kind of extra facts. They can also write quizzes about these for other children to answer.