

# OPENING A KIOSK - GUIDE



◆ **Domain:**

Access to information

◆ **Benchmark:**

Interpret information from visual data (a graph)

◆ **Description:**

Students are required to interpret a graph based on a survey designed to compare the food preferences of Israelis and Americans. The manager of an American “fast food” chain needs the information to know how the Israeli market differs from the American one and what should be sold in the chain in Israel.

◆ **Rationale for choice of topic:**

Students are often asked to interpret graphs. This task also fosters the idea that what is learnt in math can be relevant to real world situations, and often language and math go hand in hand.

◆ **Suggestions for implementation (prior to and/or during):**

You should ensure that the students are familiar with graphs and have learnt to interpret them at some stage of their school career. Pay special attention to the vocabulary needed to compare information from graphs, e.g. more/less than, greater than, twice/three times as much, half as much, etc. You may wish to work in conjunction with the math teacher.

◆ **Suggested time allotment:**

Single lesson

◆ **Prerequisites:**

- Ability to interpret graphs
- Ability to support opinions with data
- Ability to contrast and compare

Name: \_\_\_\_\_

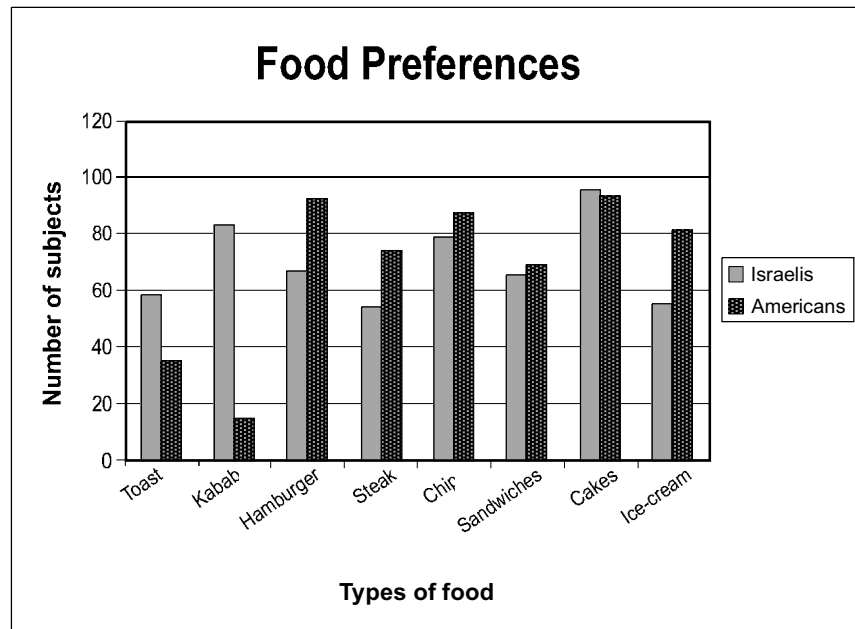
Class: \_\_\_\_\_

## OPENING A KIOSK - TASK

*In this task you will be asked to read a graph and compare food preferences of Israelis and Americans:*

An American “fast food” chain will soon be opening in Israel. Mr. Tuft, the manager, wants to compare the food *preferences* of Israelis to those of Americans. He received the results of a survey in the form of a graph. He now needs a written report to know the differences between Israelis and Americans, and to know what to sell in the Israeli food chain.

1. **Look** at the graph and **compare** the food preferences of Israeli and American teenagers.
2. **Write** a report to Mr. Tuft and include:
  - your comparison of preferences (use the words: more, less, most, least);
  - suggestions for types of food to sell in Israel and why.



**Note:**

**Read** the checklist before you start working and **fill it in** when you finish.

אוֹלוּיָאוֹת - העדפות - preferences



## OPENING A KIOSK - CHECKLIST

What to check	✓
I interpreted the results of the survey from the graph.	
I compared preferences of Israelis and Americans for each food.	
I gave suggestions and reasons for my suggestions.	
I checked my spelling.	
I checked my grammar.	
I checked my punctuation.	

## OPENING A KIOSK - RUBRIC

Dimension	Content	Discourse & Organization	Vocabulary	Language Usage and Conventions
<b>Criteria</b>	<i>Interpretation of graph</i>	<i>Clarity of message Logical flow</i>	<i>Appropriacy to topic Range</i>	<i>Grammar and spelling</i>
<b>Grade Level</b>				
<b>On Target 5</b>	Graph is interpreted correctly and all aspects are covered.  Attention paid to comparison (more, less, most, least).  Suggestions are based on interpretation.	Whole message is completely clear. Logical flow of ideas throughout whole text.	Vocabulary is appropriate to topic and text type. Vocabulary is rich and varied.	Generally tenses are correct, both in form and use. Correct form of questions. Mostly correct spelling.
<b>4</b>				
<b>On Your Way 3</b>	Interpretation is generally correct and some aspects are covered.  One or two comparisons (more, less, most, least).  Suggestions are based on interpretation.	Most of message is clear. Flow of ideas in some parts of text.	Vocabulary is usually appropriate to topic and text type. Range of vocabulary is limited but gets message across.	Some mistakes in use and/or form of tenses. Some questions correct in form. Spelling mistakes detract from meaning or reader's understanding.
<b>2</b>				
<b>Starting Out 1</b>	Either mistaken interpretation or interpretation is very limited.  No comparisons are made.  No obvious connection between suggestions and interpretation.	Message is often unclear. Lacks flow of ideas in text.	Vocabulary is inappropriate to topic and/or text type. Vocabulary is poor and limited.	No sense of understanding use of tenses; mistakes in form detract from reader's understanding. Mistakes in form of questions. Poor spelling makes it impossible to understand.