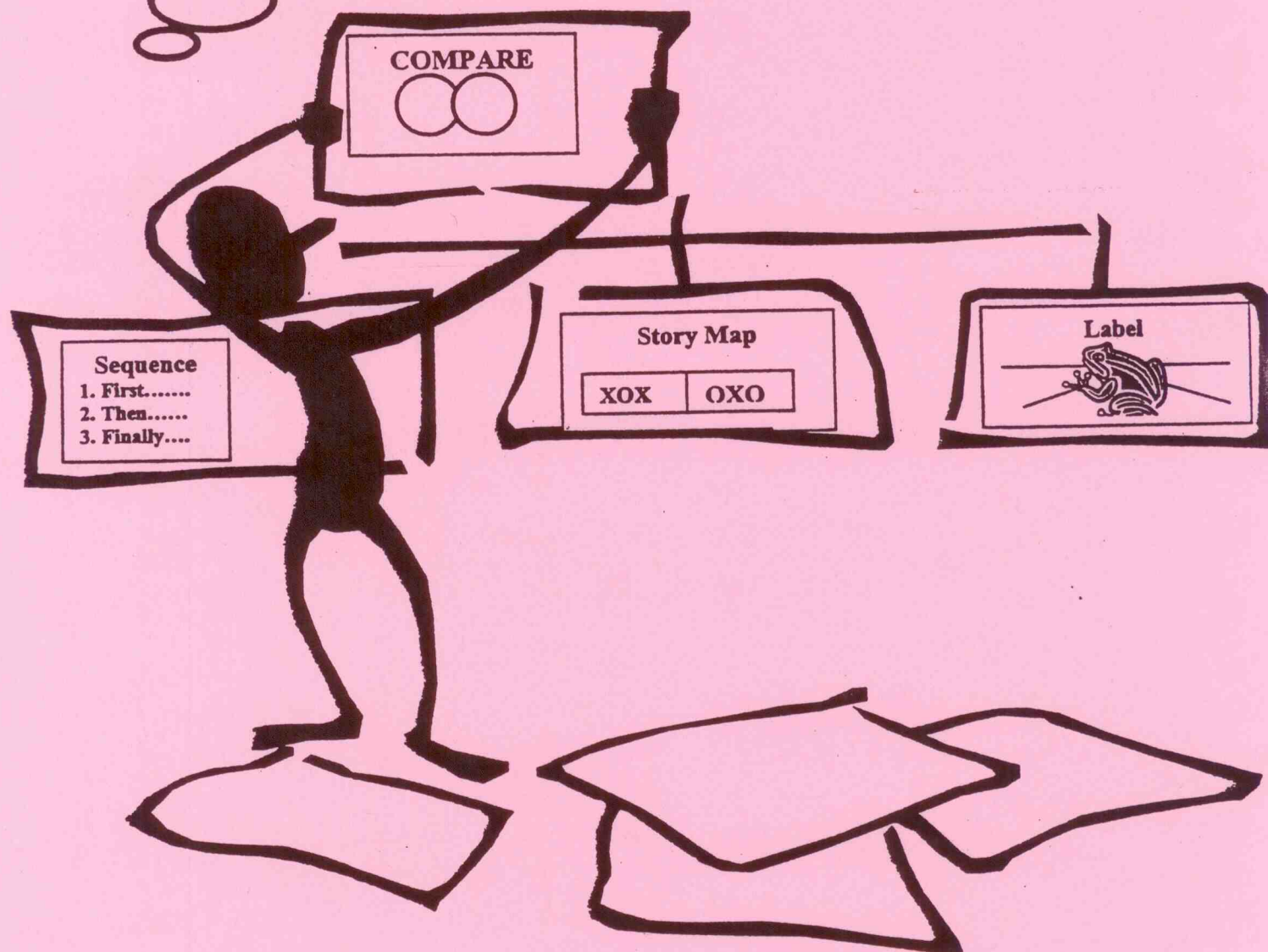
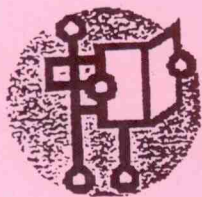


# Graphic Organizers





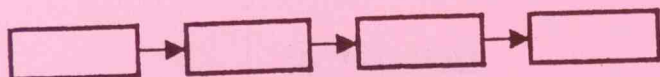
# KEY POINTS

- ❖ Graphic organizers help students remember because they become “blueprints” or maps that make abstract ideas more visible and concrete.
- ❖ Graphic organizers can help bridge the connection between prior knowledge, what the student is doing today, and what they can apply and transfer to other things.
- ❖ Graphic organizers.... can help students locate, select, sequence, integrate and restructure information – from the perspective of understanding and producing information in written responses.
- ❖ Graphic organizers are often used in the learning process during formative stages of assessment-graphic organizers can and should be used for other assessments or evaluation.

Including graphic organizers on tests would be more fun and challenging than most traditional objective-style items.

# SEQUENCE

Linear String



Time Line



CAUSE/EFFECT

Cause



Effect

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

PROBLEM/SOLUTION

Problem



Solution

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summary Statement

## COMPARE/CONTRAST

Similarities

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Differences      Similarities      Differences

Differences

\_\_\_\_\_ ↔ \_\_\_\_\_  
\_\_\_\_\_ ↔ \_\_\_\_\_  
\_\_\_\_\_ ↔ \_\_\_\_\_

Feet

Teeth

	Man-eating Marsupials	Plant-eating Marsupials
Feet		
Teeth		



# Signal Words for Text Structure

## Cause/Effect

Because  
Since  
This led to  
Because of  
As a result of  
In order to  
Effects of  
Therefore  
For this reason  
If.....then

## Descriptive

For instance  
For example  
Such as  
To illustrate  
Most important  
In addition  
Another  
Furthermore

## Sequence/ Chronological Order

First  
Second  
Next  
Then  
Initially  
Before  
After  
Finally  
Preceding  
Following  
On (date)  
Not long after

## Comparison/Contrast

Different from  
Same as  
Similar to  
As opposed to  
Compared with  
On the other hand  
Instead of  
As well as  
However

## Problem/Solution

Problem  
The question is  
A solution  
One answer is  
One reason for the problem



# Textbook Organizational Patterns and Signal Words

## ◆Simple Listing

such as  
include  
others

for example  
some  
a few

## ◆Chronology

first  
last  
later  
at last  
eventually  
since

next  
soon  
finally  
in the end  
in the meantime  
in 1776

## ◆Compare/Contrast

### Similarity:

and...too  
also  
in the same way

similarly  
both  
as...as

### Difference:

however  
but  
yet  
although

even though  
on the other hand  
rather  
in contrast

## ◆Cause/Effect

as a result  
cause  
due to

lead to  
result in  
effect of

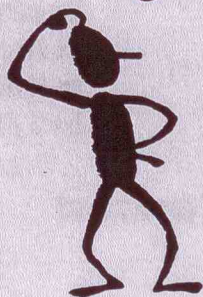


# K - W - L STRATEGY

WHAT I KNOW



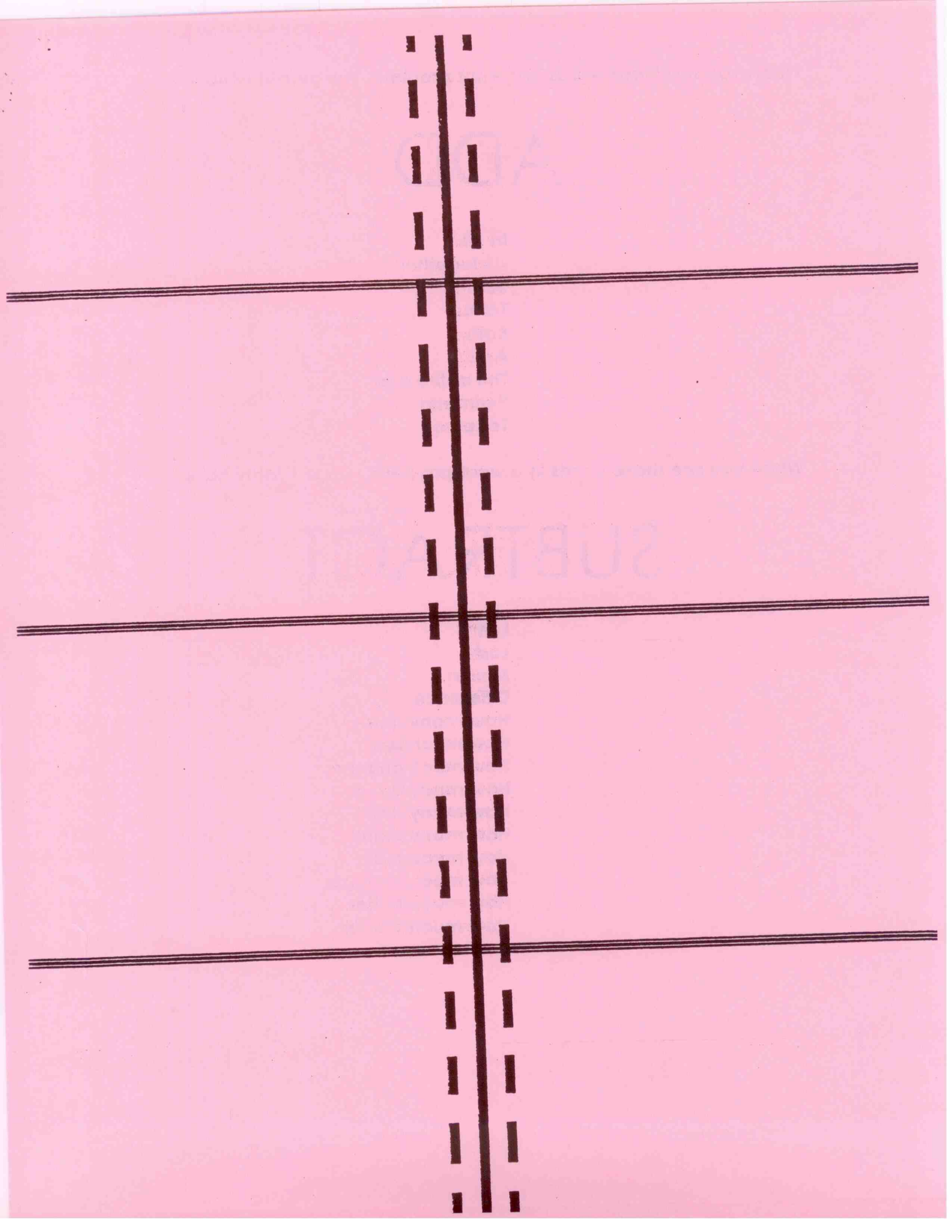
WHAT I  
WANT TO  
FIND OUT?



WHAT DID I  
LEARN?









When you see these words in a word problem, you probably have to

# ADD

In all  
All together  
Sum  
Total  
Both  
Add  
The entire cost  
Perimeter  
Together

When you see these words in a word problem, you probably have to

# SUBTRACT

Left  
Lost  
Minus  
Difference  
How many more  
How much less  
How much change  
How many are not  
How many don't  
How many didn't  
How much older  
How much younger  
How much hotter  
How much colder



When you see these words in a word problem, you probably have to

# MULTIPLY

Times  
Twice as many  
Product  
Each  
Find the area  
Find the volume  
Percent  
Find the sales tax

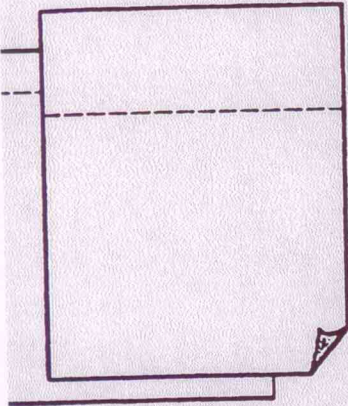
When you see these words in a word problem, you probably have to

# DIVIDE

How many in each  
Divided  
Split evenly  
Shared  
How many does each get  
Find the average  
Quotient  
How many \_\_\_\_\_ per  
How much does each cost



# Flip Book Construction



**Step #1:** Place one page on top of another so that they overlap by about an inch at the top and bottom.

**Step #2:** Fold the pages over at an imaginary line about an inch above center. This will produce a Flip Book consisting of a cover and three inside pages.

<b>African Art</b>
Great Eras
Art Forms
African art & the West

**Step #3:** Write the topic of the Flip Book on the cover. Write a subtopic on each of the exposed pages. Details can be written on the inside.

## Example: African Art

### Page 1

<u>Bushmen:</u>
<u>Nok Culture:</u>
<u>Ife Art:</u>
<u>Benin Art:</u>
Great Eras

### Page 2

<u>Sculpture:</u>
Characteristics -
Lost Wax -
Subjects -
<u>Masks:</u>
Purpose -
Types -
<u>Textiles:</u>
Kente Cloth -
Adrinka -
Art Forms

### Page 3

Why was African Art misunderstood by the West?
How has African Art influenced Western Art?
Picasso -
Modigliani -
African Art & the West

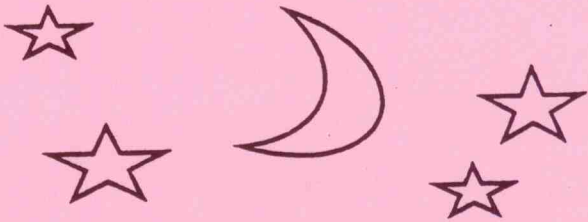


# Verbal & Visual Word Association

## Social Studies

<i>Diplomatic</i>	<i>Franklin D Roosevelt</i>
<i>Skilled in International Relations</i>	<i>Henry Kissinger</i>

## Science

<i>Nocturnal</i>	
<i>Active at Night</i>	<i>Owl</i>



# Verbal and Visual Word Association

**Vocabulary Term**

**Personal Association**

**Definition**

**Non-example**



## MAIN IDEA TABLE

### FEATURES FOR LIFE ON EARTH

**Temperature**

**Sunlight**

**Oxygen  
and  
Carbon Dioxide**

**Water**

**Proper distance  
from the sun;  
not too close to  
burn, not too far  
to freeze**

**Needed for  
energy to  
perform life  
functions**

**Earth has the  
right amount of  
each to support  
many kinds of  
living things**

**Compound made  
up of oxygen &  
hydrogen, found  
on 3/4 of Earth's  
surface, organisms  
are made mostly  
of water**



MAIN IDEA TABLE

--

--

--

--

--

--

--

--

--



Reading logs can be used in any content class to reflect reading done from a textbook, a supplemental reader, a trade book or magazine and newspaper articles. Three categories may be SETRC up on a standard form (see below): What I understood, What I didn't understand and What I learned.

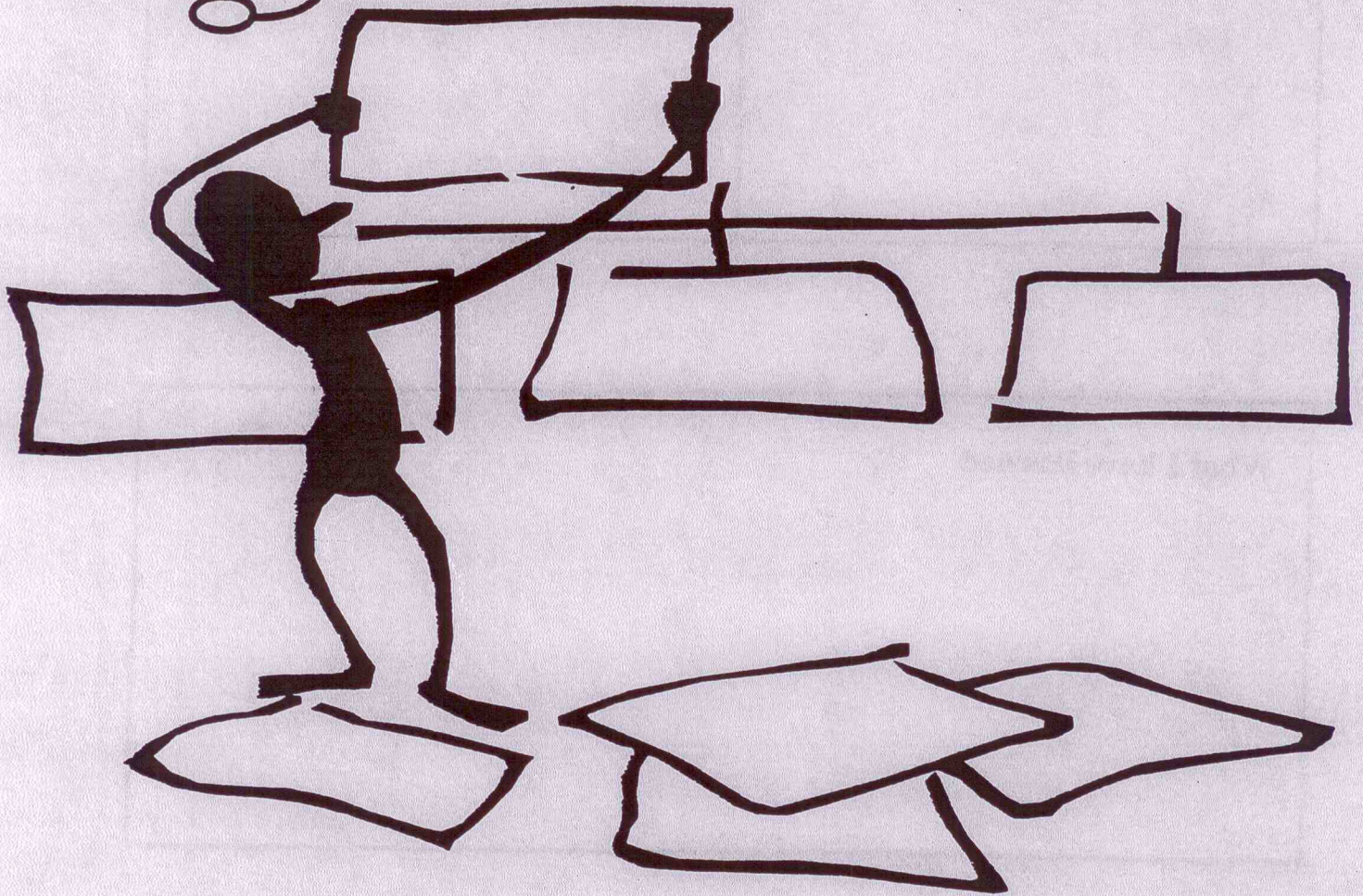
Reading Title: \_\_\_\_\_

<b>What I understood</b>	<b>What I didn't understand</b>

<b>What I have learned</b>



*Sequence  
&  
Flow Charts*





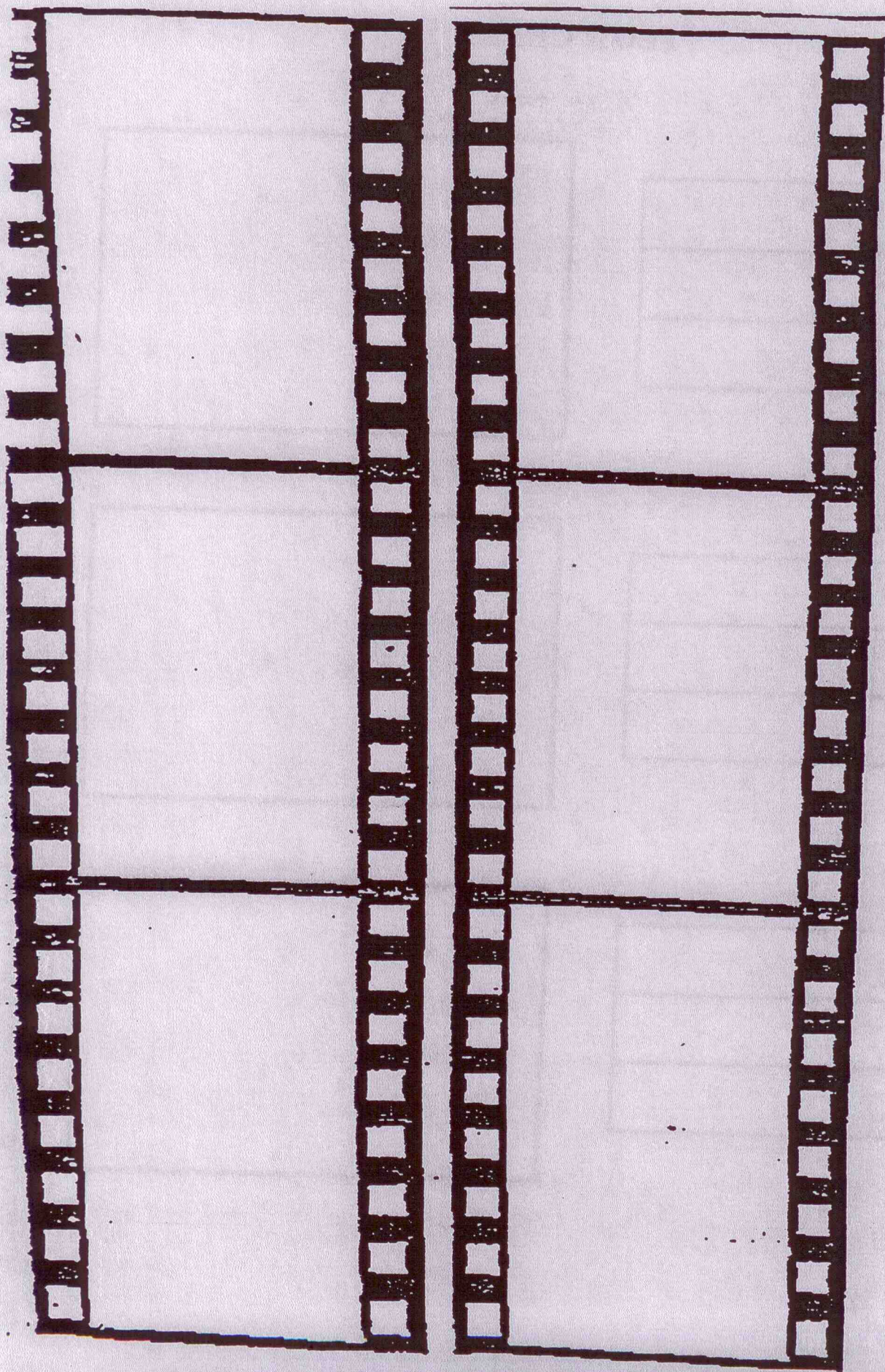
## FLOW CHART


This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf of a book. The paper has a slightly textured appearance with some faint smudges and discoloration, characteristic of old paper. The left edge of the page shows the binding of the book.


This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf of a book. The paper has a slightly textured appearance with some faint smudges and discoloration, characteristic of old paper. The left edge of the page is bound, showing the inner hinge and some stitching. There is no text or other markings on the page.


This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf of a book. The paper has a slightly textured appearance with some faint smudges and discoloration, characteristic of old paper. The left edge of the page shows the binding of the book.







# STORY MAP

Picture Panels

Writing Panels

In the beginning....

=

N  
E  
X  
T

=

T  
H  
E  
N

=

FINALLY

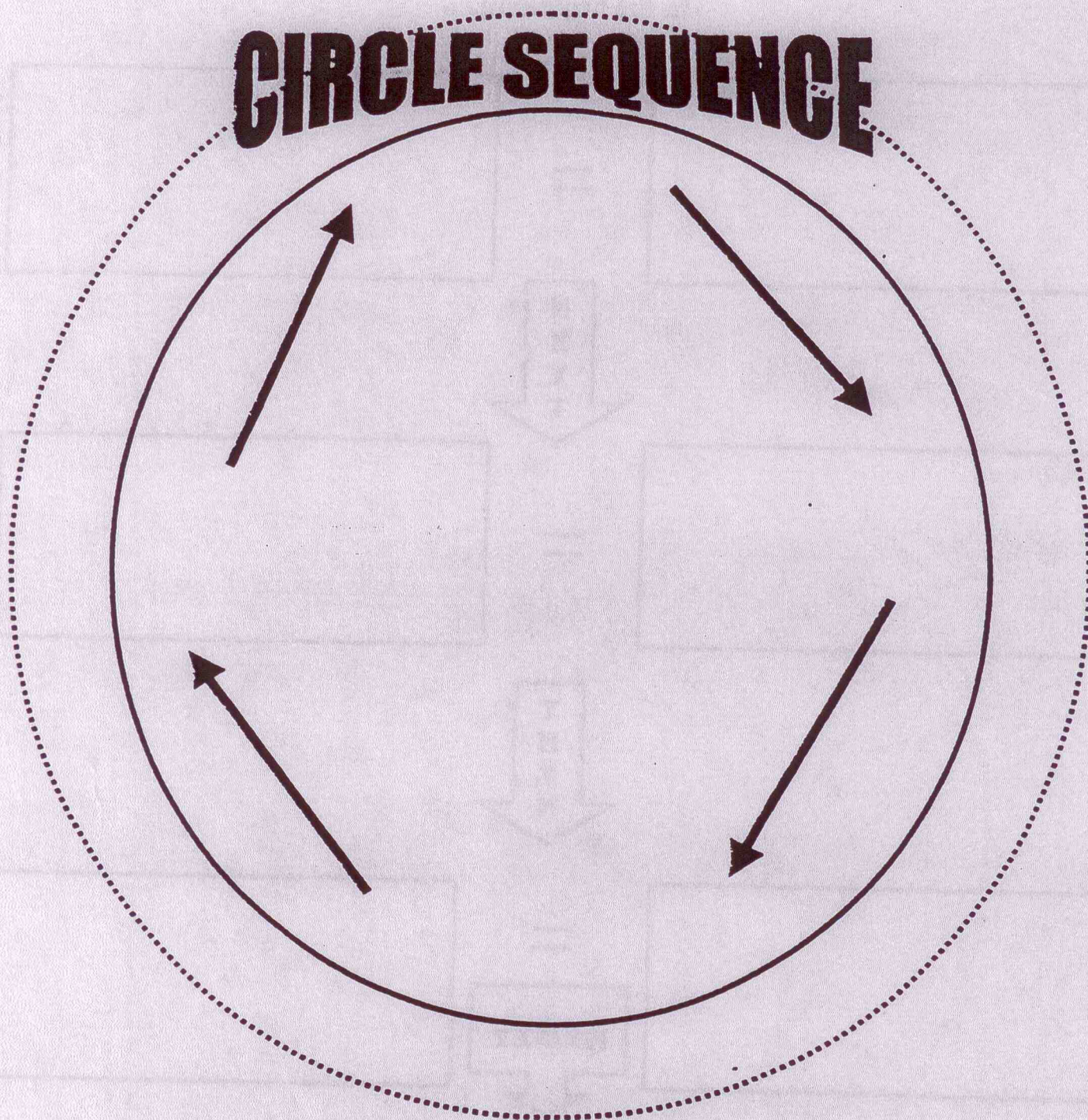
AUTHOR \_\_\_\_\_ STORY \_\_\_\_\_



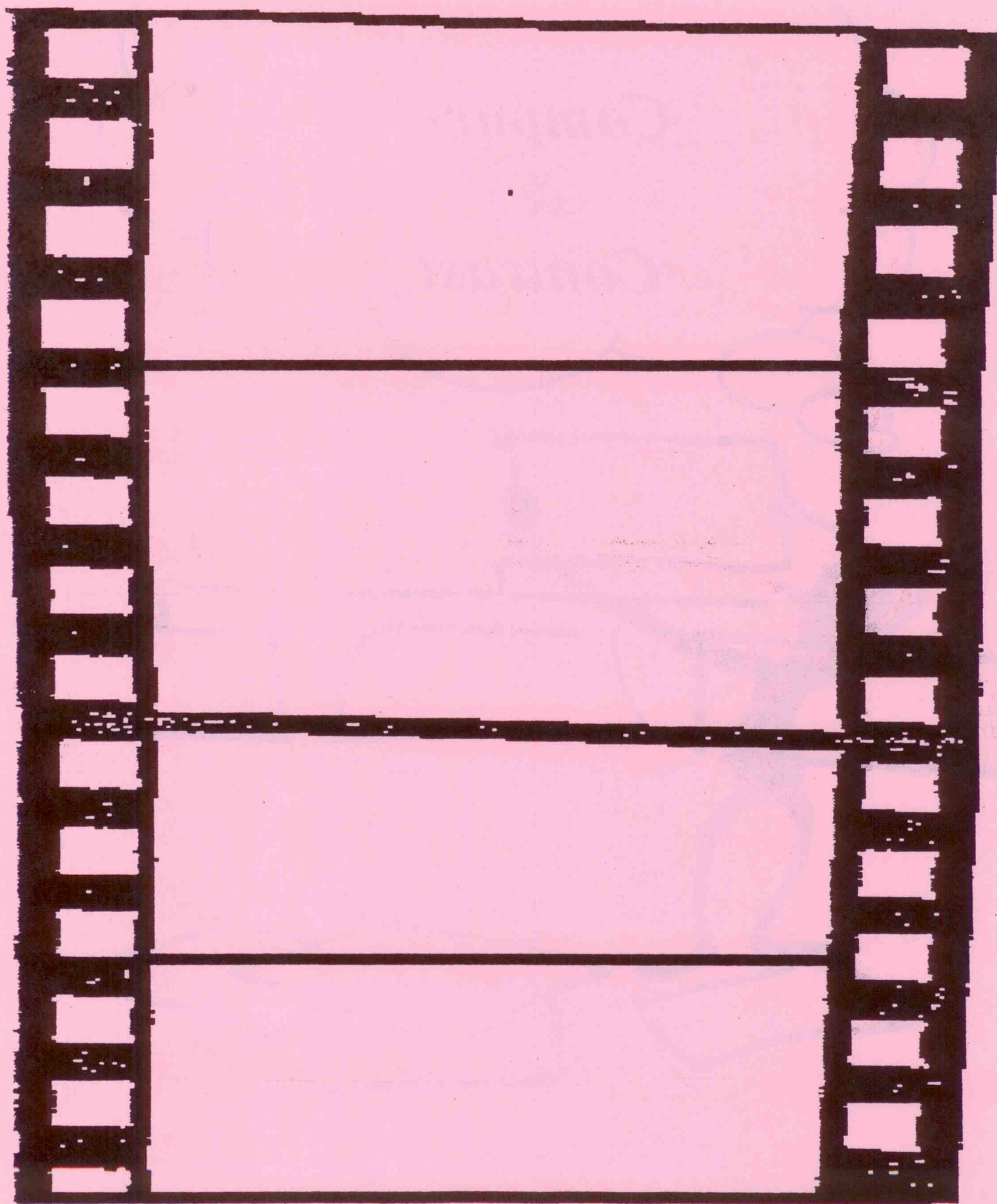
Name \_\_\_\_\_

Title/Topic \_\_\_\_\_

# CIRCLE SEQUENCE

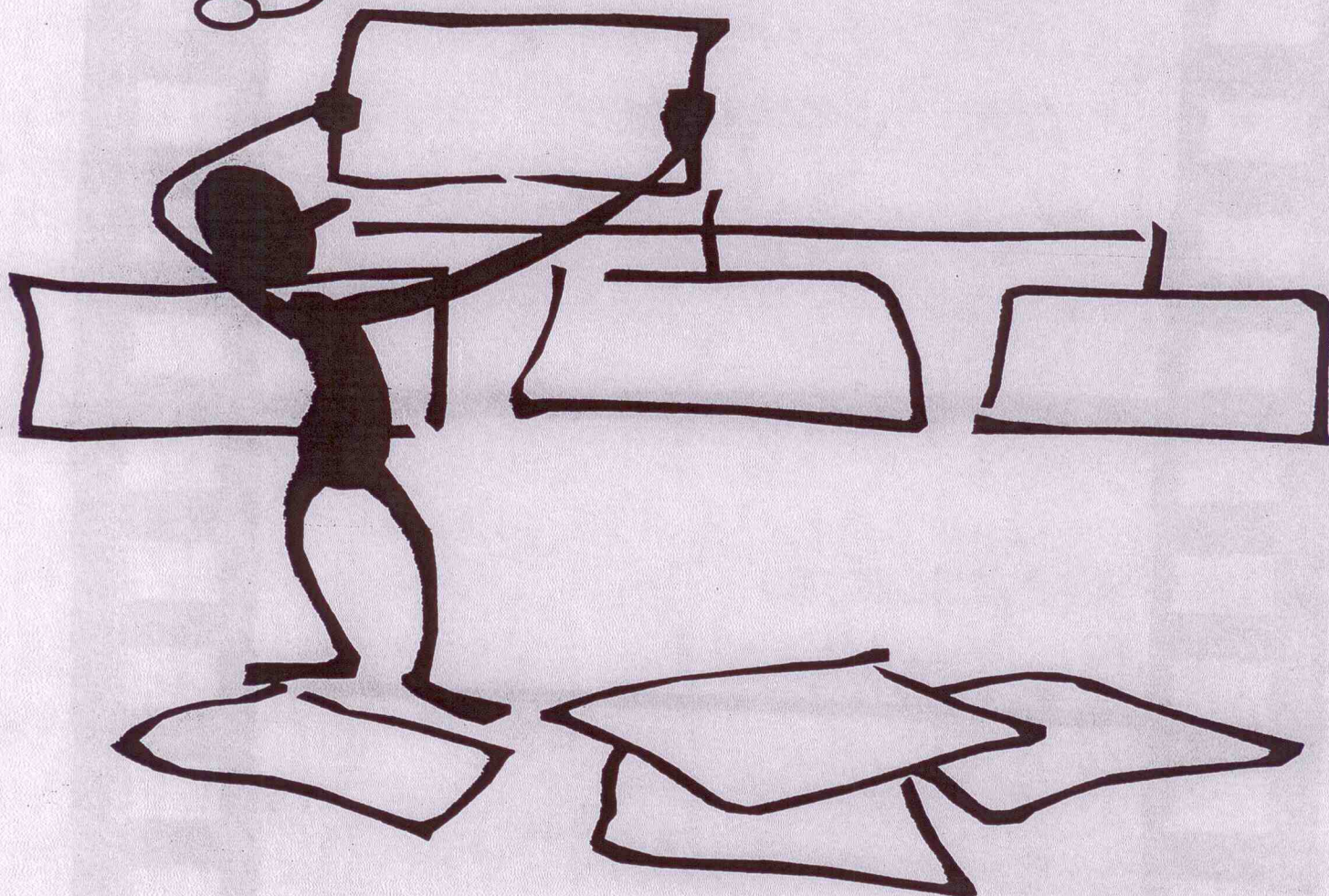






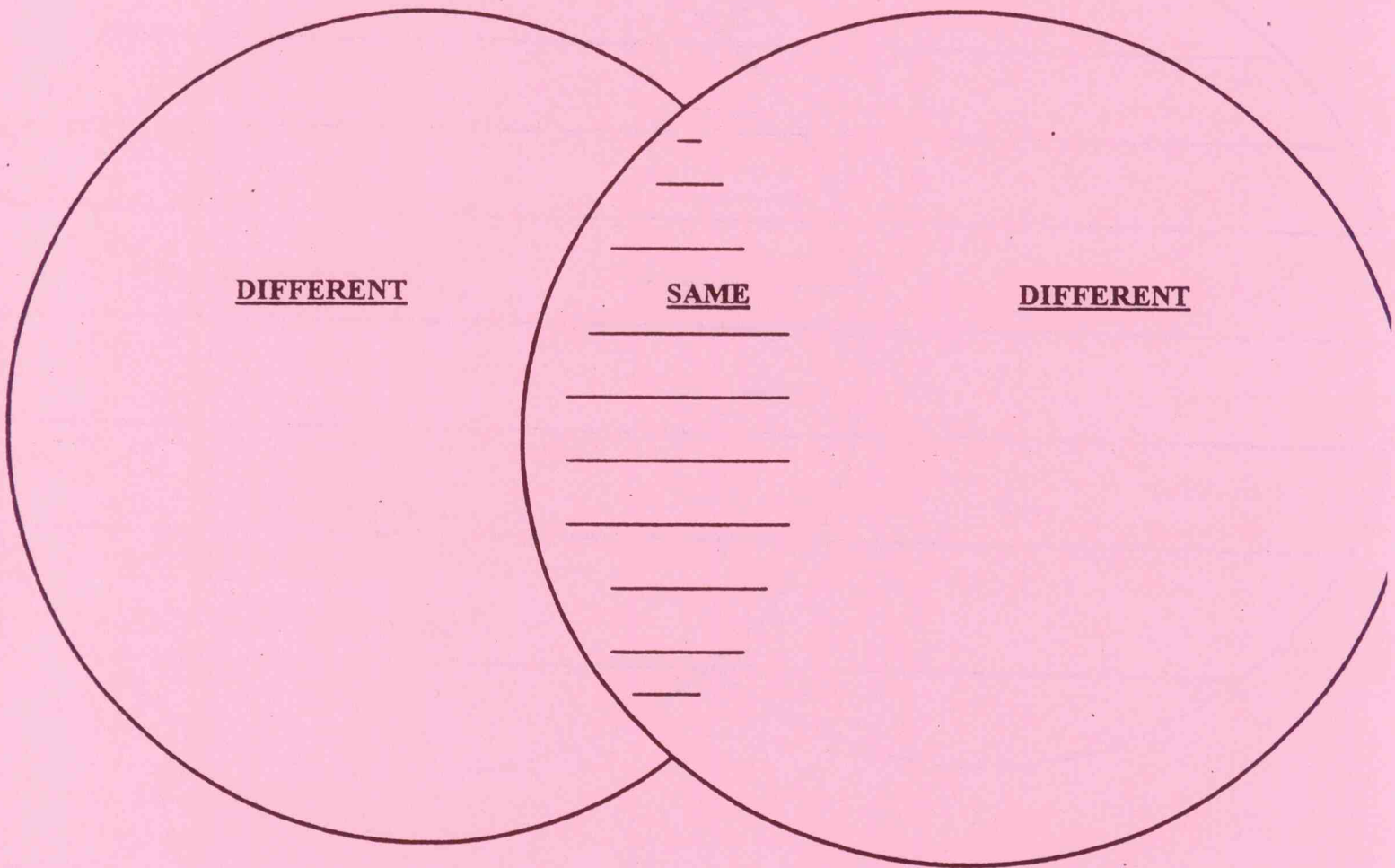


*Compare  
&  
Contrast*



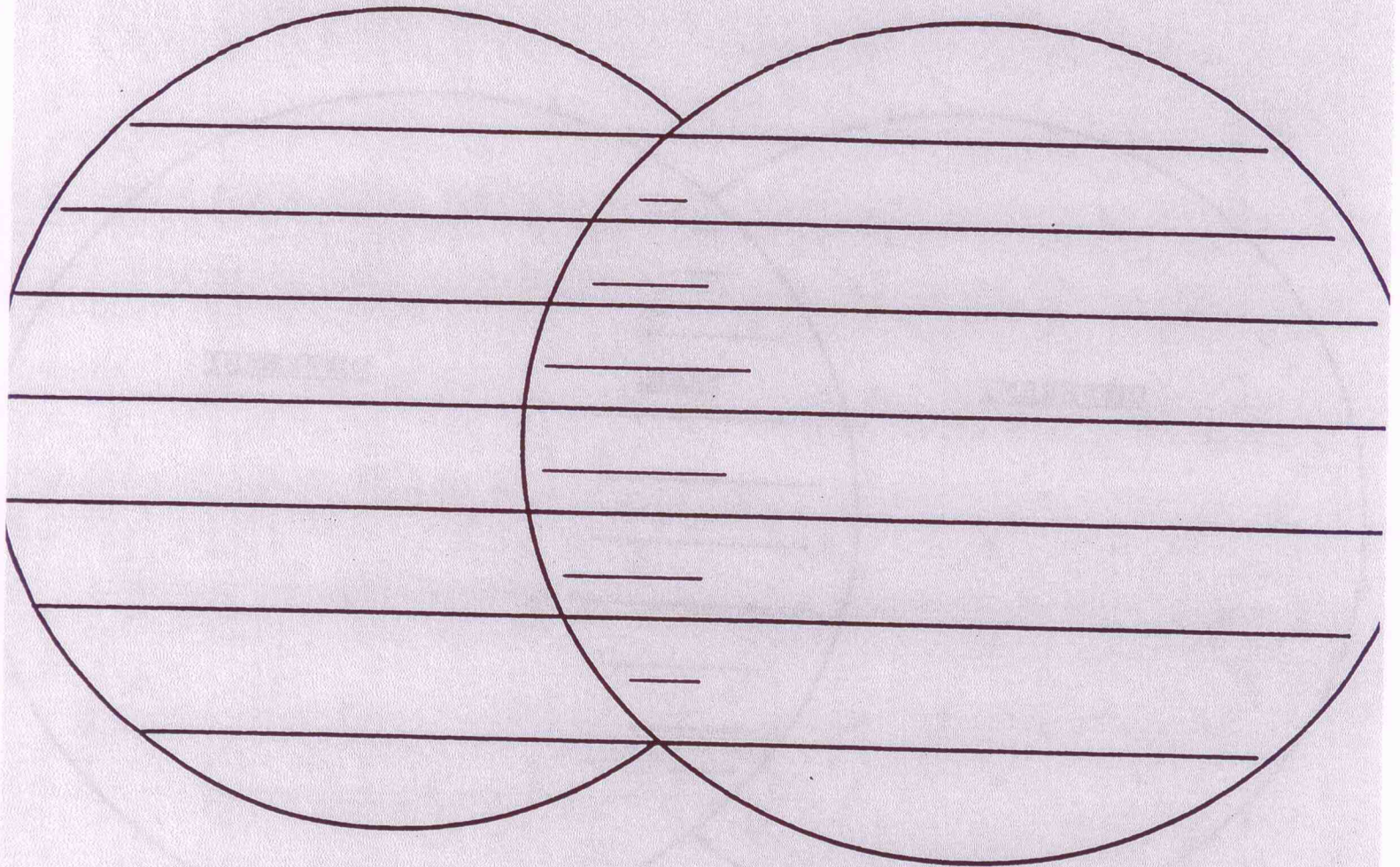


## Venn Diagram



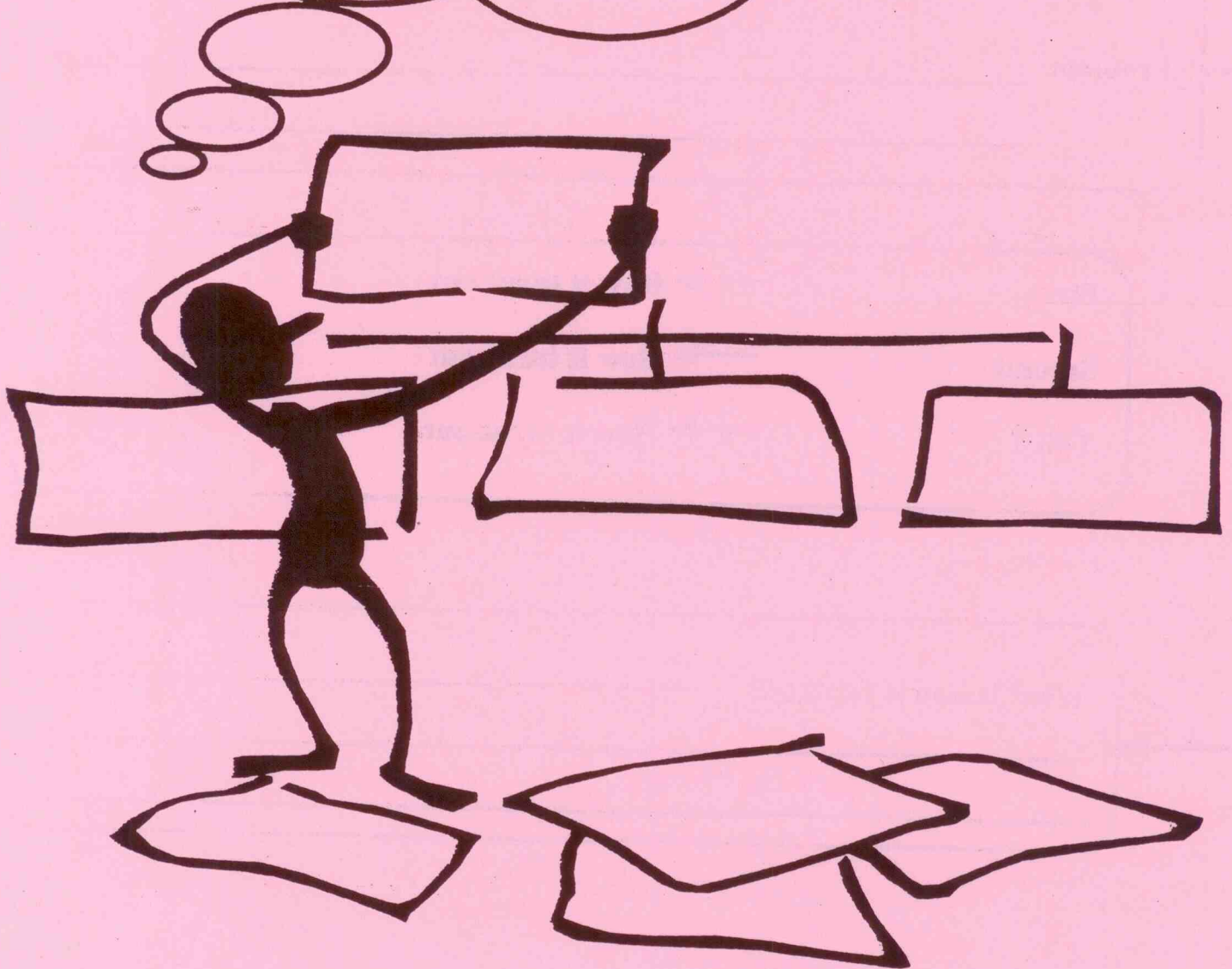


# Venn Diagram





# *Story Maps*





## Story Map

**Title of Story** \_\_\_\_\_

**Setting (where it takes place)** \_\_\_\_\_

**Characters in Story** \_\_\_\_\_

**Problem** \_\_\_\_\_  
\_\_\_\_\_

**First**                      → **How it turns out**

**Second**                      → **How it turns out**

**Third**                      → **How it turns out**

**What lesson is learned?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Story Map 2

**Main Characters:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Problem:** \_\_\_\_\_

\_\_\_\_\_

**What happens:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How it ends:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**CHARACTERS**

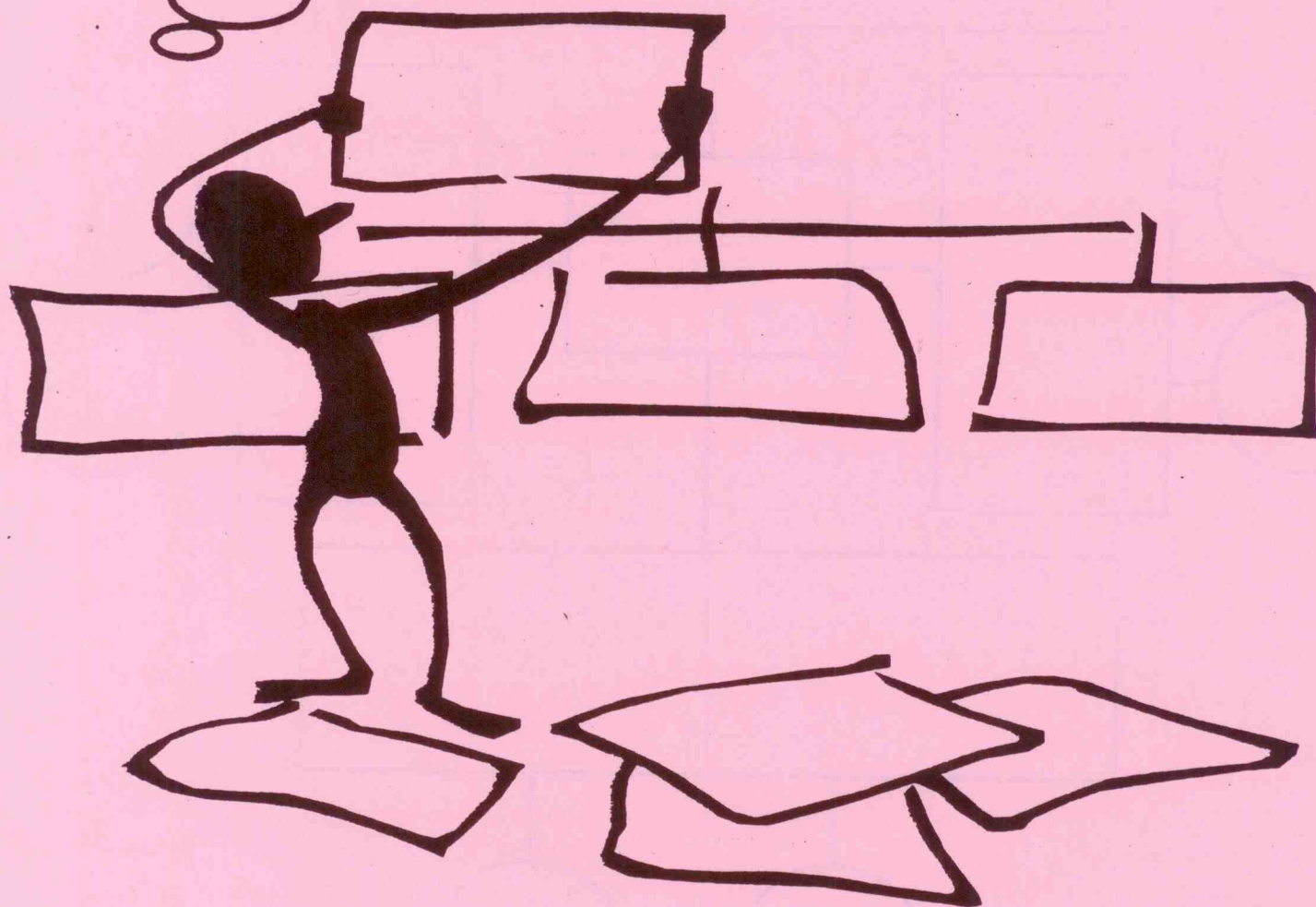
**SETTING**

**PROBLEM**

**SOLUTION**



# *Mind Maps*

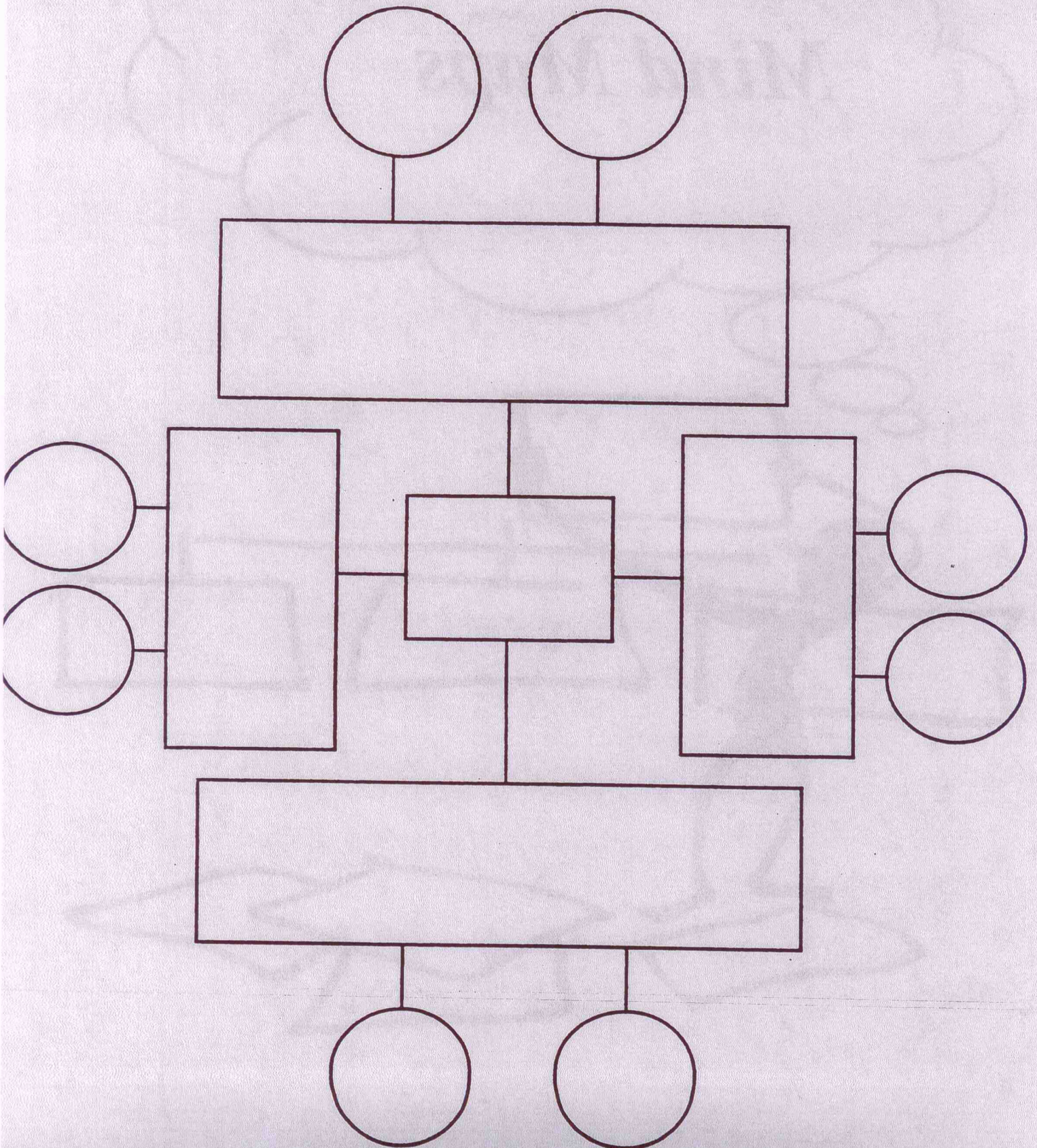




# WEB DIAGRAM

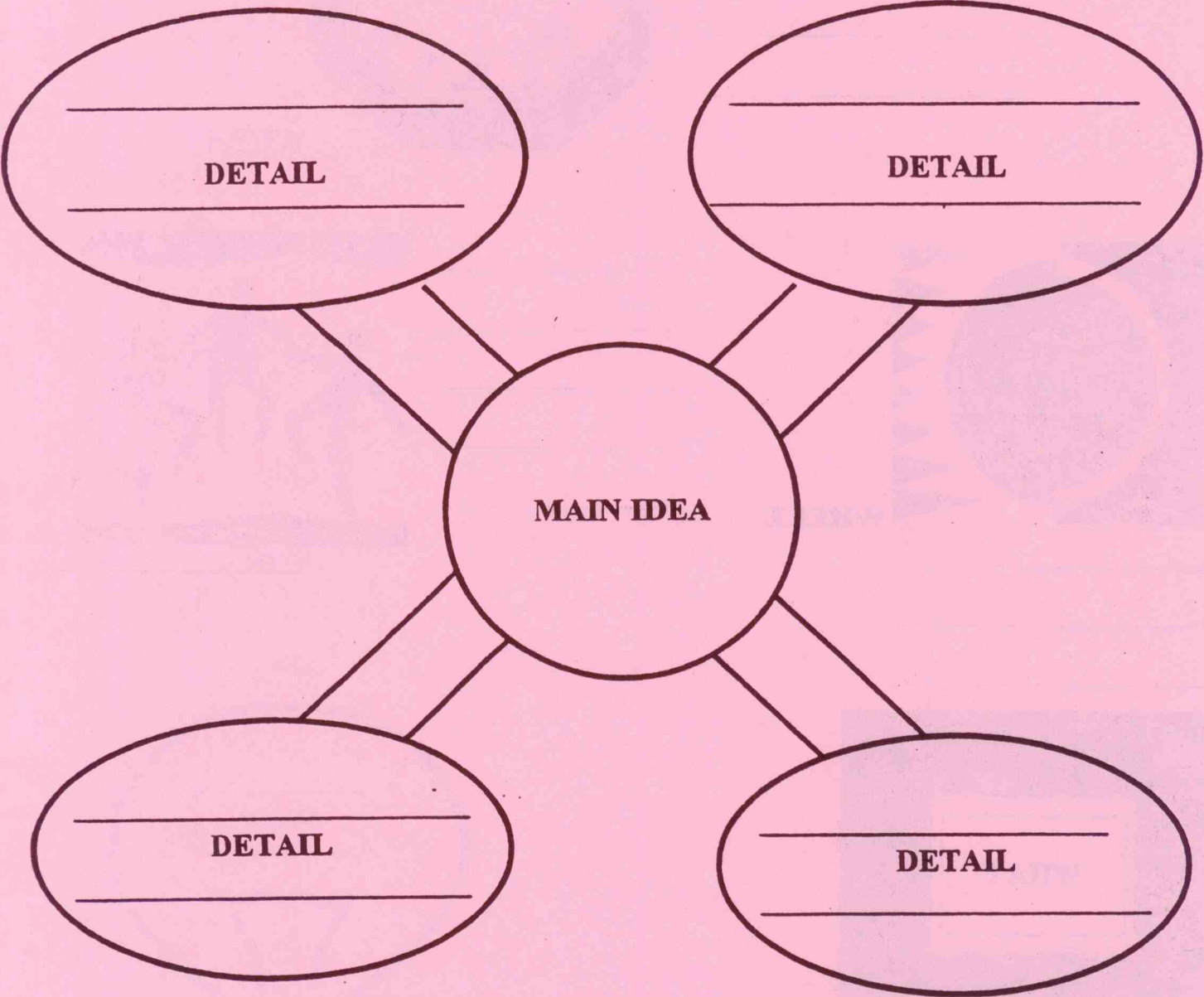
Name \_\_\_\_\_

Title/Topic \_\_\_\_\_





**MIND MAP**





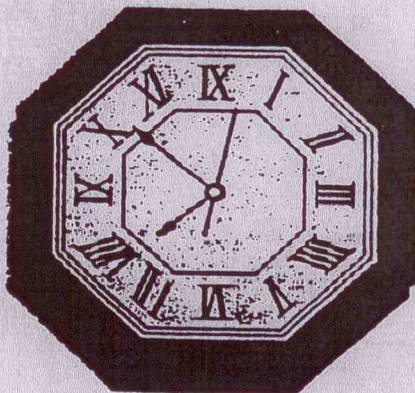
# THE FIVE W'S

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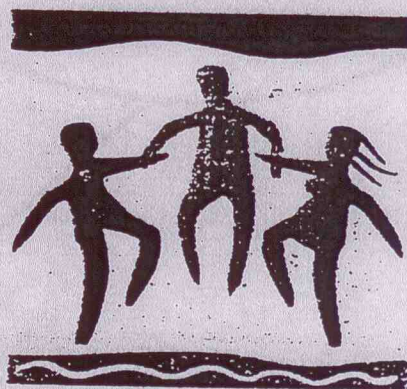
**WHEN**

---

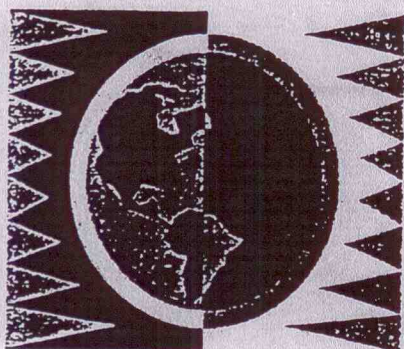
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**WHO**

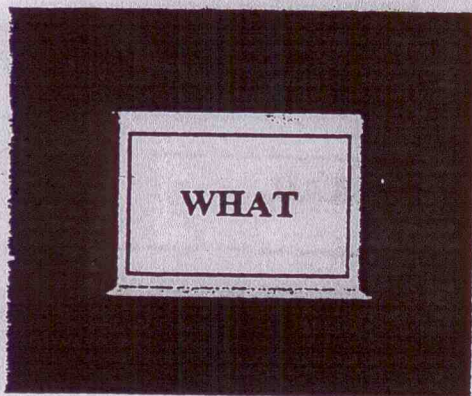


**WHERE**

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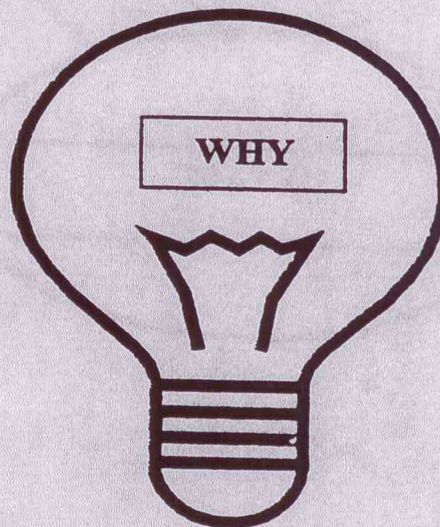
**WHAT**

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**WHY**

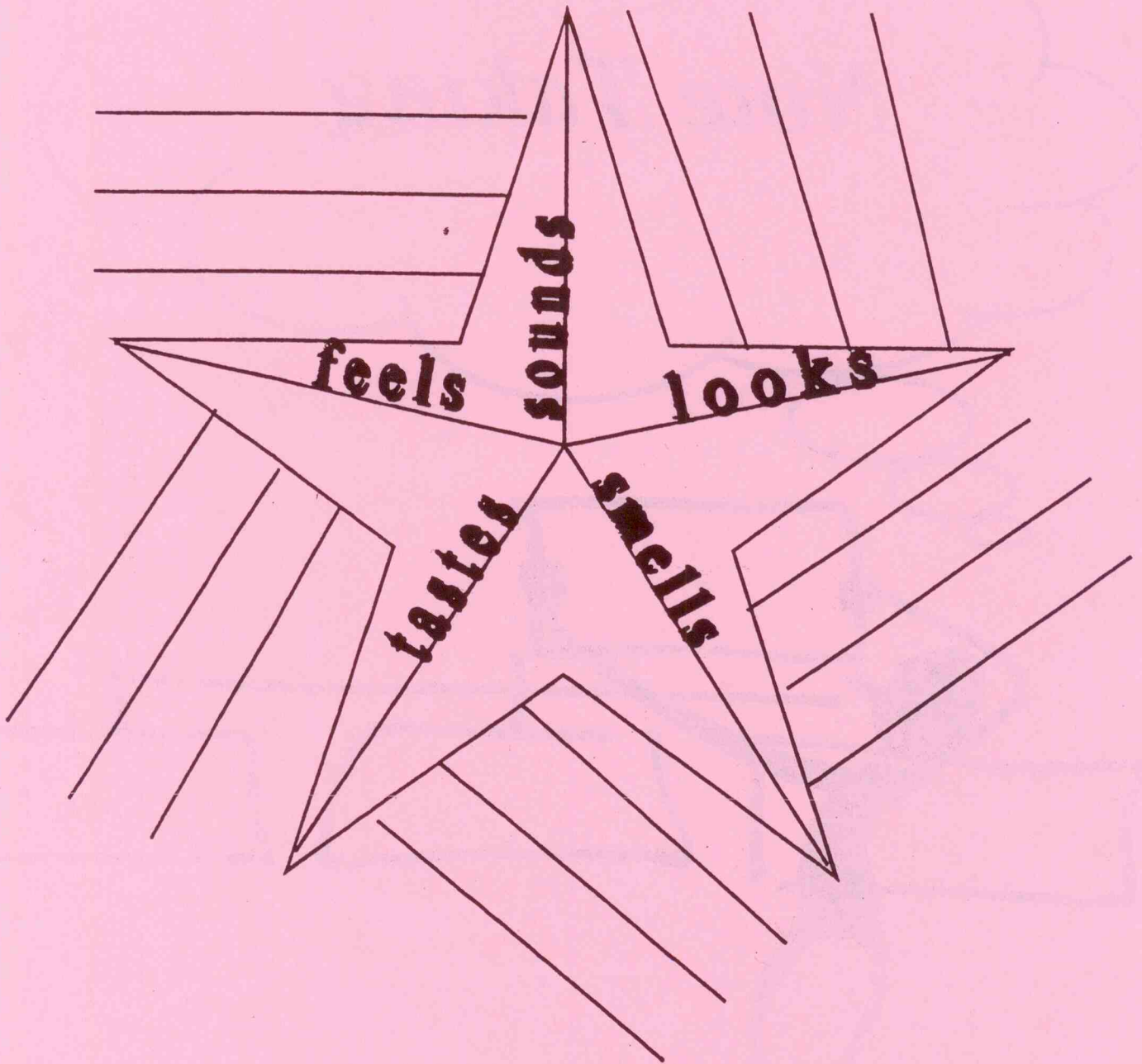
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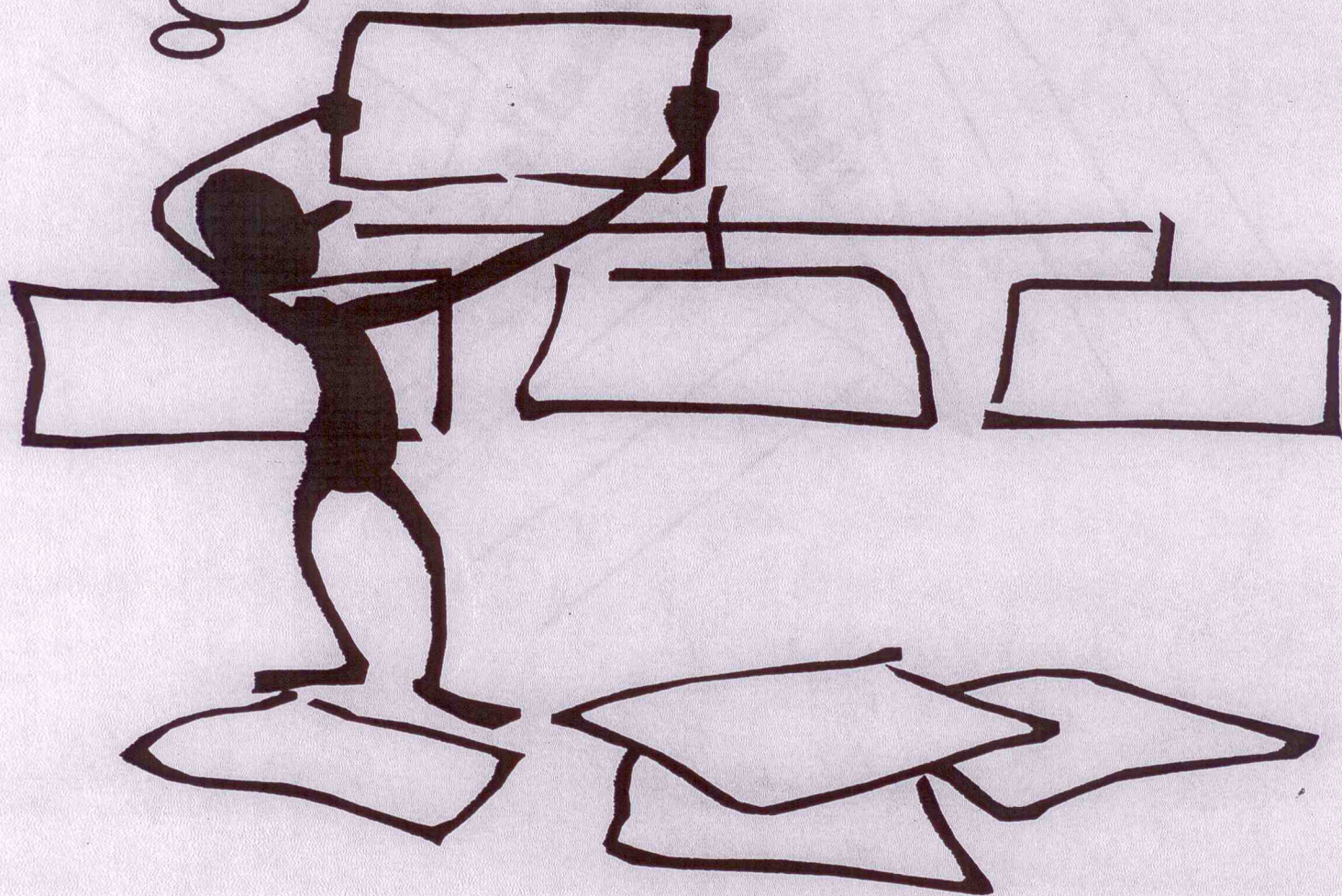


# MIND MAP (5 SENSES)





# *Note Taking*





**WHO**

**WHERE**

**WHEN**

**WHAT**

**WHY**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**HOW**

**AUTHOR'S MESSAGE (THEME)**



