

**FOR READING** GRADES K-3



SEP9359

# 30 Graphic Organizers

WITH LESSONS & TRANSPARENCIES

Phonemic Awareness

Phonics

Vocabulary

Comprehension

Fluency



 Shell Educational Publishing

**Authors**

*Christi E. Parker, M.A.Ed. and Jeanne Dustman, M.Ed.*

 **Shell Educational Publishing**

# Table of Contents

## Introduction

|  |       |
|--|-------|
| Graphic Organizers . . . . .                                   | 4–6   |
| Bloom’s Taxonomy . . . . .                                     | 7–8   |
| Combining Bloom’s Taxonomy<br>and Graphic Organizers . . . . . | 8–9   |
| Correlation to Standards . . . . .                             | 9–11  |
| How to Use This Book . . . . .                                 | 12–13 |
| Children’s Literature Used<br>in the Sample Lessons . . . . .  | 14    |

## Comprehension

|  |       |
|--|-------|
| Visualization Wheel Graphic Organizer . . .        | 15–18 |
| Sequencing Train Graphic Organizer . . . . .       | 19–22 |
| Reflecting Triangles Graphic Organizer . . .       | 23–26 |
| Relationship Tree Graphic Organizer . . . . .      | 27–30 |
| Triple Venn Diagram<br>Graphic Organizer . . . . . | 31–34 |
| Why That Ending Graphic Organizer . . . . .        | 35–38 |

## Fluency

|  |       |
|--|-------|
| Reading Aloud Graphic Organizer . . . . .          | 39–42 |
| Take One Graphic Organizer . . . . .               | 43–46 |
| Face to Face Graphic Organizer . . . . .           | 47–50 |
| Fluent vs. Nonfluent Graphic Organizer . . .       | 51–54 |
| Thoughts on Fluency<br>Graphic Organizer . . . . . | 55–58 |
| The Key to Fluency Graphic Organizer . . .         | 59–62 |

## Phonemic Awareness

|   |       |
|---|-------|
| Assonance Express Graphic Organizer . . . | 63–66 |
| We Are Family Graphic Organizer . . . . . | 67–70 |
| Rhyme Time Graphic Organizer . . . . .    | 71–74 |
| Alphabet Soup Graphic Organizer . . . . . | 75–78 |
| Puzzle Pieces Graphic Organizer . . . . . | 79–82 |
| Break It Down Graphic Organizer . . . . . | 83–86 |

## Phonics

|  |         |
|--|---------|
| Alphabet Boxes Graphic Organizer . . . . .           | 87–90   |
| Vowel Charts Graphic Organizer . . . . .             | 91–94   |
| A Little Alliteration<br>Graphic Organizer . . . . . | 95–98   |
| Rooting Out the Root<br>Graphic Organizer . . . . .  | 99–102  |
| Blending the Blends<br>Graphic Organizer . . . . .   | 103–106 |
| Super Superlatives<br>Graphic Organizer . . . . .    | 107–110 |

## Vocabulary

|   |         |
|---|---------|
| The Word Burger Graphic Organizer . . .             | 111–114 |
| Like Day and Night<br>Graphic Organizer . . . . .   | 115–118 |
| Knock Your Socks Off<br>Graphic Organizer . . . . . | 119–122 |
| Word Slices Graphic Organizer . . . . .             | 123–126 |
| Word Dominoes Graphic Organizer . . . . .           | 127–130 |
| A Web of Words Graphic Organizer . . . . .          | 131–134 |

## Appendix

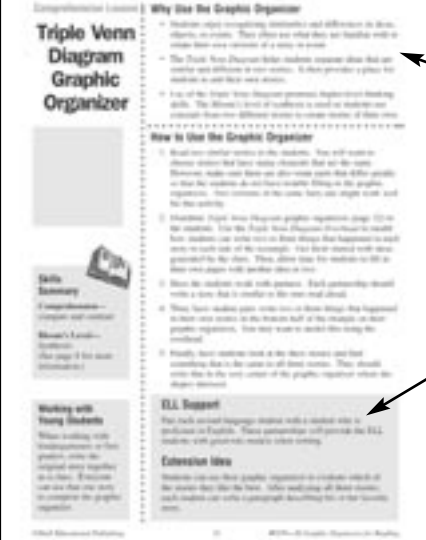
|                                       |         |
|---------------------------------------|---------|
| Works Cited . . . . .                 | 135     |
| Graphic Organizer Flip Book . . . . . | 136–144 |

## Graphic Organizer Overheads

This section contains a copy of each blank graphic organizer. These 30 overhead transparencies are in the same order as the lessons in the book.

# Introduction *(cont.)*

## How to Use This Book



This thumbnail shows a page from the book with sections for 'Why Use the Graphic Organizer', 'How to Use the Graphic Organizer', 'ELL Support', and 'Extension Idea'. Arrows point from these sections to the text on the right.

**General Information on the Graphic Organizer**

**Why and How to Use the Graphic Organizer**

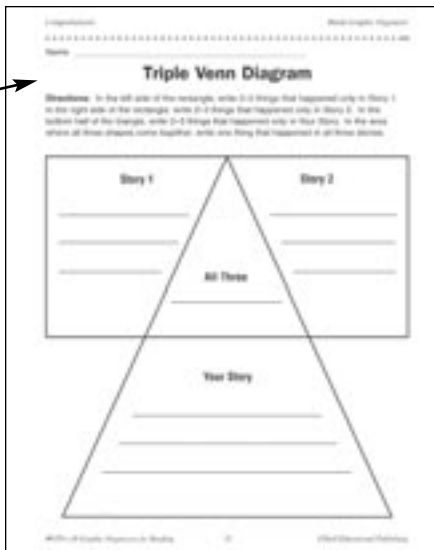
- This part of the lesson plan gives general information about ways in which the graphic organizer will benefit your classroom. It also lists step-by-step directions for using the blank organizer.

**ELL Support and Extension Idea**


- For each lesson, suggestions are given to better utilize the graphic organizer with second language learners. Ideas of ways to extend the lesson are also given for more advanced students or those who finish the activities early.

**Blank Graphic Organizer**

- You are provided with a blank copy of each graphic organizer so that you can repeatedly use the lesson with your students. Both the general lessons and the specific lessons describe how you may want to use the blank copy.



This thumbnail shows a blank graphic organizer with a Venn diagram structure. The top part is a rectangle divided into 'Story 1' and 'Story 2' with 'All Three' in the center. Below it is a triangle with 'Your Story' in the center. Arrows point from the text on the left to the diagram.



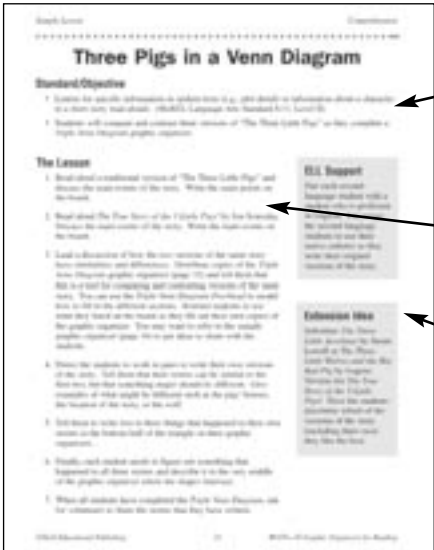
This thumbnail shows an overhead version of the graphic organizer, identical in structure to the blank one, with sections for 'Story 1', 'Story 2', 'All Three', and 'Your Story'. An arrow points from the text on the right to the diagram.

**Graphic Organizer Overheads**

- You are provided with a blank copy of each graphic organizer. You can use the overheads to model exactly how to use each of the graphic organizers.
- The graphic organizer overheads are located in the back of the book. They are in the same order as the lessons. The titles on the overheads match the titles on the blank graphic organizers to make them easy to locate. In the header of the overheads is a page reference back to the lesson in the book.
- Once you begin using these lessons, you may find that you want to start a three-ring notebook for keeping the overhead transparencies in order.

# Introduction *(cont.)*

## How to Use This Book *(cont.)*



**Three Pigs in a Venn Diagram**

**Standard/Objective**

**The Lesson**

**ELL Support**

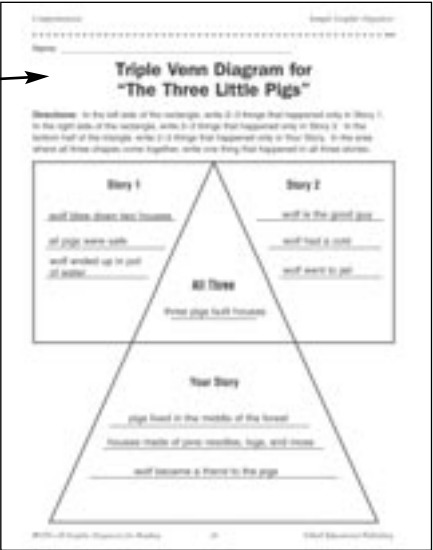
**Extension Idea**

**Example Lesson Using the Graphic Organizer**

- Each example lesson is based on a piece of children’s literature. A general language arts standard is listed along with a specific learning objective.
- The lesson section describes specifically how to use the graphic organizer with the chosen piece of literature.
- For each lesson, suggestions are given to better utilize the graphic organizer with second language learners. Ideas of ways to extend the lesson are also given for more advanced students or those who finish the activities early.

**Example Graphic Organizer**

- You are provided with a completed example of each graphic organizer. The example is based on the chosen piece of children’s literature so that you have a model for the students as they work.
- A list of all of the children’s literature used for the example lessons is included for your easy reference on page 14.



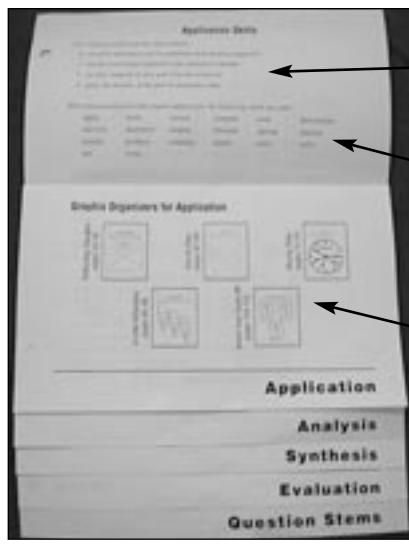
**Triple Venn Diagram for "The Three Little Pigs"**

**Story 1**

**Story 2**

**All Three**

**Your Story**



**Application Skills**

**Graphic Organizers for Application**

**Application**

**Analysis**

**Synthesis**

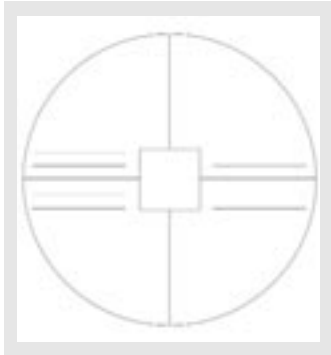
**Evaluation**

**Question Stems**

**Graphic Organizer Flip Book**

- Each level of Bloom’s Taxonomy is defined for easy reference.
- A list of verbs is included to help teachers plan appropriate activities for each level of Bloom’s Taxonomy.
- The flip book is intended to help you easily find and plan both high- and low-level activities. You can decide what kinds of lessons you would like to use and then reference the flip book to choose lessons from this book or plan your own.

# Visualization Wheel Graphic Organizer



## Skills Summary

**Comprehension**—  
recollection of detail

**Bloom's Level**—  
Knowledge  
(See page 7 for more  
information.)

## Working with Young Students

Have kindergarten and first-grade students draw pictures for each topic and explain them orally. They can then write one or two words that describe their drawings.

## Why Use the Graphic Organizer

- Reading text without many pictures can be an abstract experience for students. The *Visualization Wheel* graphic organizer provides a structure through which students can recall and record the images and descriptions that come to mind as they read.
- The *Visualization Wheel* promotes recall of events and images, a skill that occurs at the knowledge level of Bloom's Taxonomy.

## How to Use the Graphic Organizer

1. As students read a story, have them try to picture the characters in the story, the setting of the story, and the events that take place within the story.
2. After they have finished reading, distribute copies of the *Visualization Wheel* graphic organizer (page 16) and tell them to write the name of the story in the center square. Use the *Visualization Wheel Overhead* to model this for your students.
3. Have your students choose four topics from the story and write the name of one topic in each quadrant of the circle.
4. Next, have the students think about the story and remember what they pictured in their minds for each topic. Tell them to draw pictures in each quadrant of the circle that represent the topics that they have chosen. You should use the *Visualization Wheel Overhead* to model this for your students.
5. Finally, on the lines have the students write a few words that describe each of the topics.
6. Allow the students to refer to their graphic organizers as they share their impressions of the story with each other.

## ELL Support

Meet with the second language learners and brainstorm key words for each topic. Display the words on a word wall for them to use as a reference.

## Extension Idea

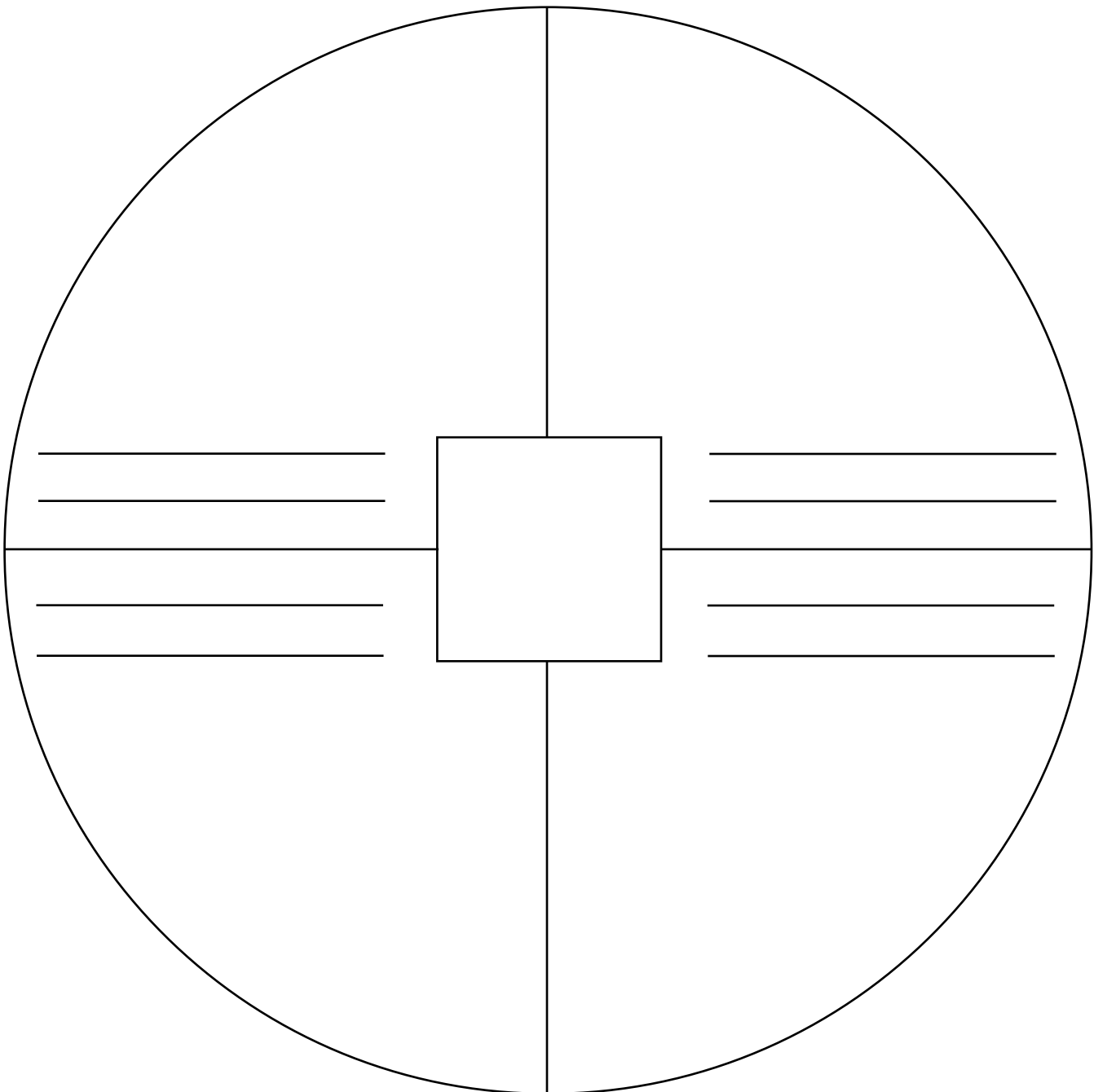
Have students write descriptive paragraphs for the topics rather than just a few words.



Name \_\_\_\_\_

# Visualization Wheel

**Directions:** Write the name of the story in the middle square below. Label each quadrant of the circle with the name of a topic that you think is important to the story. Next, draw a picture for each topic. Finally, write several words to describe each topic.



# Little House Visualization Wheel

## Standard/Objective

- Knows setting, main characters, main events, sequence, and problems in stories. (McREL Language Arts Standard 6.3)
- Students will identify four main topics from *Little House in the Big Woods* by Laura Ingalls Wilder and describe them through pictures and words.

## The Lesson

1. Use this lesson as you read *Little House in the Big Woods* to the students. An example of the *Visualization Wheel* graphic organizer for this book is included on page 18.
2. Distribute a copy of the *Visualization Wheel* graphic organizer (page 16) to each student. Have students write the title of the book in the square in the center of the circle.
3. Have the students choose four main topics from the story and write one topic in each of the four quadrants of the circle. They could use topics such as: family, house, school, hunting, storing food, or seasons. Use the *Visualization Wheel Overhead* to model this labeling for your students.
4. Tell the students to draw pictures that represent each topic that they have chosen. These pictures should be small images that fit in each quadrant. For the topic of family, they could draw Laura, her sisters, and her parents. For storing food, they could draw Ma Ingalls canning food for the long winter.
5. Finally, tell the students to write several words to describe each topic. For example, to describe Laura's house, students could write *log cabin*, *small*, *big fireplace*, *wooded area*, and *glass window*.
6. Encourage students to use their *Visualization Wheels* to talk about the story within small reading groups.

## ELL Support

Brainstorm descriptive words about the Ingalls family with your second-language learners. Then, write those words on a word wall as a reference tool.

## Extension Idea

Have students write paragraphs describing life in the Big Woods for each topic that they have selected. Have them compare their own lives with the way that the characters in the book lived.

Name \_\_\_\_\_

# Visualization Wheel for *Little House in the Big Woods*

**Directions:** Write the name of the story in the middle square below. Label each quadrant of the circle with the name of a topic that you think is important to the story. Next, draw a picture for each topic. Finally, write several words to describe each topic.

**Laura's House**

cozy, warm, log house,  
glass window

**Laura's Family**

Ma, Pa, Mary, Carrie,  
baby

**Laura's Toys**

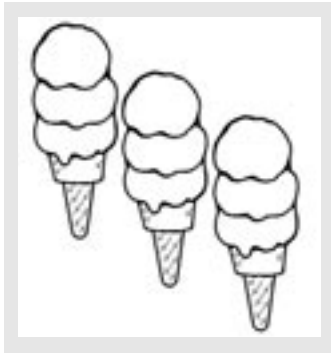
dolls, simple, home-made items, shared with Mary and Carrie

**Laura's Food**

hunted animals, home-grown vegetables

*Little House in the Big Woods*

# A Little Alliteration Graphic Organizer



## Skills Summary

**Phonics**—beginning sounds

**Bloom's Level**—Application  
(See page 8 for more information.)

## Working with Young Students

It may be helpful for kindergarten and first-grade students to have a picture-referenced word wall or picture dictionary available.

## Why Use the Graphic Organizer

- Alliteration is fun for students of all ages. It is fascinating for them to put sounds together in sequence and pattern.
- Use of the *A Little Alliteration* graphic organizer promotes higher-level thinking skills. Students use Bloom's level of application as they apply what they know about sounds and create phrases of their own.

## How to Use the Graphic Organizer

1. Give the students several examples of alliteration. These could include examples from a book, a poem, or a tongue twister.
2. Talk about how the various beginning sounds feel on their tongues when they speak them. Have the students repeat several examples of alliteration.
3. Ask a volunteer to think of three words that begin with the same letter and relate to one another. Using the *A Little Alliteration Overhead*, write the words with the same sound in the ice cream scoops of one cone. Write the common beginning sound on the cone. Use the overhead to model several examples for your students.
4. Give each student a copy of the *A Little Alliteration* graphic organizer (page 96) and tell them to select three different letters and write one letter on each of their cones.
5. Next, they need to think of three words that begin with each of their chosen letters. Students should write one word on each scoop of ice cream. Tell them that the words need to form a phrase as they read them from the top to the bottom.
6. When students have finished, ask volunteers to read their examples of alliteration.

## ELL Support

Some second-language learners may have difficulty recognizing sounds because they may pronounce the letters differently in their native tongues. Repetition of alliterative sounds will reinforce English pronunciation.

## Extension Idea

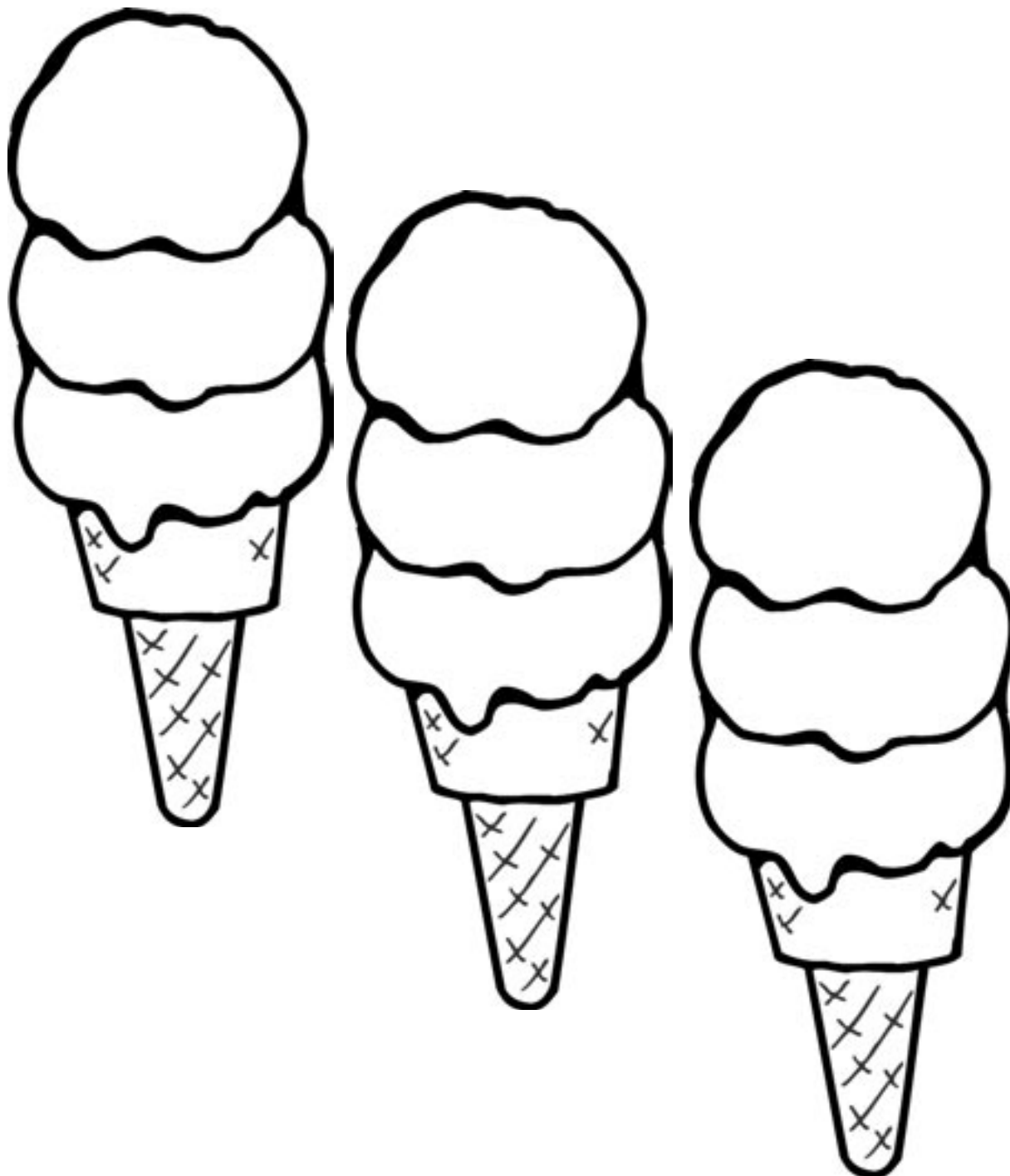
Students can make longer lists of alliterative words. They can also use the first letter of their names to generate personal alliterative lists.



Name \_\_\_\_\_

# A Little Alliteration

**Directions:** Choose three letters of the alphabet and write one on each ice cream cone. For each letter, think of three related words that begin with that letter and write one word on each scoop of ice cream. Arrange the three words so that they form a phrase when read from the top down.



# Alliteration Phrases

## Standard/Objective

- Uses basic elements of phonetic analysis (e.g., beginning and ending consonants) to decode unknown words. (McREL Language Arts Standard 5.3)
- Students will select three words that have the same beginning sound and form phrases. They will write the three words in sequential order on the graphic organizers.

## The Lesson

1. Read *Animalia* by Graeme Base. Point out to the students that each page consists of words that begin with the same sounds. Invite the students to repeat some of the words so that they can feel the sounds as they speak them. Tell them that the name for using the same sound several times is *alliteration*.
2. Choose an object in the classroom and think of three words that begin with the same sound as the object and make a sentence or phrase about that object. For example, hold up a book and say, “big, beautiful book.” Repeat this with several objects so that students understand.
3. Give each student a copy of the *A Little Alliteration* graphic organizer (page 96). Tell the students to first choose three letters of the alphabet and write one letter on each of their ice cream cones. Display the *A Little Alliteration Overhead* and use it to model this.
4. Next, tell them to look at one letter that they have chosen and think of how that letter sounds. Ask them to think of three words that have that sound as the beginning sound. Have them write the words in the three scoops of ice cream in such a way that they make a phrase. Tell them to do the same thing with the other letters that they have chosen. You can show them the example graphic organizer (page 98) if they have trouble getting started.
5. Finally, have the students share their phrases with the rest of the class. After each student presents his or her words, have the class repeat the phrase.

## ELL Support

Before second-language learners complete the graphic organizer, work with them to make certain that their pronunciation is correct. If pronunciation is a problem for them, pair them with students who can pronounce words correctly so that they are able to hear the correct sounds.

## Extension Idea

Students can add scoops to their cones and create tongue twisters. They can also use the letter of their first names and write alliterative sentences about themselves.



Name \_\_\_\_\_

## A Little Alliteration for *Animalia*

**Directions:** Choose three letters of the alphabet and write one on each ice cream cone. For each letter, think of three related words that begin with that letter and write one word on each scoop of ice cream. Arrange the three words so that they form a phrase when read from the top down.

