

FOR READING GRADES 3-5

30 Graphic Organizers

WITH LESSONS & TRANSPARENCIES

Phonemic Awareness

Phonics

Vocabulary

Comprehension

Fluency



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 **Shell Educational Publishing**

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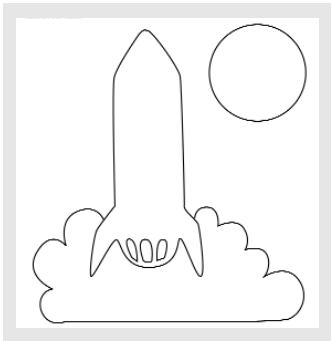
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Graphic Organizer Overheads

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

Countdown to Questioning Graphic Organizer



Skills Connection

Comprehension—
questioning

Bloom's Level—
Analysis
(See page 7 for a
description.)

- Students use *Countdown to Questioning* to ask questions about a text before, during, and after reading.
- *Countdown to Questioning* gives students the opportunity to think about and analyze a text by asking questions that relate to that text, as well as setting a purpose, and predicting.
- The graphic organizer allows students to record any questions they have about a text so that they may answer those questions as they read.

How to Use the Graphic Organizer

1. Show students a poster of something that is unknown to them or difficult to see. For example, you may want to blow up a picture of an animal so only parts of it are seen, but the type of animal is not easily determined. Then, have students ask you questions about the picture. Record their questions on the board, as you answer them.
2. Once students have determined what the unknown picture is, explain to them that asking questions is an important part of reading comprehension. It sets a purpose for reading as well as giving the opportunity to think about what is being read.
3. Distribute the *Countdown to Questioning* graphic organizers (page 28). Explain to students that they are going to begin reading the next story or chapter in their literature or text books. Before students begin, show them the cover or a picture from the story. Have them create questions and write them in the cloud portion of their organizers. Show them how to do this using the *Countdown to Questioning Overhead*. As students read their books, have them stop in the middle to write down any other questions they have as they read.
4. Next, ask students to trade graphic organizers with partners. Have the partners use other paper to answer the questions on the graphic organizers. Allow time for the partners to discuss their questions and answers with one another.

ELL Support

Allow ELL students to work with partners to develop the questions as well as to answer them.

Extension Idea

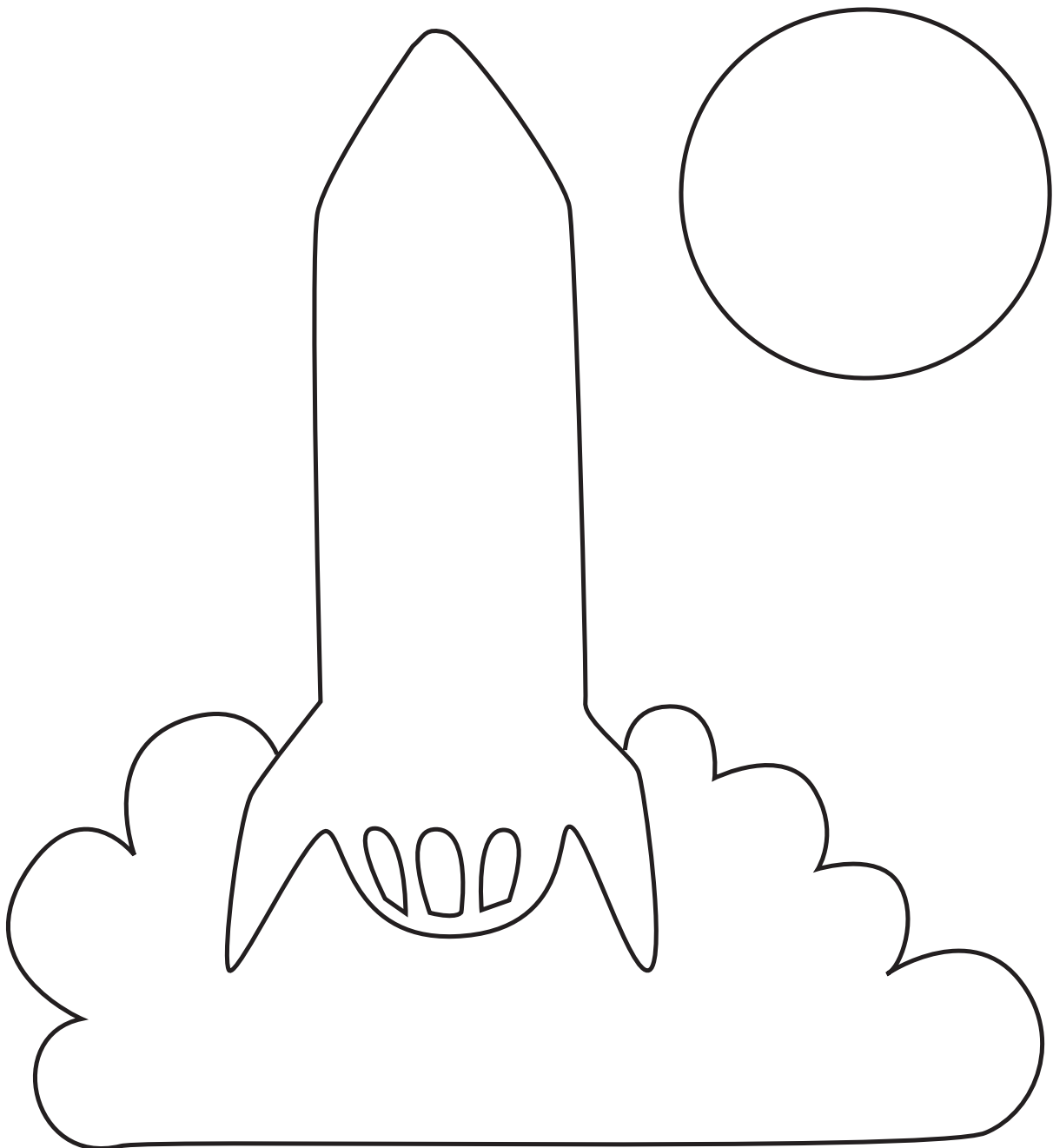
Give students the opportunity to create original games using the questions from both theirs and their partners' graphic organizers. Allow them to play the games as a review after the entire text has been read.



Name _____

Countdown to Questioning

Directions: Before reading the text, write any questions you have about it on the cloud. Your questions can be based on the cover or title of the book. As you read the text, write new questions on the rocket portion of the graphic organizer. Finally, after you are finished reading the text, write any questions you still have on the moon.



Countdown to the End of the War

Standard/Objective

- Summarizes and paraphrases information in texts (e.g., includes the main idea and significant supporting details of a reading selection). (McREL Language Arts Standard 7.5)
- Students will use the *Countdown to Questioning* graphic organizer to create questions about a nonfiction text before, during, and after reading. They will then find answers to those questions.

The Lesson

1. Place a picture of Abraham Lincoln at the front of the room. Tell students to pretend they are journalists in 1865. The Civil War is about to end, and they have the opportunity to interview President Lincoln. What questions would they ask him, based on what they already know about him? Use *Countdown to Questioning Overhead* to record some of their questions in the cloud.
2. Then, explain to students that they are going to read the next section of their text books, which involves the end of the Civil War and Lincoln's assassination. Explain that as they read, they should think of questions they would ask Lincoln. They should also think of questions that they would still have after reading the text.
3. Give each student a copy of the *Countdown to Questioning* graphic organizer (page 28). Have them record their questions before reading. If the students have a difficult time thinking of possible questions, direct them to the sample graphic organizer (page 30) for ideas.
4. Once students have completed the graphic organizers and the reading, ask them to write magazine articles. In the articles, they should pretend they have interviewed President Lincoln. Have them write their questions from the graphic organizers, as well as answers from the text in the articles. Allow them to share their articles with the class.

ELL Support

ELL students might benefit by working with partners when creating questions and answers. They can choose to then write the articles, or even act them out, as if they are on a talk show, with one being the host and the other being President Lincoln.

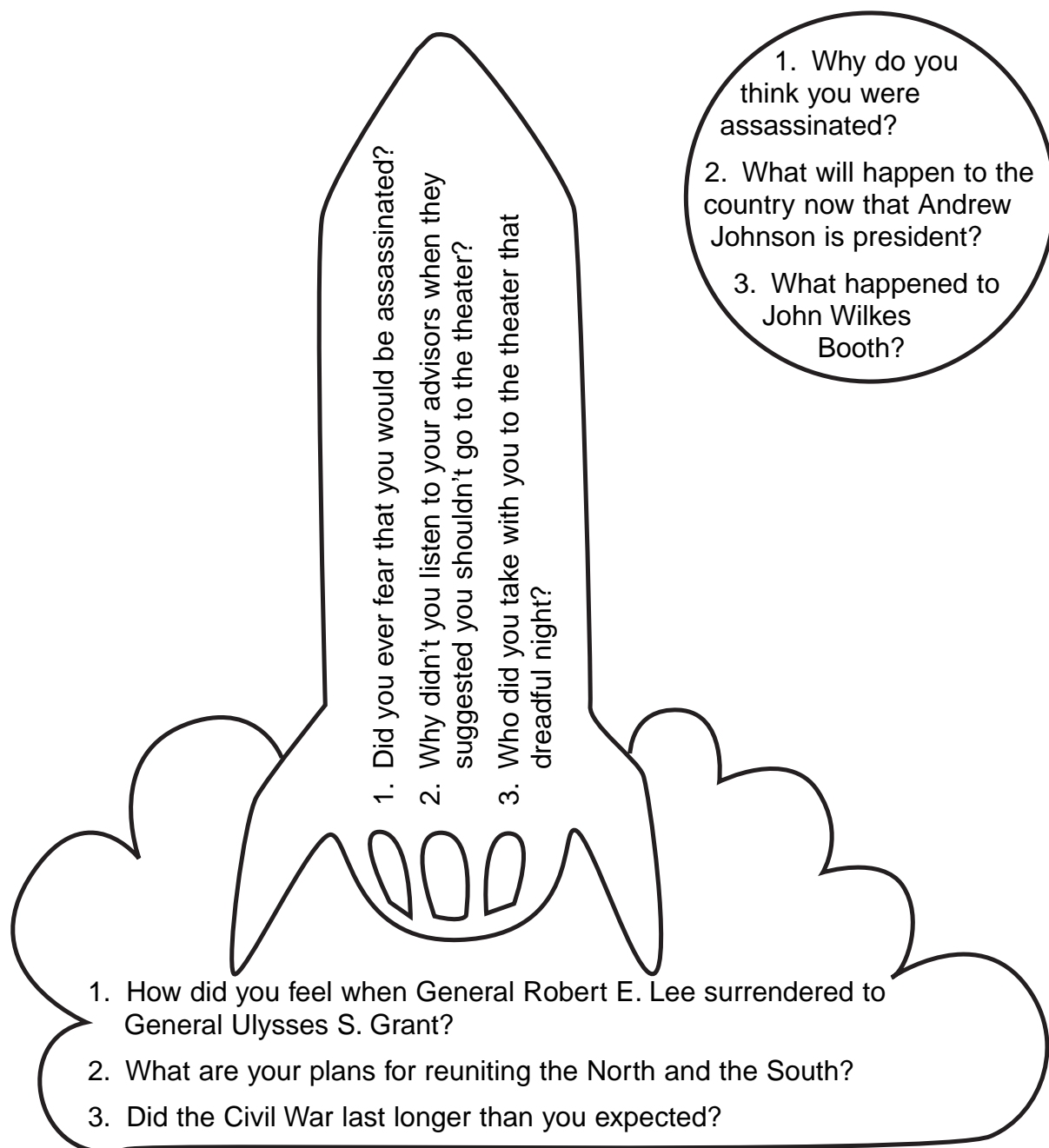
Extension Idea

Give students the opportunity to create original games about Lincoln using the questions from their graphic organizers. Allow them to play the games as a review after the entire text has been read.

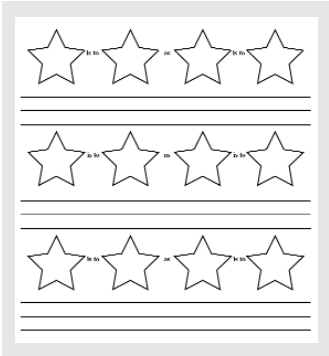
Name _____

Countdown to Questioning for Abraham Lincoln

Directions: Before reading the text, write any questions you have about it on the cloud. Your questions can be based on the cover or title of the book. As you read the text, write new questions on the rocket portion of the graphic organizer. Finally, after you are finished reading the text, write any questions you still have on the moon.



Amazing Analogies Graphic Organizer



Skills Connection

Vocabulary—
analogies

Bloom's Level—
Analysis
(See page 7 for a description.)

Why Use the Graphic Organizer

- Students have the opportunity to strengthen and build vocabulary when completing the *Amazing Analogies* graphic organizer, as they must know the meaning of a word before finding a relationship between it and other words.
- This graphic organizer allows students to find the relationship between two words, as well as create their own analogies based on vocabulary words in a given text or unit.

How to Use the Graphic Organizer

1. Write analogies on pieces of paper, dividing them into two parts so that students can play the analogy match game shown in step four. Some examples of analogies might be: cold is to winter as hot is to summer: airplane is to sky as boat is to water. Create enough analogies so that each student will have one part of the analogy to match with another student.
2. Write an analogy on the board and ask students what the two words are in the analogy. Ask them how the two things in the analogy are related. Explain to students that analogies show relationships between two pairs of things. In order to complete an analogy, you must know the meaning of the words in it.
3. Show students the *Amazing Analogies Overhead*. Write down a sample analogy on the organizer. Distribute the *Amazing Analogies* graphic organizers (page 100) to the students.
4. Give each student a part of an analogy from step one. Tell them that they are going to be playing the “Analogy Match Game.” They need to find the person that has the rest of their analogy. Once they find their match, they need to write down their analogy on the graphic organizer. Then, they need to work with their partner to create two more analogies on their own. You may also choose to have them create analogies using vocabulary words from a current unit of study.
5. Once students have completed their analogies, have them write paragraphs on their graphic organizers, explaining how the two parts of the analogies are related.

ELL Support

Allow ELL students to create picture analogies, rather than word analogies. This will help them remember the meaning of the words in the analogies.

Extension Idea

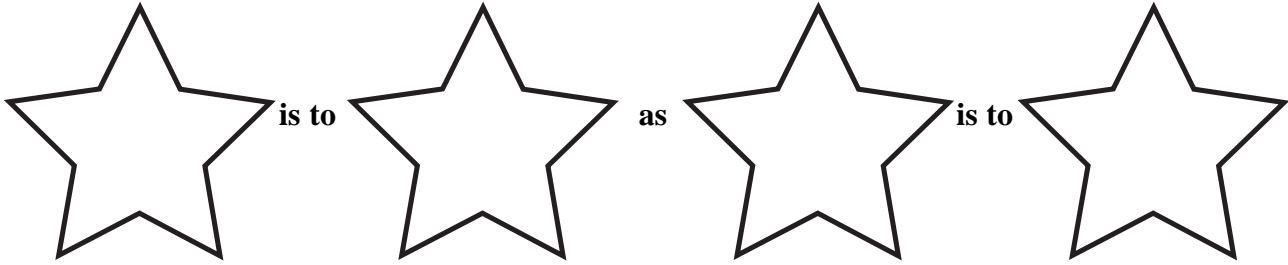
Give students topics which they need to use when creating the other two analogies. The topics can be about a current unit of study or ones they choose. This will challenge the students even further to find relationships within a particular topic

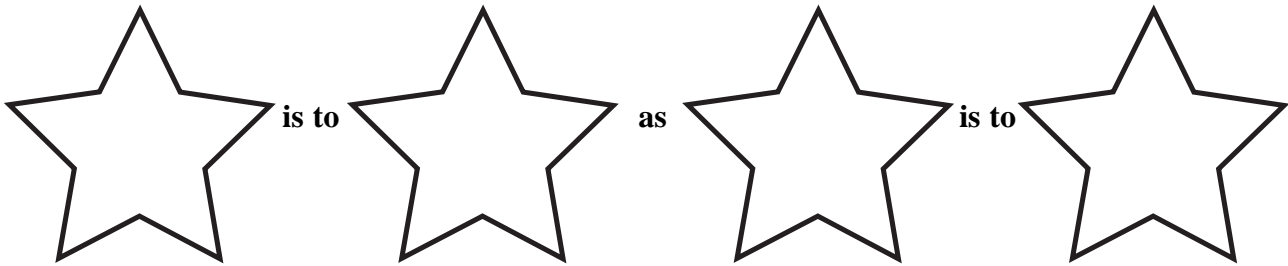


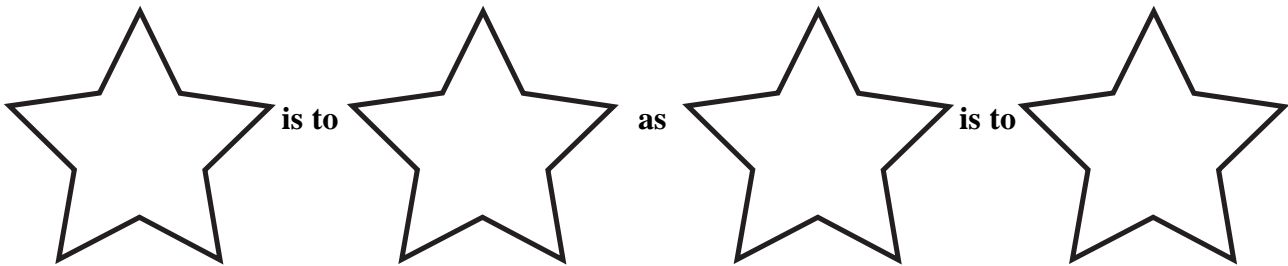
Name _____

Amazing Analogies

Directions: Write three analogies in the stars below. Then, on the lines provided under each analogy, explain the relationship between the words in the analogies.







A Teaching Analogy

Standard/Objective

- Knows differences between language used at home and language used in school. (McREL Language Arts Standard 8.8, Level I)
- Students will identify the meaning of vocabulary words taken from *Thank you, Mr. Falker* by Patricia Polacco, as well as create three analogies for those words.

The Lesson

1. Write the following words taken from *Thank you, Mr. Falker*, on the board for the students to see: neighborhood, twilight, stomachache, elegant, afraid, and brilliant. Ask the students to find the definitions for the words in the dictionary. Write the definitions of the words on the board as the students find them. You may also choose different words taken from the story that you feel would best fit the needs of your students.
2. Explain to the students that you are going to read a book about a girl who has trouble reading. But with the help of a teacher, she soon learns to read as well as everyone else in her grade. Ask students to look for the vocabulary words as you read. Then, read *Thank you, Mr. Falker* to the students. Discuss how the vocabulary words were used in the story.
3. Next, place the sample graphic organizer (page 102) on the overhead. Explain to students that one way to learn the meaning of a word is to find its relationship to other words. Show them how three of the vocabulary words from the story were used in analogies.
4. Then, give each student a copy of the *Amazing Analogies* graphic organizer (page 100). Allow them to work with partners to create their own vocabulary analogies.
5. After the students have shared their analogies, ask them to write stories about a teacher they have had that has changed them in some way, using one analogy from their organizers in their stories.

ELL Support

Allow ELL students to make picture analogies rather than word analogies for the story *Thank you, Mr. Falker*.

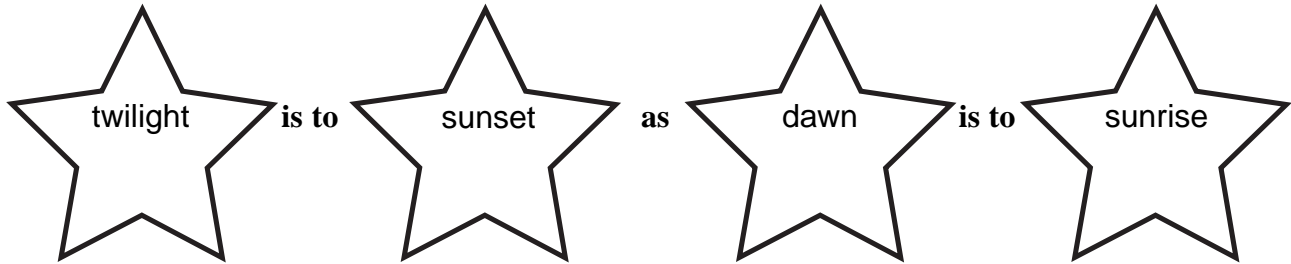
Extension Idea

Ask students to develop analogies for different topics related to *Thank you, Mr. Falker*, such as analogies that show the student-teacher relationship or analogies about learning and school.

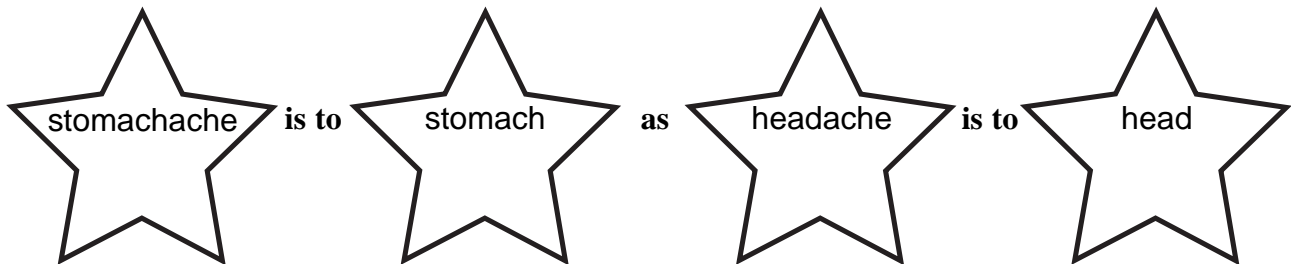
Name _____

Amazing Analogies for *Thank you, Mr. Falker*

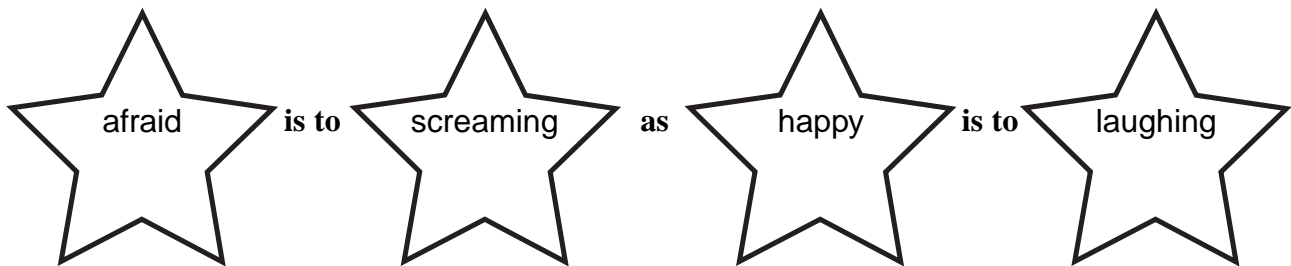
Directions: Write three analogies in the stars below. Then, on the lines provided under each analogy, explain the relationship between the words in the analogies.



Twilight occurs after the sun has set, and dawn occurs as the sun is rising.



A stomachache occurs in the stomach, whereas as a headache occurs in the head.



When someone is afraid, they might scream. When you're happy, you laugh.
