

FOR THE **CONTENT AREAS** **GRADES K-3**

# 30 Graphic Organizers

WITH LESSONS & TRANSPARENCIES

Mathematics

Language  
Arts

Social  
Studies

Science

People and  
Places

 **Shell Educational Publishing**

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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.

# Introduction (cont.)

## How to Use This Book

**People and Places Lesson**

### Fishing for Solutions Graphic Organizer



**Skills Summary**  
People and Places—conflict and cooperation  
Reader's Lens—Inclusion (See page 6 for a description.)

**Working with Young Students**  
Encourages real-life situations with younger students. This personal connection will make the organizer easier for them to complete.

**Why Use the Graphic Organizer**  
The Fishing for Solutions graphic organizer allows students to create solutions for various conflicts. They are then asked to decide which solutions are the best for all of the people involved in the conflicts.

**How to Use the Graphic Organizer**

1. Prior to the lesson, create conflict cards for students. The cards might say, "Your sister borrowed your toy without asking," "Your teacher wants you to do the dishes, but you want to play," or "Your teacher has asked you to stay in for recess because you can't do your homework." Ask the class if they have ever had disagreements with their friends or family members. How did they feel? How did they solve the conflict?
2. Show the Fishing for Solutions Overhead so that students can see it. Read one of the conflicts you created to the students. Together, create possible solutions for the conflict on the overhead. Then, have students vote on the best solution, making it clear that the solution should make everyone involved in the conflict satisfied.
3. Give each student a conflict card and a copy of the Fishing for Solutions graphic organizer (page 66). Have students complete their graphic organizers for their conflicts. Then, ask them to circle their best solution. The next day, have students write in small space for this assignment.
4. Once students have completed their organizers, ask them to share their conflicts and solutions with the class.

**ELL Support**  
Allow ELL students to set out the conflicts and possible solutions under their writing lines on their organizers. Or, you might allow them to write only two possible solutions on their organizers.

**Extension Idea**  
Have students write "How to Get Along" guidelines. Their books should contain general rules and solutions for getting along with others.

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### 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

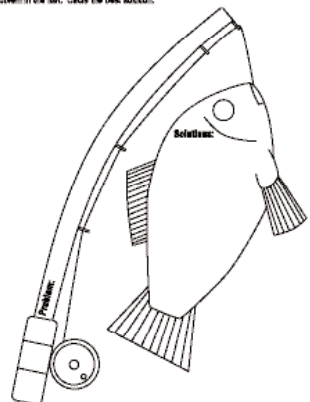
- You are provided with a blank copy of each graphic organizer so that you can repeatedly use the lesson with your students. Both the general lessons and the specific lessons describe how you may want to use the blank copy.

People and Places \_\_\_\_\_ Read Graphic Organizer \_\_\_\_\_

Name \_\_\_\_\_

### Fishing for Solutions

Directions: Write the problem in the fishing pole. Then, write possible solutions to the problem in the fish. Circle the best solution.

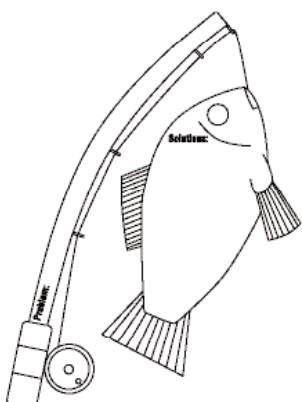


#9365—30 Graphic Organizers for the Content Areas 64 Shell Educational Publishing

People and Places \_\_\_\_\_ Read Graphic Organizer \_\_\_\_\_

### Fishing for Solutions Overhead

Directions: Write the problem in the fishing pole. Then, write possible solutions to the problem in the fish. Circle the best solution.



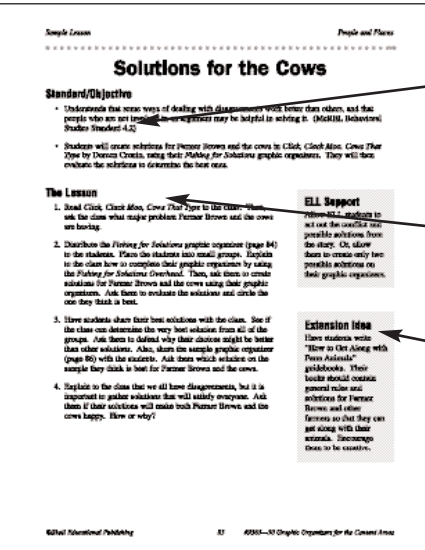
Shell Educational Publishing #9365—30 Graphic Organizers for the Content Areas

### 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.)



### Example Lesson Using the Graphic Organizer

**Standard/Objective**

- 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**

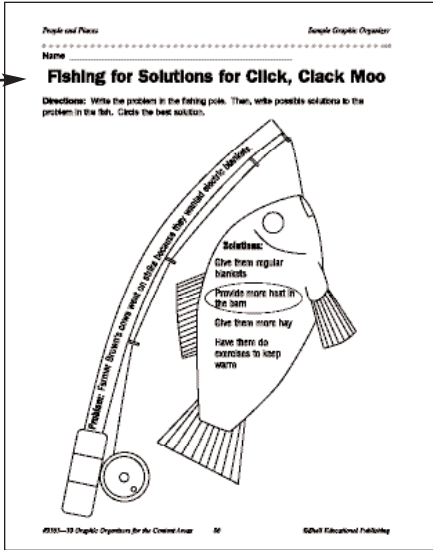
- The lesson section describes specifically how to use the graphic organizer with the chosen piece of literature.

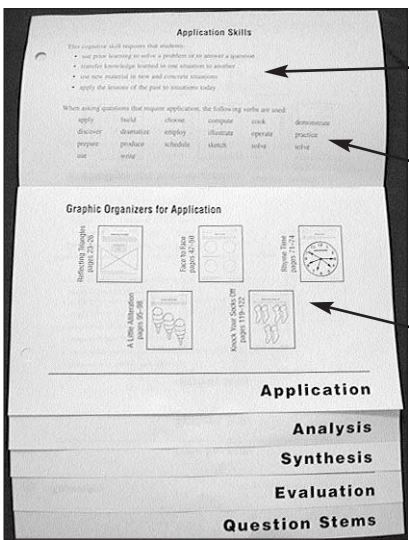
**ELL Support and Extension Idea**

- 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.

### 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 the children's literature used for the example lessons is included for your easy reference on page 14.





### Graphic Organizer Flip Book

**Definition**

- Each level of Bloom's Taxonomy is defined for easy reference.

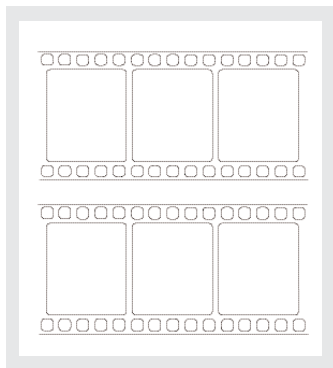
**Verbs**

- A list of verbs is included to help teachers plan appropriate activities for each level of Bloom's Taxonomy.

**Thumbnails**

- 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.

# Problem-Solving Pictures Graphic Organizer



## Skills Summary

**Mathematics**—  
problem solving

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

## Working with Young Students

Have younger students place items (like beads) in the squares to represent the problem before completing it. You can discuss their choices and correct any problems at this point.

## Why Use the Graphic Organizer

- Students will use their *Problem-Solving Pictures* graphic organizers to draw the details from a problem given to them. They will then use their pictures to answer the problem.

## How to Use the Graphic Organizer

1. Write a problem from the current unit of study on the board. Then, place the *Problem-Solving Pictures Overhead* where students can see it. Ask students to tell you the facts found in the problem. Draw pictures to represent those facts on the filmstrip of the graphic organizer.
2. Ask the students to use the pictures to help them solve the problem. Work out the problem using the numerals under the pictures. Then, write the answer to the problem in the third frame of the filmstrip.
3. Distribute the *Problem-Solving Pictures* graphic organizer (page 48) to the students. Read another problem from the chapter to the class. Have them use their graphic organizers to draw pictures that will represent the problem. Then, ask students to use their pictures to solve the problem.
4. Have students share their completed graphic organizers with two other classmates so that they can see different ways that the problem can be represented.

## ELL Support

Allow ELL students to use manipulative materials as well when writing out their problems. This way, they have tangible items to use when solving their problems.

## Extension Idea

Allow students to create their own problems, applying the skill taught in the lesson. Then, ask them to share their problems with the class. Have the class use their graphic organizers to solve the problems.

.....  
Name \_\_\_\_\_

# Problem-Solving Pictures

**Directions:** In the top filmstrip, draw pictures to show your math problem. Then, solve the math problem in the bottom filmstrip.

A filmstrip graphic organizer consisting of a top row of 15 small circles, three large empty rectangular boxes in the middle, and a bottom row of 15 small circles.

A second filmstrip graphic organizer identical to the first one, consisting of a top row of 15 small circles, three large empty rectangular boxes in the middle, and a bottom row of 15 small circles.

# Problem-Solving Subtraction Pictures

## Standard/Objective

- Draws pictures to represent problems. (McREL Mathematics Standard 1.1)
- Students will draw pictures on their *Problem-Solving Pictures* graphic organizers to represent the subtraction problems given to them.

## The Lesson

1. Read the following problem to the students: Liz had five lollipops. Her friend Bryce came over to play. She decided to give him two of her lollipops. How many lollipops did Liz have left?
2. Place the *Problem-Solving Pictures Overhead* where students can see it. Ask students what you could draw in the first frame to show the first fact from the problem. Draw the five lollipops in the first frame. Do the same to show the next fact. Then, ask students to use the pictures to see how many lollipops Liz had left. Draw the answer in the third frame. Show students how they can now convert their pictures to numbers in the bottom filmstrip.
3. Give students the next problem: Happy the Clown was handing out balloons to all of the children at the carnival. Happy had seven balloons. He gave away three of them to the children. How many balloons did Happy the Clown have left?
4. Give each student a copy of the *Problem-Solving Pictures* graphic organizer (page 48). Ask them to solve the problem on their organizers using pictures. Then, have students convert their pictures to numbers.
5. Show the class the sample graphic organizer (page 50). Ask them to compare their graphic organizers to the sample organizer to see if they solved the problem correctly.
6. Allow students to solve more problems using their *Problem-Solving Pictures* graphic organizers.

## ELL Support

Allow ELL students to use manipulative materials as well when writing out their subtraction problems. This way, they have something tangible to use when solving the problems.

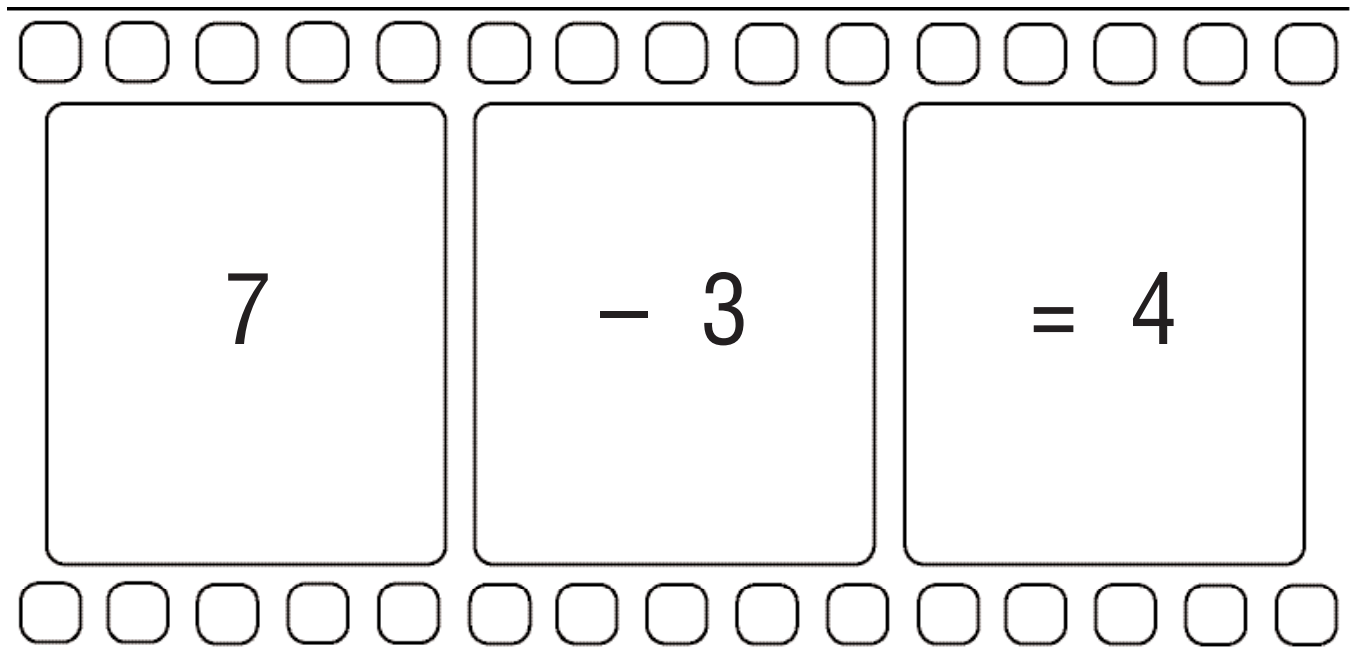
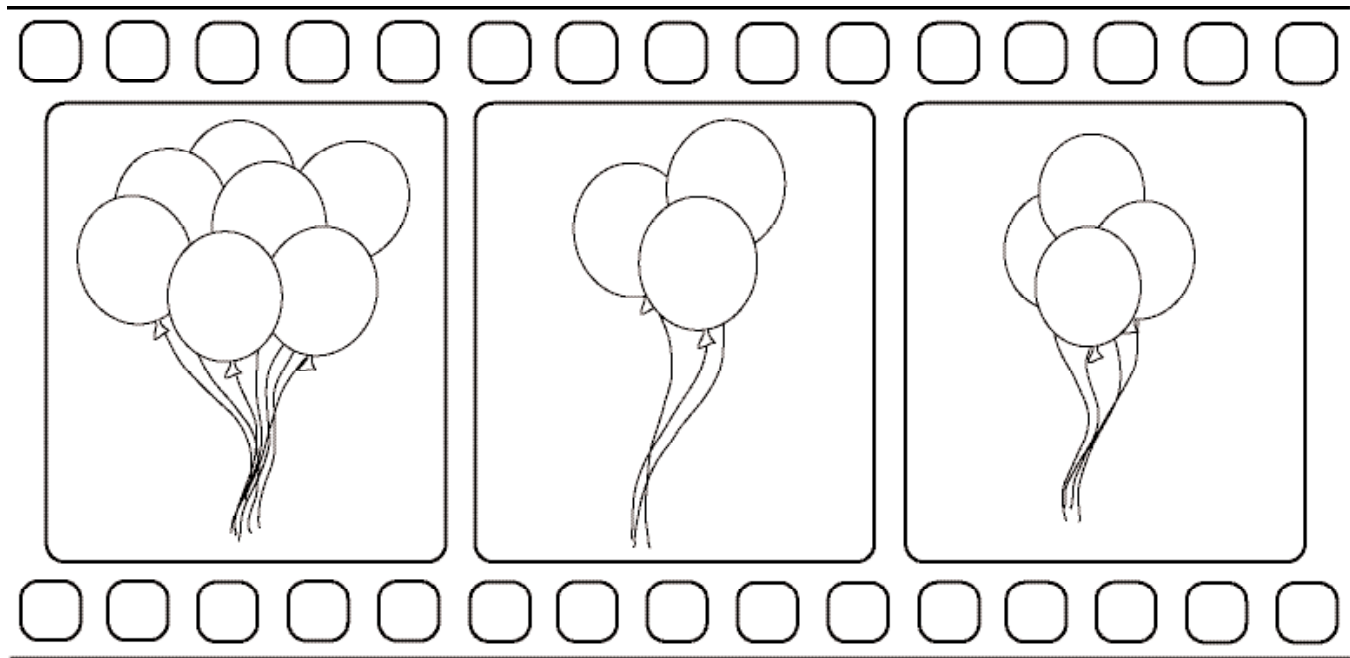
## Extension Idea

Allow students to create their own subtraction problems. Then, ask them to share their problems with the class. Have the class use their graphic organizers to solve the problems by drawing pictures.

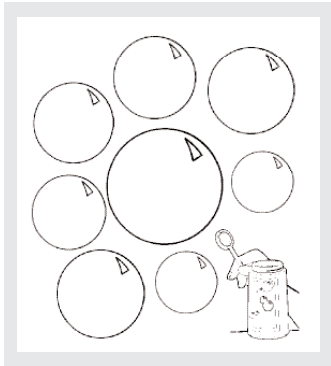
.....  
Name \_\_\_\_\_

# Problem-Solving Pictures for Subtraction

**Directions:** In the top filmstrip, draw pictures to show your math problem. Then, solve the math problem in the bottom filmstrip.



# Bubble Map Graphic Organizer



## Skills Summary

**Social Studies**—  
comparing communities of the past and present

**Bloom’s Level**—  
Comprehension  
(See page 7 for a description.)

## Working with Young Students

Try to keep the topic closely related to students’ existing knowledge. This will help students learn to use the organizer more proficiently.

## Why Use the Graphic Organizer

- Students will use the *Bubble Map* graphic organizer to list adjectives that describe communities of the past and present.

## How to Use the Graphic Organizer

1. Ask students what a community is. Then, have students describe the communities in which they live. Who works in the community? How do they get to and from school? Where do they eat and shop? Place the *Bubble Map Overhead* where students can see it. Write the title “Our Community Today” in the center. Ask the class to describe their communities as you write their descriptions on the overhead in the outer bubbles.
2. Distribute the *Bubble Map* graphic organizer (page 116) to the students. Tell the class that communities have changed a lot over the years. Find pictures of homes, modes of transportation, schools, technology, and jobs from the past. Place students into small groups. Give each student a picture from the past. Many of these are available from the Library of Congress website. Ask the groups to write down the things they see in their pictures on their *Bubble Map* graphic organizers. They should write the topic of their pictures in the center bubbles of their organizers.
3. Once students have completed their organizers in their groups, allow them to share their pictures and observations with the class. Ask the class how the communities from today compare to those in the past.

## ELL Support

Encourage second-language learners to use words and pictures, rather than phrases and sentences, in their graphic organizers. As you model the graphic organizer for students, draw pictures underneath the words that students could use to describe the community.

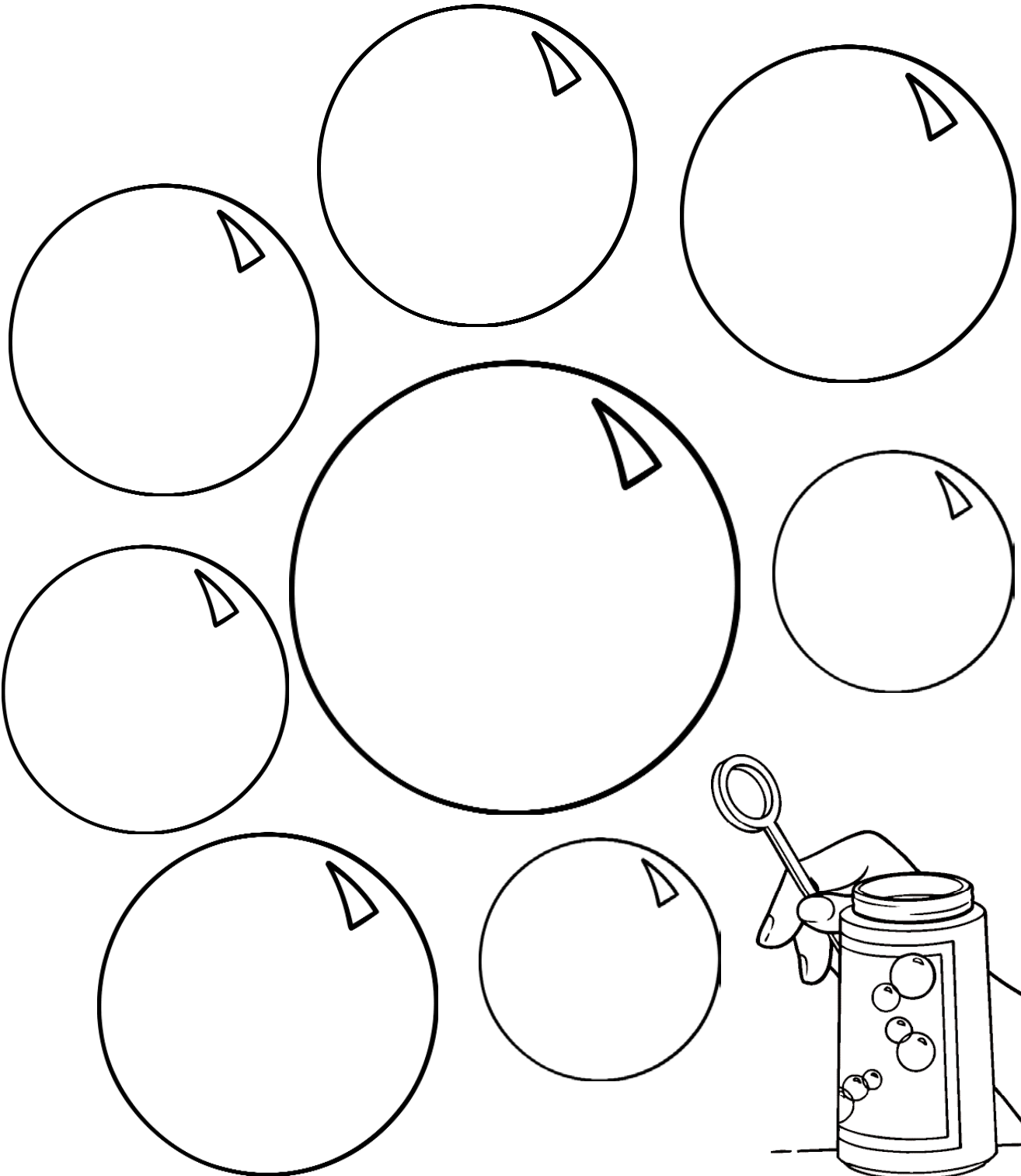
## Extension Idea

Students would benefit from each creating two graphic organizers, one for a community at present and one for a community of the past.

.....  
Name \_\_\_\_\_

# Bubble Map

**Directions:** In the center bubble, write the topic. In the outside bubbles, write words used to describe the topic.



# Mapping Farms

## Standard/Objective

- Understands family life in a community of the past and life in a community of the present (e.g. roles, jobs, communication, technology, style of homes, transportation, schools). (McREL K-4 History Standard 1.4)
- Students will use their *Bubble Map* graphic organizers to distinguish farming from long ago to that of farming today.

## The Lesson

1. Read the big book *Living on Farms* by Allan Fowler.
2. Discuss all of the descriptions the author uses to talk about the farm. What tools did the farmers use? What types of clothing did they wear? What kinds of food did the farmers grow? What kinds of food did the farmers eat?
3. Give each student a copy of the *Bubble Map* graphic organizer (page 116). Show students how they are to write the topic, “Farming Today” in the center bubble using the *Bubble Map Overhead*. In the outer bubbles, students are to write the properties of a farm, such as what the farmers use as tools, what they wear, and the kinds of food they produce and eat. You may also use the sample graphic organizer (page 118) as a reference.
4. Once students have completed their organizers, allow them to read textbooks or find other information about farms of long ago. You may also choose to read the following paragraph to the students:

Farms have many interesting activities. Farmers use different machines to work the land and milk the cows. Long ago, farmers used a horse pulley to work the land and their hands to milk the cow. Farmers grow many different things, from hay and wheat to chicken, beef, or vegetables. Unlike farmers from long ago, who wore homemade clothes, many farmers today wear clothes they buy in stores. These clothes are man-made products or are made from cotton. Today, both men and women work on a farm.

5. On the graphic organizer, have students underline which qualities farmers have today that were seen long ago. Then, ask students to share their organizers with the class.

## ELL Support

Encourage second-language learners to use words and pictures, rather than phrases and sentences, in their graphic organizers to describe farm life.

## Extension Idea

Students would benefit from creating two graphic organizers, one for a farm at present and one for a farm of the past.

.....  
Name \_\_\_\_\_

# Bubble Map for Farming

**Directions:** In the center bubble, write the topic. In the outside bubbles, write words used to describe the topic.

