

CONTENT AREAS **GRADES 3-5**

30 Graphic Organizers

WITH LESSONS & TRANSPARENCIES

Mathematics

Language
Arts

Social
Studies

Science

People and
Places



Author

Wendy Conklin, M.A.

 **Shell Educational Publishing**

Table of Contents

Introduction

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

Language Arts

The Big Scoop Graphic Organizer	15–18
Facts or Opinions Graphic Organizer	19–22
Cause and Effect Hand Graphic Organizer	23–26
Triangular Venn Diagram Graphic Organizer	27–30
Hairy Situations Idea Map Graphic Organizer	31–34
Character and Me Wheel Graphic Organizer	35–38

Mathematics

Four Square Facts Graphic Organizer	39–42
Family Tree Graphic Organizer	43–46
Sorting Map Graphic Organizer	47–50
The Matrix Graphic Organizer	51–54
Making Predictions Graphic Organizer	55–58
Weighing Estimates Graphic Organizer	59–62

People and Places

Correct Time Graphic Organizer	63–66
Classifying Categories Graphic Organizer	67–70
Domino Effect Graphic Organizer	71–74

People and Places (*cont.*)

Point of View Pinwheel Graphic Organizer	75–78
Proof Points Graphic Organizer	79–82
Continuum Graphic Organizer	83–86

Science

Cycles Graphic Organizer	87–90
Chalk It Up Graphic Organizer	91–94
Tic Tac Toe Graphic Organizer	95–98
Kite Experiment Graphic Organizer	99–102
Double Attribute Tree Graphic Organizer	103–106
Outlining Opinions Graphic Organizer	107–110

Social Studies

Stepping Stones Graphic Organizer	111–114
Timeline Graphic Organizer	115–118
Geography Quilt Graphic Organizer	119–122
Compare Squares Graphic Organizer	123–126
Idea Box Graphic Organizer	127–130
Past, Present, & Future Graphic Organizer	131–134

Appendix

Works Cited	135
Graphic Organizer Flip Book	136–144

Graphic Organizer Overheads

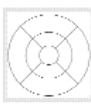
This section contains a copy of each blank graphic organizer. These 30 overhead transparencies are in the same order as the lessons in the book.

Introduction (cont.)

How to Use This Book

Language Arts Lesson | **Why Use the Graphic Organizer**

Character and Me Wheel Graphic Organizer



Skills Summary
Comprehension
Character analysis
Bloom's Level
(Higher Level Thinking Skills)

How to Use the Graphic Organizer

- After students read a piece of literature, give them each a copy of the Character and Me Wheel graphic organizer (page 26). Have them write the names of four characters from the book inside the outermost circle of their organizers. Use the Character and Me Wheel Overhead in model the.
- Then, remind students to write at least five adjectives that describe each character inside each corresponding part of the outer circle. The adjectives will be in the same section as the four characters' names.
- Inside the smallest circle, have students write their own names.
- Next, ask students to write sentences inside each section of the middle circle. These sentences should explain how they are similar to each corresponding character. (For example, I think I am like _____ because we both have the same and their's. Again, use the overhead to model this for your students.)
- After students have completed their graphic organizers, allow them to share their wheels with pictures.

ELL Support
Instead of writing words and sentences, have second-language students sketch their descriptive adjectives as pictures.

Extension Idea
Have students complete new organizers. Instead of writing from their own point of view, they could write from the different characters' points of view. The sentences would still compare the students to the characters, but they would be written as if the characters were writing.

©Shell Educational Publishing 26 #9366-01 Graphic Organizers for the Content Areas

General Information on the Graphic Organizer

Why and How to Use the Graphic Organizer

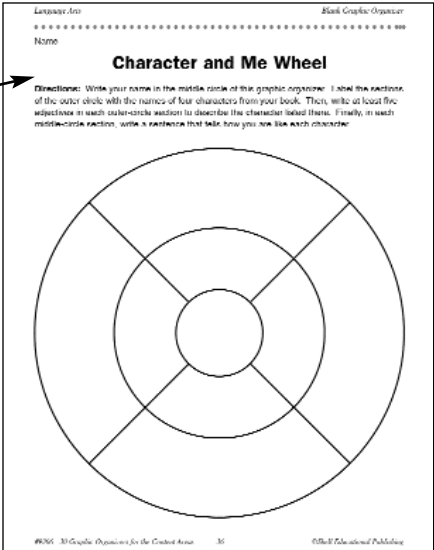
- This part of the lesson plan gives general information about ways in which the graphic organizer will benefit your classroom. It also lists step-by-step directions for using the blank organizer.

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

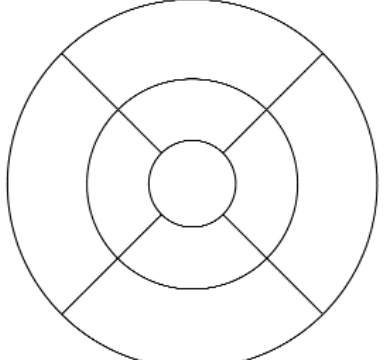
- You are provided with a blank copy of each graphic organizer so that you can repeatedly use the lesson with your students. Both the general lessons and the specific lessons describe how you may want to use the blank copy.



Lesson Page 27 29 | Language Arts

Character and Me Wheel Overhead

Directions: Write your name in the middle circle of this graphic organizer. Label the sections of the outer circle with the names of four characters from your book. Then, write at least five adjectives in each outer-circle section to describe the character listed there. Finally, in each middle-circle section, write a sentence that tells how you are like each character.



©Shell Educational Publishing #9366-01 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.)

Sample Lesson

Charlotte's Web and Me Wheel

Standard/Objective

- Make connections between characters or simple events in a literary work and people or events in the real world.
- Students will compare characters or their role in a story in Charlotte's Web by E. B. White using a Character and Me Wheel graphic organizer and write sentences that evaluate how they are the same or different.

The Lesson

1. Use this lesson as students read Charlotte's Web. Distribute a copy of the Character and Me Wheel graphic organizer (page 30) to each student. Have students label the outer circles with those characters: Wilbur, Charlotte, Templeton, and Fern. They can choose to label Fern's section. You can model this for your students using the Character and Me Wheel Organizer.
2. Then, in the outer circle sections, have students write at least five adjectives to describe each of those characters. They should write in Charlotte's Web as they work.
3. Next, have students label the innermost circle on the graphic organizer with his or her own name.
4. Inside the middle wheel section, tell students to write sentences about how they are like the corresponding character. Tell students to think about how they are like each character. For example, how are they like Charlotte? Charlotte is caring, smart, and self-sufficient. Some students might say that they are loyal or caring like Fern. If students have trouble getting started, use the example Character and Me Wheel for Charlotte's Web (page 30). Some students may need more guidance than others in comparing themselves to the characters.
5. Allow students to share their organizers with partners. As an extra activity, ask partners to discuss whether they think the comparisons are accurate.

©Shell Educational Publishing 27 #9366 30 Graphic Organizers for the Content Areas

Example Lesson Using the Graphic Organizer

Standard/Objective

- Each example lesson is based on a general learning objective for that subject. A content 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 objective.

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 a general learning objective for that subject so that you have a model for the students as they work.
- A list of any children's literature used for the example lessons is included for your easy reference on page 14.

Language Arts

Sample Graphic Organizer

Name: _____

Character and Me Wheel for Charlotte's Web

Directions: Write your name in the middle circle of the graphic organizer. Label the sections of the outer circle with the names of four characters from your book. Then, write at least five adjectives in each outer circle section to describe the character listed there. Finally, in each middle-circle section, write a sentence that tells how you are like each character.

©Shell Educational Publishing 31

Application Skills

- use your learning as well as a procedure to solve a problem
- transfer knowledge learned to new situations to solve
- use new material in new and complex situations
- apply the lessons of the past to situations today

When asking questions that require application, the following verbs are used:

apply	build	choose	compare	rank	discuss
discover	draw	draw	employ	operate	practice
prepare	produce	schedule	select	write	write

Graphic Organizers for Application

Application

Analysis

Synthesis

Evaluation

Question Stems

Graphic Organizer Flip Book

Definition

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

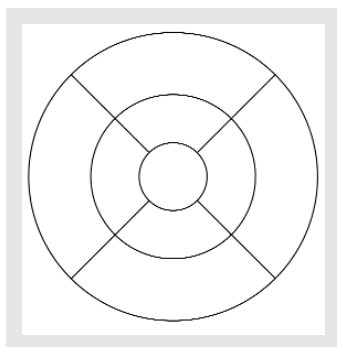
Verbs

- 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.

Character and Me Wheel Graphic Organizer



Skills Summary

Comprehension — character analysis

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

Why Use the Graphic Organizer

- This graphic organizer provides a constructive forum for students to discuss their own personality traits and how they relate to the characters in the books they read. When students fill in the *Character and Me Wheel*, they become more interested in reading since they are looking for ways to compare the characters to themselves.
- This organizer helps students to better know themselves. Students must think about their defining characteristics. They analyze their personalities and discover new things about themselves in the process.
- The *Character and Me Wheel* activity promotes higher-level thinking skills. The Bloom's Level of evaluation is used as students make judgments while comparing their characteristics to the characteristics of the book characters.

How to Use the Graphic Organizer

1. After students read a piece of literature, give them each a copy of the *Character and Me Wheel* graphic organizer (page 36). Have them write the names of four characters from the book inside the outermost circle of their organizers. Use the *Character and Me Wheel Overhead* to model this
2. Then, instruct students to write at least five adjectives that describe each character inside each corresponding part of the outer circle. The adjectives will be in the same section as the four characters' names.
3. Inside the smallest circle, have students write their own names.
4. Next, tell students to write sentences inside each section of the middle circle. These sentences should explain how they are similar to each corresponding character. (For example, I think I am like...because we both have freckles and red hair.) Again, use the overhead to model this for your students.
5. After students have completed their graphic organizers, allow them to share their wheels with partners.

ELL Support

Instead of writing words and sentences, have second-language students verbalize their descriptive adjectives to partners.

Extension Idea

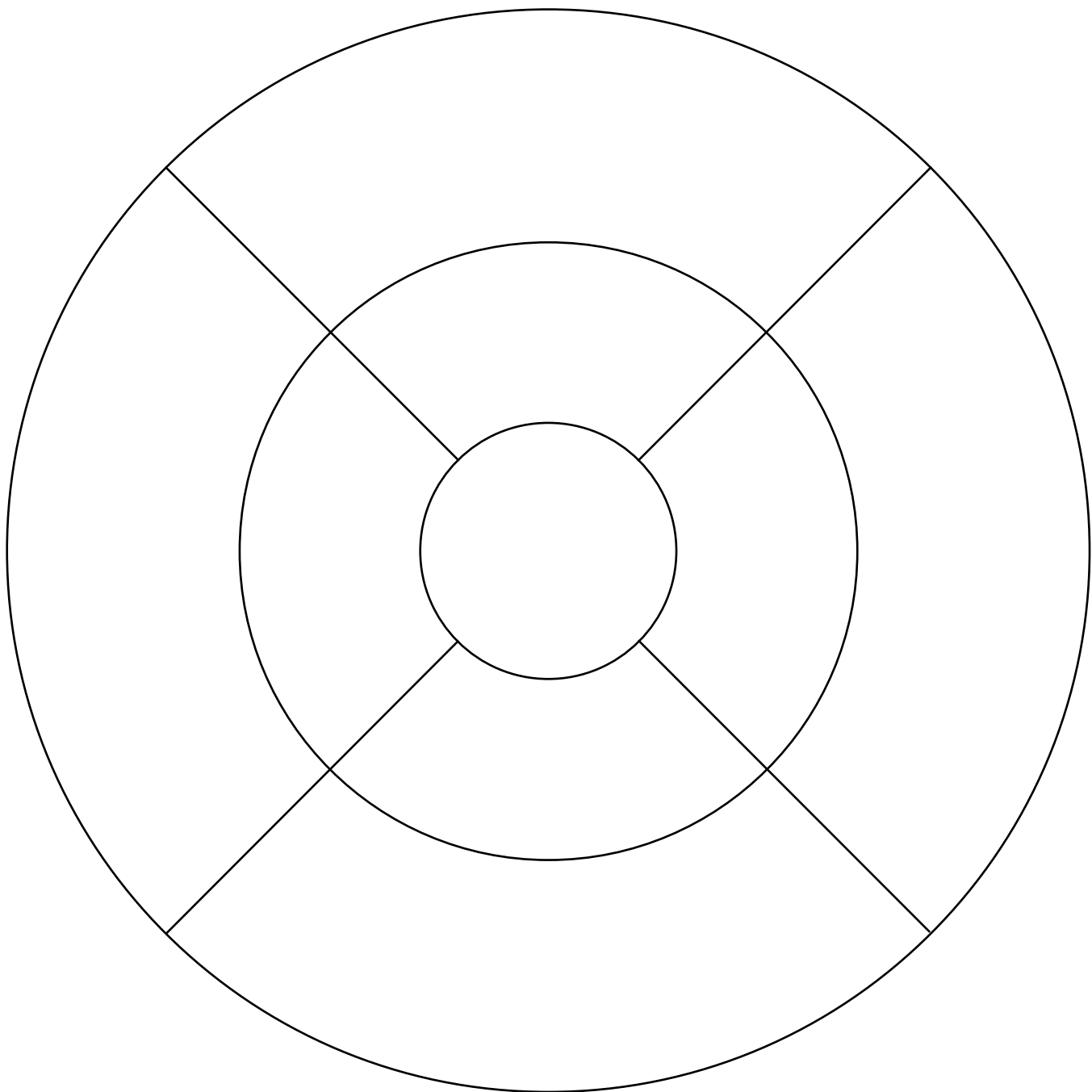
Have students complete new organizers. Instead of writing from their own points of view, they should write from the different characters' points of view. The sentences would still compare the students to the characters, but they would be written as if the character were writing.



Name _____

Character and Me Wheel

Directions: Write your name in the middle circle of this graphic organizer. Label the sections of the outer circle with the names of four characters from your book. Then, write at least five adjectives in each outer-circle section to describe the character listed there. Finally, in each middle-circle section, write a sentence that tells how you are like each character.



Charlotte's Web and Me Wheel

Standard/Objective

- Makes connections between characters or simple events in a literary work and people or events in his or her own life. (McREL Language Arts Standard 6.8)
- Students will compare themselves to four main characters in *Charlotte's Web* by E. B. White, using a *Character and Me Wheel* graphic organizer, and write sentences that evaluate how they are like each character.

The Lesson

1. Use this lesson as students read *Charlotte's Web*. Distribute a copy of the *Character and Me Wheel* graphic organizer (page 36) to each student. Have students label the outer circles with these characters: Wilber, Charlotte, Templeton, and Fern. Only one character should be listed in each section. You can model this for your students using the *Character and Me Wheel Overhead*.
2. Then, in the outer-circle sections, have students write at least five adjectives to describe each of those characters. They should refer to *Charlotte's Web* as they work.
3. Next, have each student label the innermost circle on the graphic organizer with his or her own name.
4. Inside the middle-wheel section, tell students to write sentences about how they are like the corresponding characters. Tell students to think about how they are like each character. For example, how are they like Charlotte? Charlotte is creative, smart, and self-sufficient. Some students might say that they are loyal or creative like she is. If students have trouble getting started, use the example *Character and Me Wheel for Charlotte's Web* (page 38). Some students may need more guidance than others in comparing themselves to these characters.
5. Allow students to share their organizers with partners. As an extra activity, ask partners to discuss whether they think the comparisons are accurate.

ELL Support

Instead of writing words and sentences, have second-language students verbalize their descriptive adjectives to partners.

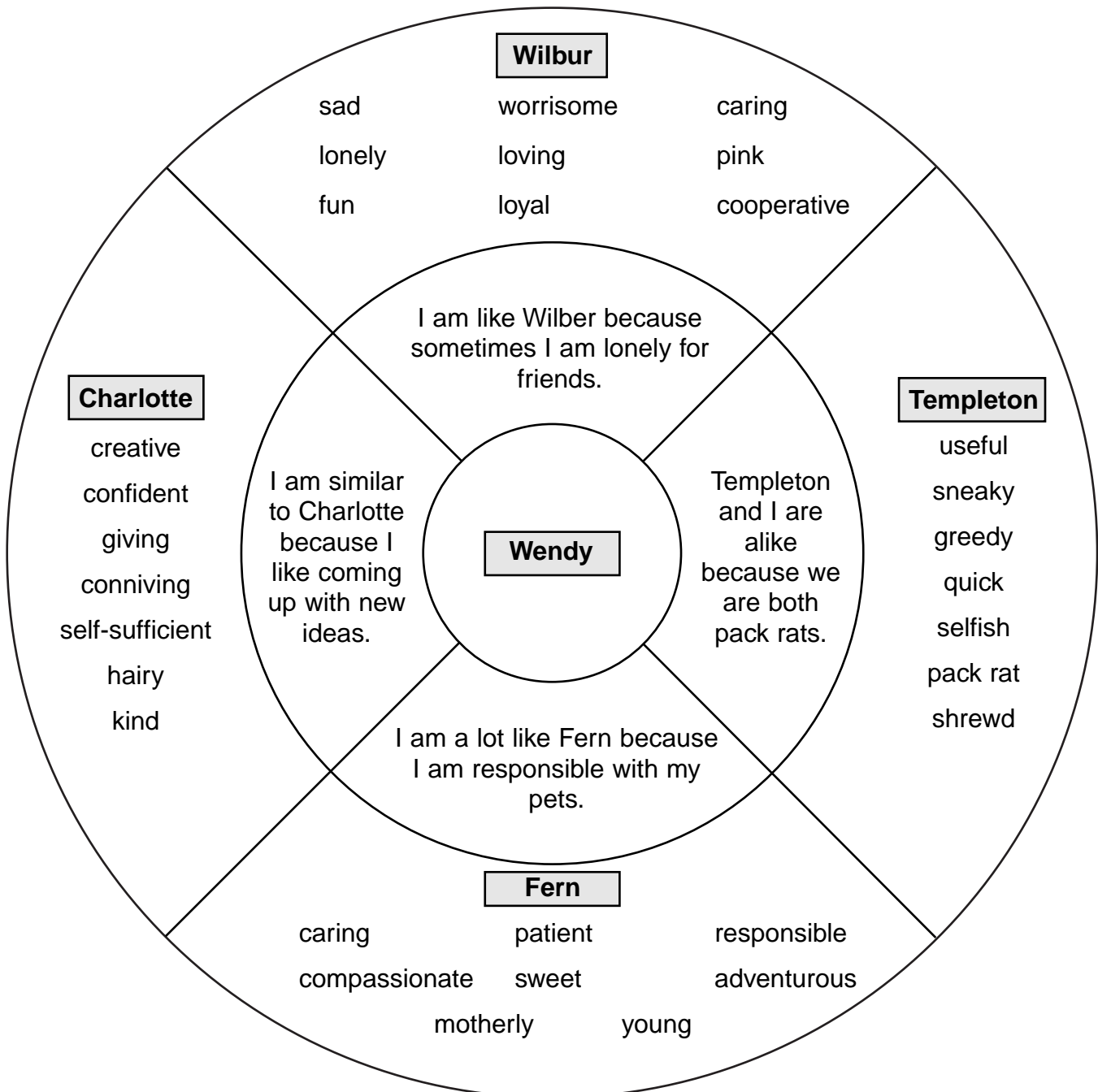
Extension Idea

Have students write each sentence from the perspectives of the characters, rather than from their own perspective. One student might write this from the perspective of Wilber: "I am like Danny because I enjoy playing in the mud."

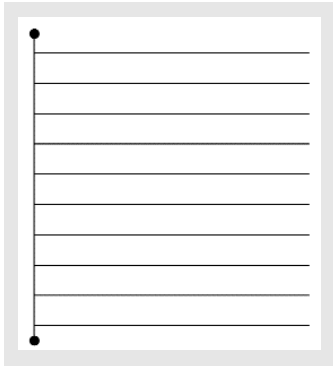
Name _____

Character and Me Wheel for *Charlotte's Web*

Directions: Write your name in the middle circle of this graphic organizer. Label the sections of the outer circle with the names of four characters from your book. Then, write at least five adjectives in each outer-circle section to describe the character listed there. Finally, in each middle-circle section, write a sentence that tells how you are like each character.



Timeline Graphic Organizer



Skills Summary

Social Studies— understands chronology of a time period from history

Bloom's Level
Comprehension
(See page 7 for more information.)

Why Use the Graphic Organizer

- By using the *Timeline* graphic organizer, students learn to place events in chronological or sequential order.
- Timelines help students transfer history into a visual frame of reference and reveal an event's relevance to the present and to other events in history. As history becomes more meaningful, students will remember the information.
- It is important for students to transfer the information in a text for comprehension. Students cannot rise to higher-level thinking unless they first have the facts and comprehension in place. The *Timeline* graphic organizer helps students comprehend the facts.

How to Use the Graphic Organizer

1. This activity should take place after studying about a certain time period or event from history. Ask students to list 10 of the most important events in their lives.
2. Tell them that they can easily place these events into a timeline. Explain that a timeline records the important facts in the order in which events occurred.
3. Use the *Timeline Overhead* to model this activity for your students by listing events from your own life.
4. Next, after studying about a certain time period in history, have students choose the 10 most important things about that time period. Alternatively, have students study an important event and choose 10 of the most important things surrounding that event. Emphasize to students that they are allowed to decide on the most important events to include.
5. Finally, distribute copies of the *Timeline* graphic organizer (page 116) to students and have them place these events in order. Allow your students to share their timelines with partners.

ELL Support

Provide a list of 10 events for second-language learners to place on the *Timeline* graphic organizer.

Extension Idea

Have students write paragraphs justifying decisions to include the various events on the timeline.



Name _____

Timeline

Directions: After studying a certain period of history, choose the 10 most important events in that time period. Or, you can study an important event and choose 10 of the most important causes that led to that event. Place these events on the timeline with the earliest event listed first.

Revolutionary War and the Timeline

Standard/Objective

- Understands the major developments and chronology of the Revolutionary War and the roles of its political, military, and diplomatic leaders (e.g., George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Samuel Adams, John Hancock, Richard Henry Lee). (McREL United States History Standard 6.4)
- Students will place the 10 most important events from the Revolutionary War on a timeline.

The Lesson

1. This comprehension activity should take place after studying about the Revolutionary War. Ask students to name some of the important events in the Revolutionary War. Write these on the board.
2. Tell them that they can easily place these events into timelines. Explain that a timeline records the important events in the order in which they occurred.
3. Point out that students will need to decide on beginning events and ending events. Some students might begin with George Washington taking the commission as commander in chief and then end with the surrender of General Cornwallis. Model this for your students on *Timeline Overhead*. You may also use the example *Timeline for the Revolutionary War* (page 118) if students need additional help.
4. Tell students that they must choose the 10 most important events from the Revolutionary War and place these events on a timeline. Emphasize to students that they are allowed to decide on which events to include.
5. Distribute copies of the *Timeline* graphic organizer (page 116) to students and have them place their chosen events in order.
6. Have students share their timelines with partners.

ELL Support

Have second-language learners choose only five events from the Revolutionary War to display on their timelines.

Extension Idea

Have students write paragraphs justifying their decisions to include the various events on their Revolutionary War timeline.



Name _____

Timeline for the Revolutionary War

Directions: After studying a certain period of history, choose the 10 most important events in that time period. Or, you can study an important event and choose 10 of the most important causes that led to that event. Place these events on the timeline with the earliest event listed first.

George Washington takes his commission to lead the army.

Washington fights the battle of Long Island and loses.

The British take over Philadelphia and the Continental Congress is forced to move.

Washington recrosses the Delaware River, defeats the British, and takes over Trenton, New Jersey.

Congress chooses the design for the United States flag.

The Battle of Saratoga takes place.

Congress adopts the Articles of Confederation.

A treaty is signed with France, enlisting their help. France declares war on Britain.

The British move south hoping to win a victory.

Yorktown is taken and General Cornwallis surrenders.