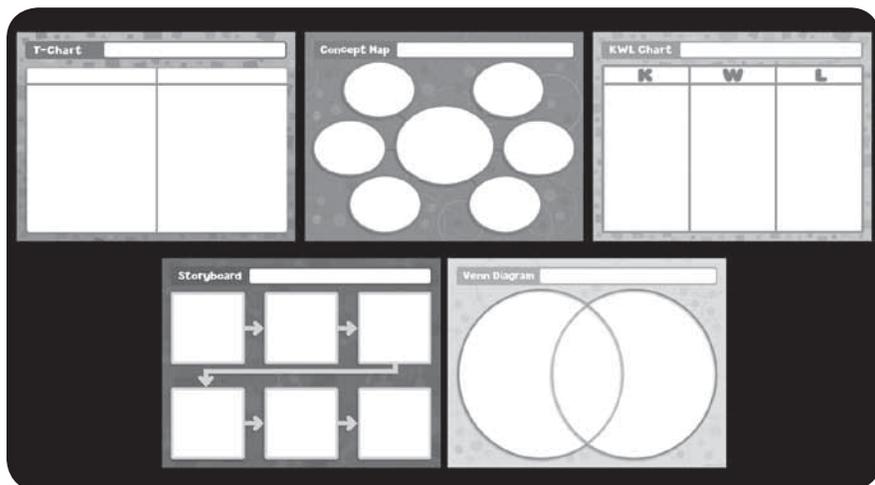


# Great Graphic Organizers

## A Teaching and Learning Bulletin Board

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### Displaying and Using Your Bulletin Board Set

Choose an eye-level bulletin board on which to display your “Great Graphic Organizers” bulletin board set. Use the display and the reproducible patterns in this resource guide to do the suggested activities. You might complete the organizers with the whole class or small groups. Use a wipe-off marker to write on the charts.

### Concept Map

This type of graphic organizer can be used to describe a central idea: a thing, process, or concept. It is often used to help students organize or brainstorm ideas for writing activities. The following activities can be used with your concept map.

- Write a story title at the top of the graphic organizer. Fill in the center section with the main idea of the story. Then write supporting ideas in the outer sections, or spokes, of the concept map.
- Help students organize information about places. Write the place name in the center—for instance, Australia. Then write related categories in the spokes (such as People, Animals, Cities, Landforms, Climate, and Transportation). Use the organizer to guide students in gathering and sharing information about the topic.
- For practice in math, fill in each section with a number. Have students add each number in the spokes to the center number to find the sum. Or have them create problems with the numbers in the spokes in which the answer to each equals the number in the center. Similarly, you can use the concept map to reinforce basic math facts.

### Storyboard

A storyboard helps students recall the sequence of major story events. Try the following activities with your storyboard.

- After sharing a story with students, write its title at the top of the storyboard. Then work with students to identify the main events of the story and write them, in sequence, in the boxes. When finished, invite students to use the graphic organizer to retell the story.
- Challenge students to list the steps—in order—to complete a task, make a project, or prepare a recipe. Write the steps on the storyboard. After reviewing the steps, have students gather any necessary materials, then follow the directions on the organizer. Do the steps work as written? If not, discuss with students what changes should be made to correct any problems.
- Use the graphic organizer to create a timeline of historical events or to describe how things, such as cars or fashions, have evolved over time.

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## T-Chart

T-charts can be used in a number of ways—for example, to group items or to compare and contrast two things. Following are some ideas for using this chart.

- Use the chart to compare two animal groups. Simply label each column with the name of a group, such as “Fish” and “Birds.” Then write the characteristics of each group in the corresponding columns.
- Label the columns of the T-chart with “Fact” and “Opinion.” After researching a topic or reading an assignment, have students fill in the chart with information that fits under each heading.
- To expand vocabulary skills and help students consider word choice in their writing, label the chart with a word, such as *happy*. Write “Synonyms” and “Antonyms” for the column headings. Then have students brainstorm words to list in each column.

## KWL Chart

This graphic organizer helps students to activate prior knowledge, identify what they would like to learn, and explore what they learn about particular topics. Here are some ways you might use your KWL chart.

- Write the topic at the top of the chart (for example, “Dinosaurs”). Work with students to fill out the first two columns. After they research the topic, review what they learned and record this information in the last column. Use the chart to discuss and compare students’ new knowledge with their prior knowledge. Check that their questions in the second column were addressed and answered. Some topics might lend themselves to further exploration, creating the opportunity to complete additional KWL charts. For instance, for the topic of Dinosaurs, you might create separate charts to explore herbivores and carnivores.
- Explore story plots with the chart. First, label strips of paper with “Character’s Problem,” “What I Would Have Done,” and “What the Character Did.” Cover the KWL headings on the chart with these strips of paper. Then fill in the first two columns of the chart with student responses. After reading the story, discuss the character’s actions and outcome, and fill in the last column.
- Cover the KWL headings with paper strips labeled “Nouns,” “Verbs,” and “Adjectives.” Have students list words on the chart according to their part of speech.

## Venn Diagram

This type of graphic organizer is often used to compare and contrast two things. Here are some ways you might use your Venn diagram.

- Complete a Venn diagram to compare and contrast topics such as two animal groups (reptiles and amphibians, for example), a fiction and nonfiction book about the same subject, lifestyles of present-day and early Americans, or the sights and signs of spring and fall.
- To reinforce math fact families, label one circle with a plus sign and the other circle with a minus sign. Then write three related numbers in the overlapping section of the diagram, such as 3, 5, and 8. Invite volunteers to write the related addition and subtraction facts in the corresponding circles ( $3 + 5 = 8$ ,  $5 + 3 = 8$ ,  $8 - 3 = 5$ , and  $8 - 5 = 3$ ).

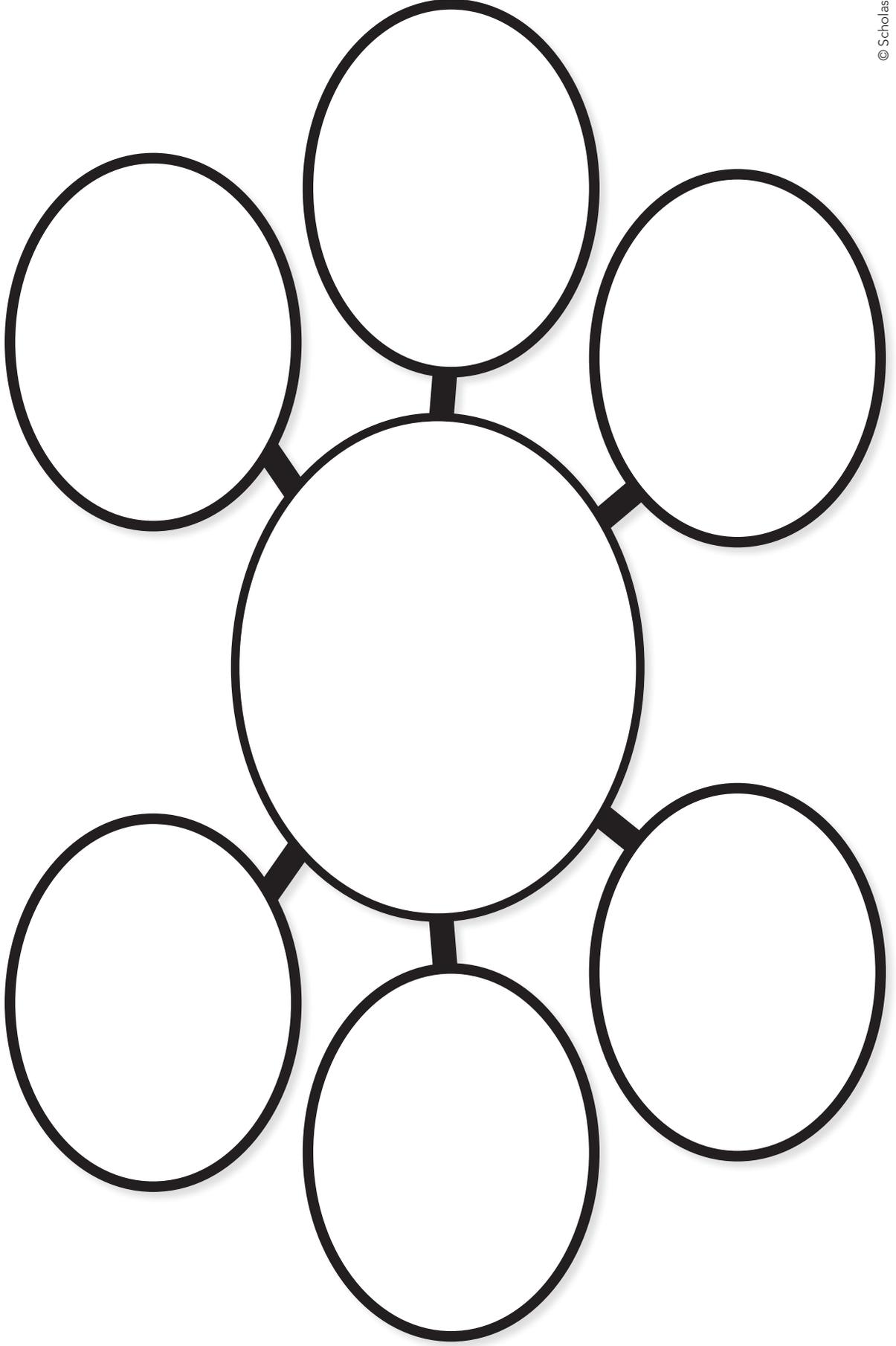
## Using the Reproducible Patterns

Invite students to use the patterns (pages 3 and 4) to complete their own concept maps or storyboards with the activities in this resource guide for those particular graphic organizers. They might also use the patterns for the following activities:

- ◆ Invite students to complete a concept map to share personal information. To use, have them write their name in the middle of the map. Then ask them to fill out the spokes with information about themselves. You might suggest categories for the spokes, such as My Birthday, My Family Members, Favorite Foods, Things I Like to Do, My Friends, and Books I Enjoy Reading.
- ◆ Distribute copies of the storyboard and have students copy their homework assignments on it. They can fill out a page daily, writing a different assignment in each section. Or they might use one page per week, using one section for each day of the week. Simply have them label each section with “Monday,” “Tuesday,” “Wednesday,” and so on. They might write in a reward in the last section. Then when they complete all of the assignments for the week, they can treat themselves to the reward.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Concept Map



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Storyboard

