

# GRAPHIC ORGANIZERS

Are visual displays that are used to depict the relationships between facts, terms and/or ideas in a learning task.

They are also called mind maps, concept maps, story maps, concept diagrams & entity relationship charts.

They are a pictorial way of constructing knowledge.  
They help organize information.

They help students compress a lot of information into an easy-to-understand graphic display.

The visual display conveys complex information in an easy-to-read manner.

A calendar is actually a graphic organizer, perhaps the original "series of events" organizer.

Graphic organizers can be used for a variety of things, including problem solving, studying, brainstorming, decision-making, writing projects, and planning research.

Colors and pictures help increase the utility and readability of your visual display.

There are many types of graphic organizers. The task you need to perform, determines the type of graphic organizer you should use.



### A Lesson Purrrrr-fect for Common Core State Standards:

- Common Core State Standards:
  - RL.K.2, RL.K.4, RL.K.9, RI.K.9, RL.1.2, RL.1.5, RL.1.9, L.1.4, L.K.1d
  - Determine or clarify the meaning of unknown and multiple meaning words and phrases based on reading and content.
- With prompting and support, retell familiar stories, including key details.
  - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
  - With prompting and support, identify basic similarities in the differences between two texts on the same topics. (i.e. illustrations, descriptions, or procedures.)
  - Ask and answer questions about unknown words in a text.
  - Understand and use question words: who, what, why, when where & how.)

### Directions: "I Can Retell a Story!"

1. Read a popular children's book to your students.
2. Using the "I can retell a story" grid, call on students to tell you the main points of the beginning of the story.
3. Write them in bulleted fashion in the red rectangle.
4. Do the same for the middle and end boxes for the story.
5. If you are dealing with students who can not write, ask them what picture clue they could draw to remind and separate each section of the story.
6. Once you have determined that all of your students understand the concept, read another story and have students complete their own "I can retell a story" graphic organizer.
7. To get students used to retelling stories, use this graphic organizer template each time you read a story to your students.
8. Ask students to break down the story into the three main parts.
9. Choose one story a week for students to fill in their own, 'til everyone has passed the standard.

Directions: Comparing and Contrasting 2 Stories / 2  
characters:

1. Read 2 stories to your students.
2. Try and pick ones that will have obvious differences, but also quite a few things in common. i.e., perhaps both stories have animals as the main character, and the setting is on a farm.
3. If your students are not familiar with a Venn diagram, explain what they are, and how they are helpful.
4. To demonstrate things in a fun way, I use two different colored hula-hoops and jot down what my students' say on index cards. They help put the cards in the appropriate hoops.
5. I then transfer this information to the smaller paper print out, so that the repetition makes the light bulb go on for the remainder of the students who might not have caught on the first time.
6. As soon as you know that your students understand the concept, read two more stories and have students fill in their own Venn Diagrams.
7. After everyone has completed their paper, bring them together as a whole group to share their diagrams individually, or add what information they have to your whole-class Venn diagram as each child shares something from their diagram.
8. Older students can select 2 stories of their own and fill in the diagram as they read each book.
9. Remind them that when they fill out their diagrams they need to think about the illustrations, descriptions and procedures as well.
10. Extend the lesson by doing the Opinion sheet.
11. Students draw a picture of their face in the oval, by adding facial features, ears, and hair.
12. They decide which story they liked better and why and fill in that conversation bubble.
13. They also think about why they didn't like the other story as much, and then fill in that conversation bubble.
14. If you are reading the 2 stories, or having students whole group read the stories, you can also extend the lesson by graphing which book and characters they liked best.
15. Follow the same format as above when you are comparing and contrasting characters.
16. Remind students to include the adventures and experiences of the characters in their analysis.

**Directions:** For determining or clarifying the meaning of unknown and multiple meaning words and phrases based on reading and content.

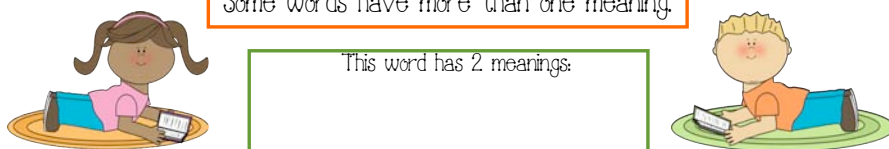
1. Read a portion of a story where you know that the students will not know some of the words.
2. Ask children to predict what they think the word means by reading it in the sentence.
3. After students have made predictions, tell them the meaning of the word.
4. Print off the "My Cognitive Dictionary" pages for each student. Have them keep a log of words that they do not know, writing the predicted meaning, the actual meaning, and a tip, picture or symbol of how they can remember the word.
5. Likewise, give students examples of words that have 2 meanings.
6. Print off and laminate the large teacher's copy of Multiple Meaning Words graphic organizer and model an example.
7. Run off copies of my "multiple meanings" graphic organizer for students (2-on-a-page) and have them write another word down and then define it in the 2 boxes on their graphic organizer.
8. Keep these sheets handy so that students can complete a sheet each time they run into a word that has multiple meanings.
9. Students can keep their cognitive dictionary pages, and their multiple meaning pages in a file folder.
10. When they have compiled enough in their file, have them alphabetize the words, collate the pages and add the cover.
11. These pages make a good "word work" activity if you do Daily 5.

Some words have more than one meaning.

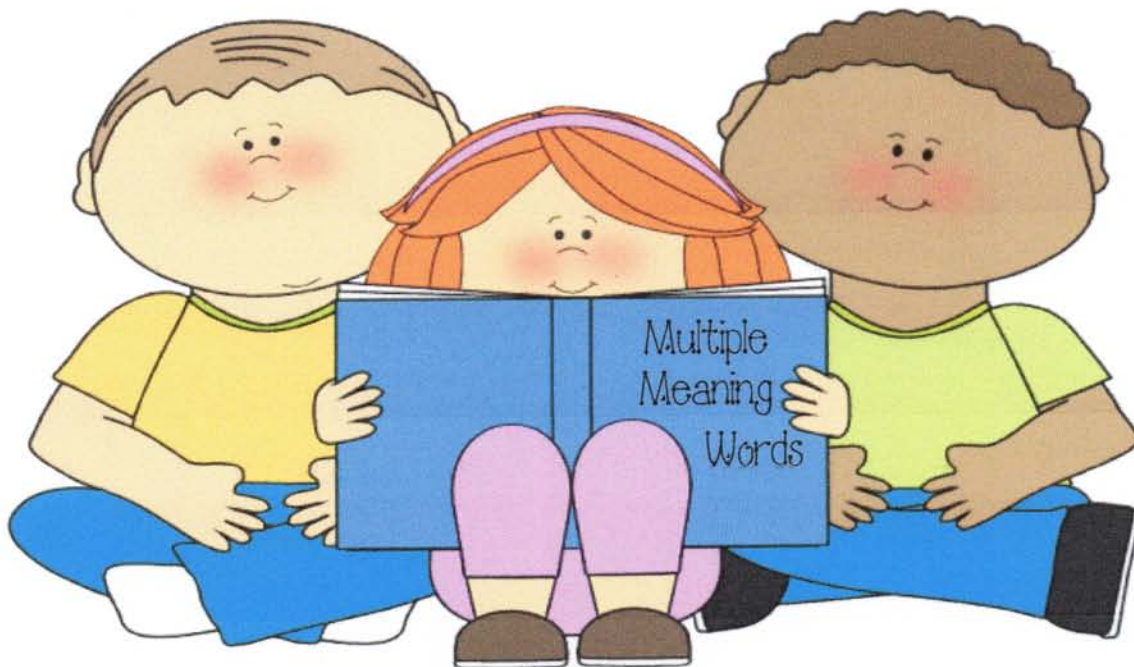
This word has 2 meanings:

Meaning #1:

Meaning #2:

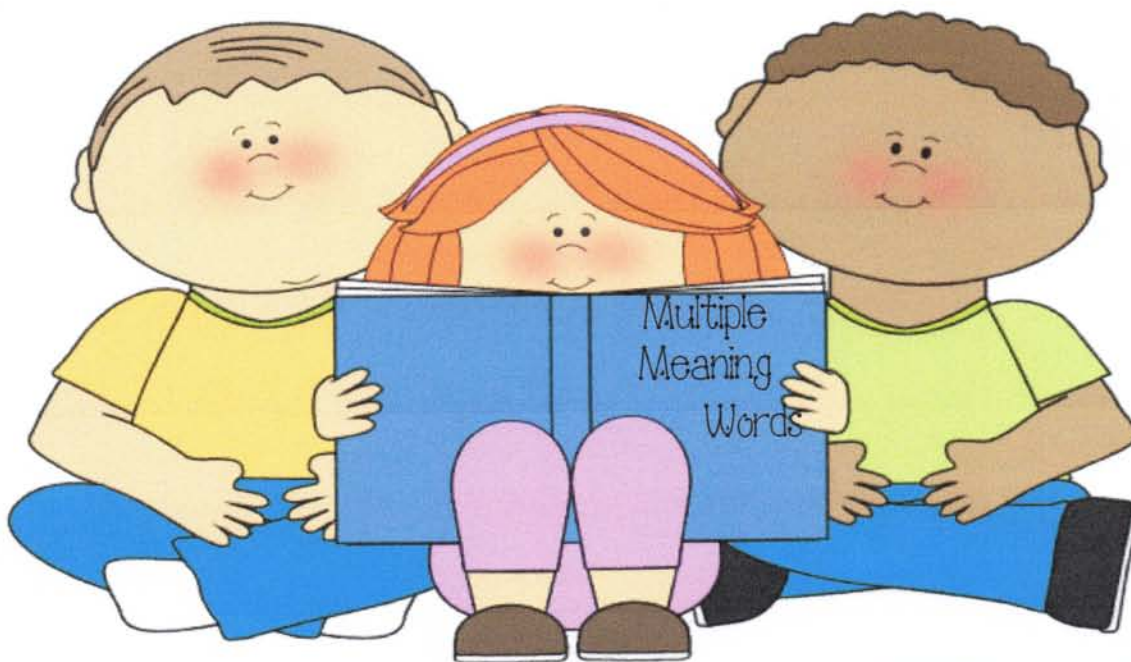
A cartoon illustration of a girl with brown skin and pigtails, wearing a pink shirt and blue pants, sitting on a yellow rug and reading a book. To her right is a boy with light skin and blonde hair, wearing an orange shirt and blue pants, sitting on a green rug and reading a book.





Multiple Meaning Word Book

By \_\_\_\_\_

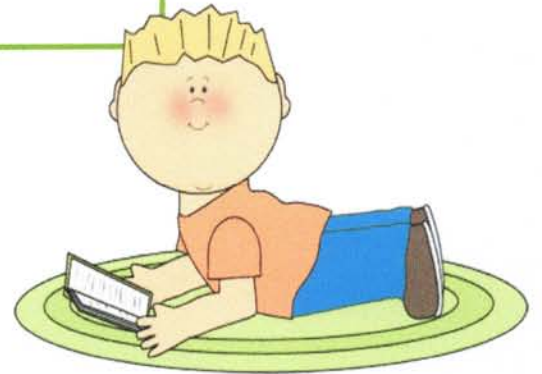


Multiple Meaning Word Book

By \_\_\_\_\_

Some words have more than one meaning.

This word has 2 meanings:



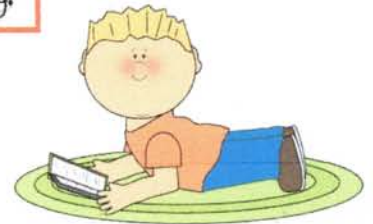
Meaning #1:

Meaning #2:

Some words have more than one meaning.



This word has 2 meanings:



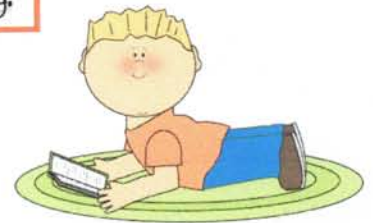
Meaning #1:

Meaning #2:

Some words have more than one meaning.



This word has 2 meanings:



Meaning #1:

Meaning #2:



Cognitive Meaning

Dictionary

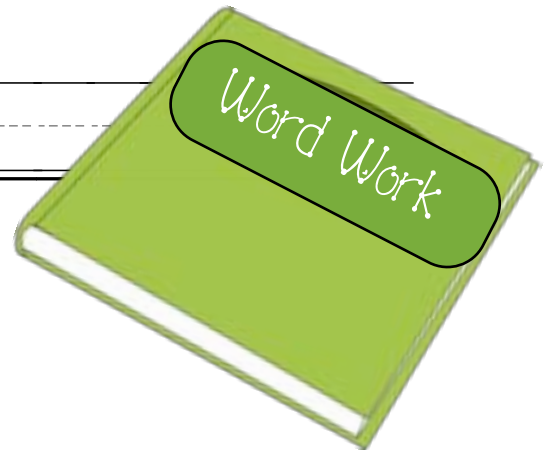
By



Cognitive Meaning

Dictionary

By

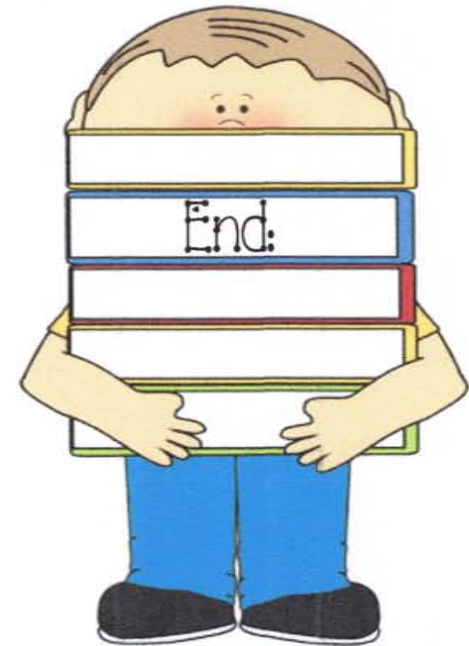
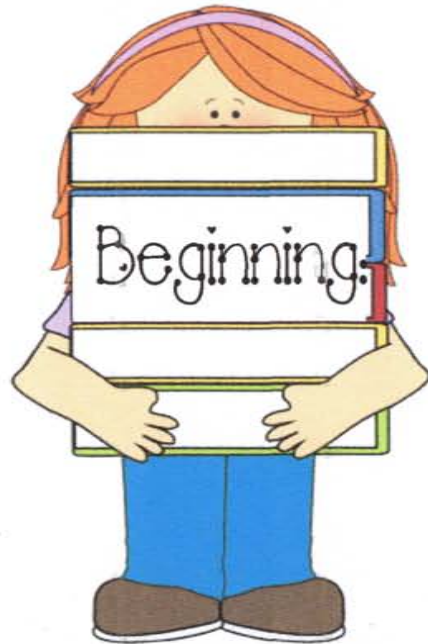


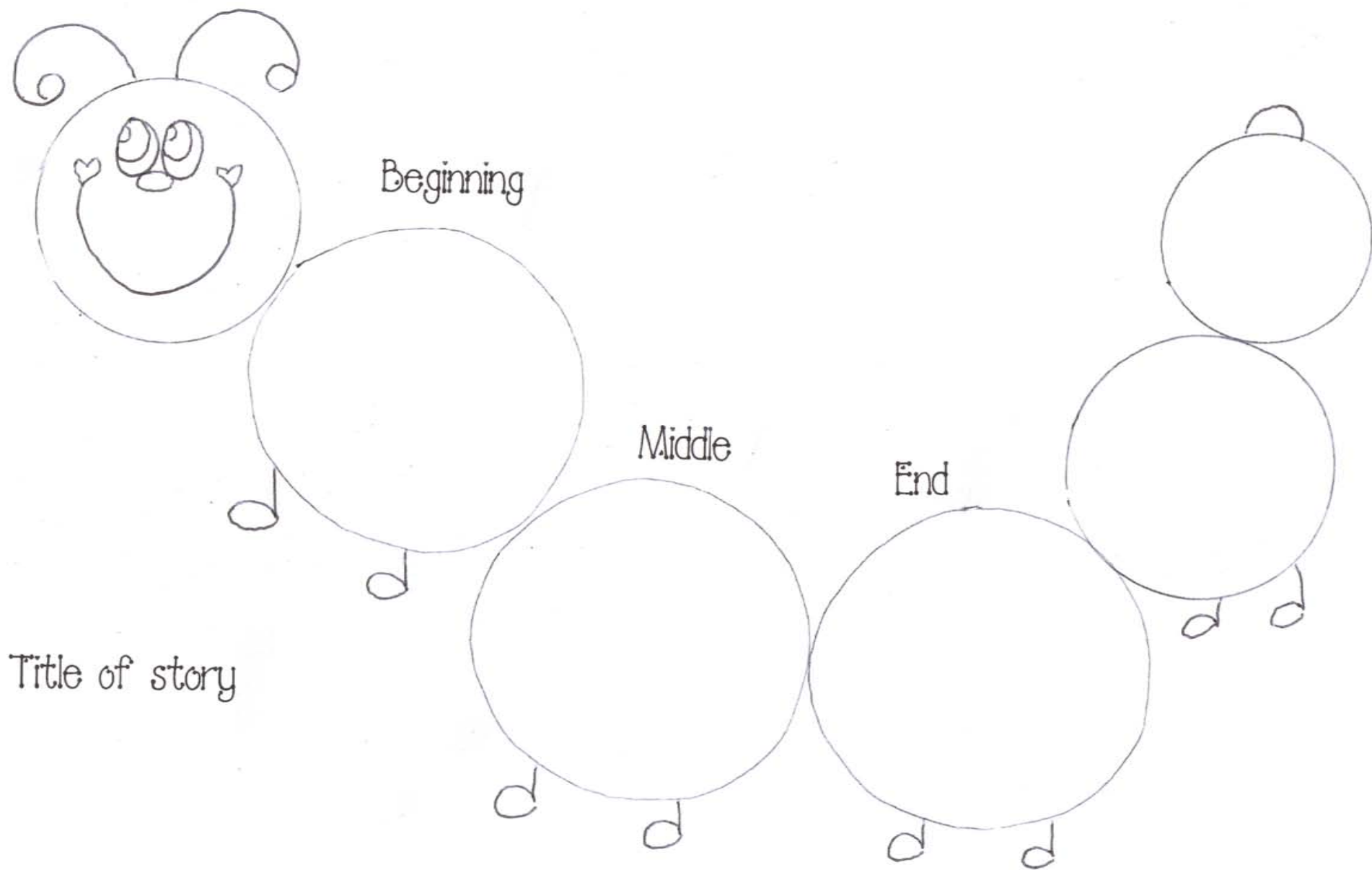


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# I can retell a story!

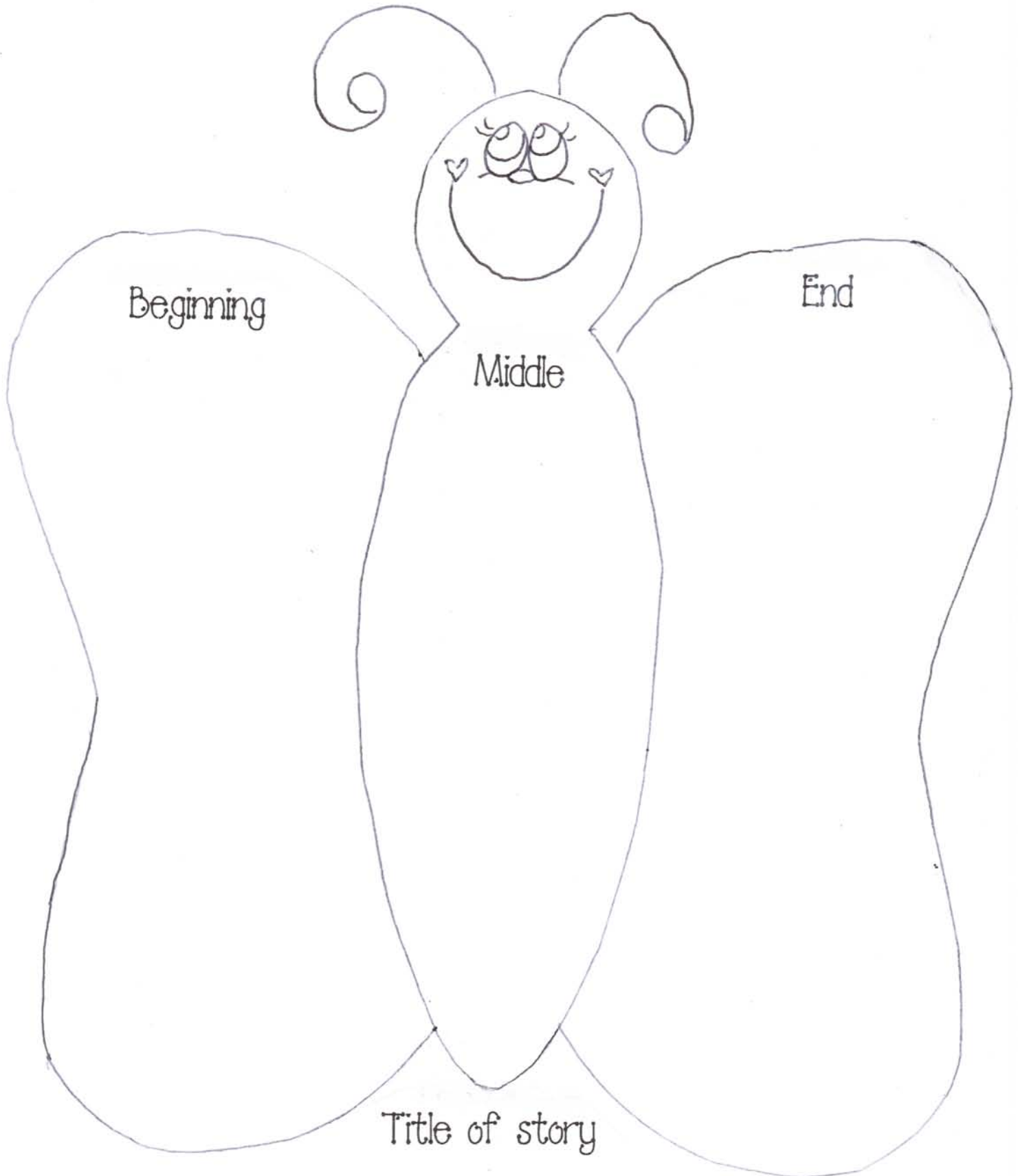
Title: \_\_\_\_\_





Caterpillar Graphic Organizer

# Butterfly Graphic Organizer



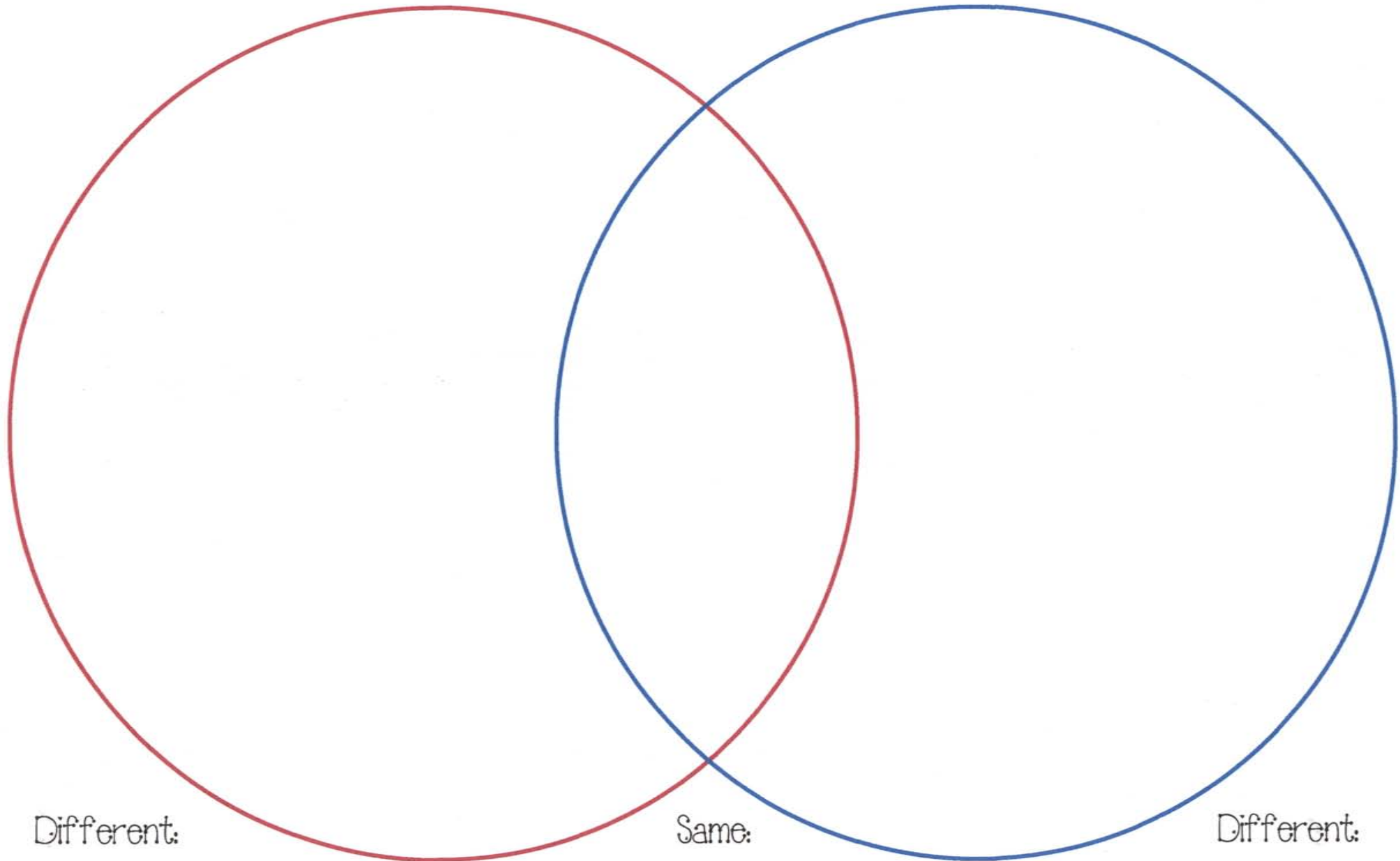


# Comparing and Contrasting 2 Stories

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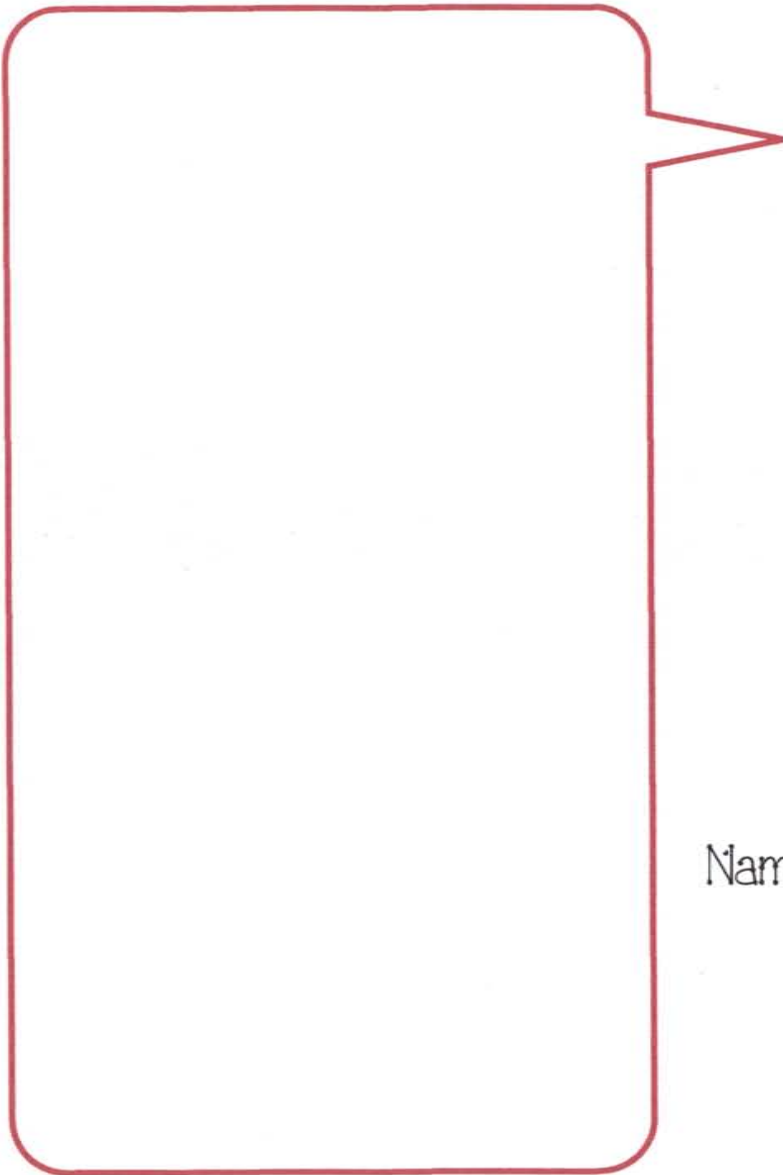
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Title: \_\_\_\_\_

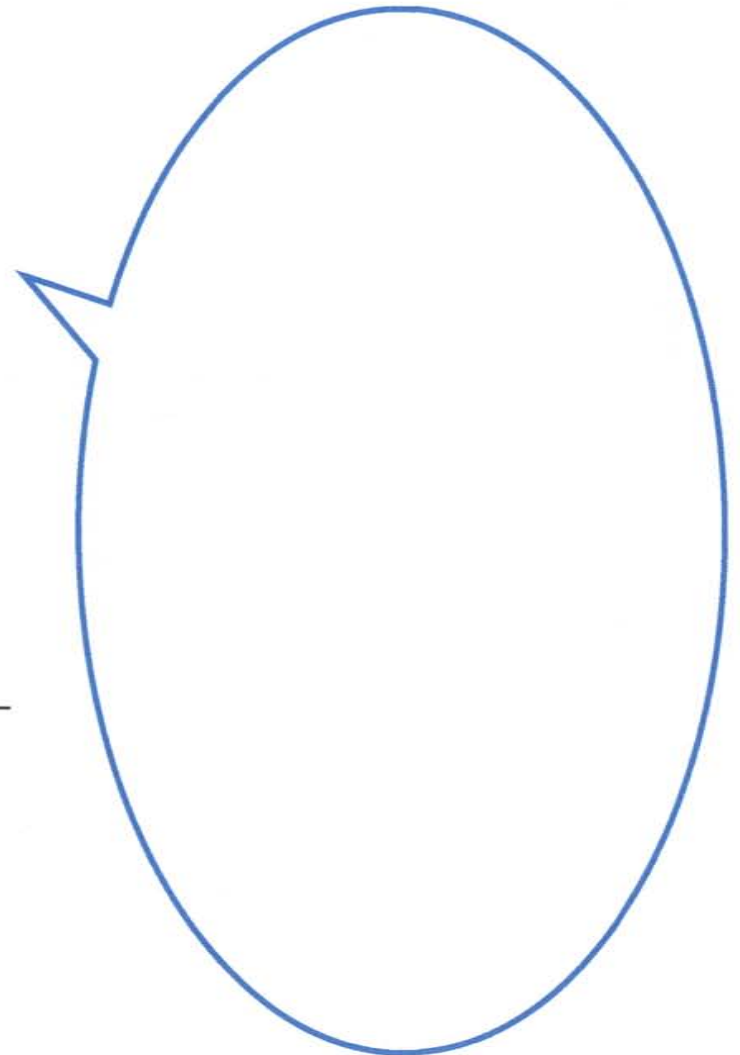
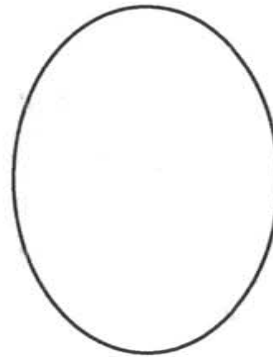


# Opinion

I liked this story better because...

A large red speech bubble with a pointed tail on the right side, intended for a student to write their reasons for liking a story better.

I didn't like this story as much because...

A large blue speech bubble with a pointed tail on the left side, intended for a student to write their reasons for not liking a story as much.

Me!

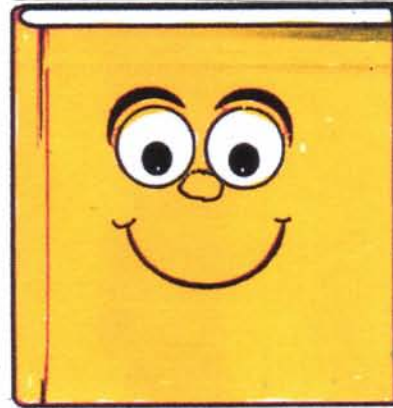
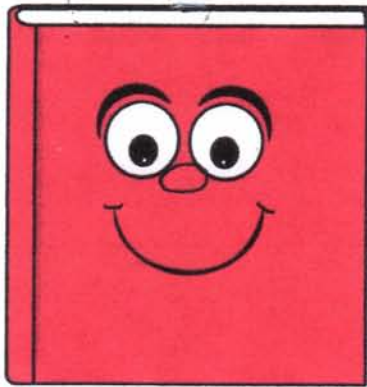
Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

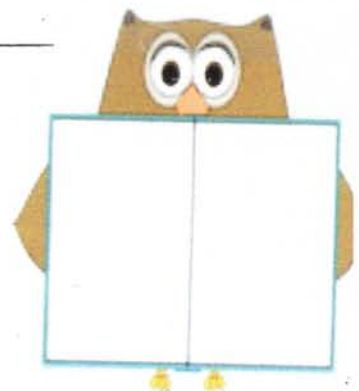
# Graphing Time

Whooooo Likes This Book Best?



Title

Title





# Comparing and Contrasting Characters in 1 Story

Title: \_\_\_\_\_

Character:

Character:

Different:

Same:

Different:

# Comparing and Contrasting Characters in 2 Stories

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Character:

Character:

Different:

Same:

Different:

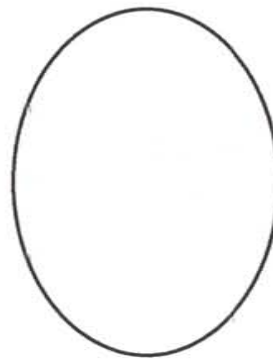
# Opinion

I liked this character better because...

I didn't like this character as much because...

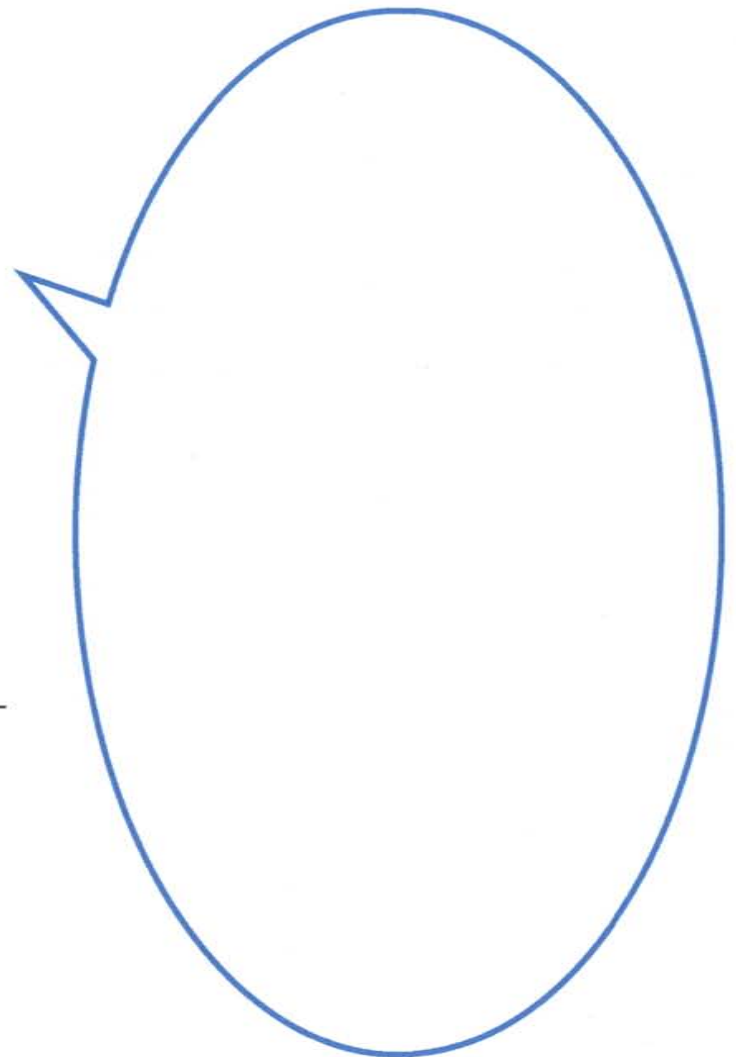
A large red speech bubble with a pointed tail on the right side, intended for writing a positive opinion.

Title:



Me!

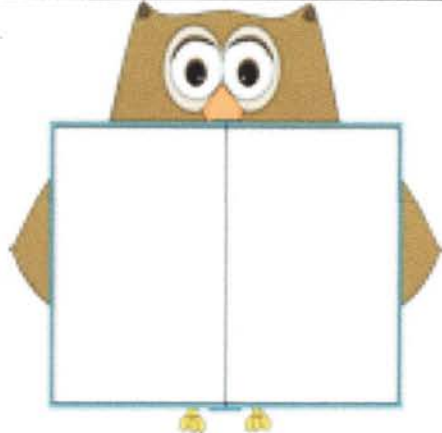
Name: \_\_\_\_\_

A large blue speech bubble with a pointed tail on the left side, intended for writing a negative opinion.

Title:

# Graphing Time

Whooooo Likes This Character Best?

	
Character	Character





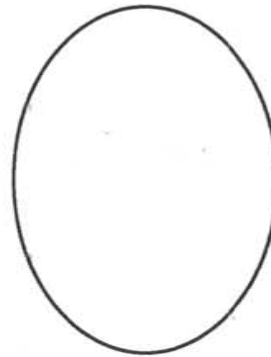
# Text To Self Connections

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Title: \_\_\_\_\_

A large red speech bubble with a pointed tail on the right side, intended for writing a connection to the text.

My Connection:

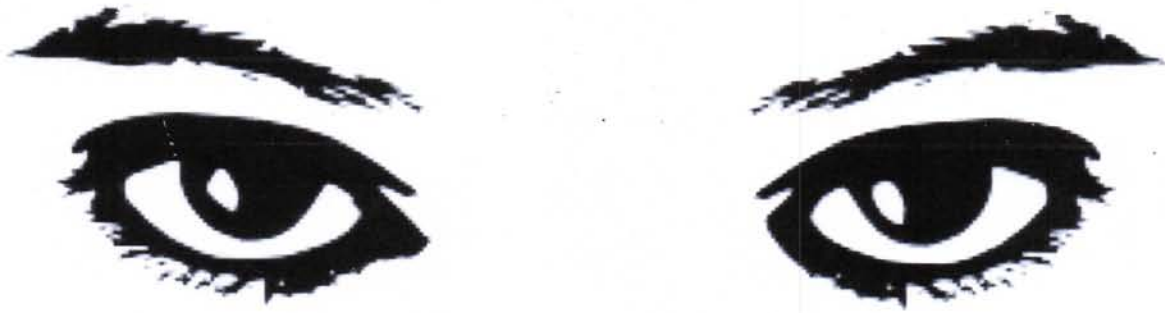


Me!

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

My Connection:

A large blue speech bubble with a pointed tail on the left side, intended for writing a connection to the text.

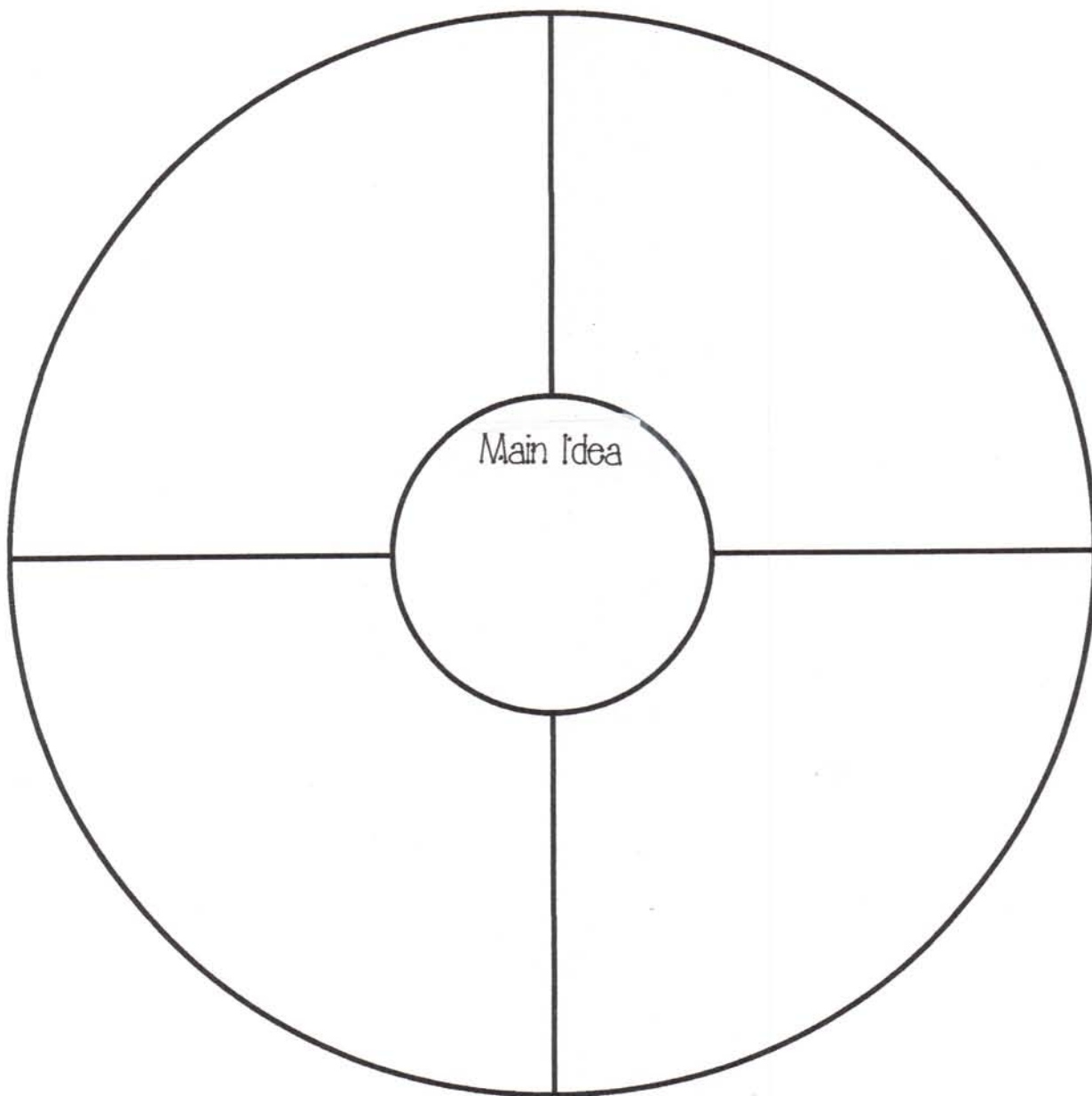


The story through the eyes of the character

Who is the main character?

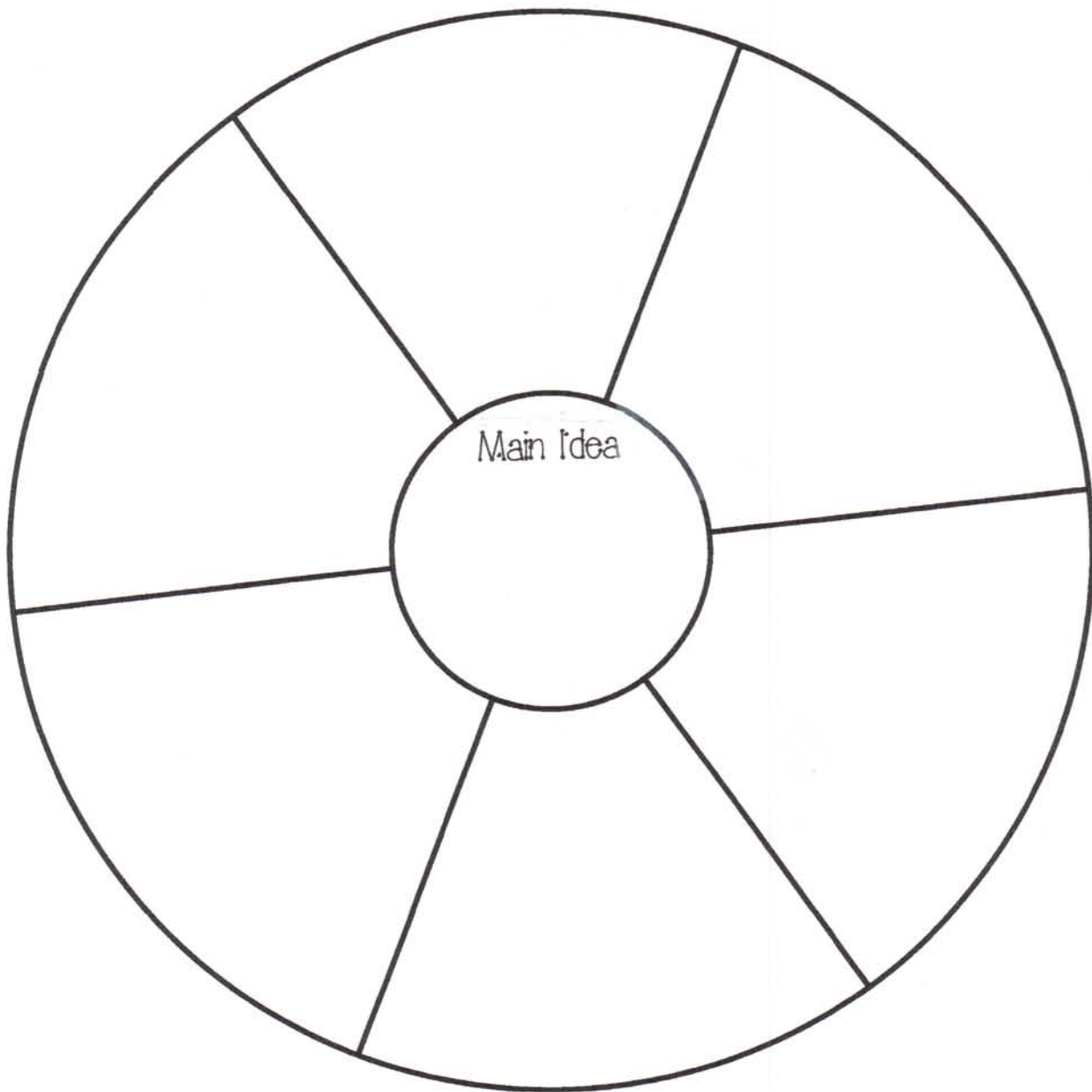
What does he see?

# Main Idea Wheel

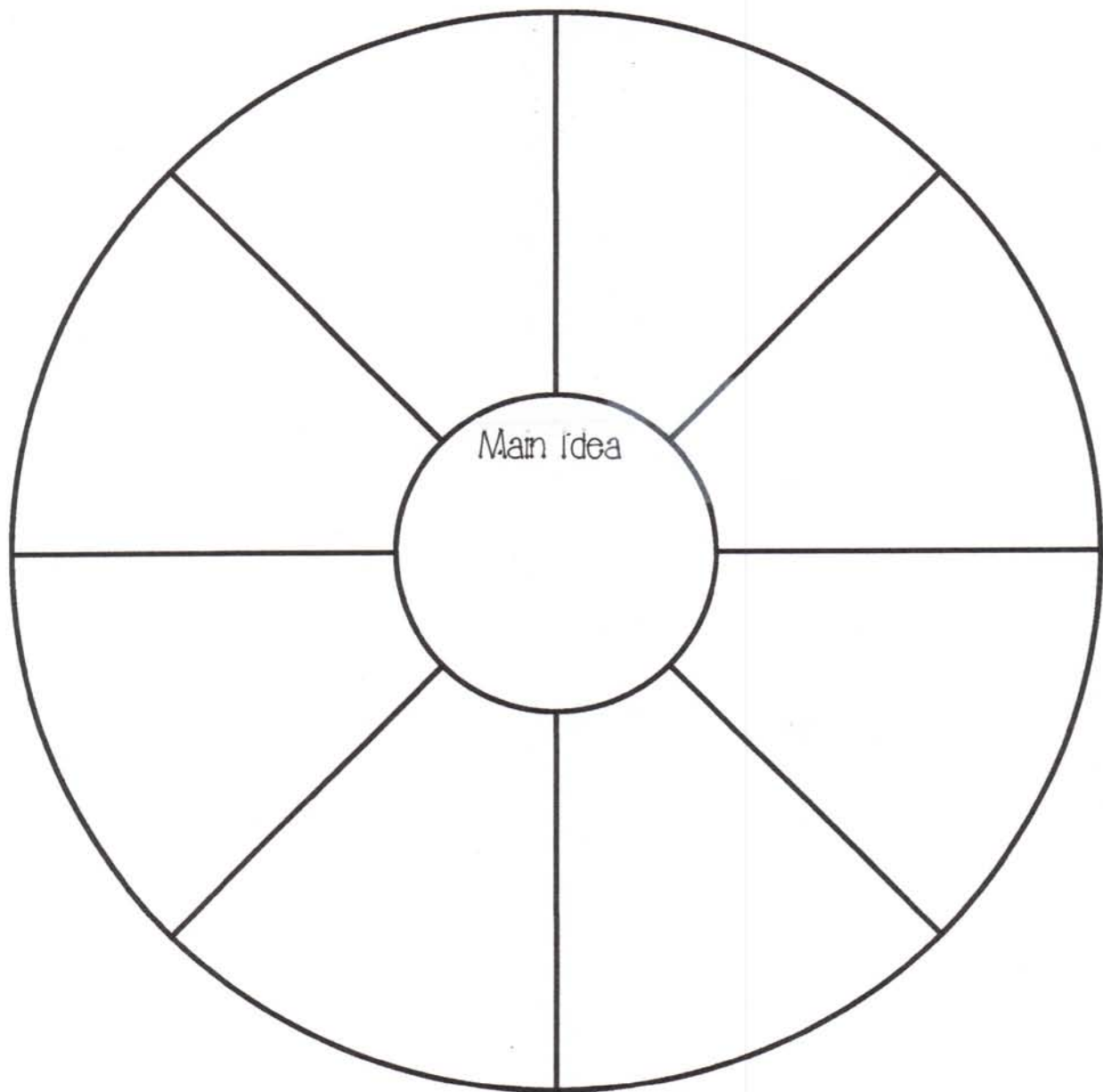




# Main Idea Wheel



# Main Idea Wheel



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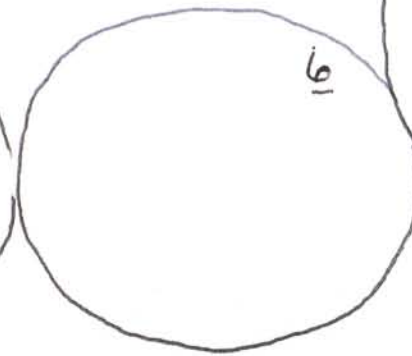
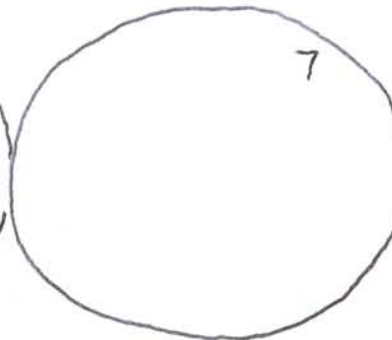
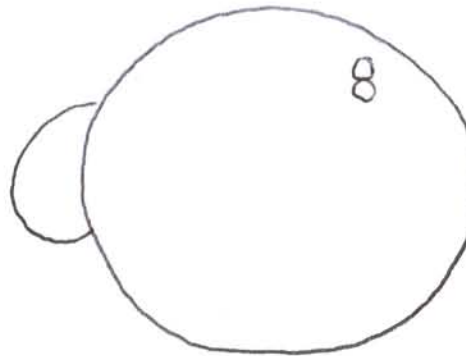
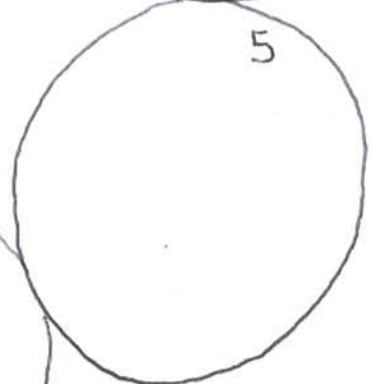
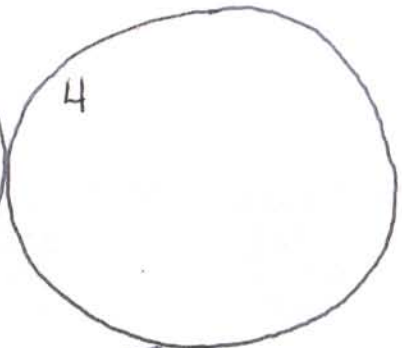
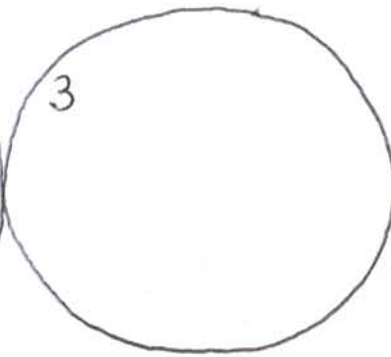
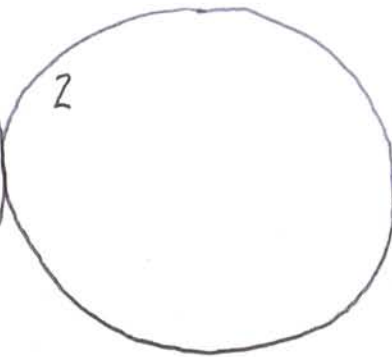
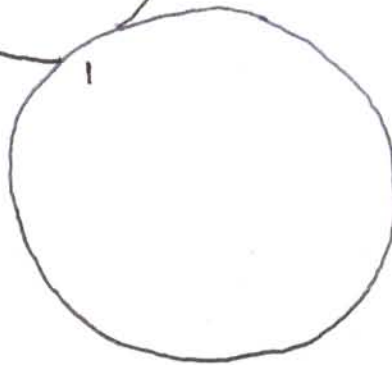
My scientific observations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# 8 Chronological Events

Title of story / book:

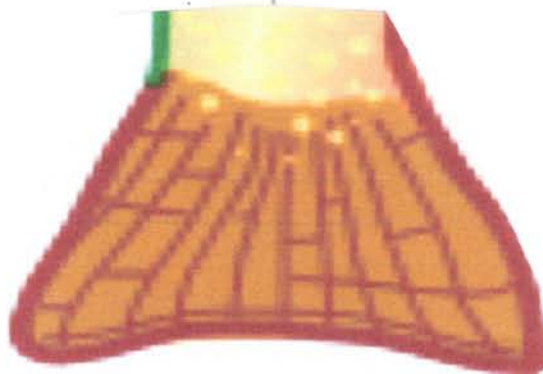
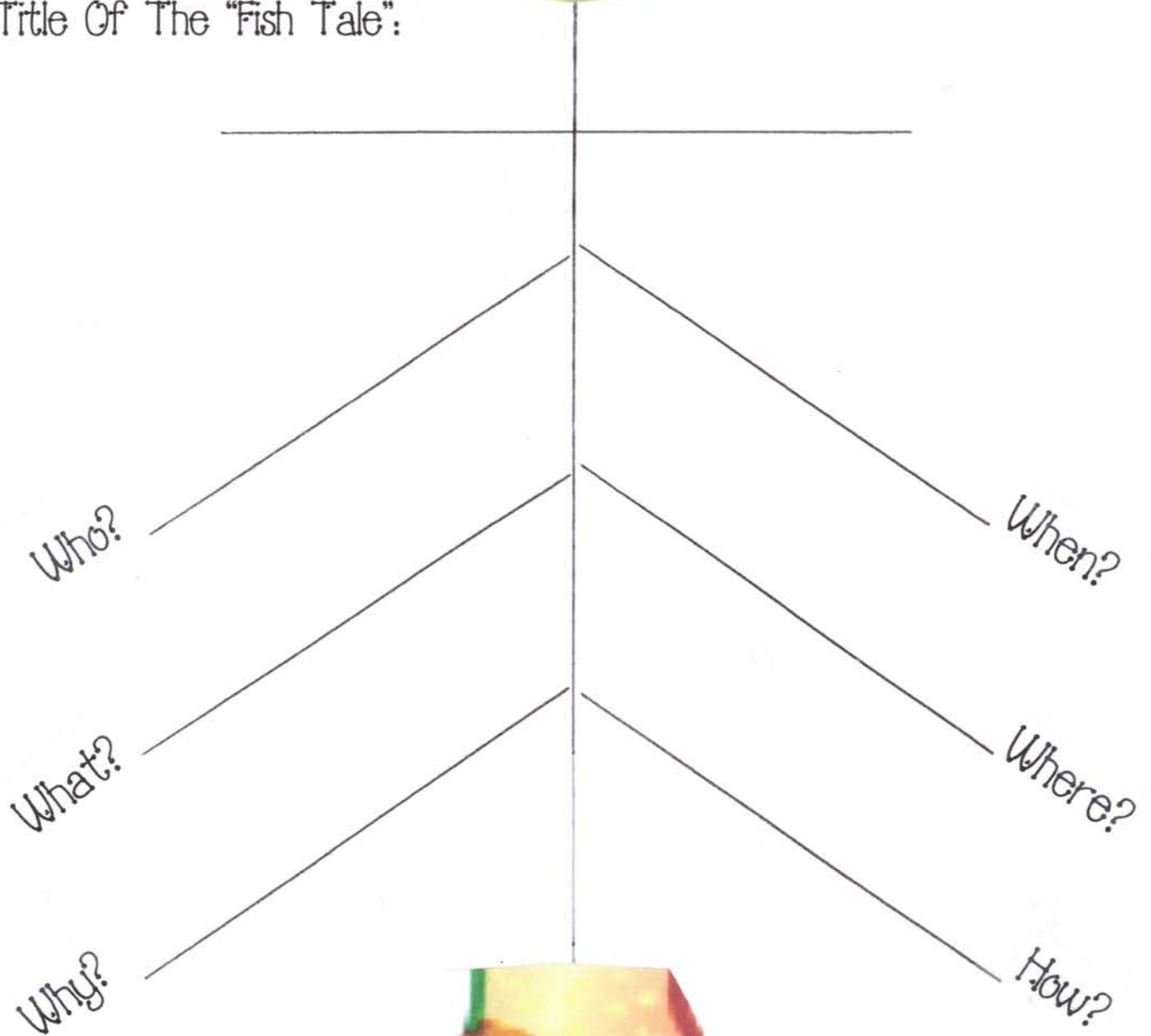
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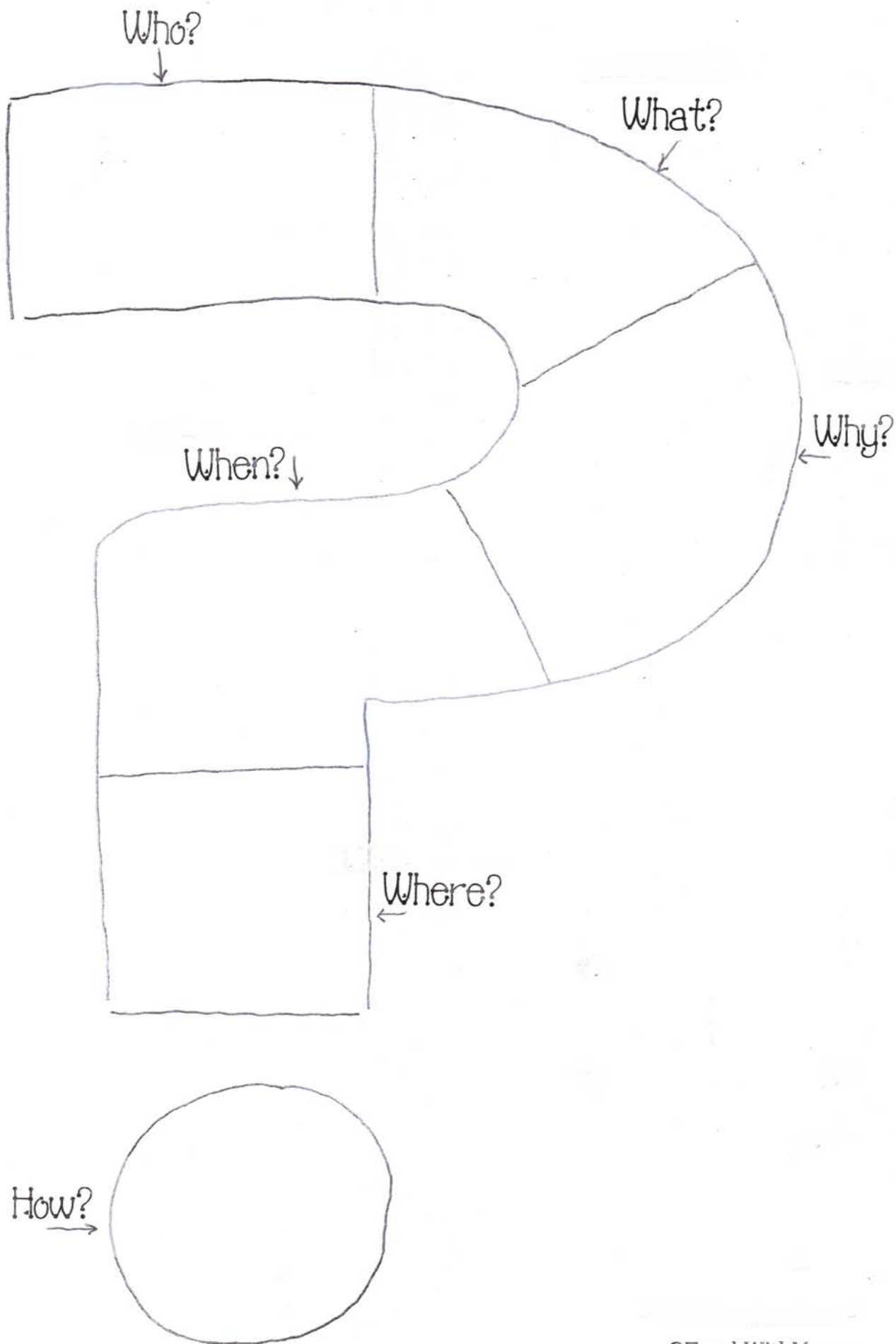
# Fish Bone Graphic Organizer



Title Of The "Fish Tale":







# Star Graphic Organizer

Where

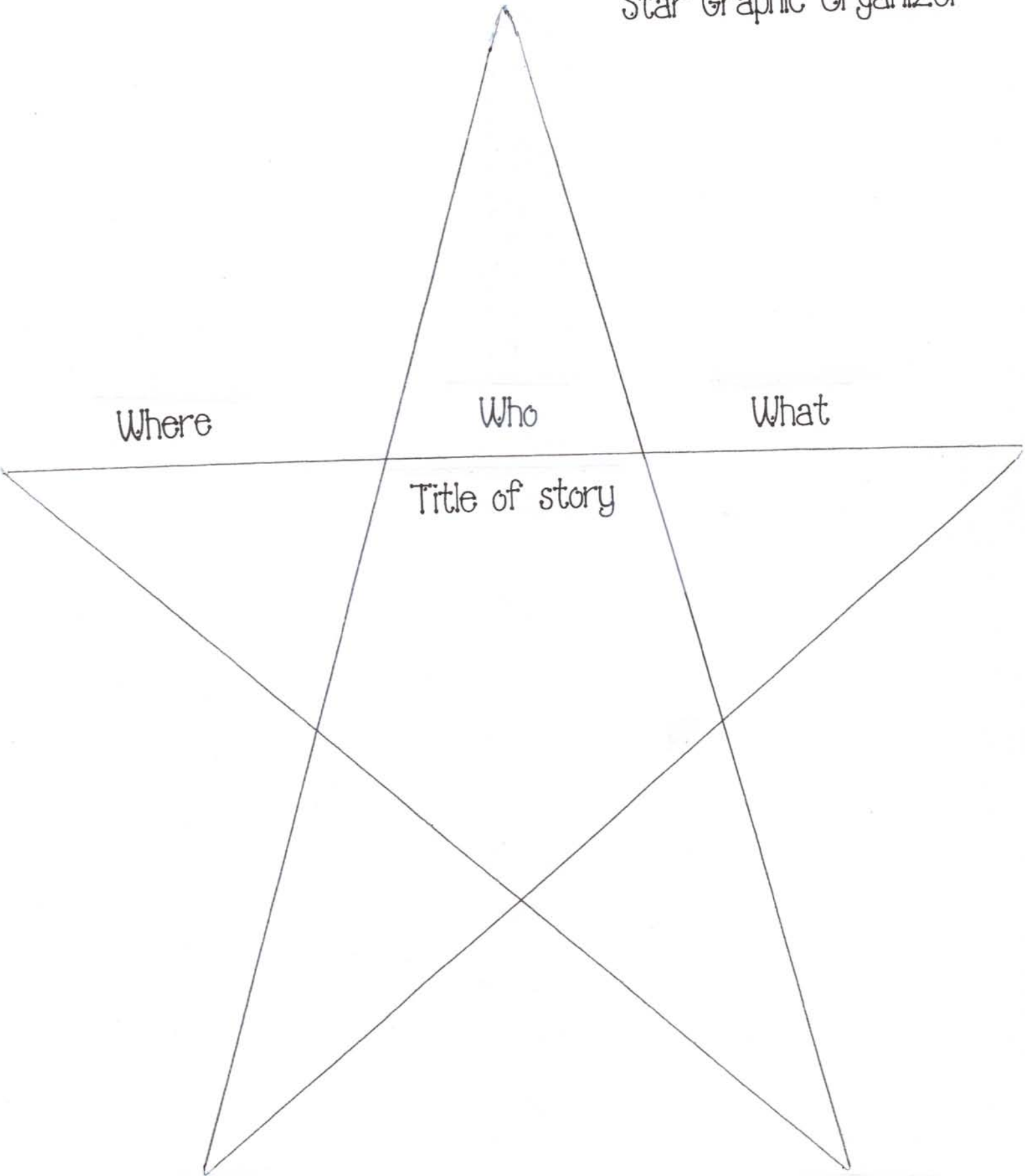
Who

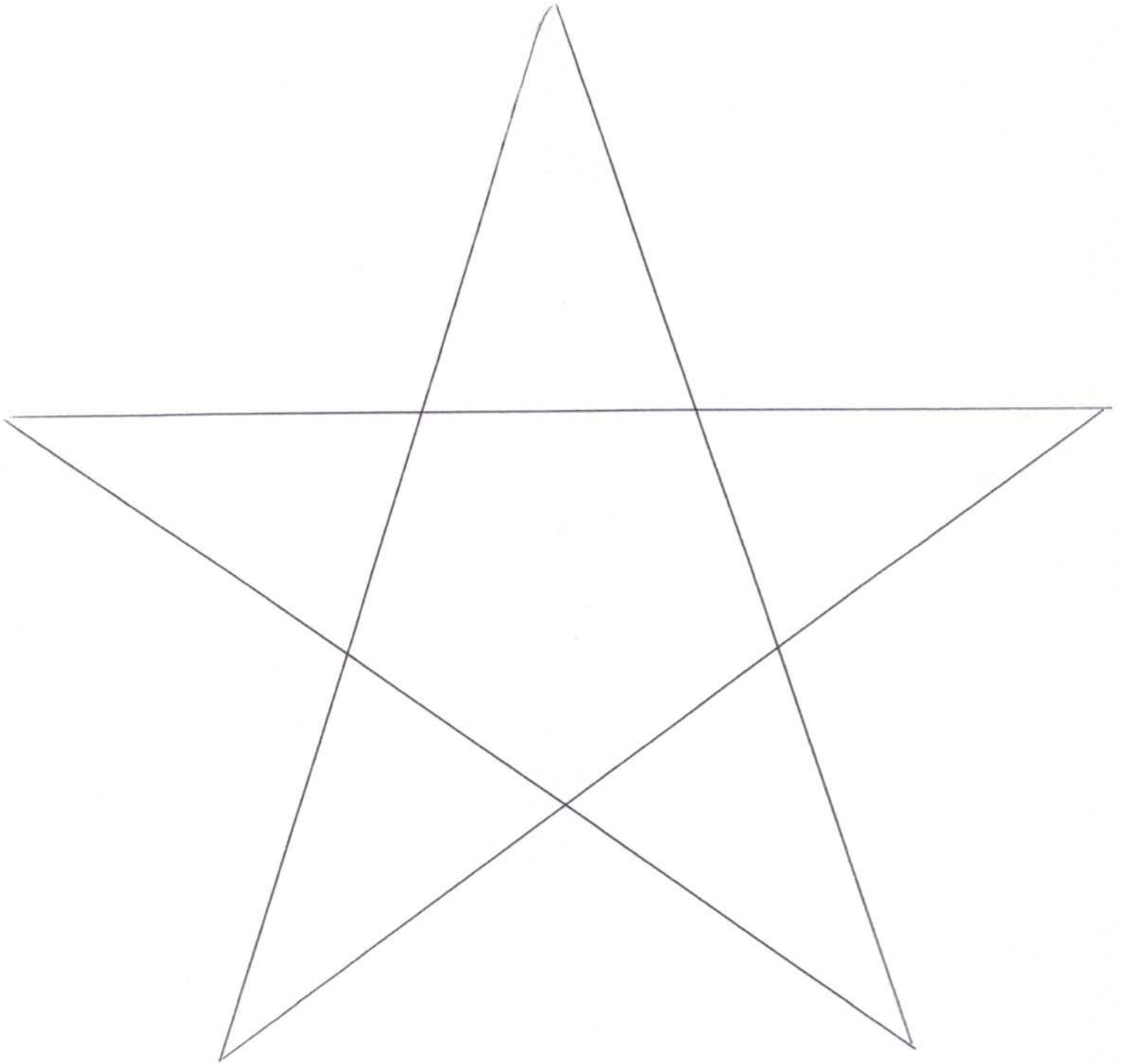
What

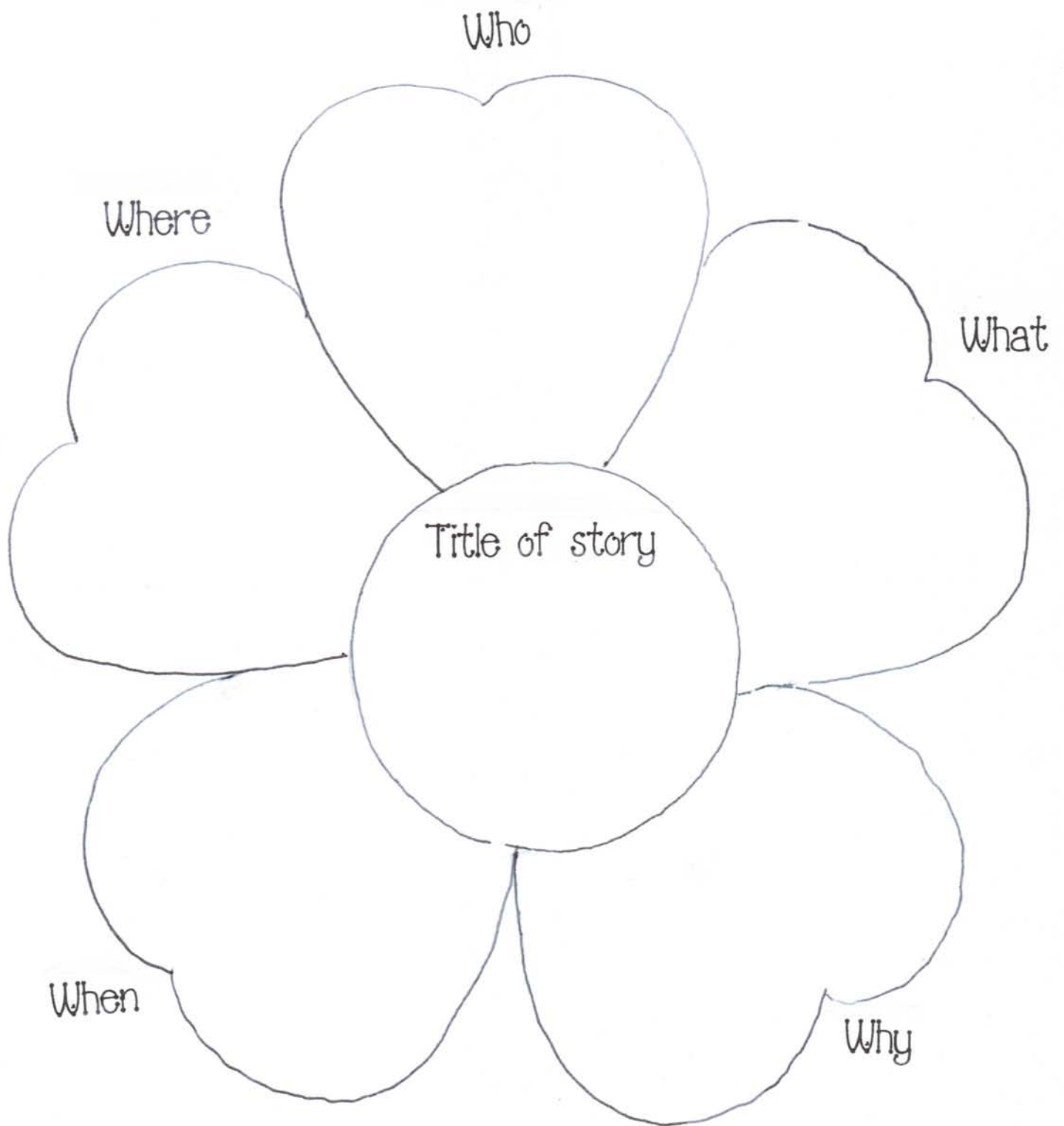
Title of story

When

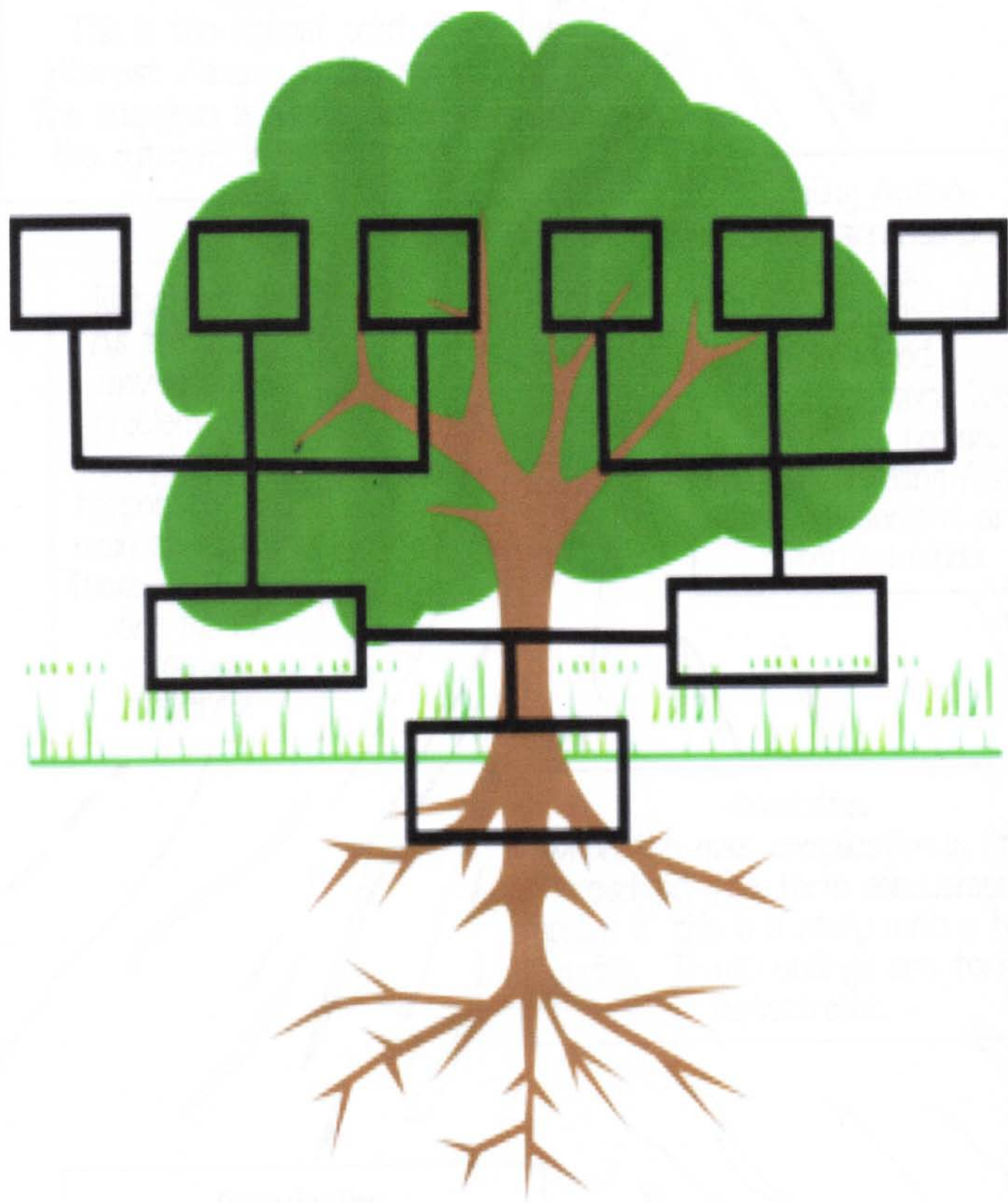
Why







Flower Graphic Organizer



### Climax:

This is the highest point of interest / drama in the story. The suspense is at its peak, but the outcome is still not clear.

### Rising Action:

As the story moves along, problems and complications happen for the main character. These difficulties are what creates suspense!

### Falling Action:

The tension has been relieved.  
The conflict has been resolved.  
The characters' lives return to normal.  
The terms Falling Action and Denouement are often combined.

### Resolution:

When the main complication is finally resolved. The term denouement applies if this is a story with a happy ending. Tragic endings are termed catastrophe.

### Introduction:

The reader is introduced to the characters, setting, and background information.



Climax:

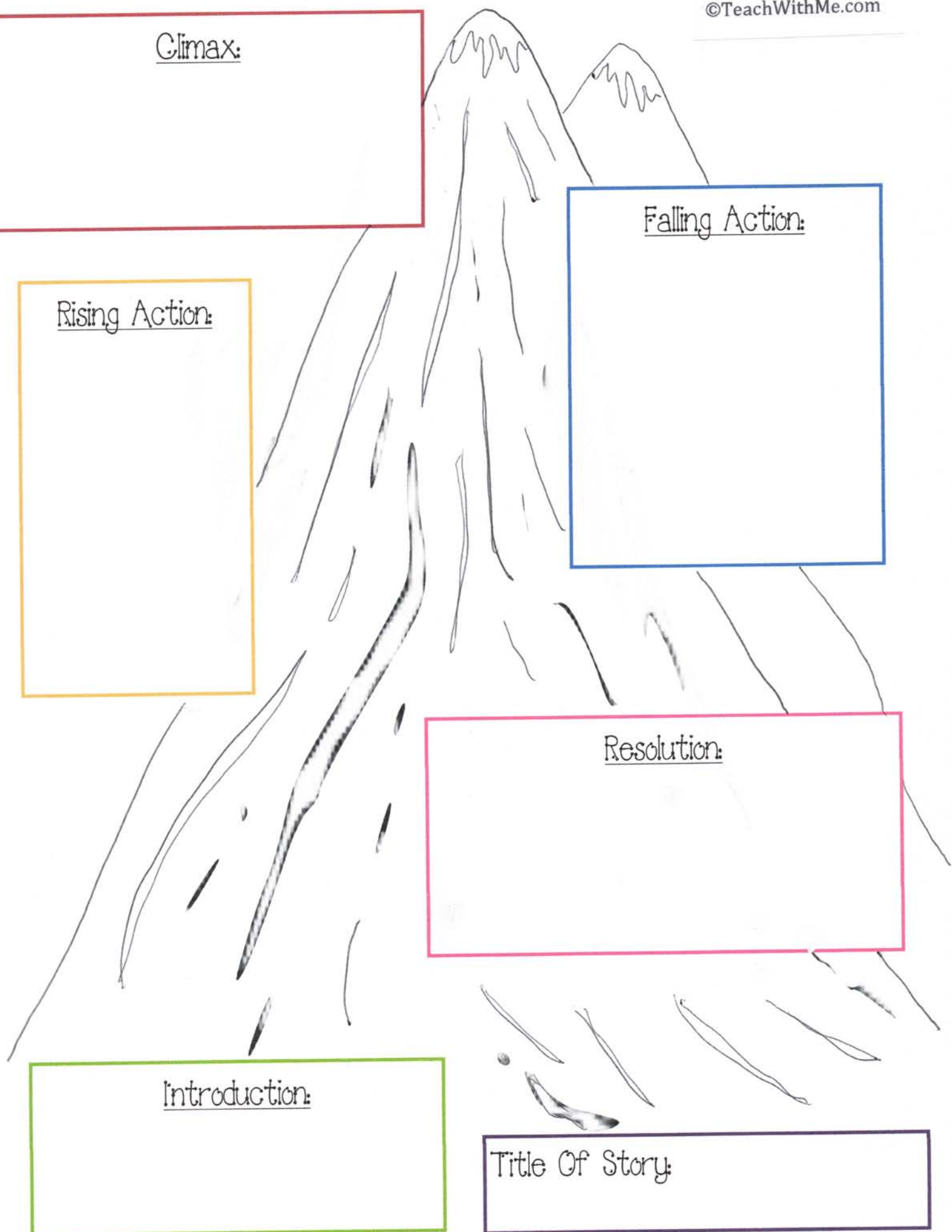
Falling Action:

Rising Action:

Resolution:

Introduction:

Title Of Story:



# Triple Venn Diagram

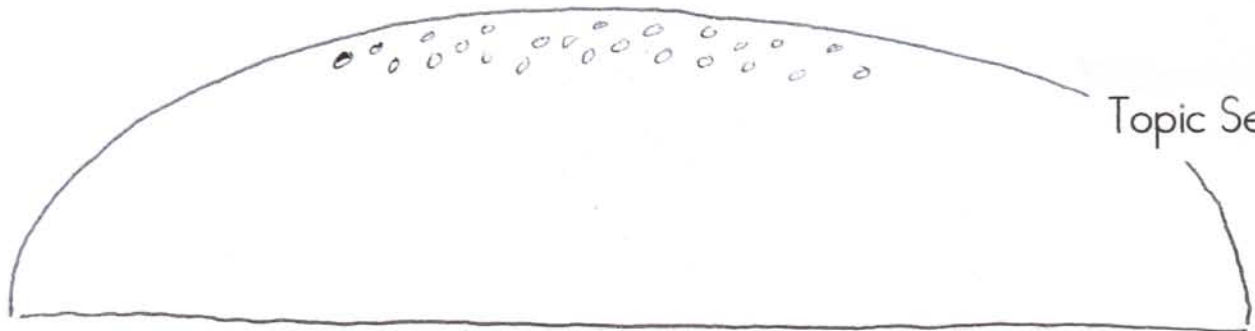
Different

Different

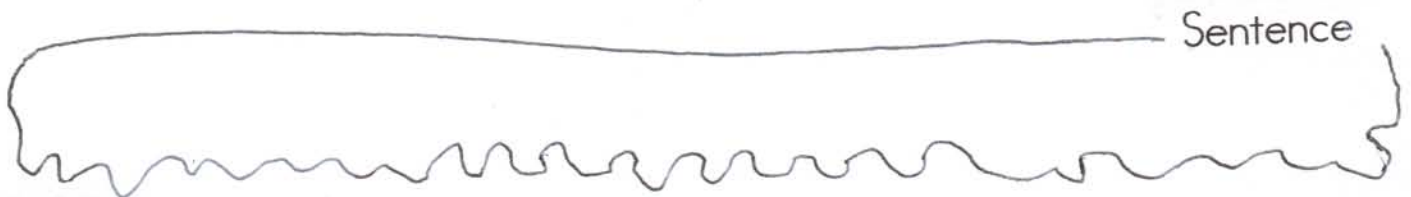
Same

Different

# A Double Cheeseburger Paragraph

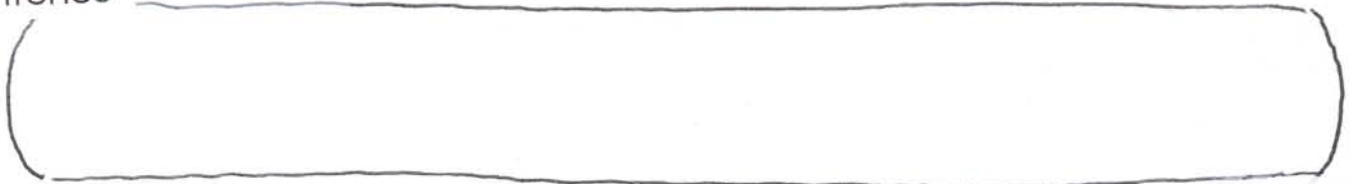


Topic Sentence

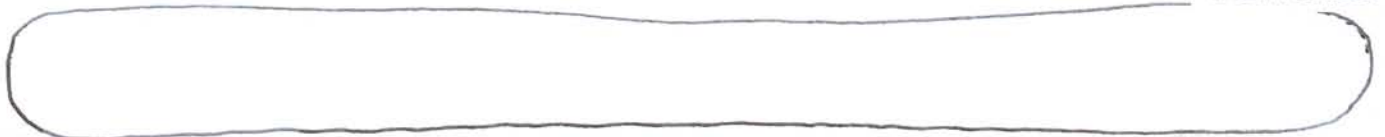


Sentence

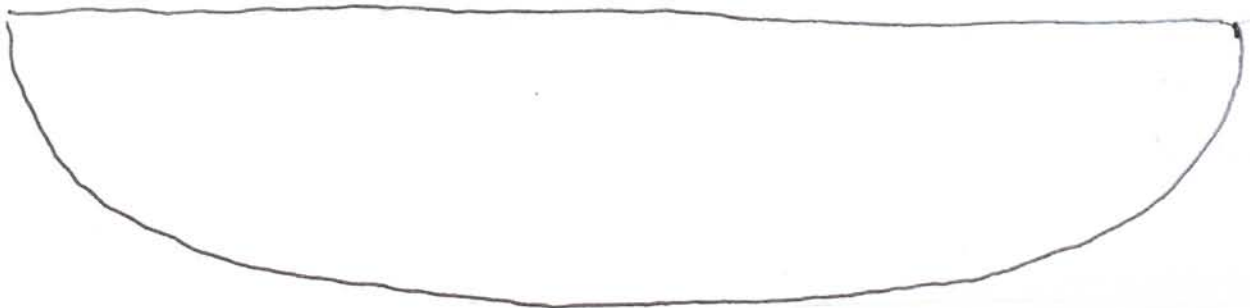
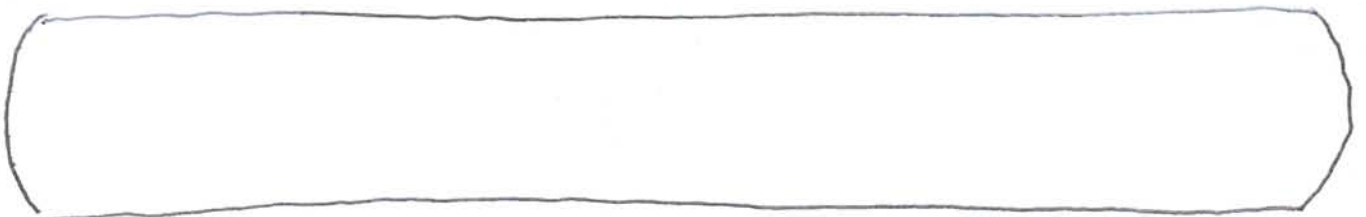
Sentence



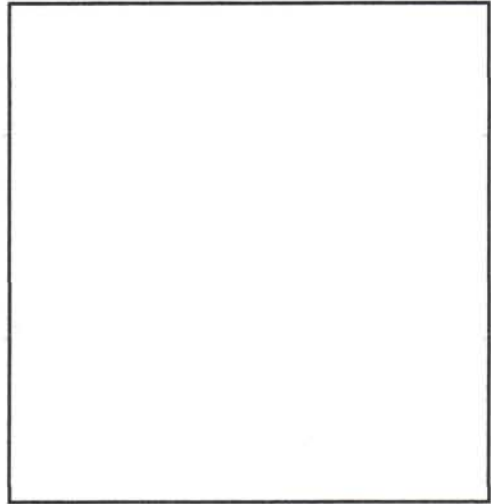
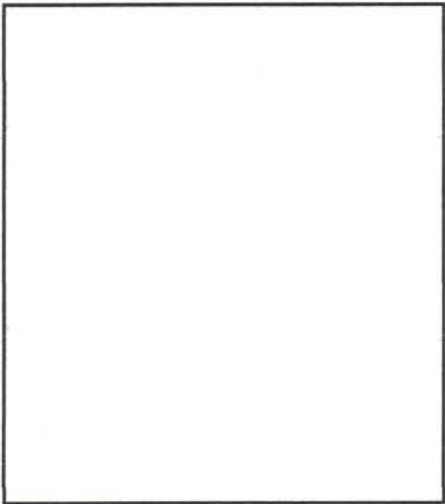
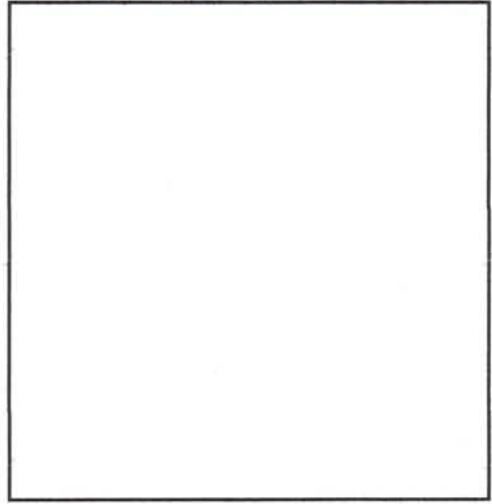
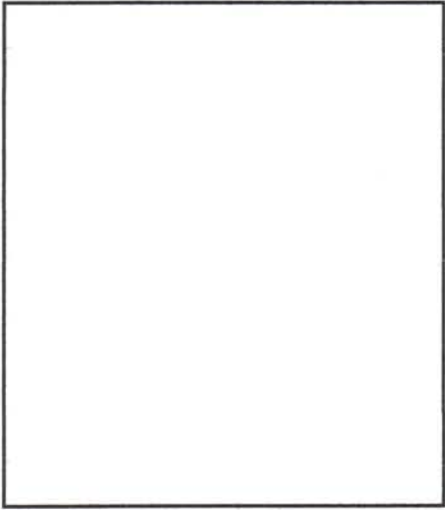
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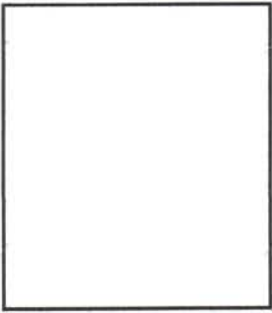


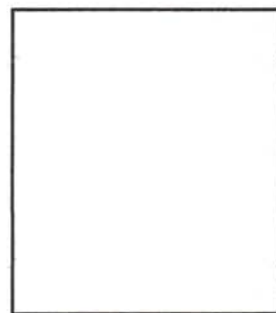
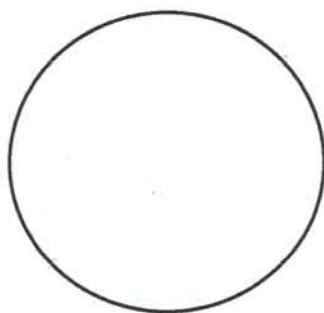
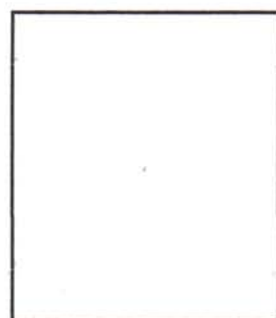
Sentence



Concluding Sentence









## Character Analysis

Name of Character:	Example:	What does this example reveal?
Character's words		
Character's thoughts:		
Character's appearance:		
Character's actions:		
What other characters say / feel about them.		

