Graphic Organizer Packet

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NOTING WHAT I'VE LEARNED

Topic: _____

Main Ideas/Key Words/ Questions/Drawings	**What I've learned:**
	1. _____ 2. _____ 3. _____
	1. _____ 2. _____ 3. _____
	1. _____ 2. _____ 3. _____
	1. _____ 2. _____ 3. _____

NOTING WHAT I'VE LEARNED

Topic: _____

Main Ideas/Key Words/ Questions/Drawings	**What I've learned:**
	1. _____ 2. _____ 3. _____
	1. _____ 2. _____ 3. _____
	1. _____ 2. _____ 3. _____
	1. _____ 2. _____ 3. _____

KNOWLEDGE CHART

Name: _____

Prior Knowledge About _____	New Knowledge About _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Topic: _____

Name: _____ **Date:** _____

A: _____ **B:** _____ **C:** _____

True of A Only	True of A and B	True of B Only	True of B and C	True of C Only

Topic:

_____

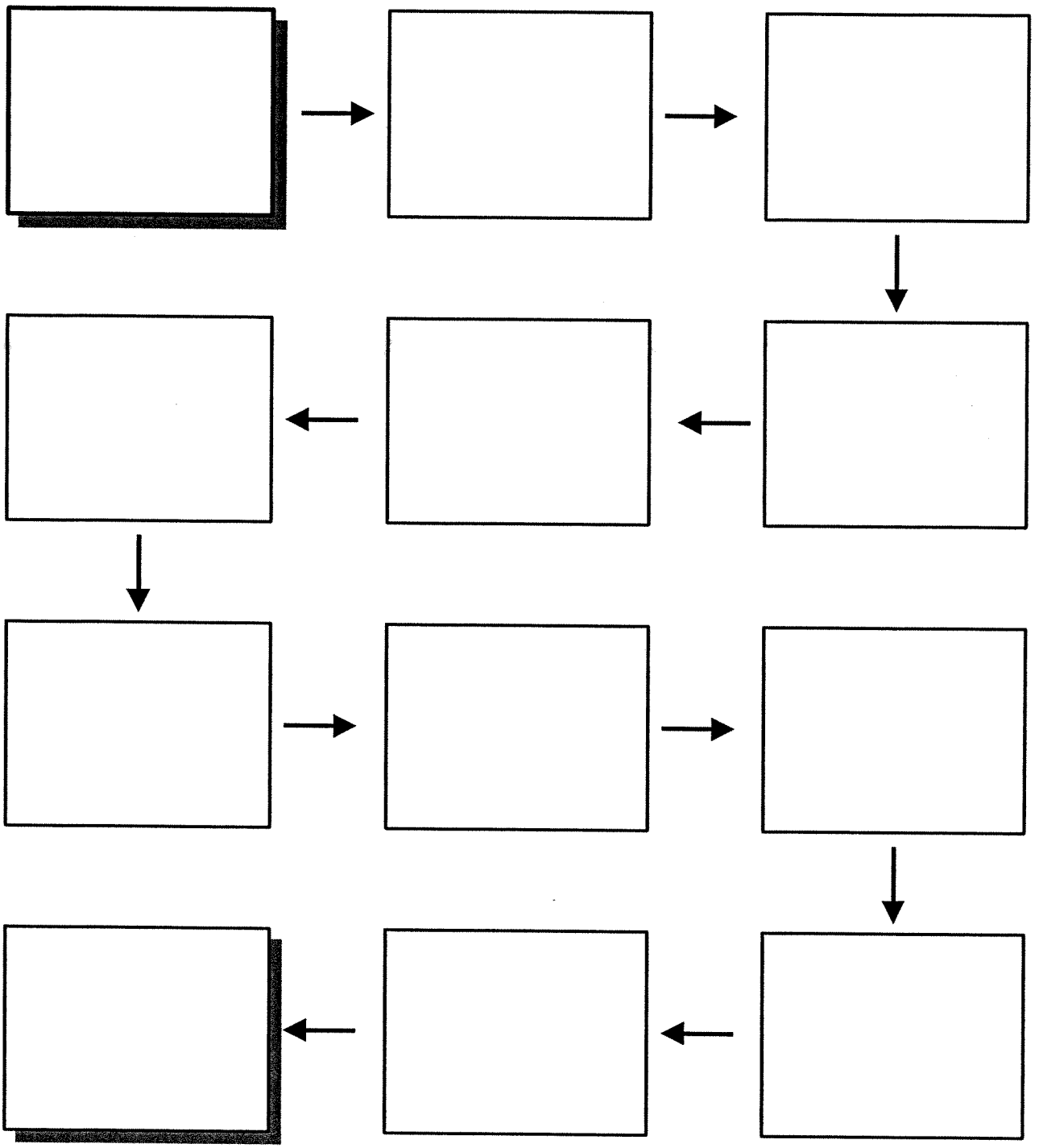
Name: _____ **Date:** _____

A: _____ **B:** _____ **C:** _____

True of A Only	True of A and B	True of B Only	True of B and C	True of C Only

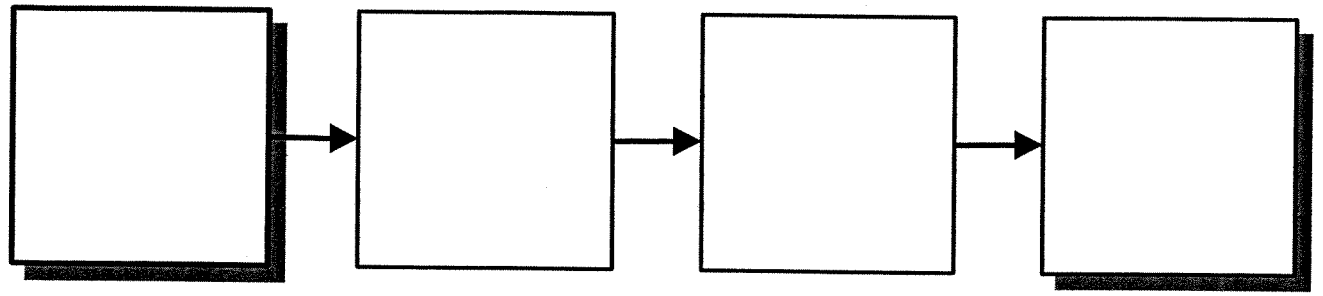
CAUSE AND EFFECT CHAIN 1

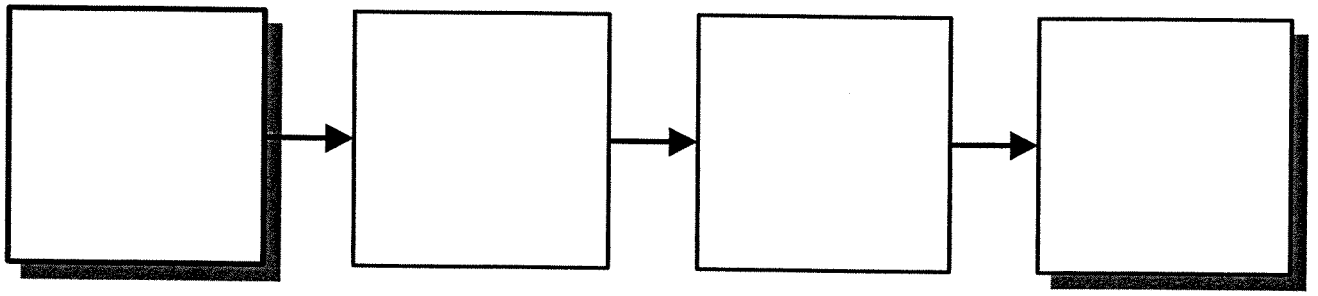
Name:_____ **Date:**_____

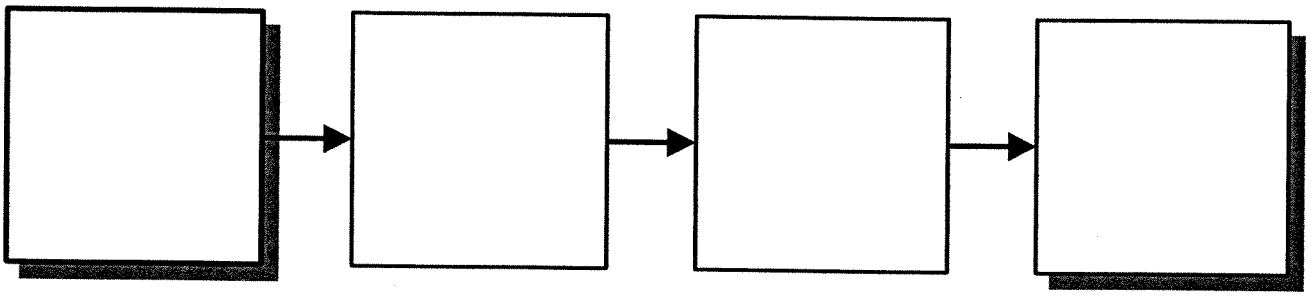


CAUSE AND EFFECT CHAIN 2

Name:_____ **Date:**_____

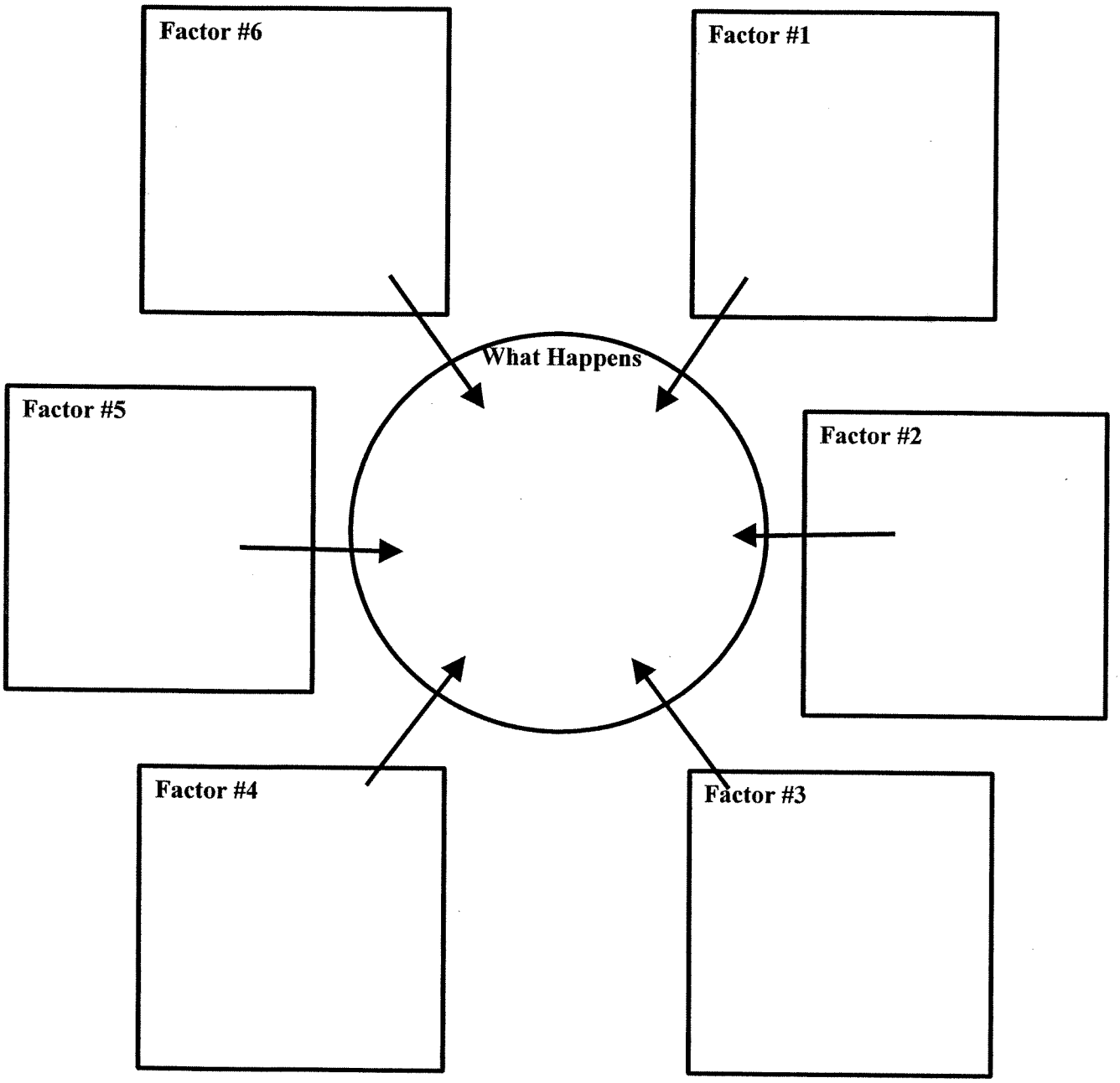






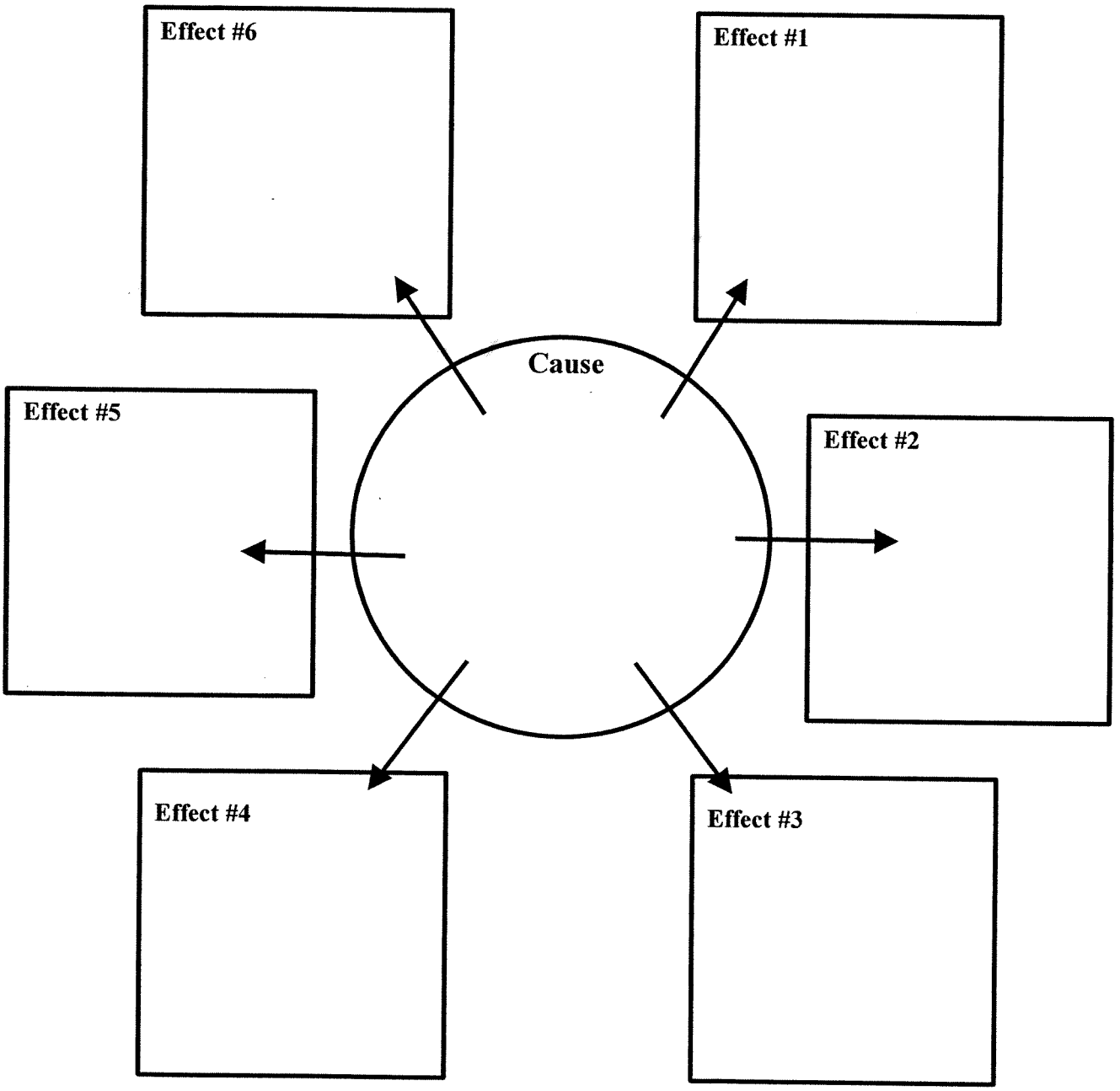
TOPIC: _____

Name:_____ **Date:**_____



TOPIC: _____

Name:_____ **Date:**_____



GO.4.12

Name:_____ **Date:**_____

REALITY VS. FANTASY CHART

Reality	Fantasy
How are the animals realistic?	**How are the animals based on fantasy?**
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____
3. _____	3. _____
_____	_____
4. _____	4. _____
_____	_____
5. _____	5. _____
_____	_____

DIRECTIONS ON HOW TO MAKE A _____

BY: _____

First,

Second,

Third,

Then,

Last,

STORY FRAME SUMMARY

Name:_____ **Date:**_____

Title of story _____
In this story, the problem begins when_____

After this, _____

Next, _____

Then, _____

The problem is finally solved when _____

The story ends _____

THINK/PAIR/SHARE

Question: _____

Think about your answer. Write it down, if needed.

↓

Select A Partner

↓

Listen to or explain answers

↓

Switch Roles

↓

State your answer in class discussion, a written assignment, or a speech.

WHO, WHAT, WHEN, WHERE, WHY, HOW #2

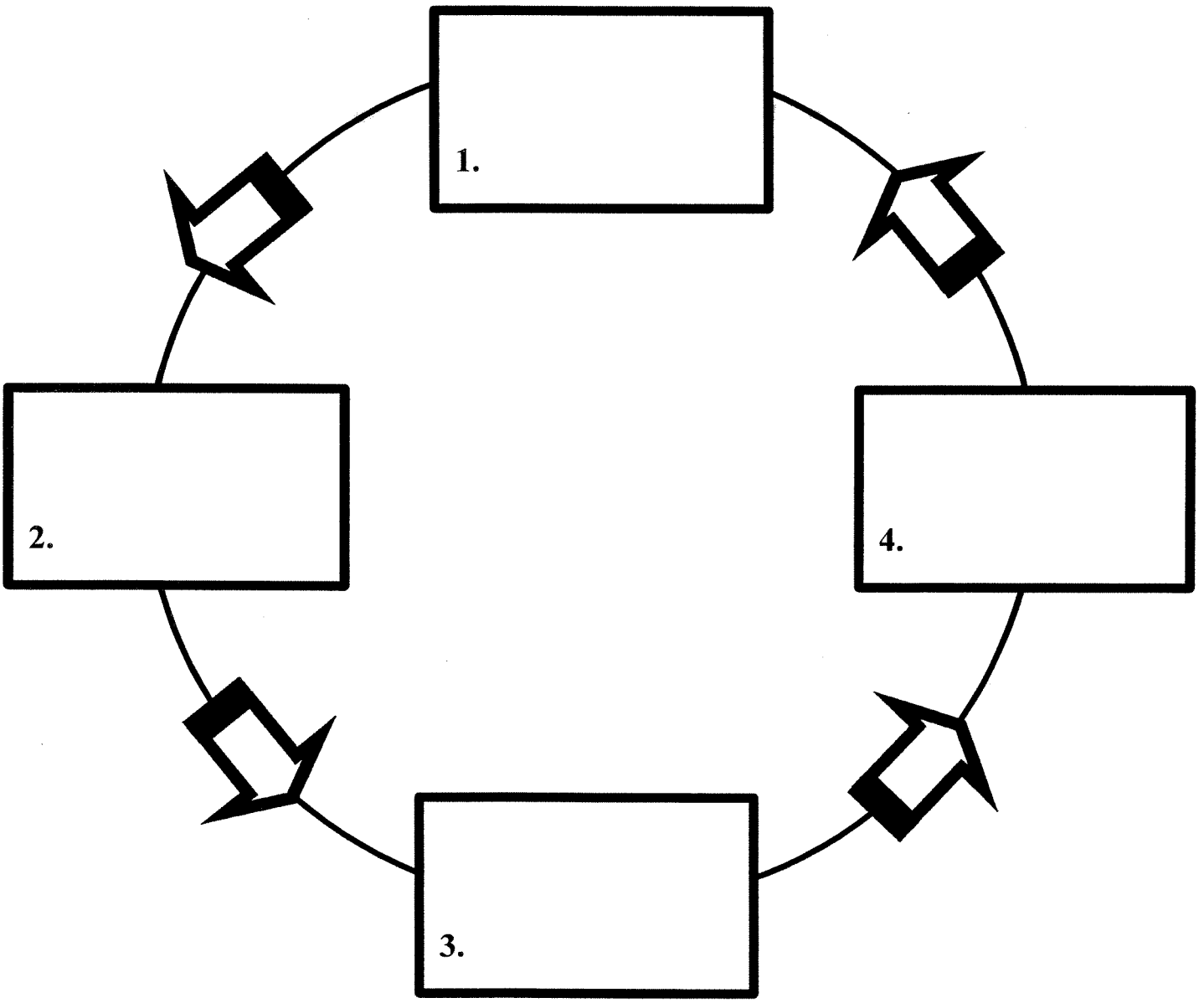
Topic: _____

Who?	**What?**
When?	**Where?**
Why?	**How?**

CYCLE GRAPH

Name:_____ **Date:**_____

Title:



ORAL PRESENTATION NOTE CARD FORMAT

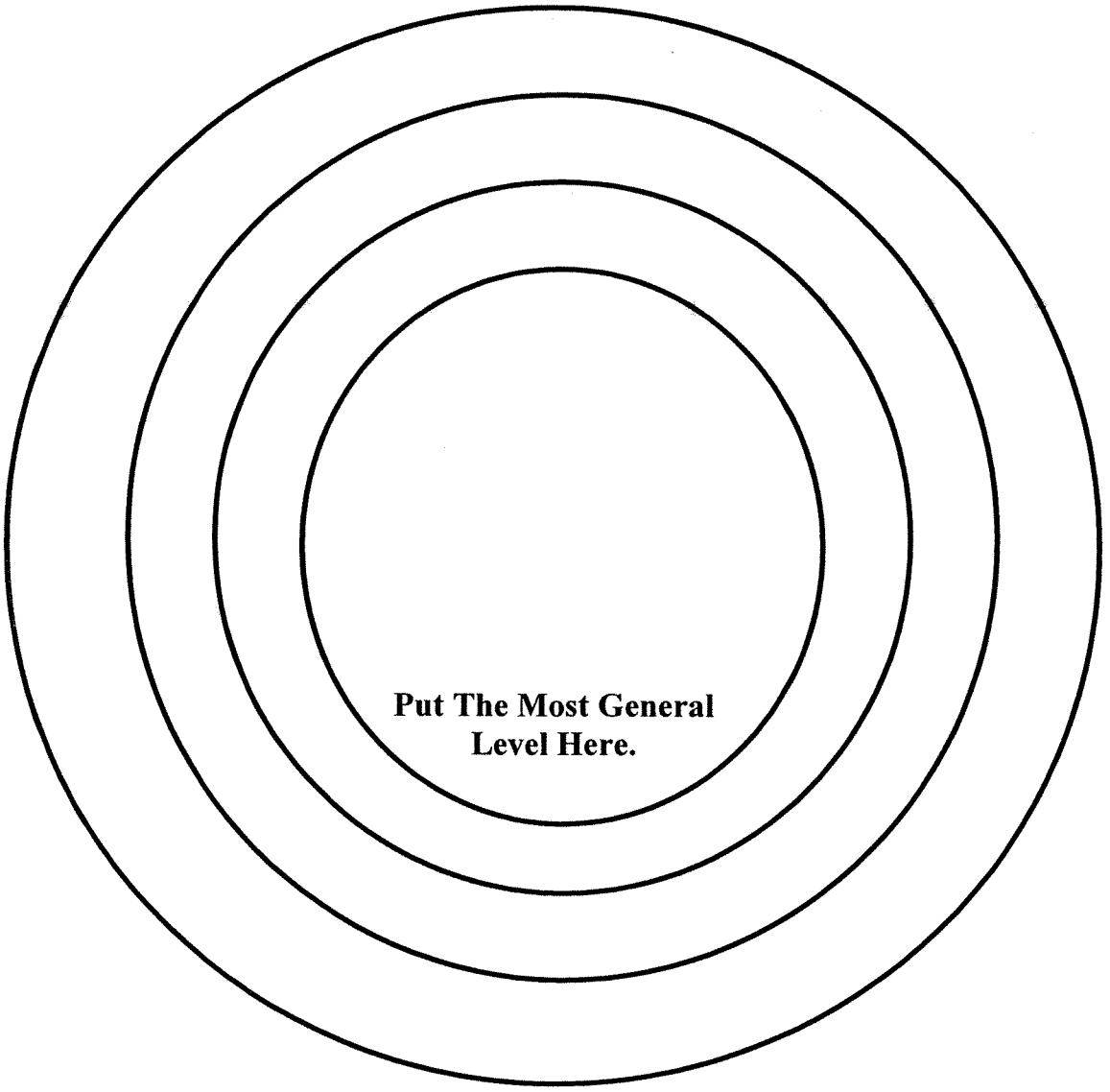
Card #_____ Card Topic:_____
Points to Make:

Plans for Gestures, Visuals, Props:

Eye Contact Volume Smile

GENERAL TO SPECIFIC

Name: _____ **Date:** _____



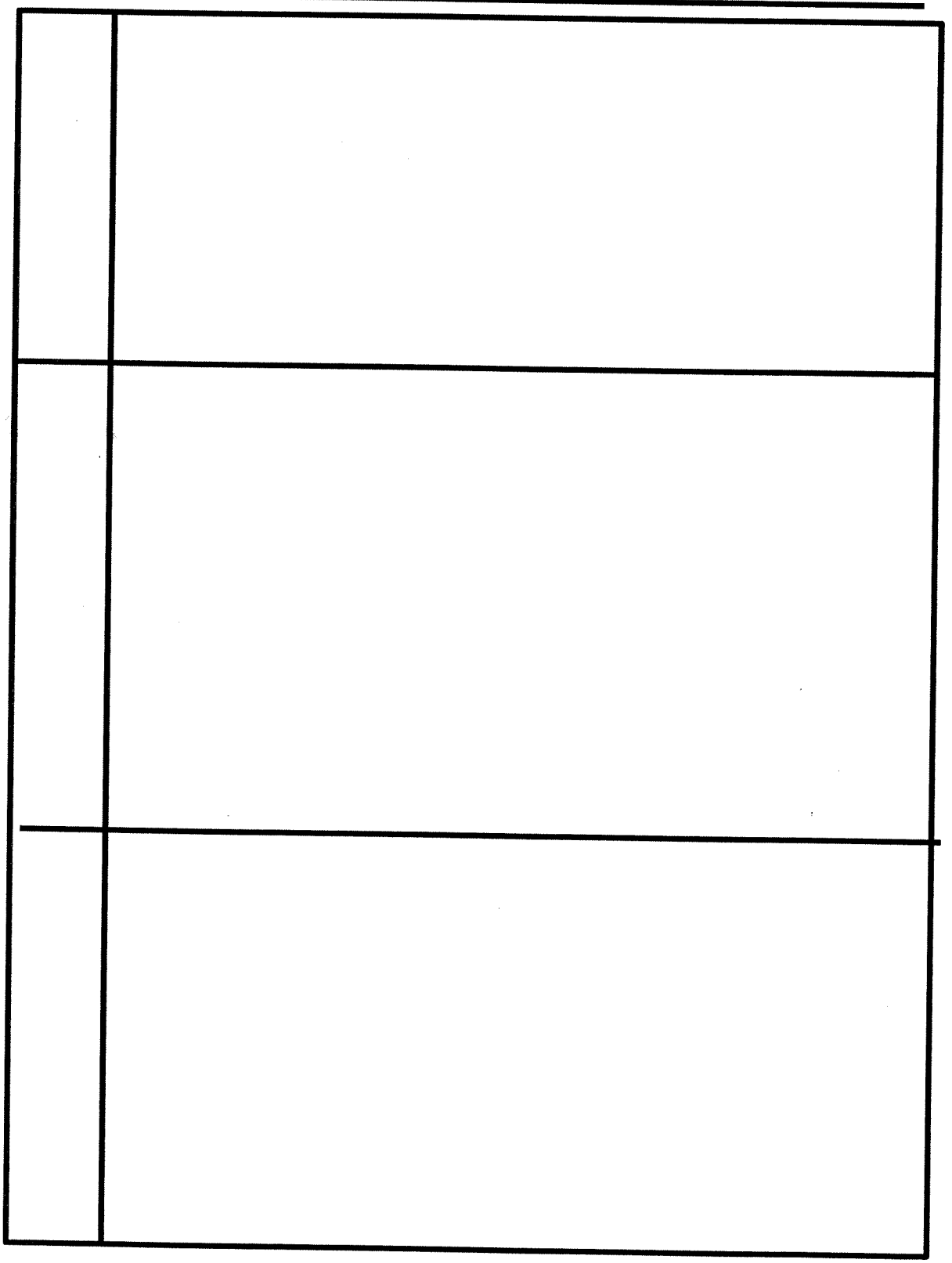
RANK ORDER

Name:_____ **Date:**_____

Level of Quality	Item	Explanation

KWL #2

TOPIC _____

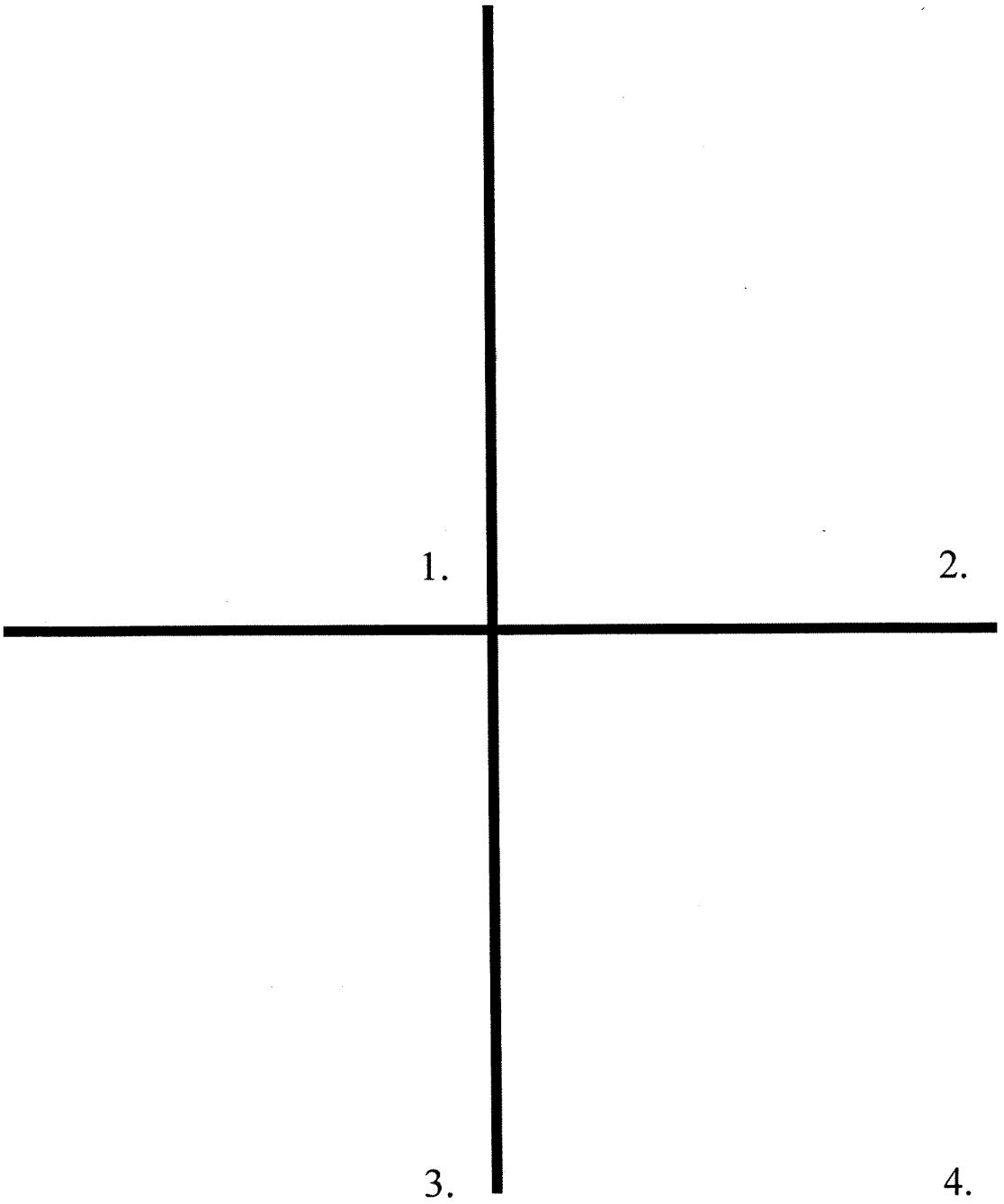


K-W-L-H

What we **Know**	What we **Want** to learn	What we **Learn** as we read	**How** we can Learn more

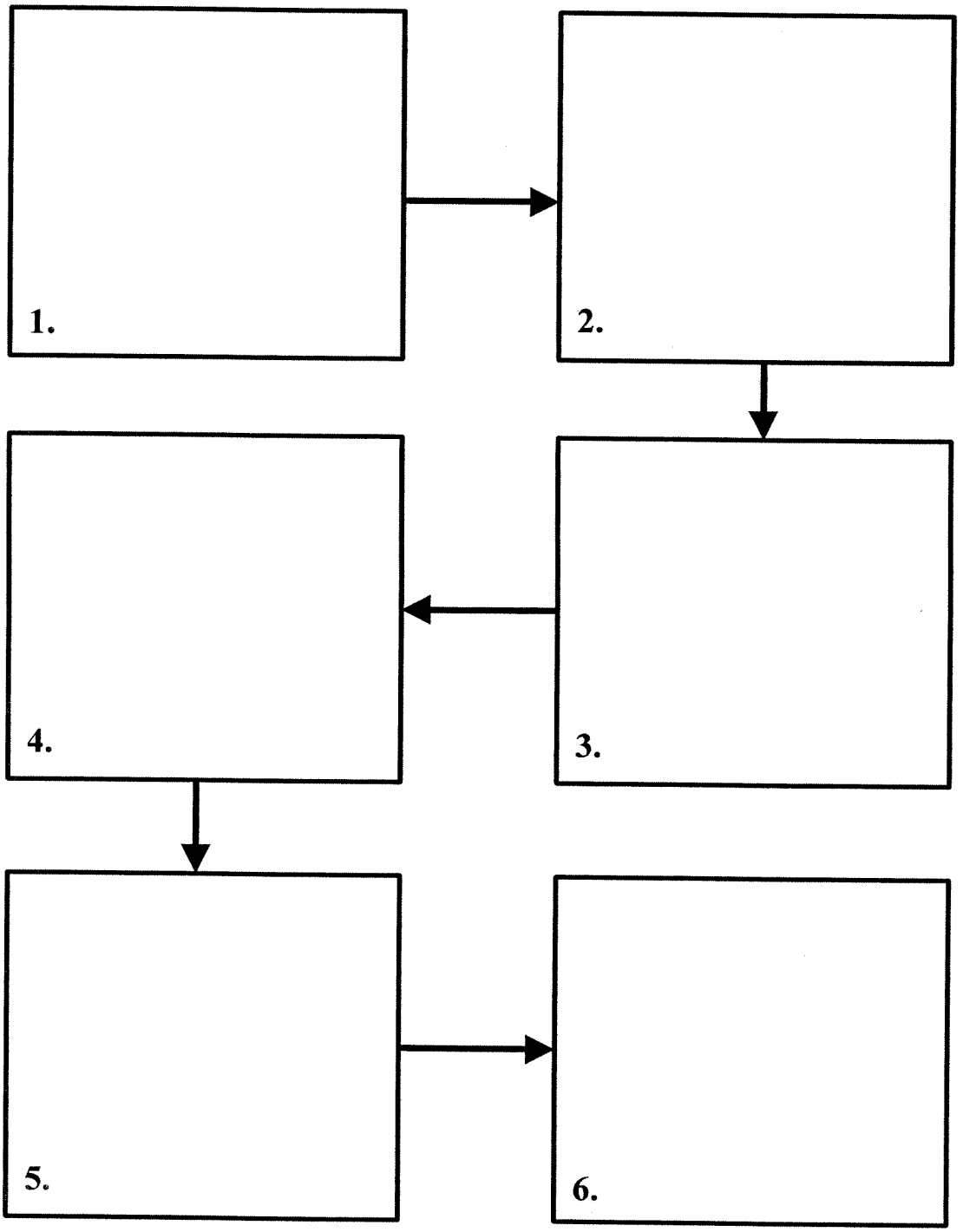
FOUR EVENT SEQUENCE

Name:_____ **Date:**_____



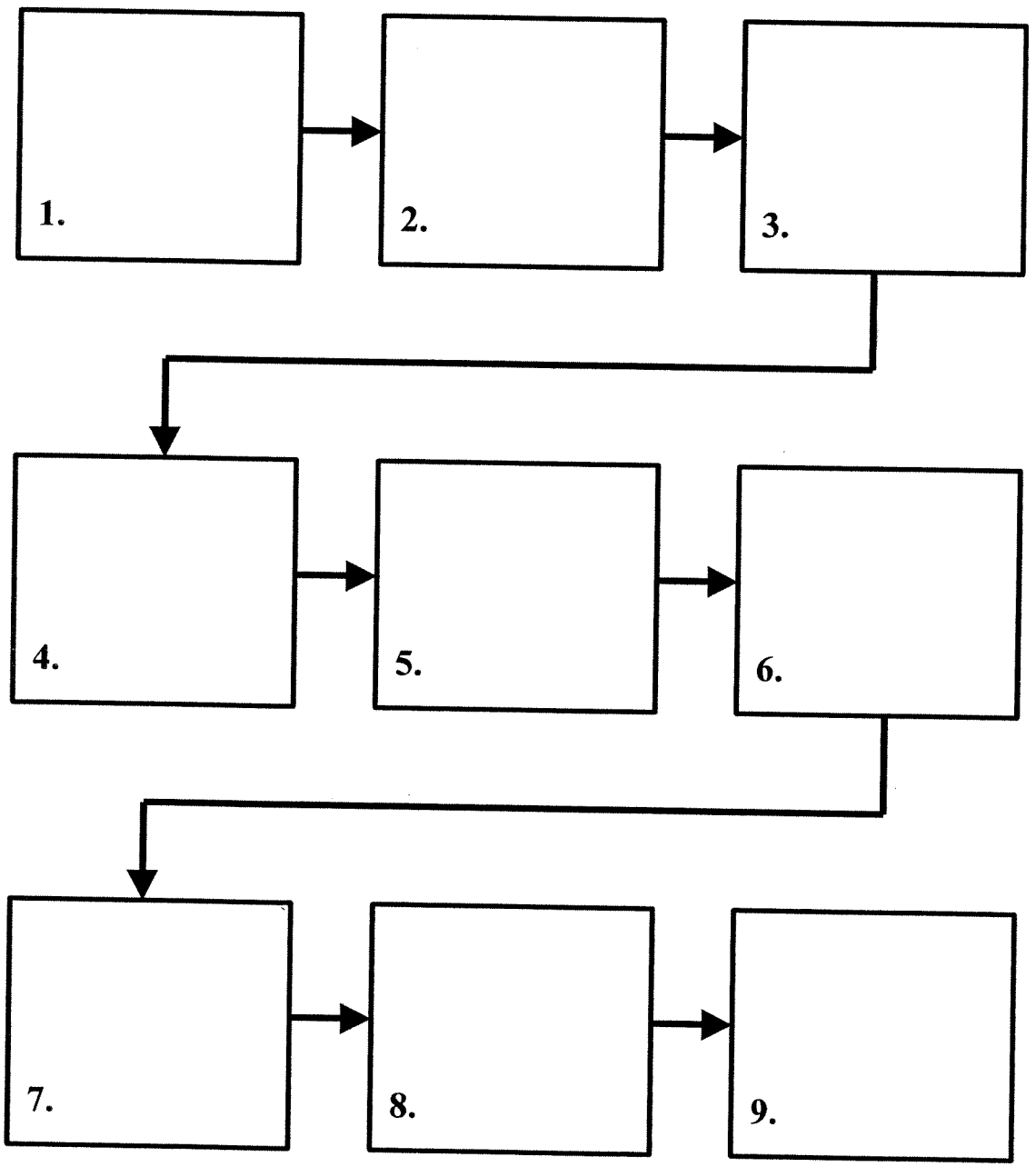
SIX EVENT SEQUENCE CHART

Name:_____ **Date:**_____



NINE EVENT SEQUENCE CHAIN

Name:_____ **Date:**_____



THEN / NOW COMPARISON

Name: _____ **Date:**_____

Title/Topic_____

THEN	NOW

THEN / NOW COMPARISON

Name: _____ **Date:** _____

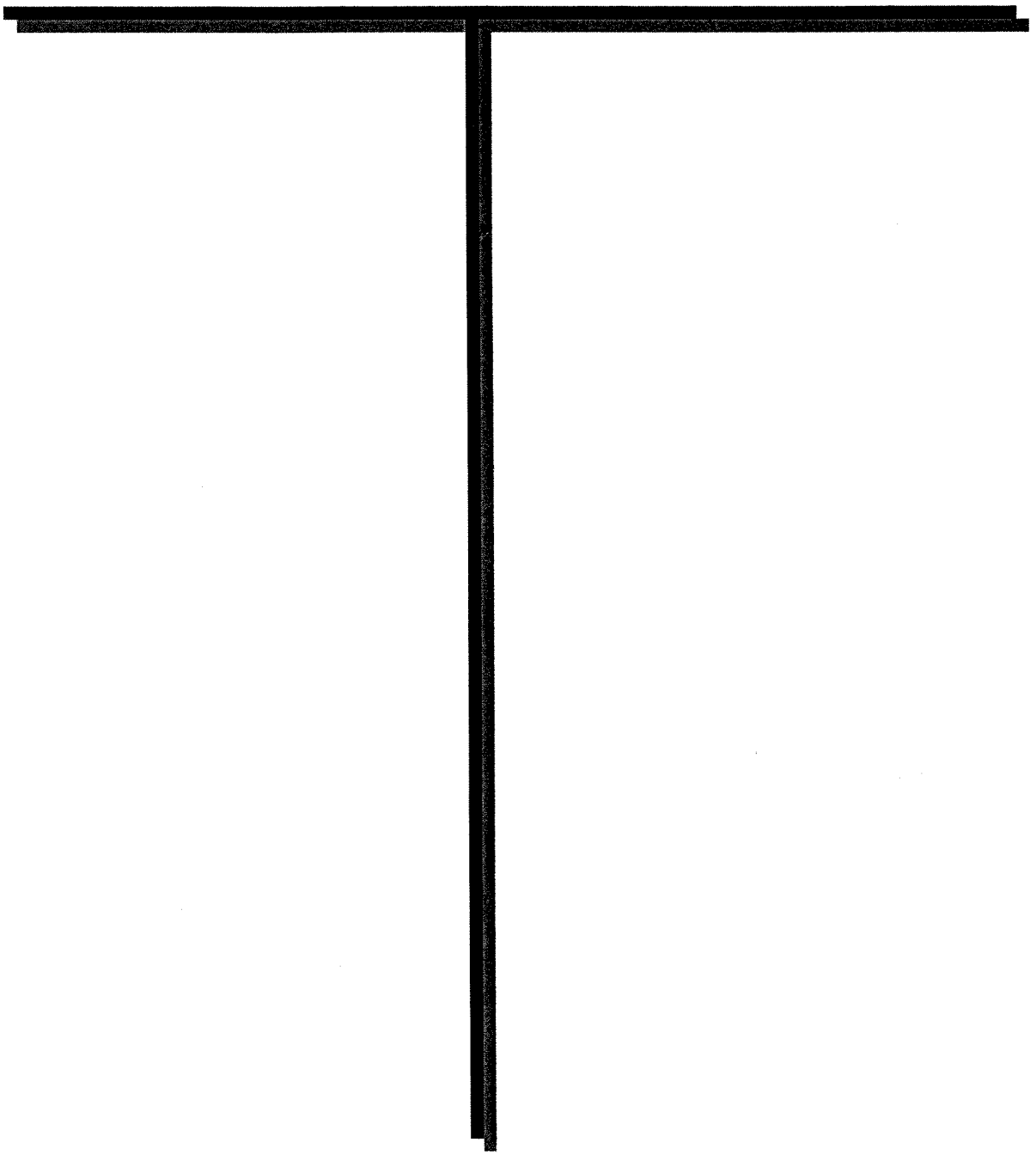
Title/Topic _____

THEN	NOW

GO.6.4

Topic_____

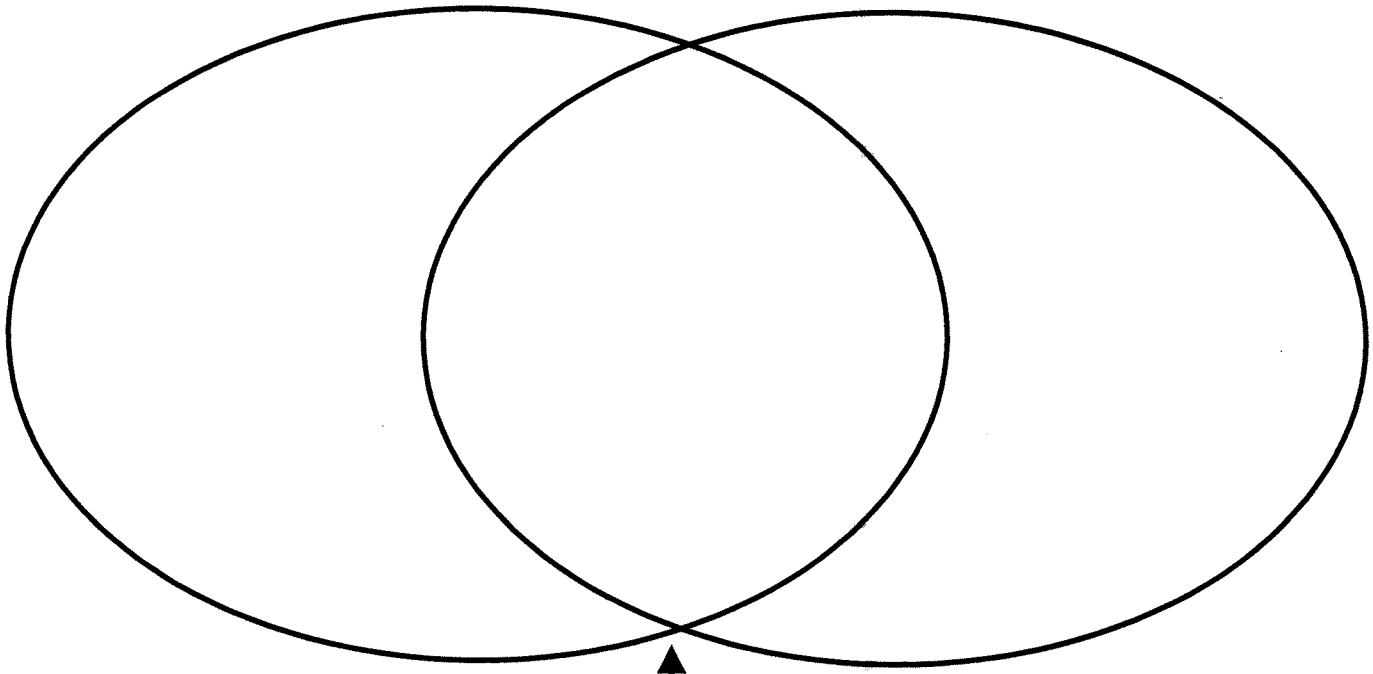
Name:_____ **Date:**_____



COMPARISON AND CONTRAST

Name:_____ **Date:**_____

Features Unique to A: _____ **Features Unique to B:**_____



Features Common to A and B

GO.6.14

COMPARISON AND CONTRAST

Name:_____ **Date:**_____

Good Reason For	Good Reasons For Both	Good Reason For
_____		_____

FINDING SIMILARITIES AND DIFFERENCES

Name:_____ **Date:**_____

_____

How Alike?

_____

_____

_____

_____

How Different?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

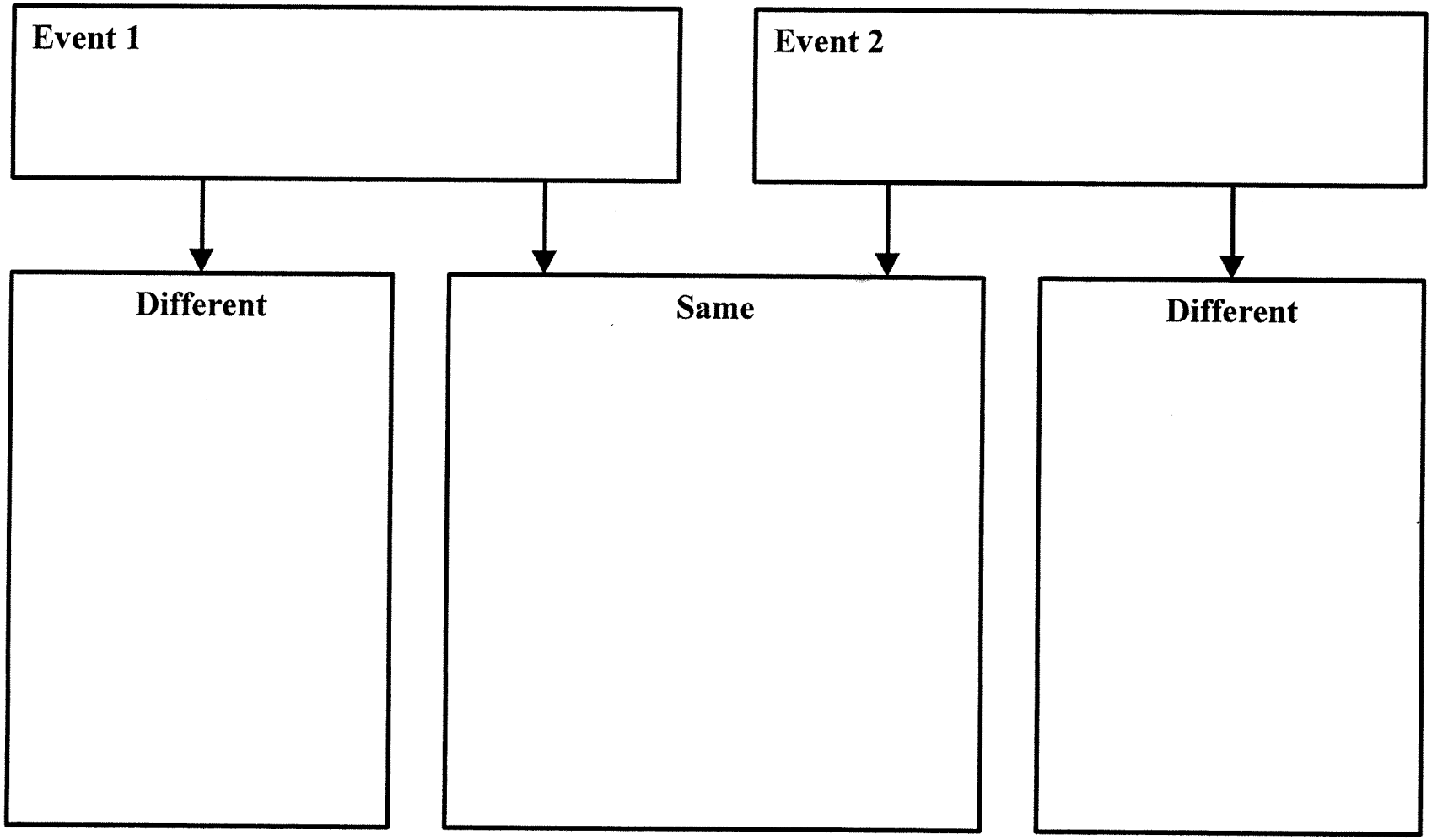
_____ _____

GO.6.3

Topic: _____

Name: _____ Date: _____

COMPARE AND CONTRAST MAP

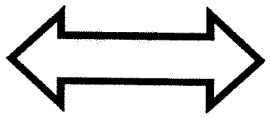


GO.6.18

RELATIONSHIP

Name:_____ **Date:**_____

Concept 1_____	**Concept 2**_____



COMPARE – AND – CONTRAST CHART

Name:_____ **Date:**_____

	Items Being Compared	
Characteristics		

Conclusions _____

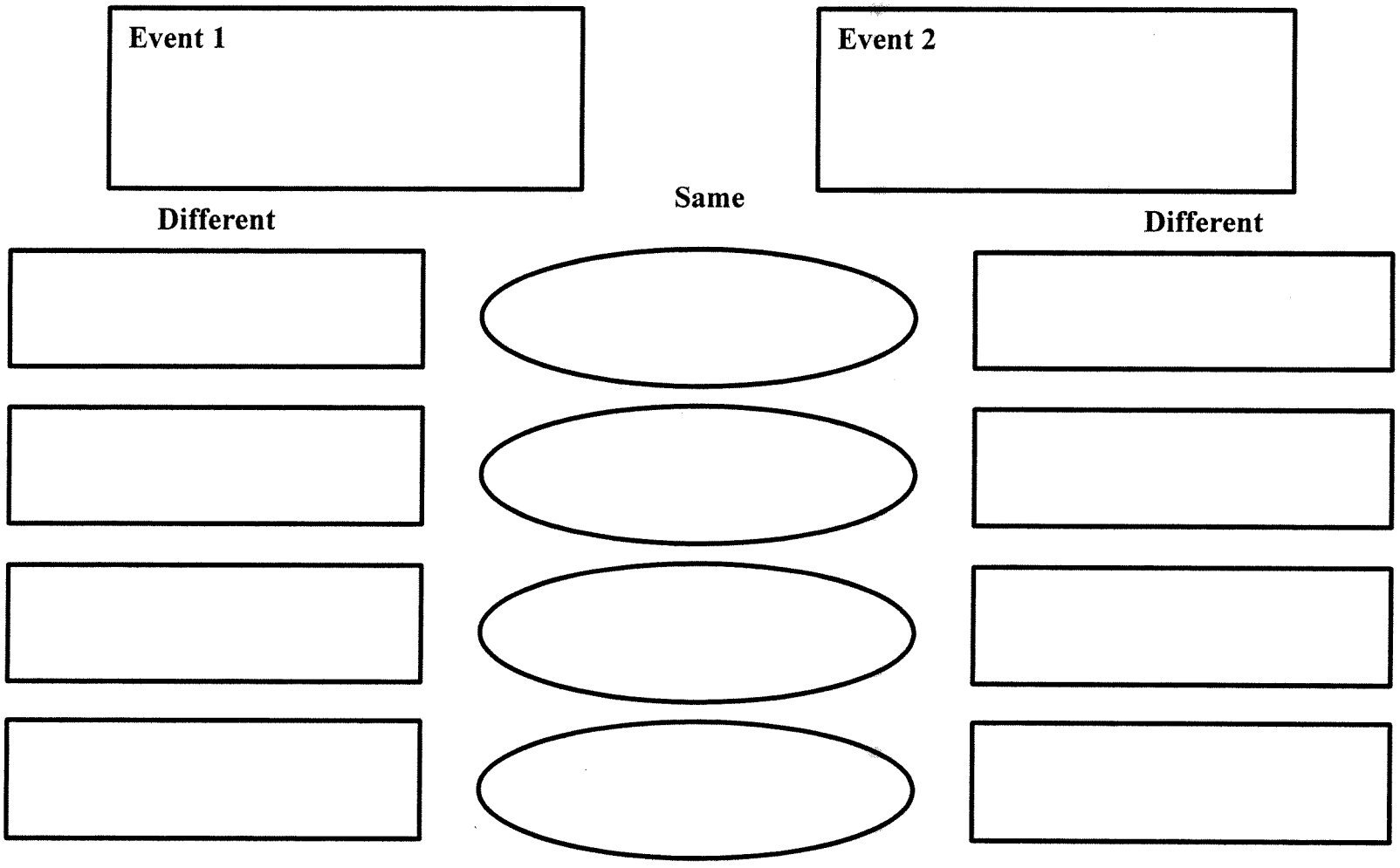
_____

_____

Topic: _____

Name: _____ Date: _____

COMPARE AND CONTRAST



GO.6.17

COMPARE AND CONTRAST DIAGRAM

Name: _____ **Date:** _____

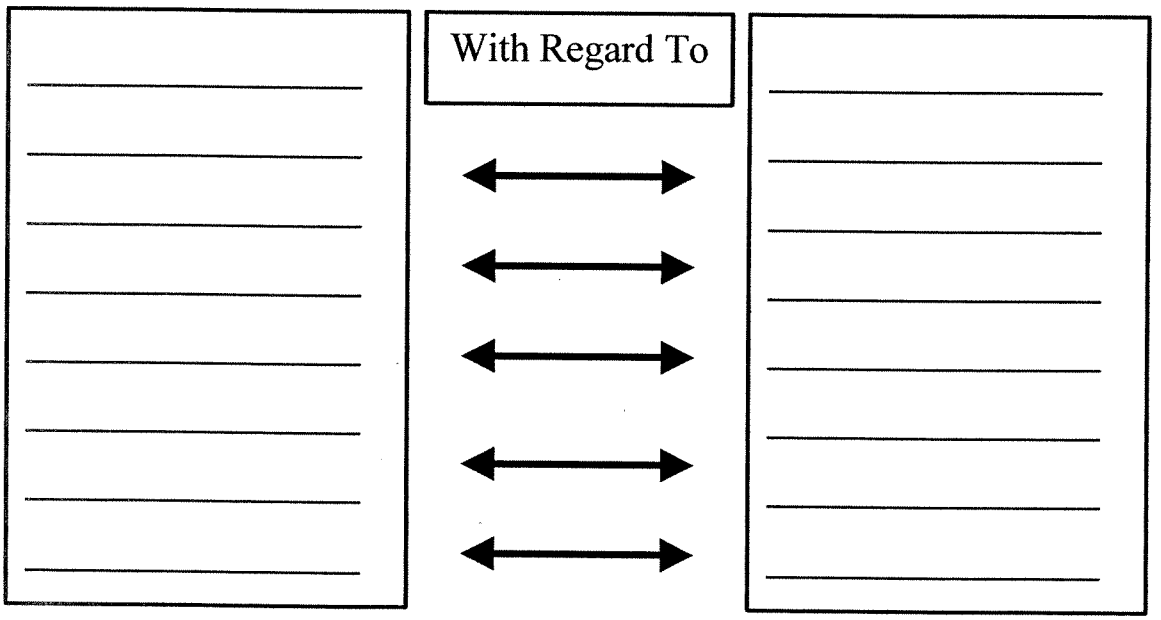
Concept 1 _____

Concept 2 _____

How Alike?

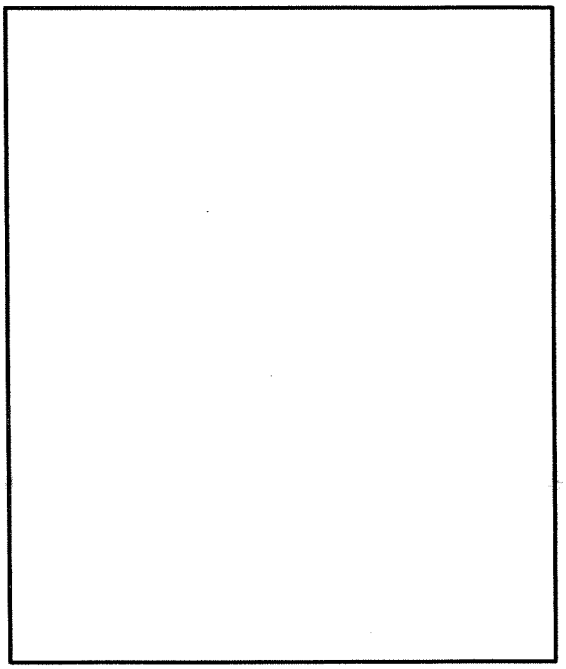
How Different?

With Regard To

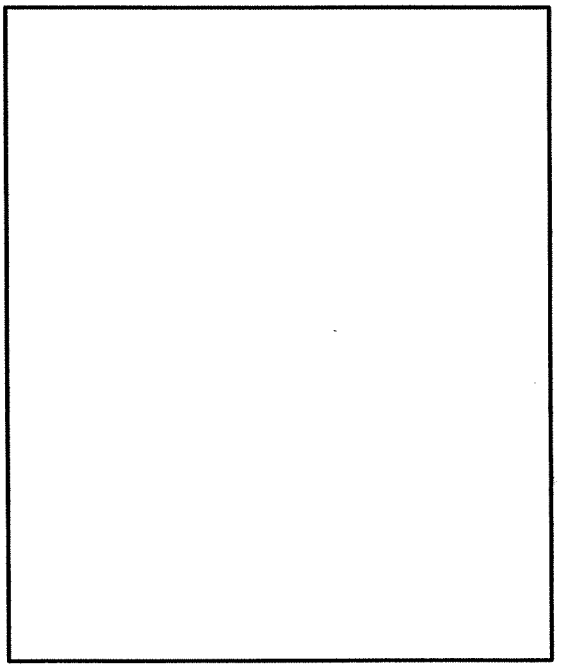


COMPARING ME TO A CHARACTER IN A BOOK

Name:_____ **Date:**_____



Character



Me

1. _____

2. _____

3. _____

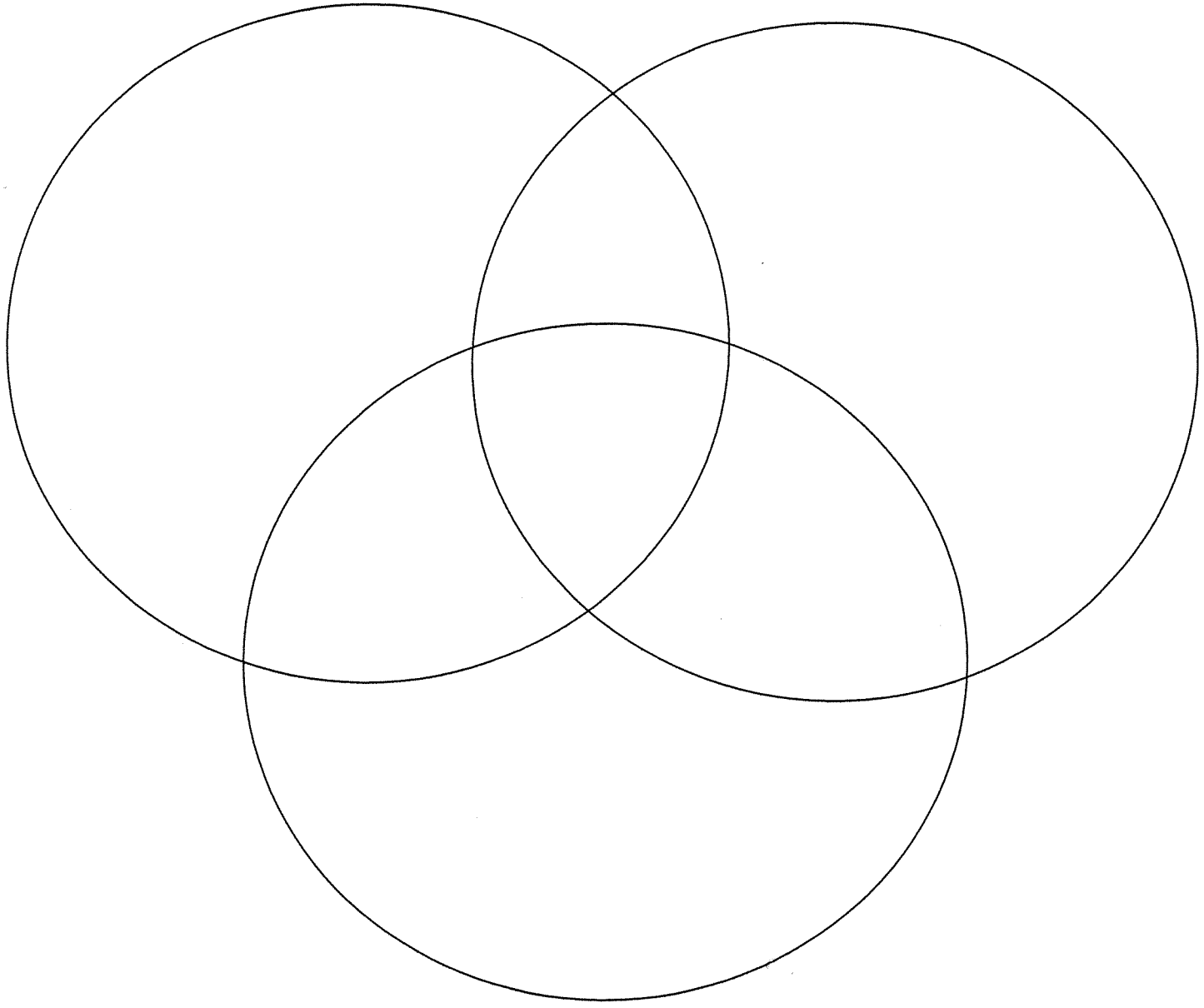
1. _____

2. _____

3. _____

Expanded Venn Diagram

Purpose: To compare and contrast three items.



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Expanded Venn Diagram

Teacher Instructions

Purpose

- To help students visually organize similarities and differences between three ideas, objects, or sets.
- To increase awareness of relationships between ideas, objects, or sets
- To develop the ability to organize material learned

Teacher Instructions

1. As either a pre- or post-lesson activity, ask students to consider three different sets of ideas, objects, or facts.
2. Students should label each circle and then record differences in the isolated portions of the circles, and similarities in the intersecting portions of the circle.
3. Either have students hand in the diagram or ask them to self-assess, using the following questions:
   - Are the isolated attributes described correctly?
   - Are the overlapping attributes described correctly?

Suggested Uses

- *For Literature:*
  Compare and contrast stories, poems, literary techniques, or themes.
- *For Math:*
  Compare and contrast sets, geometrical shapes, rules, and processes.
- *For History:*
  Compare persons, events, forms of government, or eras.
- *For Science:*
  Compare competing theories, scientific laws, or famous scientists.

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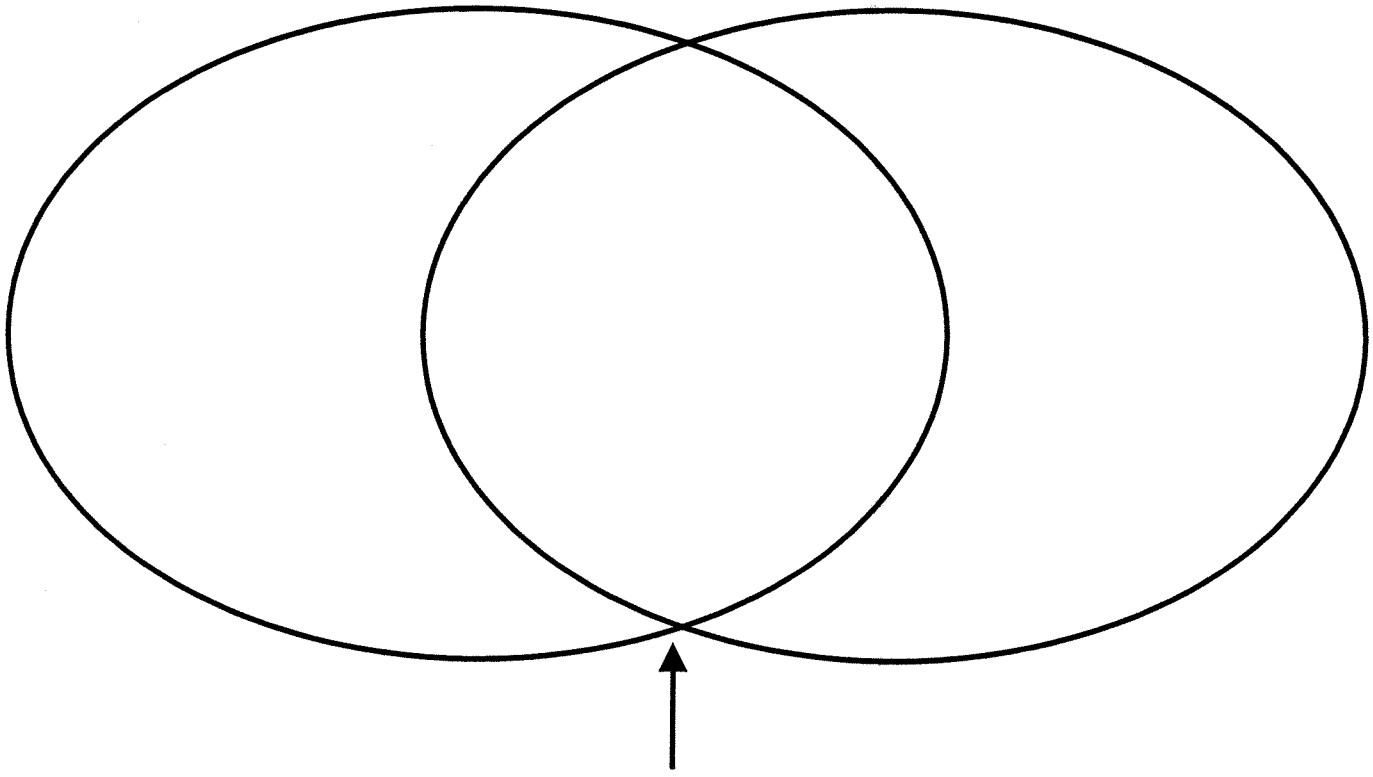
VENN DIAGRAM

Name:_____ **Date:**_____

Features Unique to A: _____ **Features Unique to B:**_____



Features Common to A and B

THREE-WAY VENN DIAGRAM

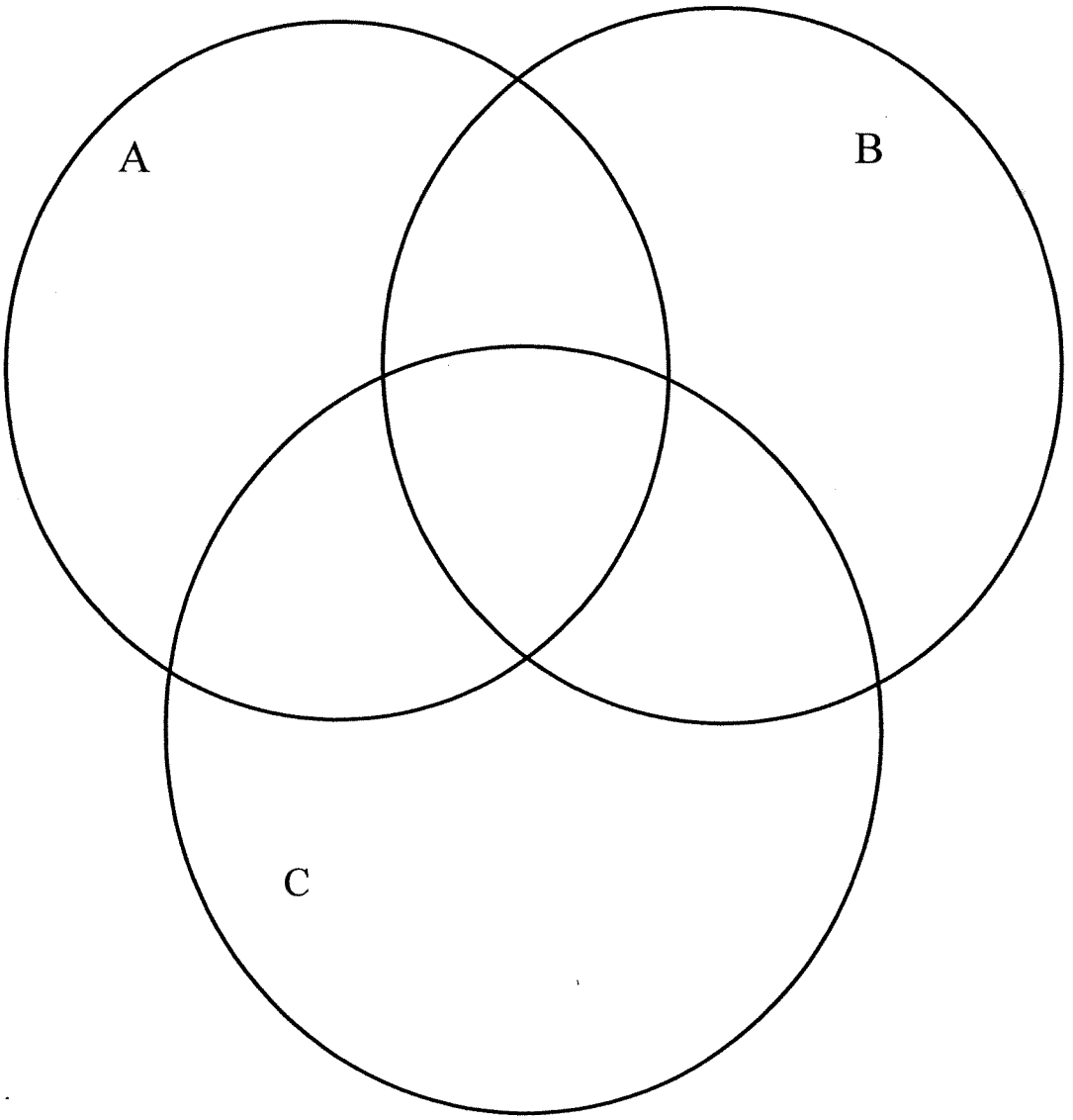
Name:_____ **Date:**_____

Title/Topic_____

Comparing A _____

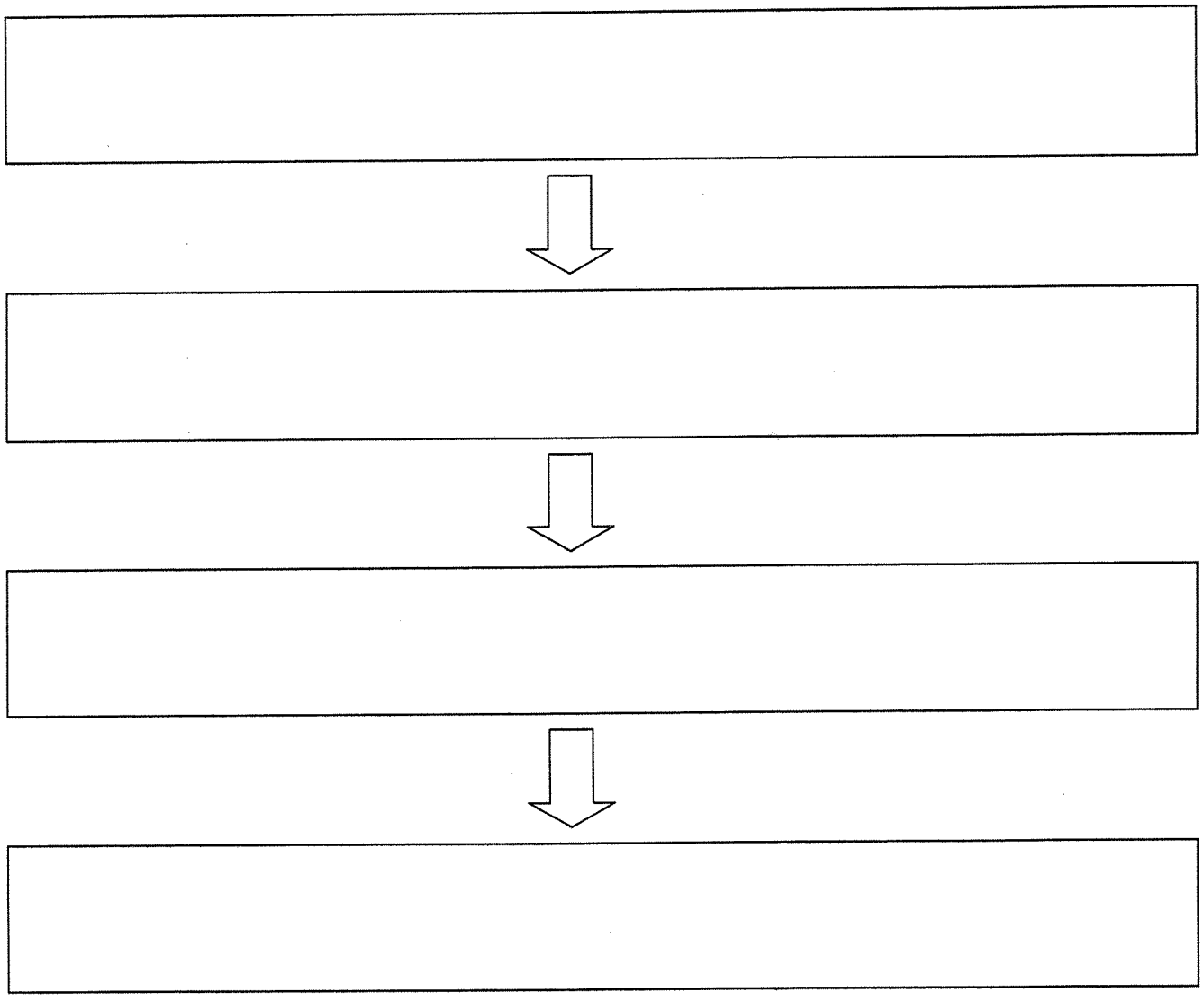
B _____

C _____



Chain of Events Graphic Organizer

Purpose: Use this graph to organize steps in a process, to trace plot development, or to record the stages of an event.



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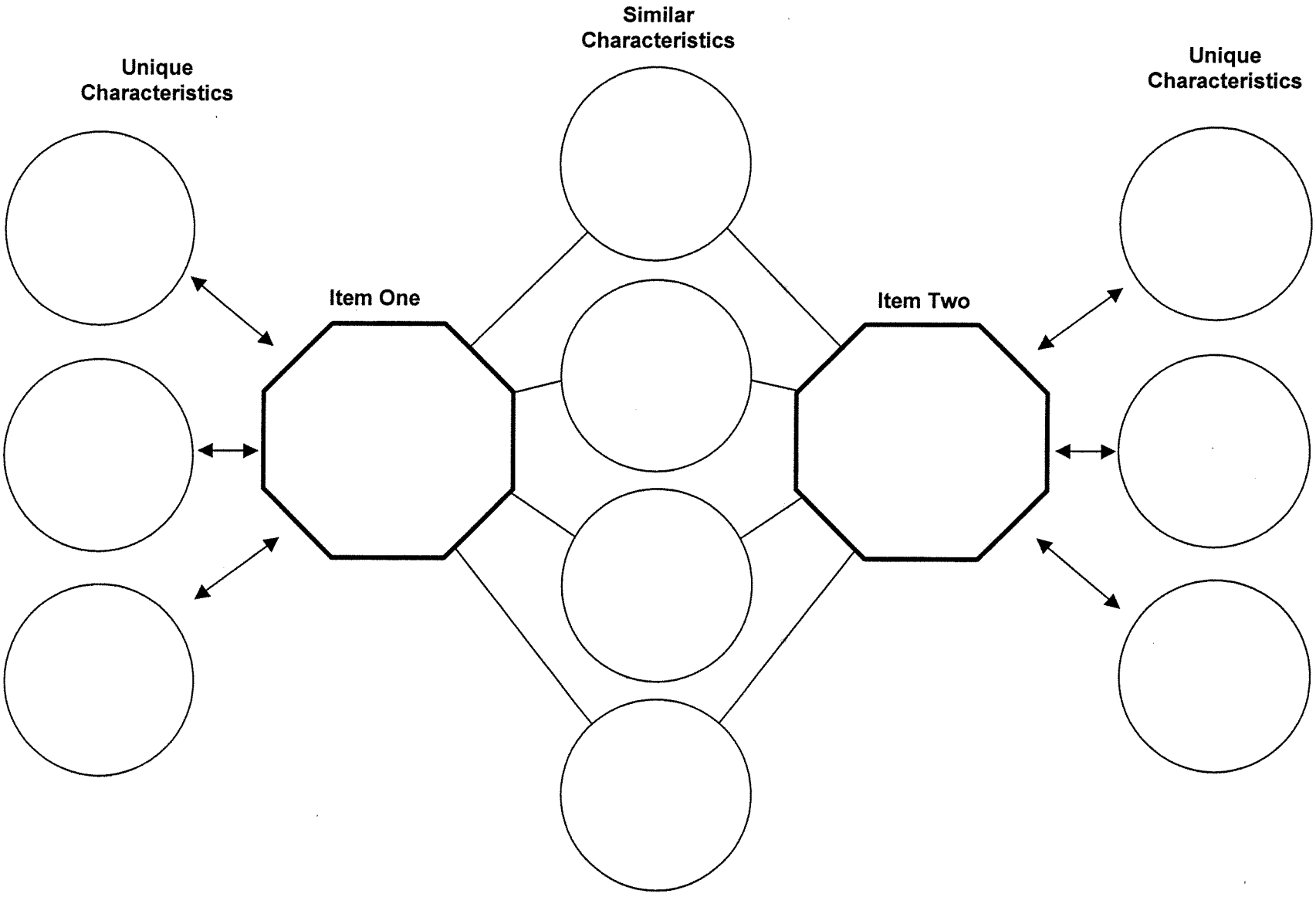
Comparison and Contrast Web

Purpose: To compare and contrast attributes of two items, characters, events, people, or concepts.



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Compare and Contrast Web

Teacher Instructions

Purpose

- To help students visually organize similarities and differences of two ideas, objects, or sets.
- To increase awareness of relationships within ideas, objects, or sets.
- To develop the ability to organize material learned.

Teacher Instructions

1. As either a pre- or post-lesson activity, ask students to consider two different sets of ideas, objects, or facts.
2. Students should write the names of the two items compared in the large octagonal boxes.
3. In the outer circles, students should record at least three unique characteristics of each item.
4. In the four circles in the center of the web, students should record shared characteristics.
5. Either have students hand in the diagram or ask them to self-assess using the following questions:
   - Are the isolated attributes described correctly?
   - Are the similar or shared attributes described correctly?

Suggested Uses

- *For Literature:*
  Compare and contrast stories, poems, literary techniques, or themes.
- *For Math:*
  Compare and contrast sets, geometrical shapes, rules, and processes.
- *For History:*
  Compare persons, events, forms of government, or eras.
- *For Science:*
  Compare competing theories, scientific laws, or famous scientists.

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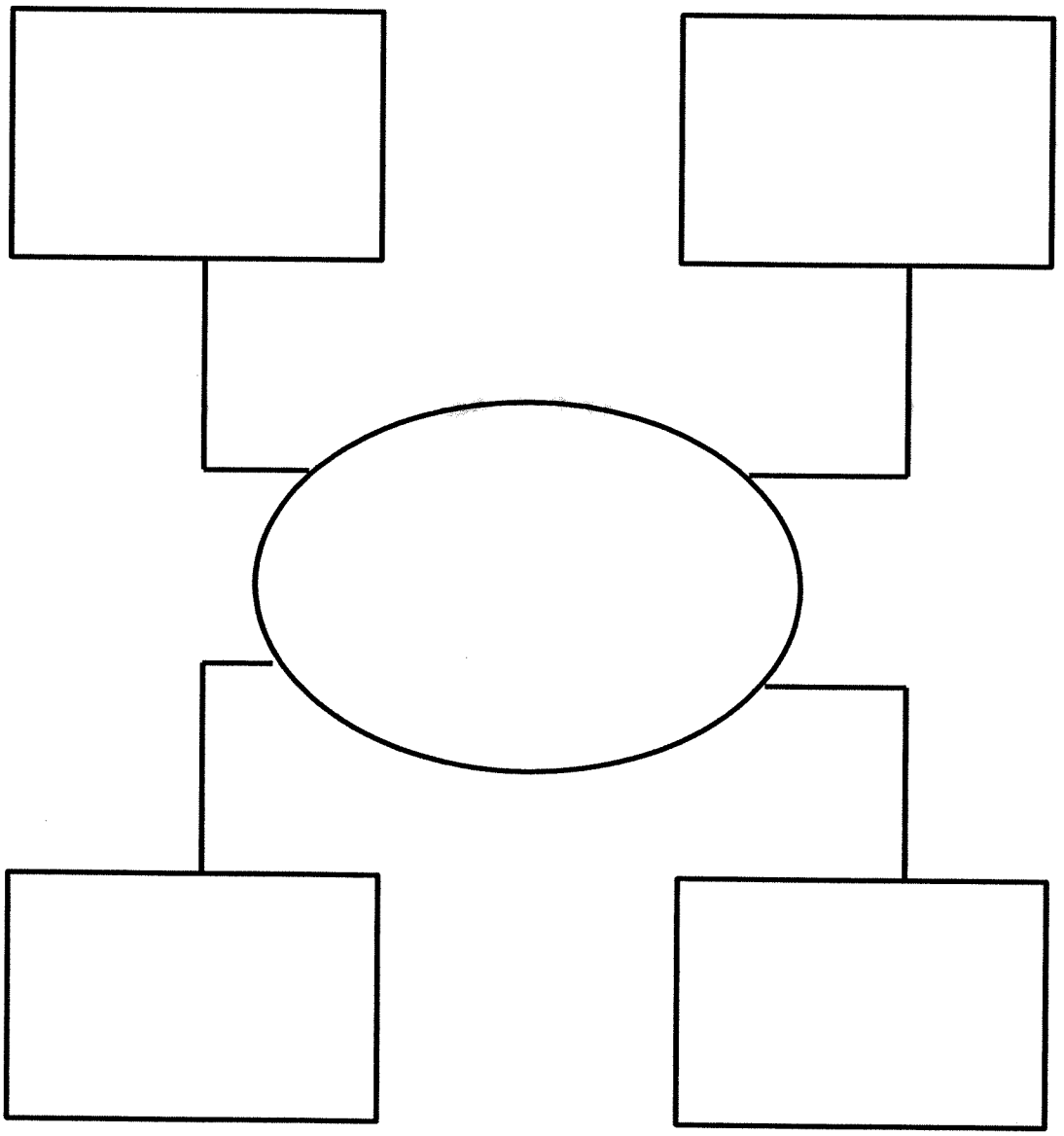
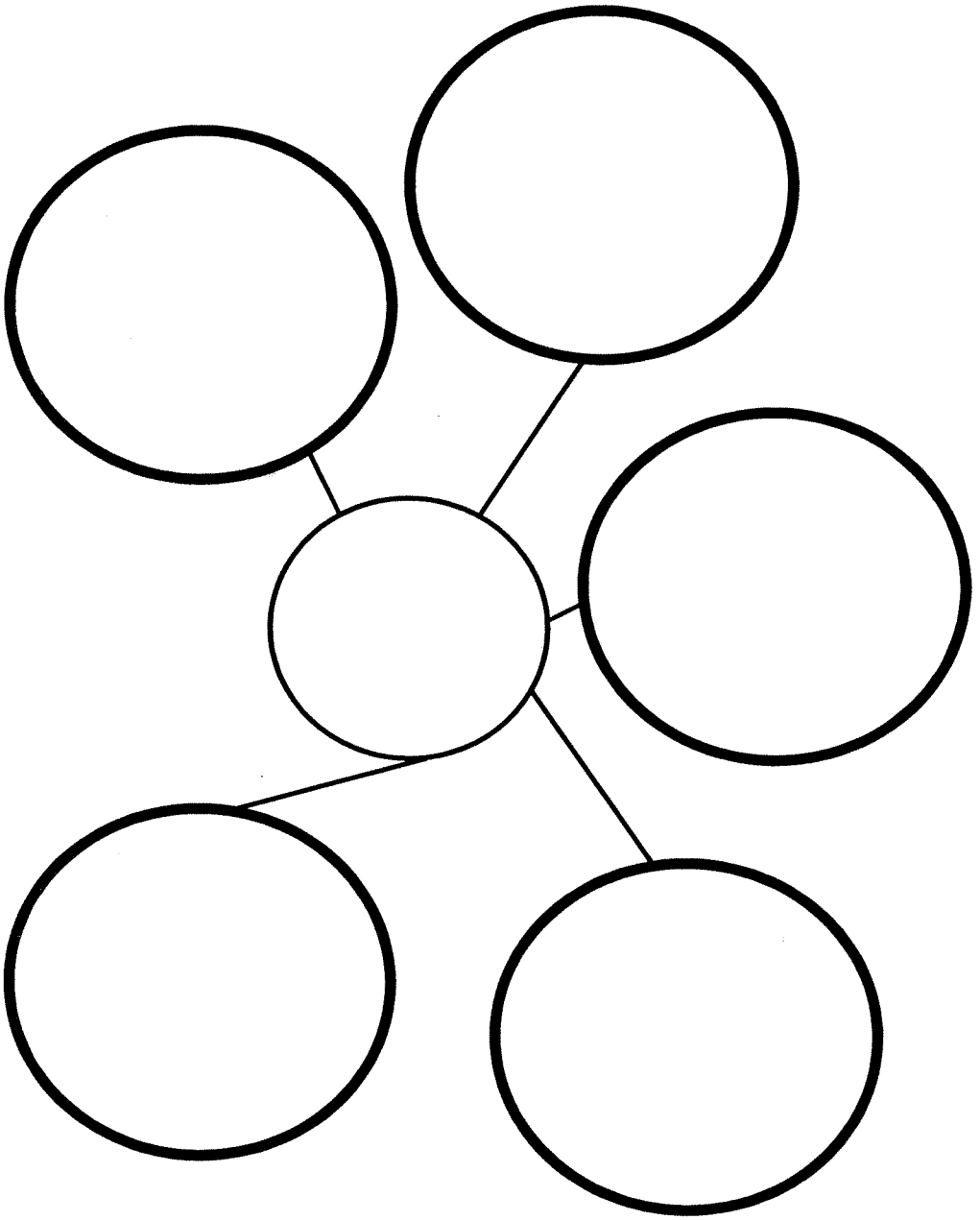
Four Element Web

Name: _____ **Date:** _____



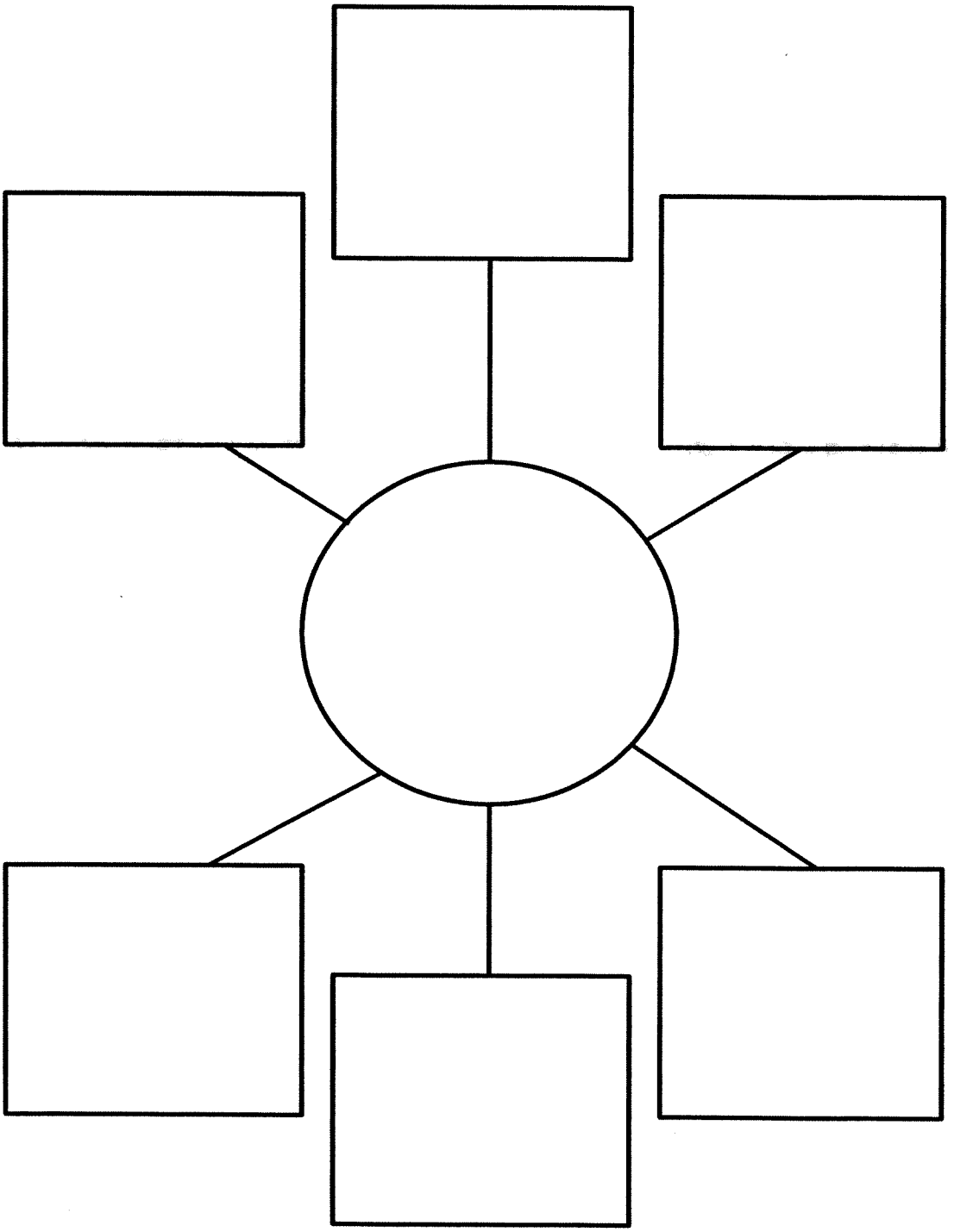
FIVE ELEMENT WEB

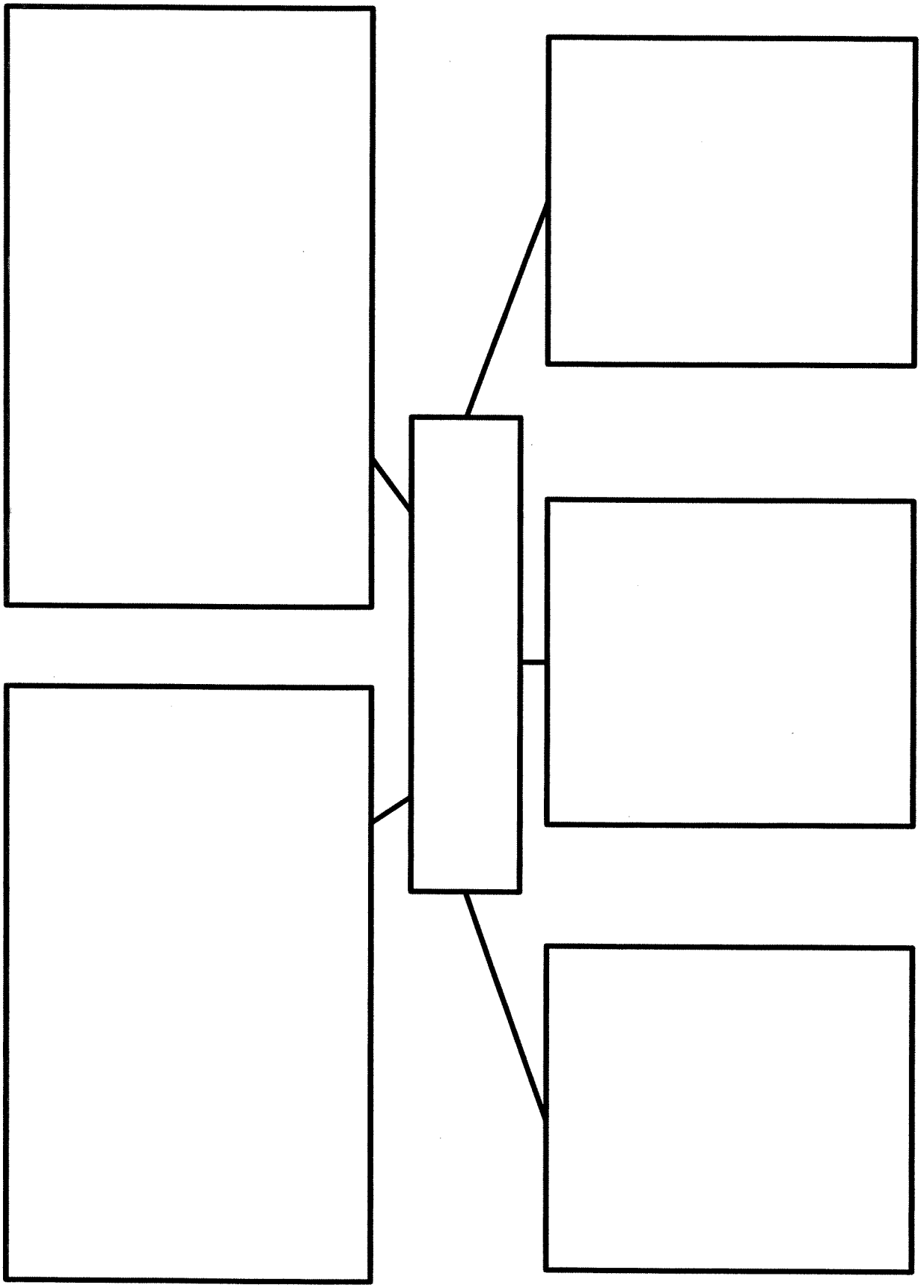
Name: _____



SIX ELEMENT CHART

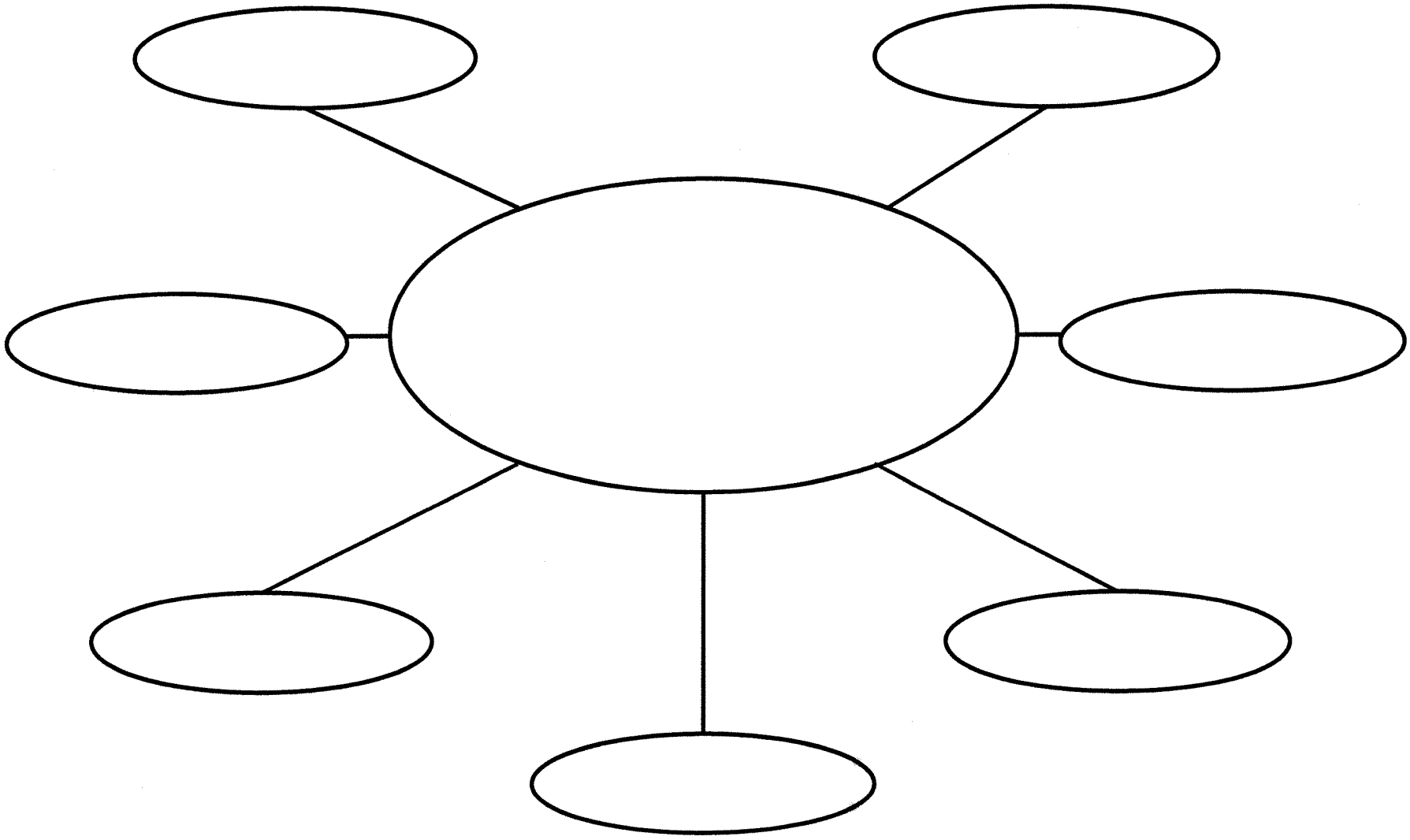
Name: _____





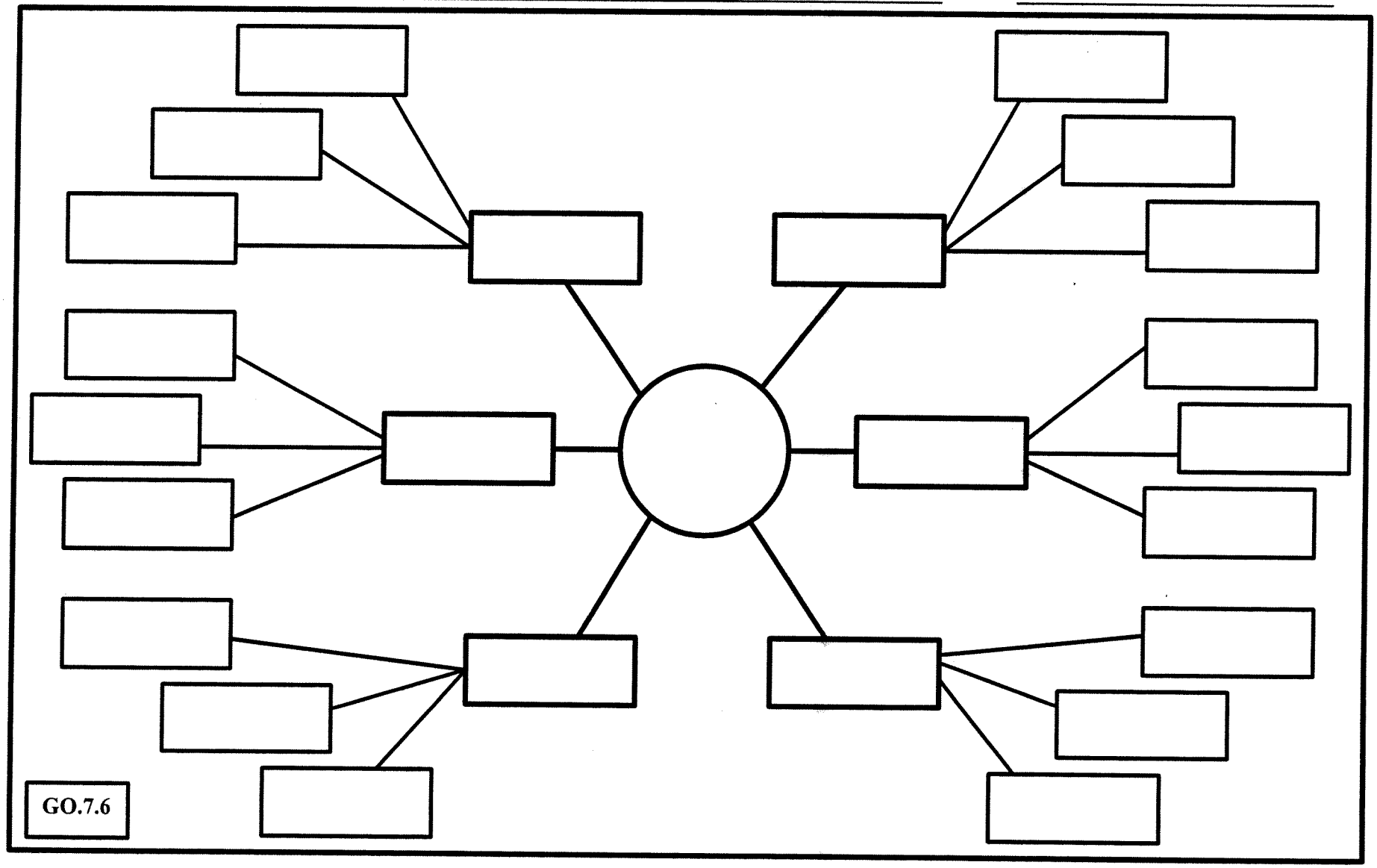
WEB 2:

Name: _____ **Date:** _____



TOPIC: _____

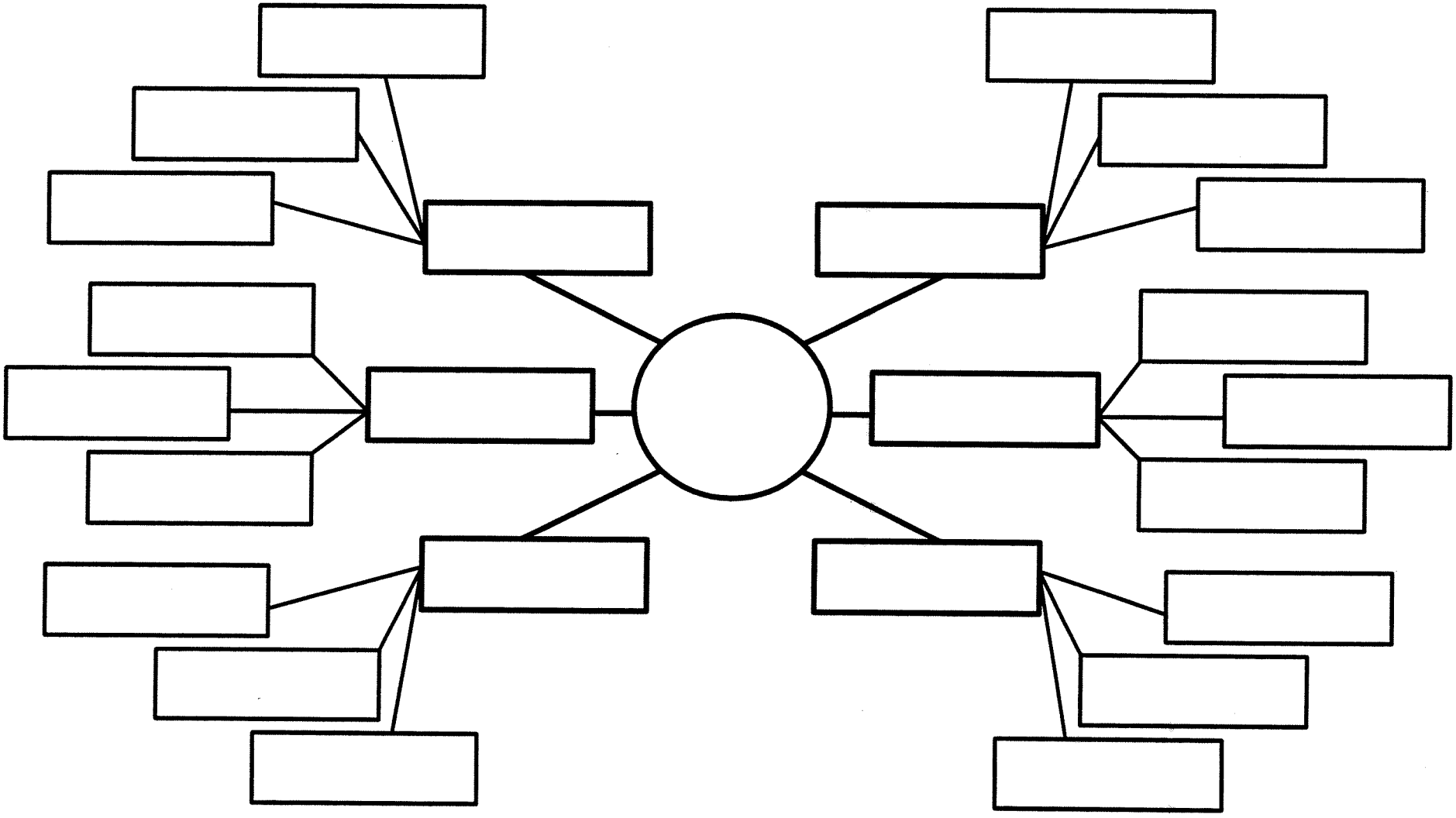
Name: _____ **Date:** _____



GO.7.6

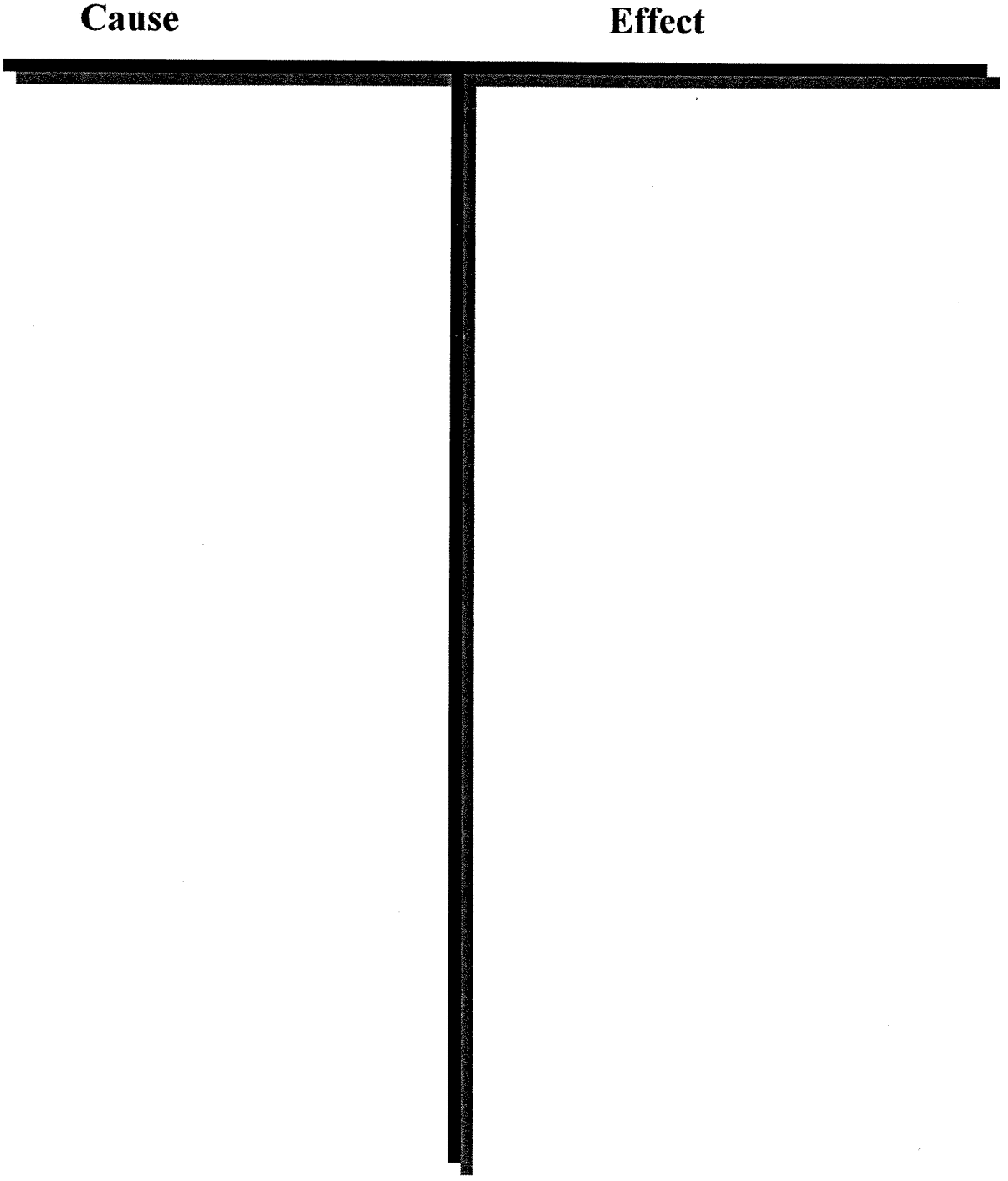
WEB 1:

Name: _____ Date: _____



TOPIC: _____

Name:_____ **Date:**_____



CAUSES & CONSEQUENCES FOR AN EFFECT

Name:_____ **Date:**_____

Give 2 causes and 1 consequence for each event.

Event 1. **Happens**

Because

Because

Consequence _____

_____

Event 2. **Happens**

Because

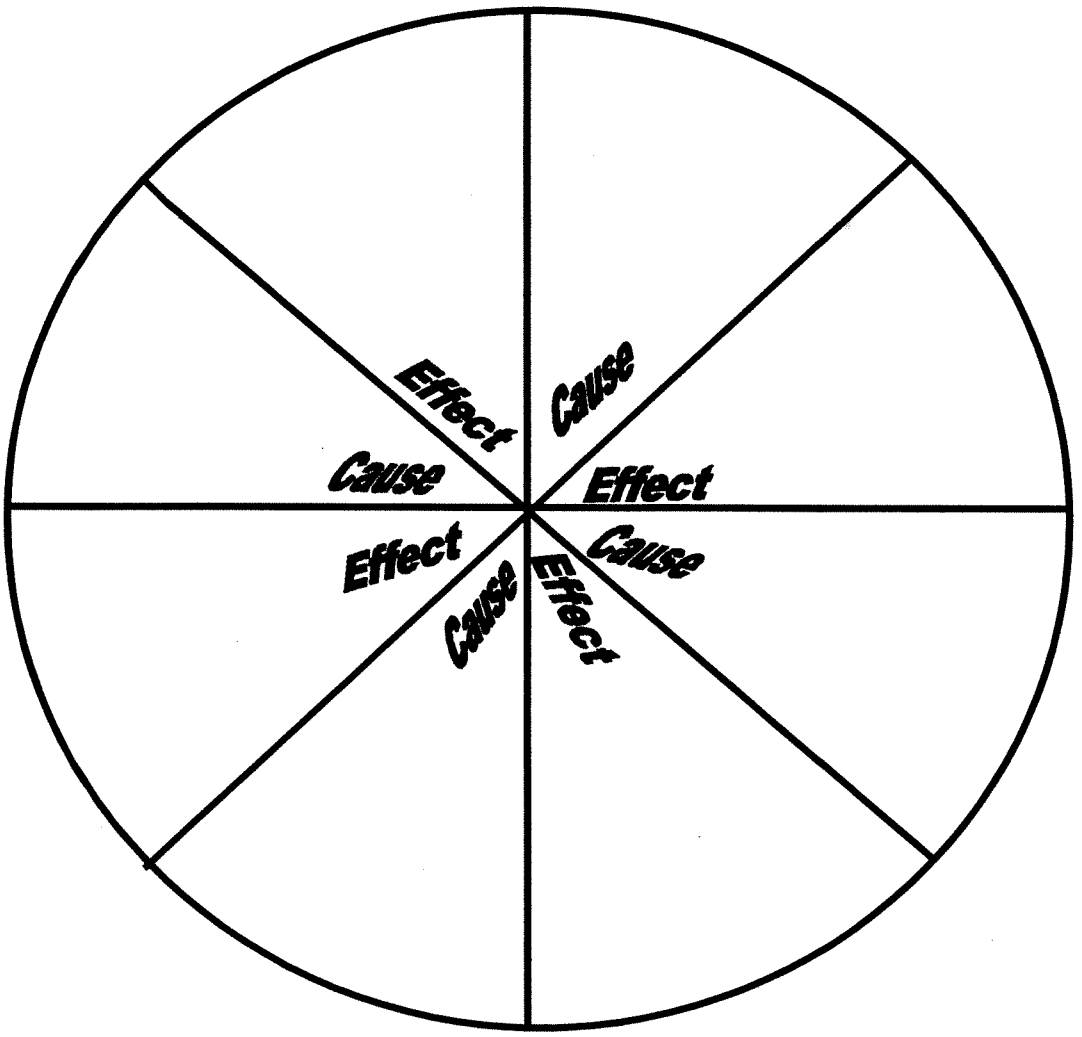
Because

Consequence _____

_____

CAUSE AND EFFECT CYCLE

Name:_____ **Date:**_____



MULTIPLE CAUSES FOR AN EFFECT

Name:_____ **Date:**_____

Event 1. **Happens**

Because

Because

Because

Event 2. **Happens**

Because

Because

Because

WHAT EFFECTS CAN YOU FIND?

Name:_____ **Date:**_____

Give 2 effects for each event. **Story** _____

Event 1.

What Happened?

A.

B.

Event 2.

What Happened?

A.

B.

Event 3.

What Happened?

A.

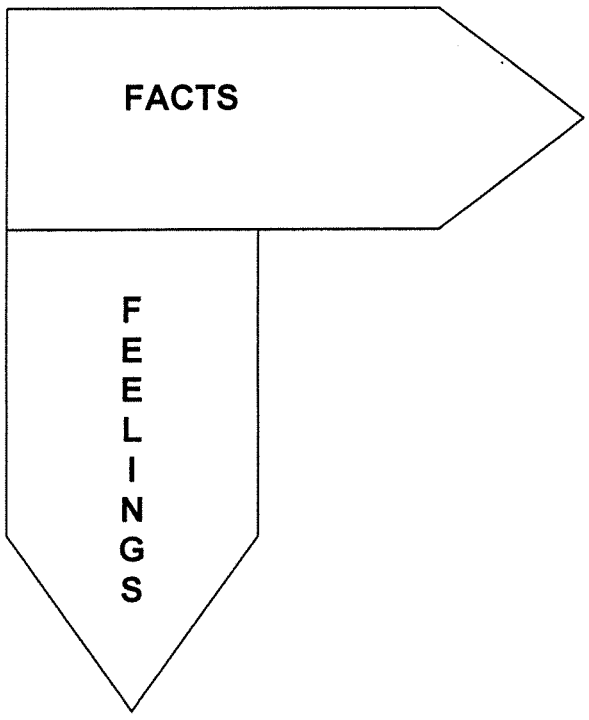
CAUSE / EFFECT CHART

Name:_____ **Date:**_____

Cause	Effect

Affective Graphic Organizer

Purpose: To gauge the impact of specific facts on emotions and thoughts.



1.

2.

3.

1.

2.

3.

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Affective Graphic Organizer

Teacher Instructions

Purpose

- To develop an awareness of and mode for dealing with feelings and thoughts about sensitive subjects
- To provide an advance organizer for new concepts
- To develop the ability to respond to material learned

Teacher Instructions

1. At the beginning of a new lesson, give students a set of facts about the topic you are ready to teach. Ask them to write the facts in the box on the upper portion on the graphic organizer.
2. Ask students to take no more than five minutes to respond to the facts in isolation prior to teaching.
3. After the facts have been explained, ask students to review their original impressions and revise them based on their new understanding of the subject.

Other Suggested Uses

- Choose your facts carefully to use this as an advance organizer.

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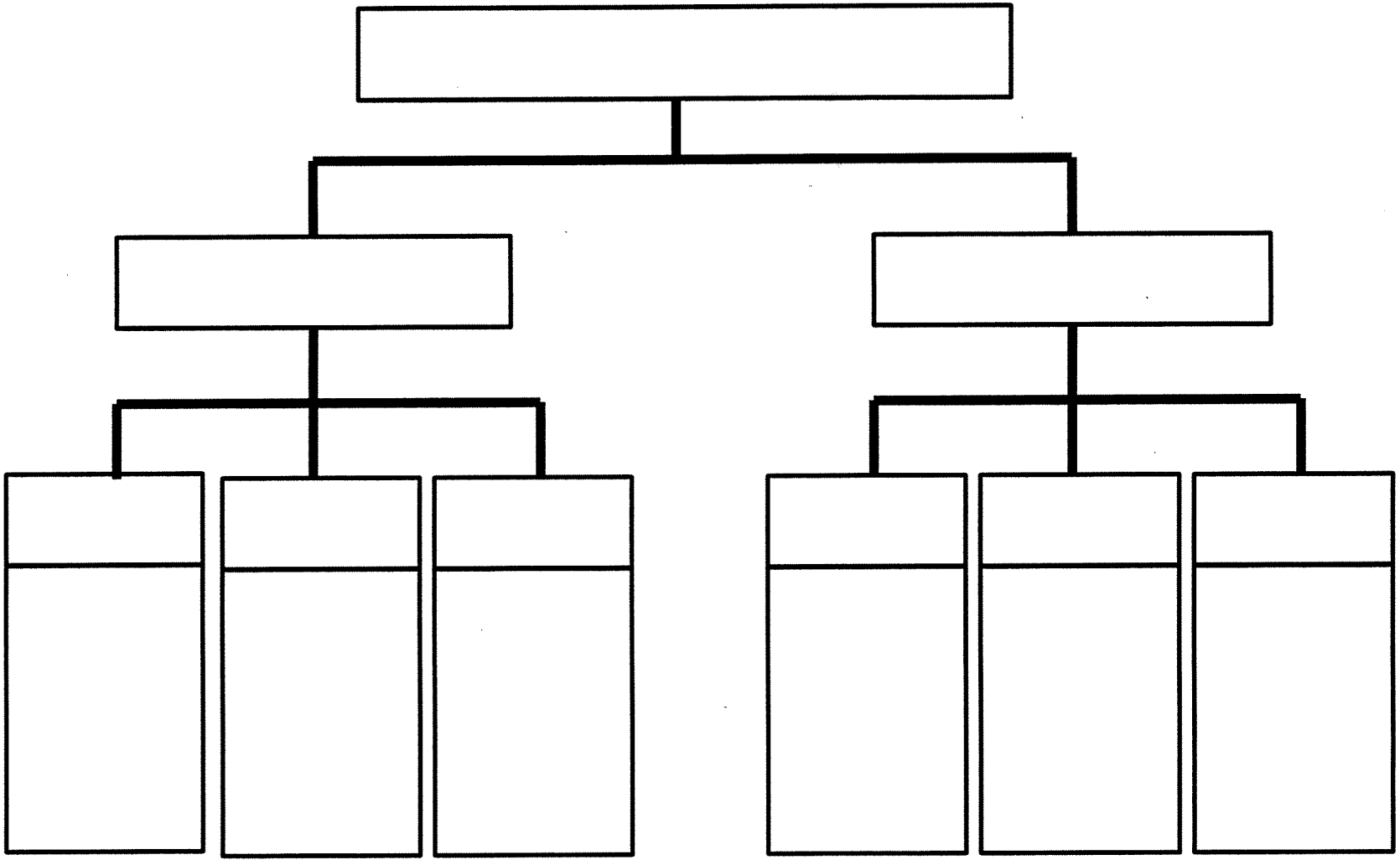
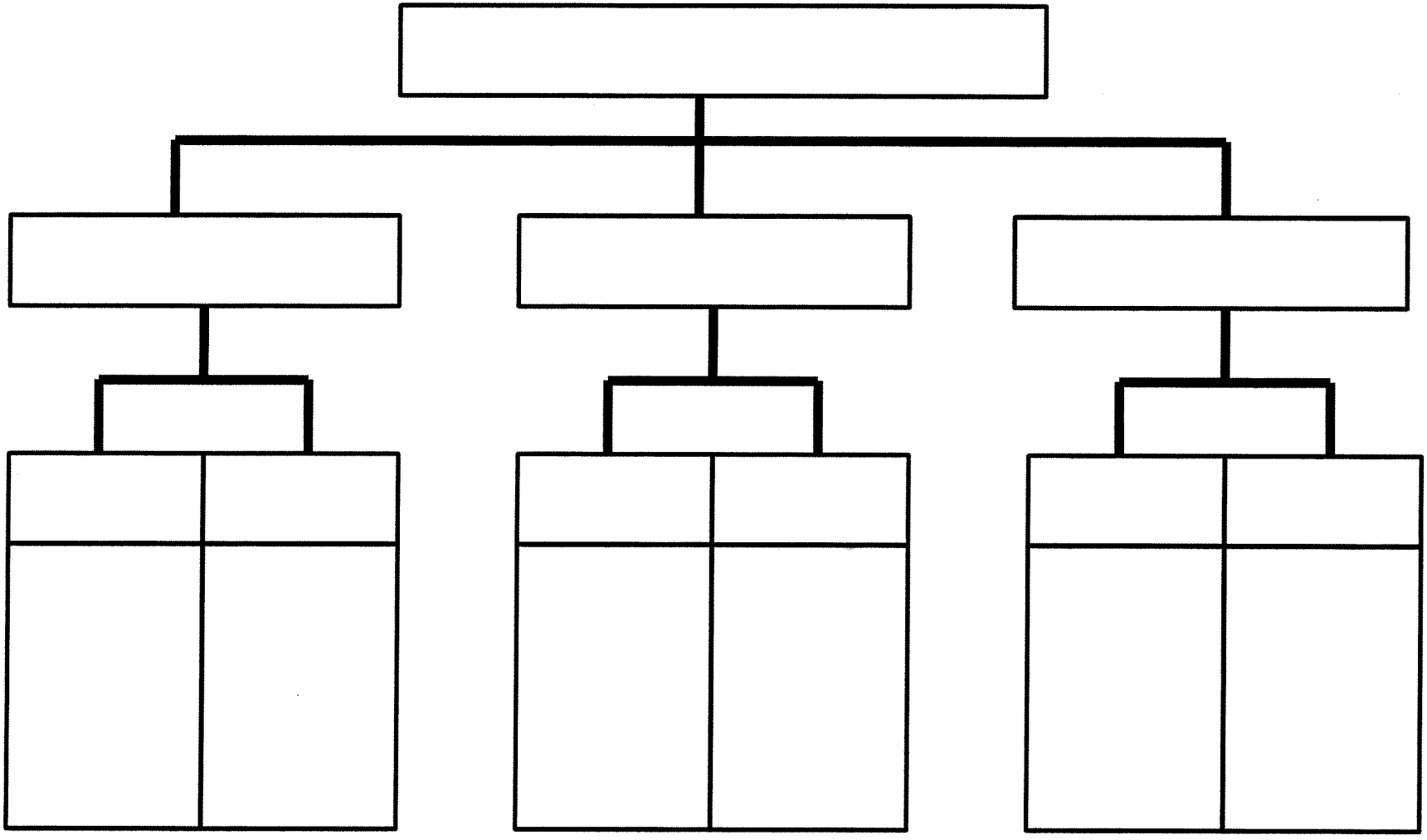
BRANCHING DIAGRAM #1

Name:_____ **Date:**_____



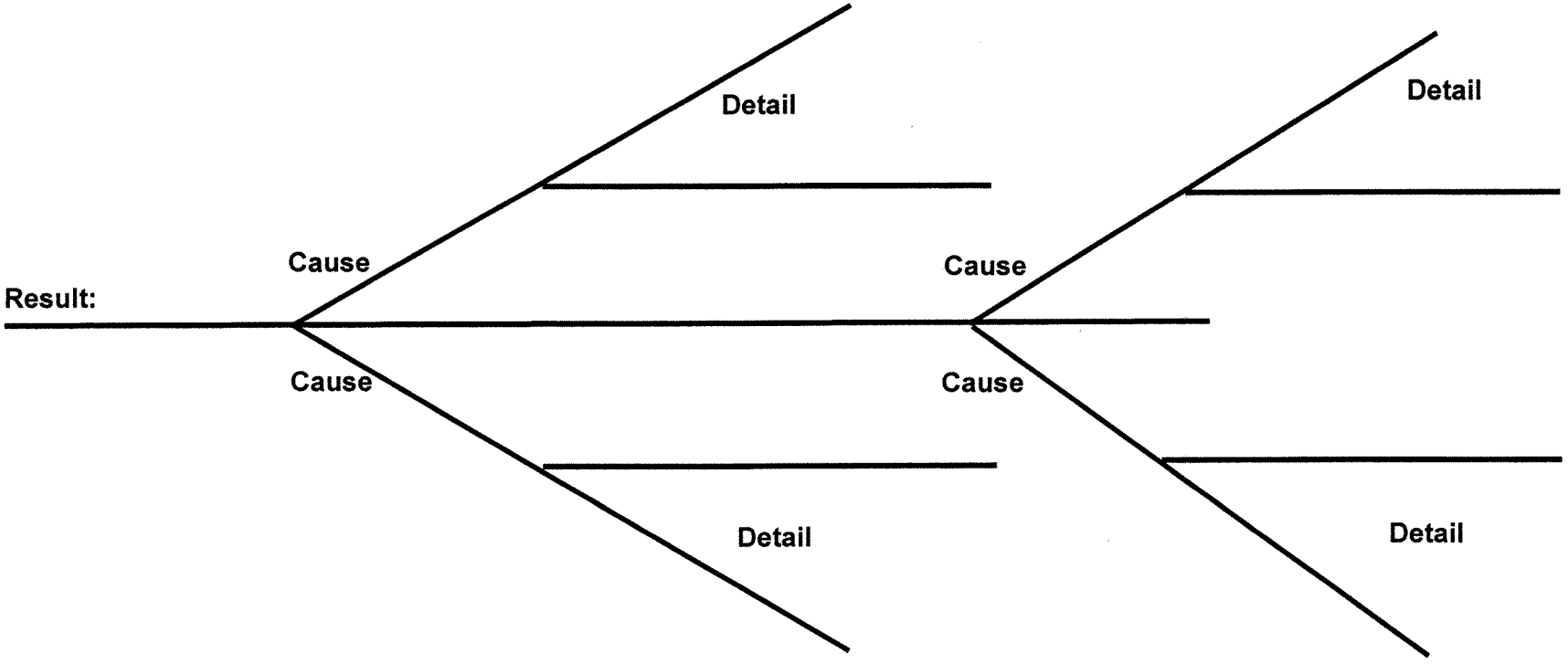
BRANCHING DIAGRAM #2

Name:_____ **Date:**_____



Fishbone Mapping

Purpose: To organize the causal interactions of a complex event or idea.



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Fishbone Mapping Graphic Organizer

Teacher Instructions

Purpose

- To help students visually organize causal relationships in complex ideas or events.
- To increase awareness of cause and effect.
- To develop the ability to organize material learned.

Teacher Instructions

1. Begin by recording the end result of the idea or event you are mapping.
2. Ask students to work backwards-by identifying and recording the causes of the event or resulting idea or discovery.
3. Students should then analyze the causes and fill in details about each one.

Suggested Uses

- *For Literature:*
  Map a character's action or the causes leading up to an event in the literary work or technique that was invented.
- *For History:*
  Map an event or creation of a new form of government or set of laws that lead to its creation.
- *For Science:*
  Create a lab in which students search for the causes of an end result you have given them.

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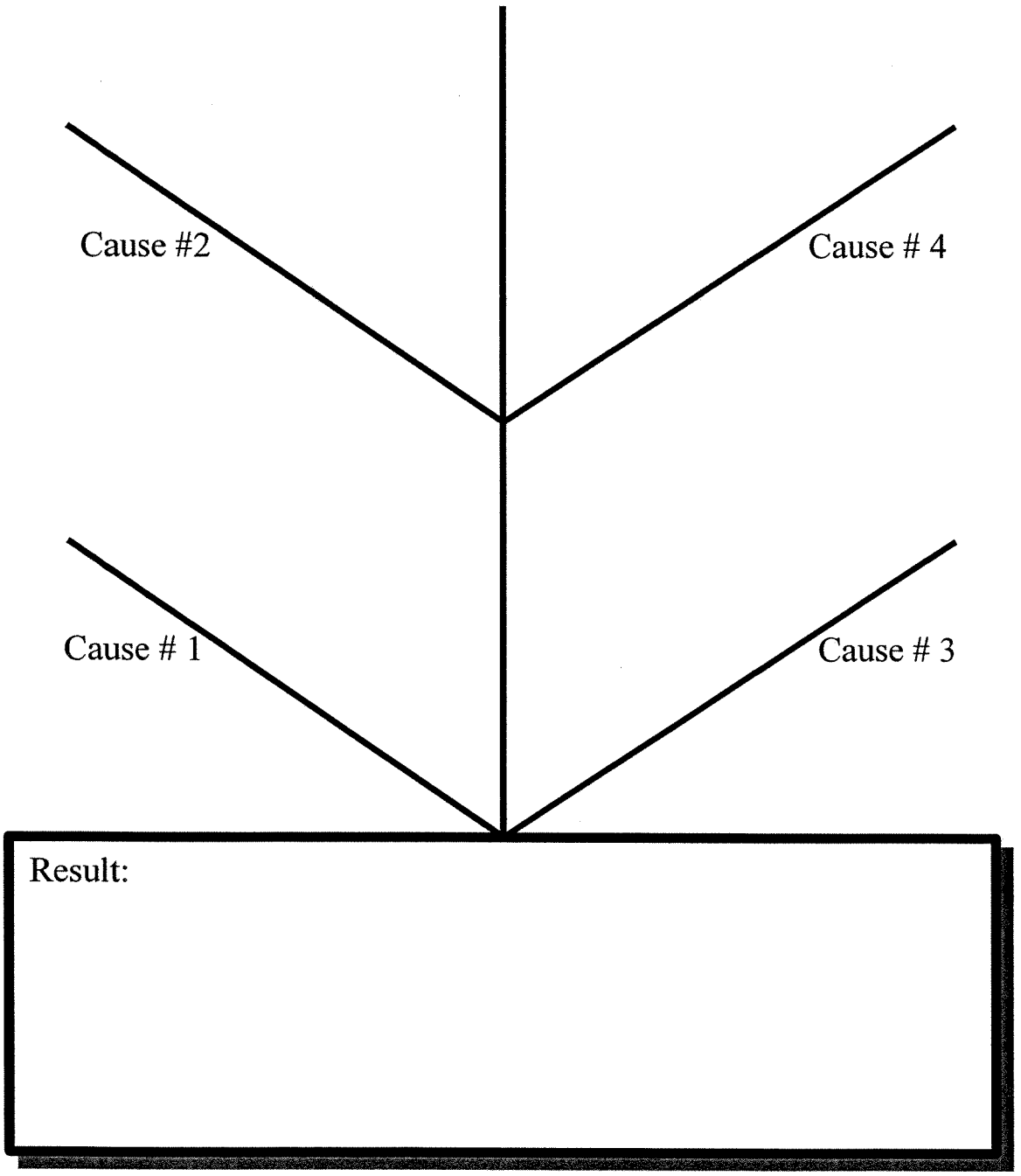
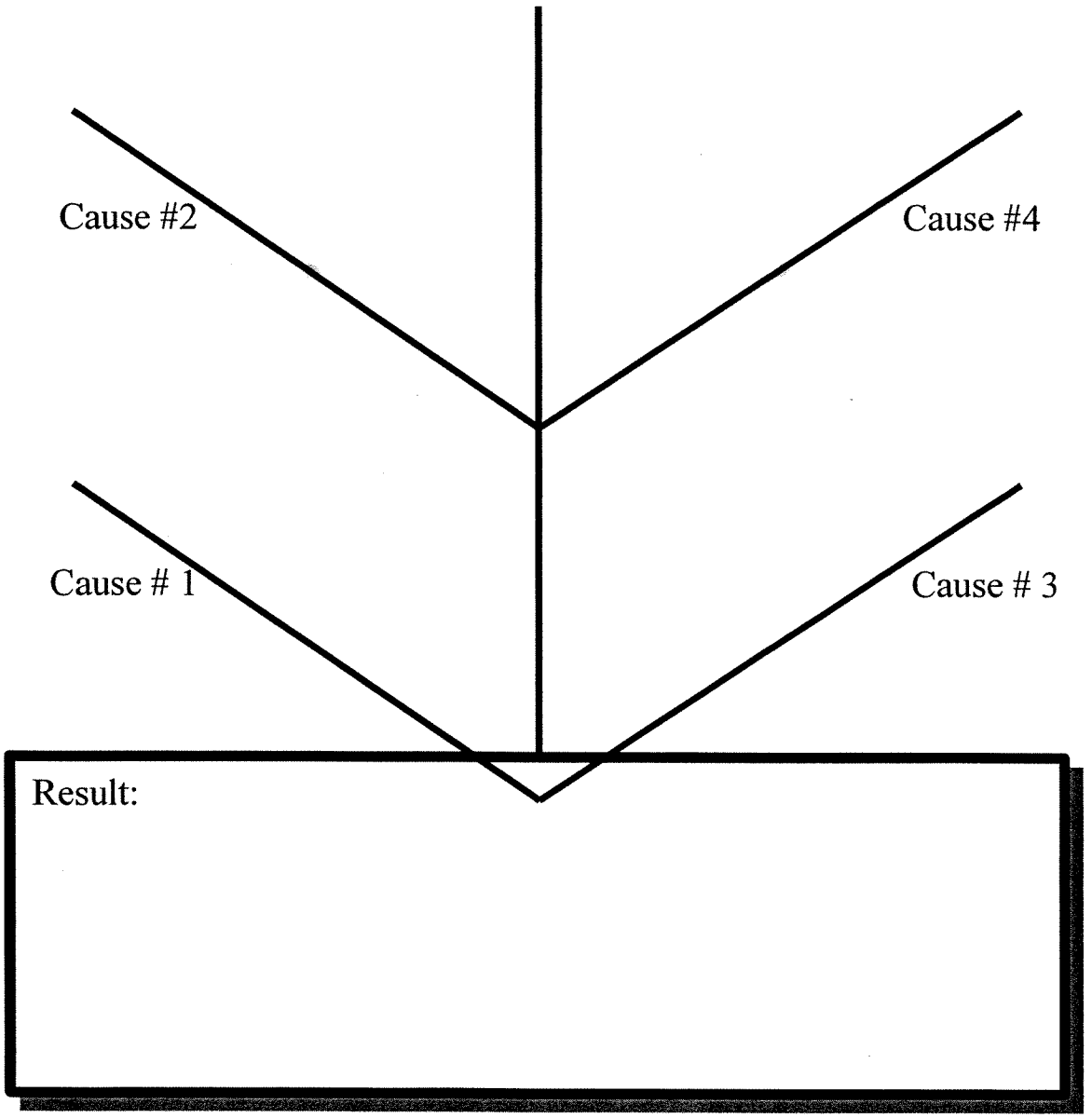
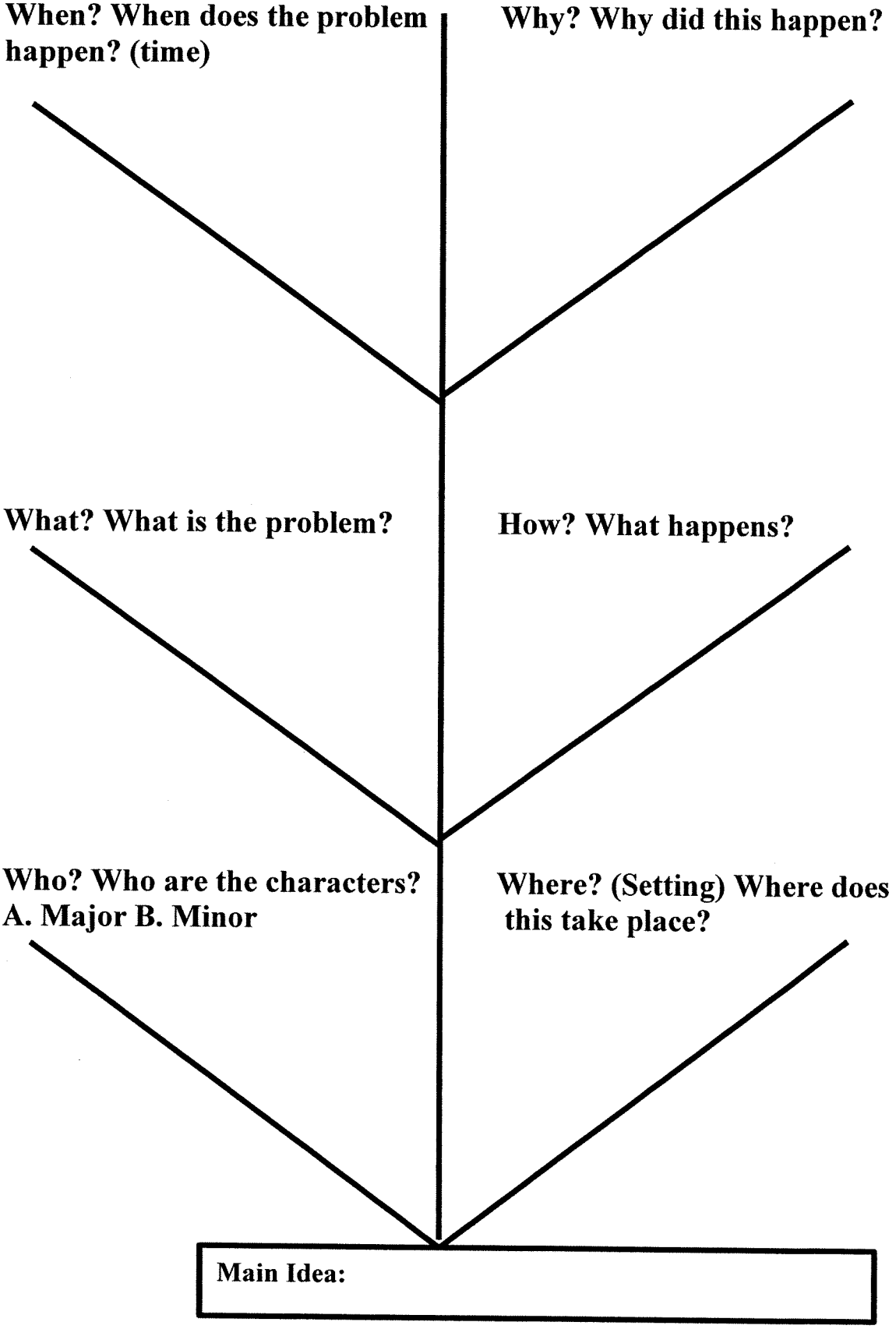
FISHBONE MAP

Name:_____ **Date:**_____



TOPIC: _____
FISHBONE MAP

Name:_____ **Date:**_____



WHO, WHAT, WHEN, WHERE, WHY, HOW #1