

GRAPHIC ORGANISERS

AND OTHER

VISUAL STRATEGIES

BOOK 5



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This chart shows the standards that are covered in each chapter.

MATHEMATICS	Standards are covered on pages
Numbers and Operations	9, 13, 20, 24, 26
Algebra	9, 13, 20, 24
Geometry	17, 20
Communication	24
Representation	26

SCIENCE	Standards are covered on pages
Science as Inquiry	32
Physical Science	48
Life Science	28, 45
Earth and Space Science	37, 40, 42, 45
Science in Personal and Social Perspectives	42, 45

SOCIAL STUDIES	Standards are covered on pages
Civics and Citizenship	50
Community	50, 51, 53
Timelines	56, 59, 62
Location	50, 53, 64, 67
Australian Society and Culture	50, 53, 56
Historical Reasoning and Interpretation	59, 62
Geographical Knowledge and Understanding	53, 56, 67

ENGLISH	Standards are covered on pages
Reading	70, 73, 76, 87
Writing	70, 73, 76, 79, 82, 85, 87
Speaking and Listening	70, 76, 82, 85, 87

Suggested Suitability of Activities by Year Level

Book One through to Book Six are suitable for Year Prep through to Year 6, as shown in the table below, but this may vary slightly in your classroom.

The Middle Years books in this series are suitable for Year 6 to Year 9.

BOOK	Year Level
1	Prep/1
2	1/2
3	2/3
4	3/4
5	4/5
6	5/6
Middle Years: English	6–9
Middle Years: Science	6–9
Middle Years: Maths	6–9

Other Available Resources by this Author

TITLE	CODE	ISBN
Worksheets Don't Grow Dendrites	C04395	1 74101 439 5
Worksheets Don't Grow Dendrites – Multimedia Kit	C05606	1 74170 560 6
Reading and English Worksheets Don't Grow Dendrites	C07521	1 74101 752 1
Shouting Won't Grow Dendrites	C05584	1 74170 558 4
'Sit and Get' Won't Grow Dendrites	C05592	1 74170 559 2

Beautiful Biomes: Spider Map

Skills Objectives

Identify the plants and animals living within a biome.

Identify the climate associated with a biome.

Identify the specific locations of a type of biome.

A **Spider Map** is a graphic organiser that is useful for listing many details related to a single topic. The spider map format allows for further investigation into each specific detail. In this activity, students will use a spider map graphic organiser in their studies of biomes.

1. Display travel posters and magazines that feature various biomes around your classroom to get students thinking about the different biomes that make up the earth. Invite students to study the posters and magazines and ask: *In or near which of these places would you most like to live? What plants and animals would you find there? What would the climate be like? In what parts of the world would you find yourself if you lived there?*

2. List these biomes on the board: *bushland, temperate deciduous forest, temperate rainforest, tropical rainforest, tundra, desert, grasslands, rivers and streams, ponds and lakes, wetlands, shorelines, temperate oceans, tropical oceans.*

3. Divide students into groups of two or three. Invite each group to choose one biome to study. Groups will be responsible for presenting reports on the biomes they selected. Each report will focus on the geography of the biome, the climate, and the plants and animals that live there.

4. Give students a copy of the **Beautiful Biomes activity (page 47)**. Using the Australian Bushland, model for students how to complete the spider map graphic organiser. Explain that they will use the map to record notes for their presentations. Point out that they may wish to use sub-categories to further organise their information.

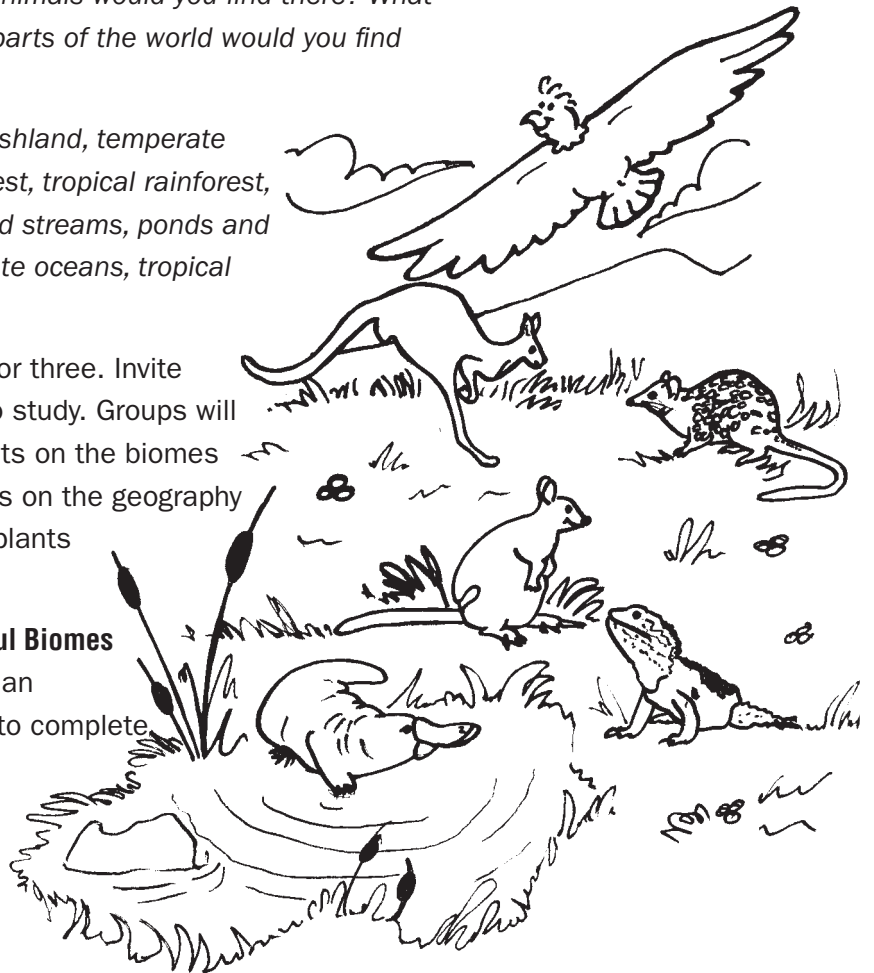
For example, under the category of *Animals*, students may wish to include groupings for *herbivores, carnivores* and *birds of prey*.

Materials

Beautiful Biomes activity

travel magazines and posters that feature various biomes

reference books and magazines about various ecosystems



5. Check to be sure students understand how to use the graphic organiser before directing groups to conduct research for each topic. As students work, circulate around the room to answer questions and assist as needed.
6. After students have completed their spider maps, invite each group to give a presentation to the class about its biome. You may wish to have students incorporate photographs, charts and maps into their presentations.

Extended Learning

- Invite students to write creative stories about life in different biomes.
- Have students make a slideshow about their biome on the computer, using a program such as PowerPoint.
- Have students make a landscape painting of their biome.

Beautiful Biomes

Directions: Write the name of your biome in the oval. Research the biome's geography, climate, plants and animals. Write notes about each topic on the spider map.

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Arrange the items in Book 5

Geography

northern part of Australia stretching from Broome to Townsville, just below the equator

Climate

dry season - May to October, fires and limited rainfall.

rainy season - December to March, heavy bursts of rainfall, thunderstorms and monsoons, hot and humid

Plants

acacia, eucalypts, salt bush, desert grass

Animals

echidna, northern quail, golden bandicoot, possum, glider, eastern grey kangaroo, saltwater crocodile, thorny devil

Name _____

Date _____

Comparing Lives: Triple Venn Diagram

Materials

Comparing Lives activity

social studies textbook

reference books about your state's history

encyclopedias

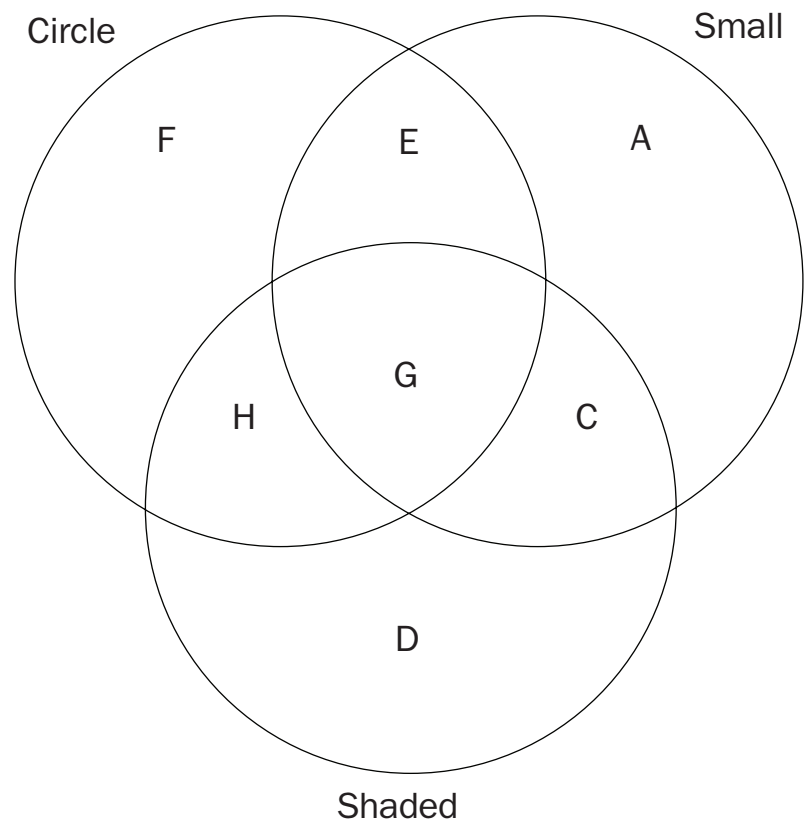
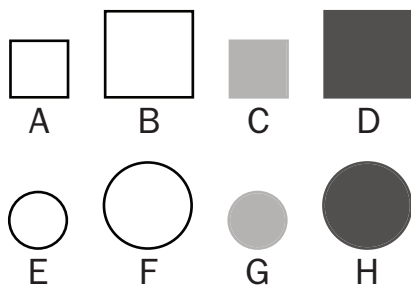
Skills Objectives

Describe the daily lives of people who lived in your state in the 1800s.

Compare and contrast three different groups of people.

A **Triple Venn Diagram** is a graphic organiser that allows students to compare and contrast three different items or subjects. The overlapping circles are used to indicate traits that the different subjects have in common. The parts of the circles that do not overlap are used to show the traits that are unique to each subject. In this activity, students select three groups of people who lived in Australia during the 1800s. They will use a triple Venn diagram to show the similarities and differences between the groups.

1. Introduce students to the triple Venn diagram by drawing a diagram on the board. Draw and label a row of shapes as shown in the illustration. Ask students to identify which shape is a circle but is not small or shaded (Circle F). Write the letter *F* in the part of the diagram marked *Circle* that does not overlap with any other part of the diagram. Continue with the rest of the shapes until each one is properly placed on the diagram. (Note: Shape B is the only shape that does not match any of the criteria on the diagram.)



2. Give students a copy of the **Comparing Lives activity (page 58)**. Explain that they will select three groups of people who lived in Australia during the 1800s. As a group, brainstorm a list of possibilities. Then invite students to choose the groups they wish to learn about and write their names on the lines around the Venn diagram.
3. Draw another triple Venn diagram on the board and model for students how to use it to compare three sets of people, such as *Diggers, Troops and Government*.
4. Be sure students understand how to complete the diagram before directing them to work independently. Encourage students to use their social studies textbooks, encyclopedias and other reference books to learn more about the groups they are studying.
5. Encourage each student to display their work on a bulletin board. Use the bulletin board as a social studies centre, and invite students to visit the centre when they have finished other work.

Extended Learning

- Invite students to work in small groups to write skits that demonstrate the daily lives of different groups of people.
- Have students make a graphic organiser to show how life today compares to life in the 1800s.
- Have students write short reports about the daily life of one group of people in the 1800s.


Name _____ Date _____

Comparing Lives

Directions: Choose three groups of people who lived in your state during the 1800s. Write the name of each group on the diagram. Use the diagram to show how the groups were alike and how they were different.

Troops

- Enforces laws
- Protects government, collect taxes
- Inspect taxes
- Insect licences
- Often fight



work in the gold fields

Involvement in Gold fields

Official body in Victoria


Lives in gold accommodation

Controls colony

Taxes diggers

Governs troops


Government



Diggers

- Live in tents or huts
- Scraping a living from the land
- Not represented
- Heavily taxed by government

Deals with gold licences



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Let's Make Music: Poster

Skills Objective

Read the notes on a treble clef staff.

Displaying **Posters** in the classroom helps to reinforce learned information. Posters can act as constant reminders of important concepts. Make a poster to help students learn and remember the names of the notes on a treble clef staff and learn to sing a basic scale.

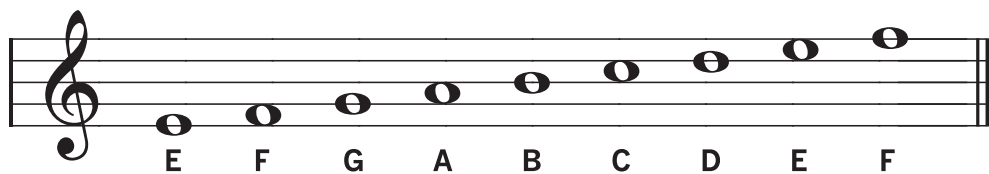
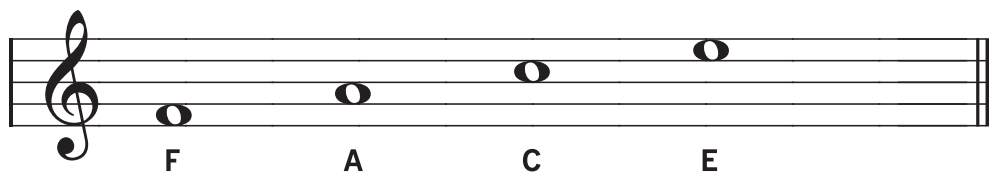
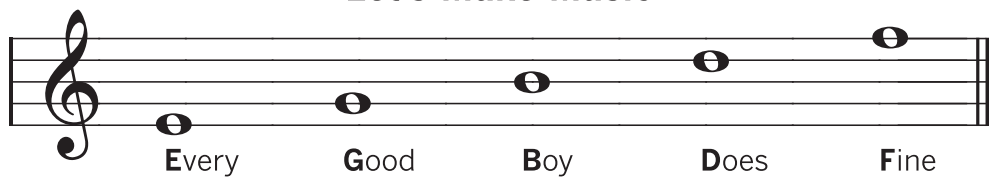
Materials

poster board

texta

ruler

Let's Make Music



1. Use a ruler to draw three different staves (five lines each) on project paper. Draw a treble clef at the beginning of each staff.
2. On the first staff, draw the notes for E, G, B, D and F. Below the staff, write the words *Every, Good, Boy, Does, Fine*. On the second staff, draw the notes for F, A, C and E. Label the notes below the staff. On the third staff, draw all the notes in order, and label each one below the staff.
3. Hang the poster in the classroom and teach students the mnemonics used to remember the names of the notes—*Every Good Boy Does Fine* and *FACE*.

Extended Learning

- Have students use a xylophone or a piano to practise playing the notes in order.
- Challenge students to compose their own simple songs using the notes on the poster.