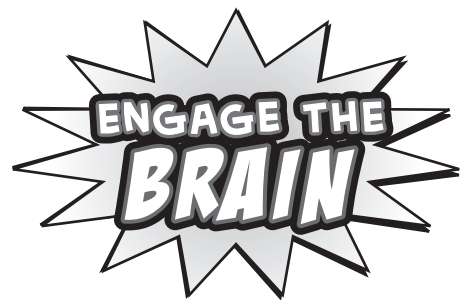


BOOK 2

GRAPHIC ORGANISERS **AND OTHER** **VISUAL STRATEGIES**



MARCIA L. TATE



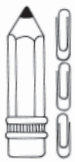
GRAPHIC ORGANISERS AND OTHER VISUAL STRATEGIES

BOOK 2



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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 |
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| 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 |

Introduction

An ancient Chinese proverb claims: “Tell me, I forget. Show me, I remember. Involve me, I understand.” This timeless saying insinuates what all educators should know: Unless students are involved and actively engaged in learning, true learning rarely occurs.

The latest brain research reveals that both the right and left hemispheres of the brain should be engaged in the learning process. This is important because the hemispheres talk to one another over the corpus callosum, the structure that connects them. No strategies are better designed for this purpose than graphic organisers and visuals. Both of these strategies engage students’ visual modality. More information goes into the brain visually than through any other modality. Therefore, it makes sense to take advantage of students’ visual strengths to reinforce and make sense of learning.

How to Use This Book

The activities in this book cover the content areas and are designed using strategies that actively engage the brain. They are presented in the way the brain learns best, to make sure students get the most out of each lesson: focus activity, modelling, guided practice, check for understanding, independent practice and closing. Go through each step to ensure that students will be fully engaged in the concept being taught and understand its purpose and meaning.

Each step-by-step activity provides one or more visual tools students can use to make important connections between related concepts, structure their thinking, organise ideas logically and reinforce learning. Graphic organisers and visuals include: idea web, KWL chart, Venn diagram, number line, bar graph, T-chart, maps, chain of events map, magazine pictures, photos, colour chart, magnetic letters, glyph, word wall, feelings chart and more!

These brain-compatible activities are sure to engage and motivate every student’s brain in your classroom! Watch your students change from passive to active learners as they process visual concepts into learning that is not only fun, but also remembered for a lifetime.

All About Animals: Cluster Map

Materials

Main Idea Map activity
fiction or nonfiction
books about animals
overhead projector
transparency

Skills Objectives

Describe animal behaviour using relevant details and key information.
Identify the main idea and supporting details.

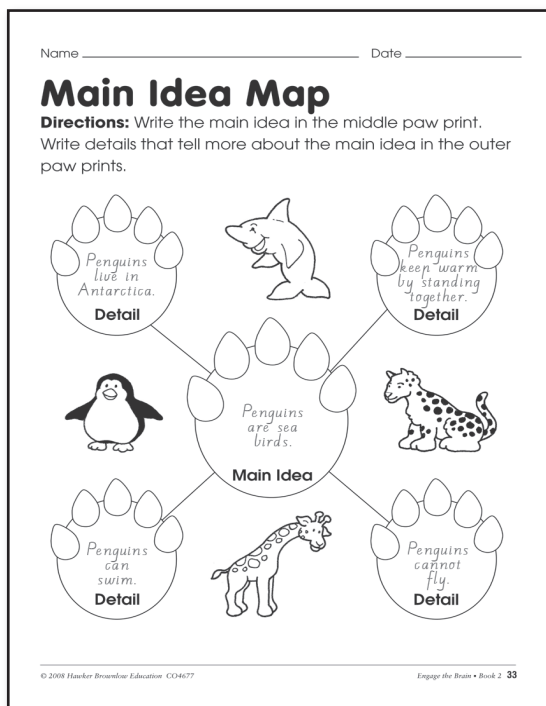
A **Cluster Map** shows a main idea (or topic) and supporting details (or related ideas). Cluster maps are useful tools to build students' comprehension of informational texts. Before using this map with students, make sure they understand the difference between a main idea and details.

1. In advance, copy the **Main Idea Map activity (page 33)** onto a transparency. Read aloud a book about animals, such as *Let's Get a Pup* by Bob Graham. Preview the book with students and focus their attention on main ideas and details.
2. After reading the book, ask: *What is this book mostly about?* Remind students that the topic a book is mostly about is the main idea. Display the Main Idea Map transparency on the overhead. Write the main idea (e.g., *Puppies are baby dogs*) in the centre of the map. Then ask: *What are some important facts that tell more about the main idea?* Write these details in the surrounding paw prints.
3. Give student pairs a copy of the Main Idea Map. Have pairs read a paragraph from a book (a new text or one they have already read).
4. Have students write the main idea and details on their cluster map. Make sure they are applying strategies appropriately. Remind them to ask themselves: *What is this text mostly about? What important facts tell more about the main idea?*

5. Have students form small groups to compare their cluster maps. Talk about the main ideas and details that each pair identified.

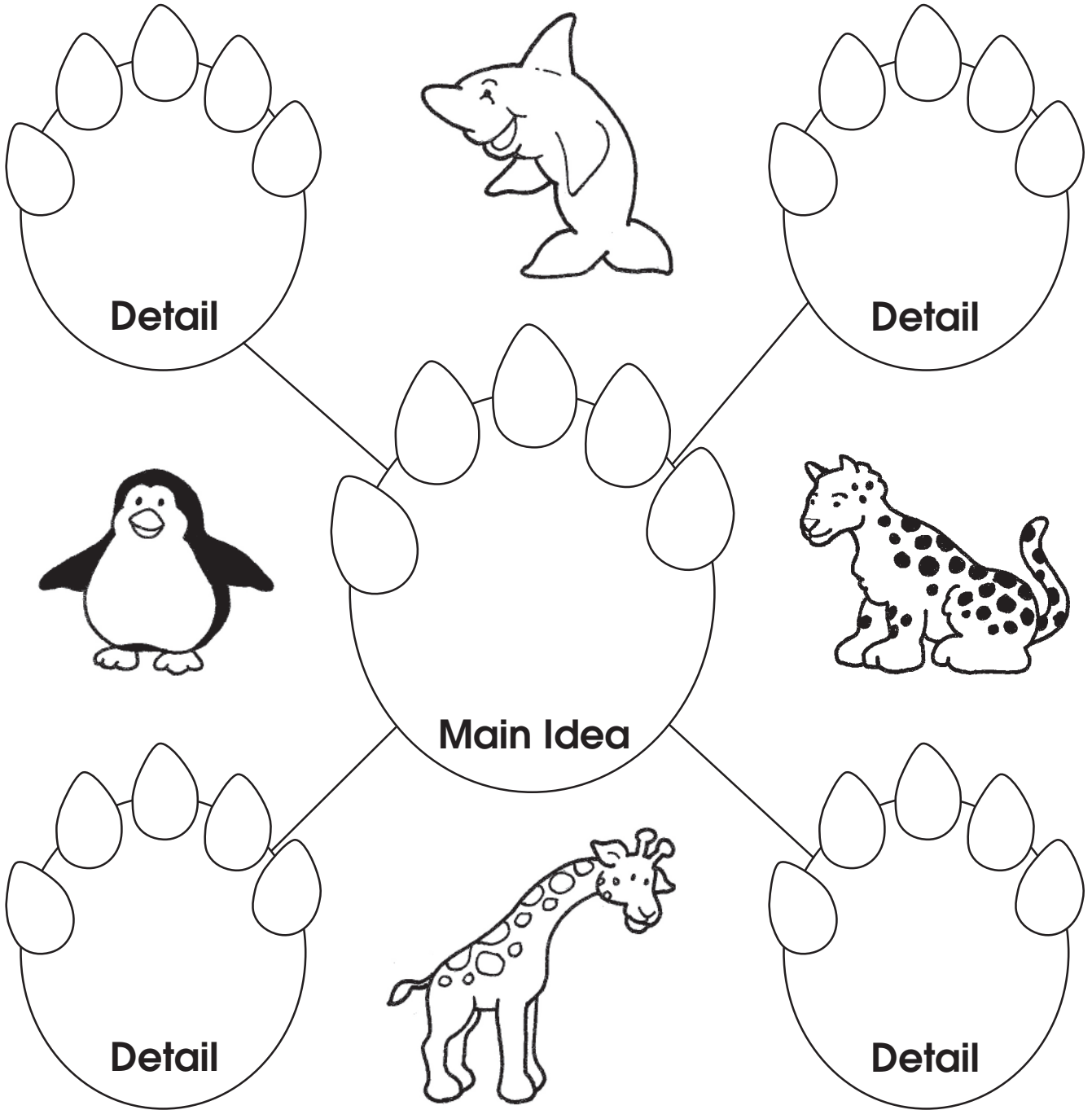
Extended Learning

- Provide blank Main Idea Maps, and encourage students to use this graphic organiser when they read new texts.
- Have students use their completed Main Idea Maps to write a few sentences about the topic.



Main Idea Map

Directions: Write the main idea in the middle paw print. Write details that tell more about the main idea in the outer paw prints.



Draw What You See: Line and Shape Chart

Materials

I Can Draw! activity
drawing paper
black felt-tip textas

Skills Objectives

Make careful observations.
Utilise lines and shapes to draw.

Lines and shapes are fundamental elements of art. A **Line and Shape Chart** helps students to observe before they draw.

1. Distribute drawing paper to students. Have them fold the paper so there are four sections. Tell students to draw a box in one section and a birthday cake in another. Ask: *How did you do?* Explain that you will show them a trick to draw objects even better.
2. Explain that all drawings are made of lines and shapes. We must train our eyes to look closely at the lines and shapes to draw objects as they really are. Tell students they will redraw the two objects along with you.
3. Read aloud the following directions as you draw, while students follow along: *To make a box, draw a diamond shape. Draw a straight line coming down from the left and right corners of the diamond. Draw a little longer line down from the bottom corner. Connect the ends of the three lines.* Walk around the room to see if students were able to follow your instructions.
4. Continue with the cake: *To make a cake, draw an oval on its side. Draw two straight lines coming down from each end. Connect the ends of the lines with a curved line. Add a few candles on top.* Again, check that students followed your instructions. Have students compare their original drawings with their new ones.



I Can Draw!

Directions: Look for lines and shapes in each picture. Carefully copy each picture in the box below.

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Date _____

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Image Art Skills - Book 2 87



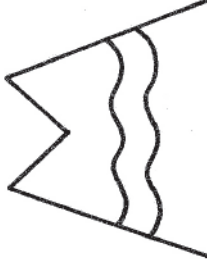
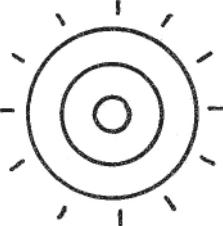
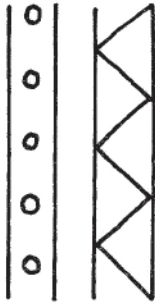




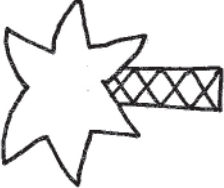
5. Distribute the **I Can Draw! activity (page 87)**. Have students look at each picture and copy one line or shape at a time in the box below and then trace finished drawings with black texta.

Extended Learning

Create new designs on the I Can Draw! activity so students can practise copying lines and shapes.

I Can Draw!

Directions: Look for lines and shapes in each picture. Carefully copy each picture in the box below.

| | | | | | | | | | | | |
|---|---|--|---|---|---|---|--|---|--|--|--|
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