

BOOK 4

GRAPHIC ORGANISERS

AND OTHER

VISUAL STRATEGIES



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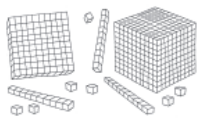
GRAPHIC ORGANISERS AND OTHER VISUAL STRATEGIES

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Index of Activities

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

MATHEMATICS	Standards are covered on pages
Numbers and Operations—Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	15, 18 20
Numbers and Operations—Understand meanings of operations and how they relate to one another.	9, 12
Numbers and Operations—Compute fluently and make reasonable estimates.	9, 12
Geometry—Analyse characteristics and properties of two- and three-dimensional geometric shapes, and develop mathematical arguments about geometric relationships.	21, 23
Measurement—Understand measurable attributes of objects and the units, systems and processes of measurement.	26
Measurement—Apply appropriate techniques, tools and formulas to determine measurements.	26
Communication—Organise and consolidate mathematical thinking through communication.	20
Communication—Use the language of mathematics to express mathematical ideas precisely.	20
Connections—Recognise and use connections among mathematical ideas.	15
Connections—Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	15

SCIENCE	Standards are covered on pages
Science as Inquiry—Ability to conduct scientific inquiry.	35, 44
Science as Inquiry—Understand about scientific inquiry.	35, 44
Physical Science—Understand properties of objects and materials.	37
Physical Science—Understand light, heat, electricity and magnetism.	40
Life Science—Understand characteristics of organisms.	30, 32
Life Science—Understand organisms and environments.	35
Earth and Space Science—Understand properties of earth materials.	42
Earth and Space Science—Identify objects in the sky.	46
Earth and Space Science—Understand changes in the earth and sky.	44

SOCIAL STUDIES	Standards are covered on pages
Understand culture and cultural diversity.	54, 56, 59
Understand the ways human beings view themselves in and over time.	50
Understand the interactions among people, places and environments.	48, 50, 54
Understand individual development and identity.	62
Understand interactions among individuals, groups and institutions.	56
Understand how people organise for the production, distribution and consumption of goods and services.	52
Understand relationships among science, technology and society.	60
Understand global connections and interdependence.	59

ENGLISH	Standards are covered on pages
Read a wide range of print and nonprint texts to build an understanding of texts, of self, and of the cultures of Australia and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfilment (includes fiction and nonfiction, classic and contemporary works).	64, 74
Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	74
Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	64, 68, 71, 74, 82
Adjust the use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with variety of audiences and for different purposes.	71, 79
Employ a wide range of strategies while writing, and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	67, 76, 79
Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.	67, 74, 82

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: place-value models, bar graph, network tree, concrete models, picture chart, idea web, Venn diagram, T-chart, newspapers, tally chart, collages, word cards, matrix, posters, circle chart and more!

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

Indigenous Australians: Sectioned Chart

Materials

Indigenous Australian
Tribe activity

pictures of Indigenous
Australians from
different regions

Skills Objectives

Research a topic and identify key facts.

Understand that cultures are shaped by environment.

Indigenous Australians were the first people to live in Australia. The various groups differed greatly in their languages, traditions and ways of life. In this activity, students research an Indigenous Australian tribe and summarise key points on a **Sectioned Chart**.

1. Write the following words on the board: *billabong*, *wombat*, *humpy* and *yabby*. Ask students: *What do these words mean? What do they have in common?* Explain that Indigenous Australians invented these words.
2. Tell students that Indigenous Australians lived in Australia thousands of years before anyone else did. Display pictures of Indigenous Australian tribes from different regions. Guide students to realise that many tribes made up the different groups, and each group had a distinct way of life.
3. Instruct students to research an Indigenous Australian tribe, such as the Arrernte. Give students a copy of the **Indigenous Australian Tribes activity (page 55)**, and tell them to research each topic and write words or phrases showing their findings.
4. As students work, walk around the room and check that their notes adequately communicate key facts and ideas.

5. When students are finished, have them find or draw pictures to complement their charts. They can share their illustrated charts in small groups.

Name _____ Date _____

Indigenous Australian Tribe

Directions: There were many Indigenous Australian tribes, and each had its own way of life. Research a group and write about its culture below. Add pictures if you like.

Indigenous Australian Tribe Arrernte

Region Where They Lived -Central Australia near Uluru and Alice Springs	Homes -humpy -nomadic existence, built shelters out of saplings covered with thatch
Clothing -Wore cloaks made from possum, wallaby and kangaroo skins for ceremonies	Food -primarily hunter/gatherers collecting vegetables, roots, herbs, fruits and nuts, eggs and honey, and small animals such as goannas and snakes
Crafts, Tools and Weapons -stone axes and boomerangs -didgeridoos -they use trading to exchange goods	Beliefs and Customs -cultural beliefs known as Dreamtime -body painting and personal ornamentation -animal totems -bark painting and rock painting -ceremonial dancing

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Indigenous Australian Tribe

Directions: There were many Indigenous Australian tribes, and each had its own way of life. Research a group and write about its culture below. Add pictures if you like.

Indigenous Australian Tribe _____

Region Where They Lived ○○○	Homes
Clothing	Food
Crafts, Tools and Weapons	Beliefs and Customs

Fairytales Castle: Story Map

Materials

Fairytales Castle activity

fairytales books

Skills Objectives

Read and analyse fairytales.

Recognise the main characteristics of a fairytale.

The **Story Map** used in the following activity helps students examine how fairytales are constructed. Like fables and myths, fairytales have distinct characteristics that set them apart from other literary genres.

1. Present a variety of fairytales for students to read.

2. Once students are familiar with several fairytales, talk about general characteristics they observed in the stories. Write their ideas on the board.

3. Give students a copy of the **Fairytales Castle activity (page 75)**. Compare the features on the page to students' ideas. Explain that all fairytales share similarities, such as a hero or heroine who must overcome a problem. Explain that one or more characters often have magical powers and that fairytales generally have a happy ending.

4. Divide the class into small groups and assign each group one of the fairytales the class read. Instruct students to complete sections of the castle with words, phrases or sentences. They can add pictures, too.



Fairytales Castle

Directions: Choose a fairytale. Fill in the castle with elements from the story.

Title of Fairytale

Rumpelstiltskin

Use of Magic

A stranger helps a miller's daughter spin straw into gold.

Good Characters

Miller's daughter
servant

Bad Characters

Rumpelstiltskin

Happy Ending

The queen keeps her baby, and she never hears from Rumpelstiltskin again.

Problem

The miller's daughter must spin straw into gold. She gets help from a stranger, but she must give up her first child if she can't guess his name.

Solution

A servant tells the miller's daughter who is now queen that the stranger is Rumpelstiltskin. Rumpelstiltskin gets angry and goes away.

Name _____

Date _____

too. Walk around the room as students work so you can check their progress and answer any questions.

5. Afterward, let groups share their graphic organisers with the class.

Extended Learning

Have students use the Fairytales Castle activities to plan original fairytales. Instruct them to fill in the sections to make a story outline. Then have students write their fairytale, using their outline as a guide.

Fairytale Castle

Directions: Choose a fairytale. Fill in the castle with elements from the story.

