

BOOK 1

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



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GRAPHIC ORGANISERS

AND OTHER

VISUAL STRATEGIES

BOOK 1



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Reading	63, 65, 67, 69, 75
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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
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

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: word web, KNL chart, Venn diagram, sequence chart, bar graph, T-chart, hand signals, floor graph, concrete model, cause-and-effect chart, display board, pattern mat, mind map, word wall, pictures, word cards 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.

My Community: Concept Map

Materials

My Community activity
blank paper

Skills Objective

Identify aspects of a community.

A **Concept Map** is a useful tool for helping students gather, connect and see how facts are related. At this age, students develop and refine their understanding of community by investigating the ways in which people live together and help each other.

1. To begin your unit of study, write the word *community* on blank paper and ask students to define it. Guide students to understand that a community is a group of people who work together. Generate a list of communities to which students belong. These might include family, school, neighbourhood, team, town, state and church.
2. Give students a copy of the **My Community activity (page 49)**. Have students use words and pictures to describe their family, school, neighbourhood and town. Remind students that they can use the words and ideas on the class list to help them complete their concept maps.
3. After students have shared their community concept maps in small groups, save them in students' portfolios. Repeat this activity at the end of your community unit. Invite students to compare the two concept maps and think about what they have learned.

Extended Learning

Suggest that students work in small groups to build a community model using blocks.

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My Community

Directions: A community is a group of people who help each other. Write and draw about your community here.

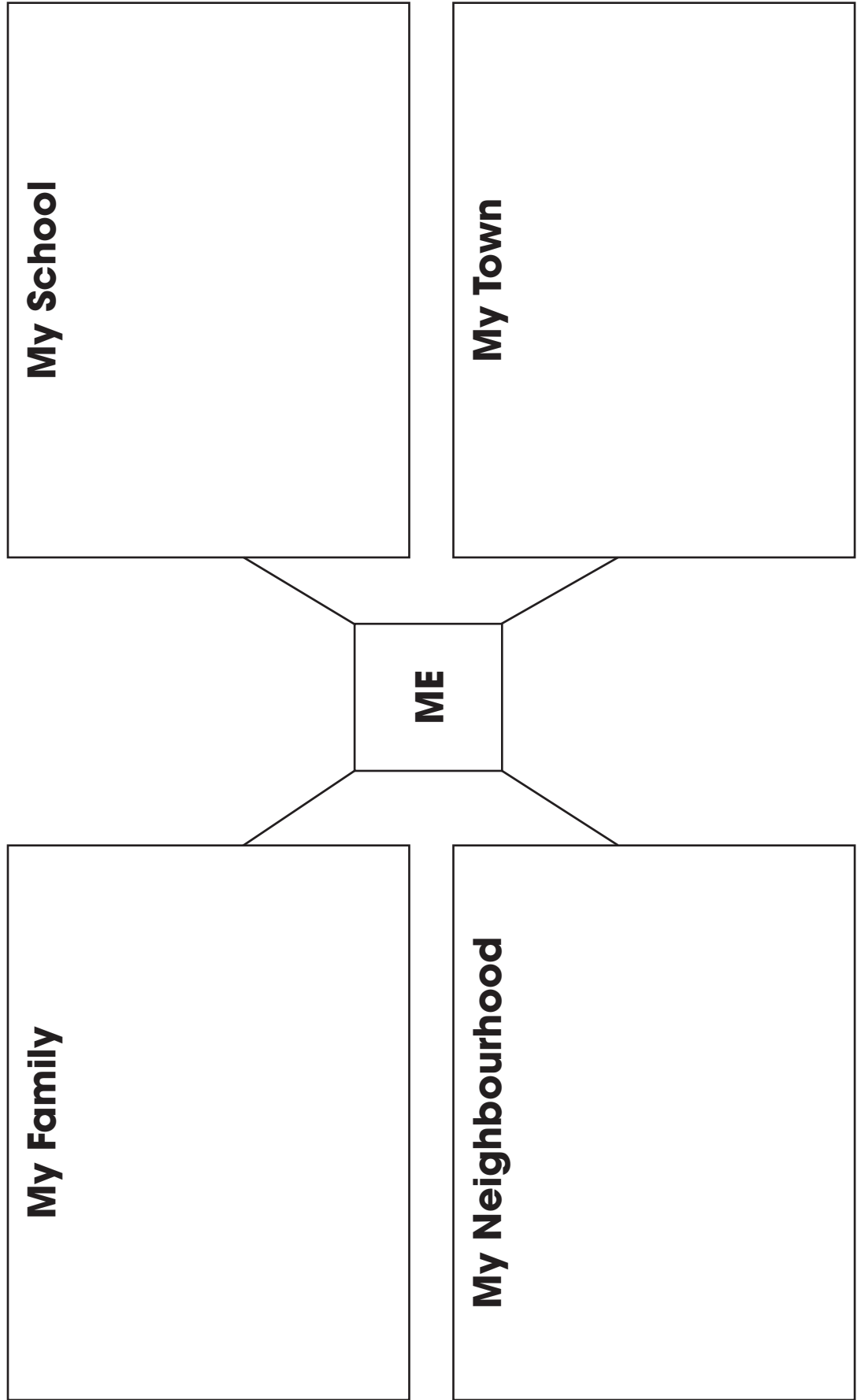
Name _____

Date _____

48

My Community

Directions: A community is a group of people who help each other. Write and draw about your community here.



What Happened and Why? Cause-and-Effect Chart

Skills Objective

Identify cause and effect.

A **Cause-and-Effect Chart** helps students see the relationships among story events. Identifying cause and effect helps students better understand stories as well as topics in other subject areas, such as science, social studies and maths.

1. Inform students that when they read a story, it is important to think about not only *what* happens, but also *why* it happens.
2. Read aloud *Tough Boris* or another book with clear cause-and-effect relationships. After reading, begin a discussion of the story by asking: *What happened first? What happened after that? What happened at the end?*
3. Draw two boxes on the board, with an arrow pointing from the first box to the second box. Label the first box *What Happened?* and the second box *Why?* Write the first event from the story and why it happened in the chart.
4. Continue asking volunteers to recall what happened in the story. Record their suggestions in new boxes. Point out how one event leads to another. Make sure students understand the concepts of *what happened* and *why*.
5. Give students a copy of the **What and Why? activity (page 70)**. Ask them to choose a favourite scene from the story and use the graphic organiser to draw an illustration explaining what happened and why. Encourage students to label their drawings. Remind them that they can use words and ideas from the class chart.
6. Have students refer to their cause-and-effect chart as they retell the story to a partner. Encourage them to use the word *because* in their retelling.

Materials

What and Why?
activity

Tough Boris by
Mem Fox

Name _____ Date _____

What and Why?

Directions: Draw pictures and write words to show what happened and why.

Story Title: *Tough Boris*

What Happened?
Tough Boris cried

Why?
Because his parrot died

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What and Why?

Directions: Draw pictures and write words to show what happened and why.

Story Title: _____

