

### THE IMPORTANT THING GRAPHIC ORGANIZER

**Directions:** Complete the sentences with information about one topic from the video.

Topic:
The important thing about _____ is
_____
_____.
It _____
_____
and it _____
_____.
But the most important thing about _____
is _____
_____.
_____.

Graphic Organizer used with permission from the Fairfax County Public Schools, *Learning to Read Social Studies*.



### 3-2-1 SUMMARIZING GRAPHIC ORGANIZER

**Directions:** Fill in the sections with information from the video.

**3 Facts I Saw / Heard in the video:**

3. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

**2 Interesting Ideas:**

2. \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

**1 Statement that tells the most important thing:**


## **SUGGESTIONS FOR USING THE WORDS IN CONTEXT GRAPHIC ORGANIZER**

This activity allows students to extend the meanings of vocabulary words by using them in context. Students create examples from their own experiences to further understand the words (Allen, 1999). This activity begins as a whole-class lesson and then moves to small-group work.

1. Use an overhead transparency of the graphic organizer “Words in Context.” Read the word in context and write how it's used in the video in the top box of the transparency.
2. Write the target word in the center box.
3. Discuss with the students a working definition of the word. Students use their knowledge of structural analysis and context clues to determine meaning. If the class is unable to determine the meaning, use a dictionary.
4. List synonyms of the target word in the boxes on the right.
5. List antonyms of the target word in the ovals on the left.
6. Have students personalize the word by giving examples of what it is in the boxes at the bottom of the page. Have the teacher prompt the students to aid them as necessary in this process.

Adapted from Janet Allen, *Words, Words, Words*. Stenhouse Publisher

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***PLACEHOLDER***  
**SAMPLE WORDS IN CONTEXT GRAPHIC ORGANIZER**

**PLACEHOLDER  
WORDS IN CONTEXT GRAPHIC ORGANIZER**

## **SUGGESTIONS FOR USING THE WORD QUESTIONING GRAPHIC ORGANIZER**

In this activity students use a graphic organizer to expand a vocabulary concept using Bloom's Taxonomy of Learning (Allen, 1999).

1. Distribute copies of the Word Questioning Graphic Organizer to the class.
2. Use an overhead transparency of the Word Questioning Graphic Organizer. Write the target word in the center box.
3. Begin a discussion about the target word by using the "Word Parts I Recognize" block to look at word structure; e.g., base word, prefixes, and suffixes.
4. Continue modeling how to use this organizer by going clockwise around the center box answering the questions posed on the organizer.
5. Ask the students to work in groups to find a word in their reading and complete this organizer in the same way.
6. Lead a discussion focusing on the various parts of the organizer.

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**PLACEHOLDER**  
**Sample Word Questioning Graphic Organizer**

**PLACEHOLDER**  
**Word Questioning Graphic Organizer**

## DATA GATHERING CHART

Fill in the chart with information you found while doing research.

<b>What I Need to Know</b>	<b>My Source of Information</b>	<b>Where I Found Information in the Source</b>	<b>Information I Found</b>

Chart supplied by Linda Townsend, WCVE

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COMPARISON CHART