

How to Use

1. Scan the table of contents to find just the right organizer to meet your objectives.
2. Read the accompanying teacher page for simple directions on how to complete the organizer and use it in several different curriculum areas.
3. Make copies of the organizer for your students.

Teacher Page

Directions for completing the organizer

Capture the Castle

H Chart

Type of organizer

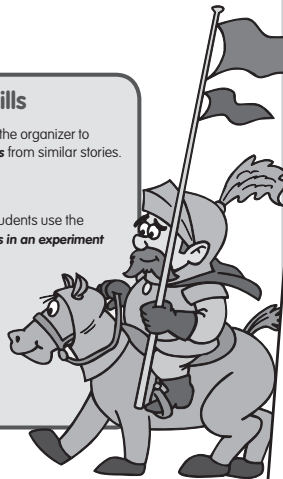
Directions for completing page 75:
Write the topic and two ideas to be compared in the spaces provided. On the castle, write how the two ideas are similar and different.

Building Skills

Reading: Have each student use the organizer to **compare and contrast two characters** from similar stories.

Science: Have small groups of students use the organizer to **compare how variations in an experiment** affect the outcome.

Social Studies: Use the organizer to discuss the similarities and differences between two **historical figures**.



74 Compare and Contrast

Suggestions for using the organizer to build essential skills in different curriculum areas

Reproducible Graphic Organizer

Name _____ Date _____

Capture the Castle

Idea: _____

Topic: _____

Idea: _____

Both: _____

Compare and Contrast

A graphic organizer template shaped like a castle with three towers. Each tower has a flag on top. The top of the castle is labeled 'Idea:'. The central part of the castle is labeled 'Topic:'. The bottom part of the castle is labeled 'Both:'. At the bottom of the castle, there is a cartoon illustration of a dragon. The page is numbered '75' in the bottom left corner.

Lighting the Way

KWL chart

Directions for completing page 5:

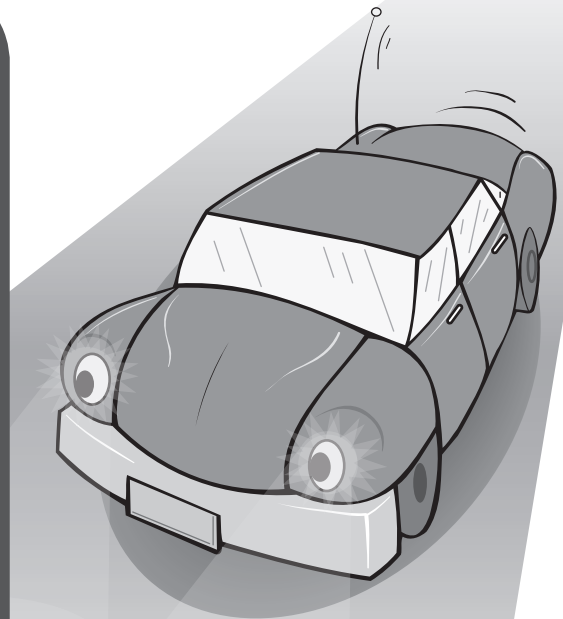
1. Write the topic.
2. Write what you already know about the topic in the first column.
3. Write what you want to know about the topic in the second column.
4. Read the text.
5. Write what you have learned about the topic in the third column.

Building Skills

Writing: On her next **research assignment**, have each student complete the organizer and narrow her topic by circling two or three key ideas she would like to find out more about.

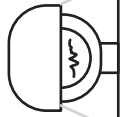
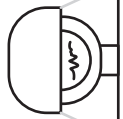
Reading: Have each student use the organizer before, while, and after she reads a chapter in a **chapter book**.

Social Studies: Create a transparency of the organizer and use it to **introduce a new unit**.

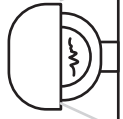
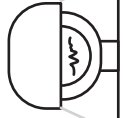


Name _____

Date _____



Lighting the Way



Topic:

K

What I Know

W

What I Want
to Know

L

What I
Learned



Knock, Knock

KWS chart

Directions for completing page 7:

1. Write the topic.
2. On the first door, write what you already know about the topic.
3. On the second door, write what you would like to learn about the topic.
4. On the third door, write possible sources where information about the topic may be found.

Building Skills

Writing: Before they write a **biography**, have students use the chart to organize ideas and sources about the person they're researching.

Science: Have students complete the organizer to prepare for a **science fair project or report**.

Social Studies: Use the organizer with students before exploring a new **social studies topic**.

LIBRARY




Name _____ Date _____


Knock, Knock

Opening doors to _____ topic


What I **K**now



What I **W**ant to Know



Possible **S**ources



Bubbling Over

Prereading organizer

Directions for completing page 9:

Fill in each bubble to show what you think the reading will be about. Then write your prediction on the bathtub.

Building Skills

Reading: Have small groups of students **gather information** and then fill in the bubbles before reading a book together.

Reading: Have students use the organizer when reading children's **newsmagazines**.

Reading: Create a transparency of the organizer and use it as a **discussion starter** before you begin your next read-aloud session. Then revisit student predictions during reading.

