

GOOD YEAR BOOKS

Sample Pages

Sample pages from this product are provided for evaluation purposes. The entire product is available for purchase at www.socialstudies.com or www.goodyearbooks.com

To browse eBook titles, visit
<http://www.goodyearbooks.com/ebooks.html>

To learn more about eBooks, visit our help page at
<http://www.goodyearbooks.com/ebookshelp.html>

For questions, please e-mail access@goodyearbooks.com

Free E-mail Newsletter—Sign up Today!

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at
<http://www.goodyearbooks.com/newsletter/>

For more information:

10200 Jefferson Blvd., Box 802, Culver City, CA 90232
Call: 800-421-4246 • Fax: 800-944-5432 (U.S. and Canada)
Call: 310-839-2436 • Fax: 310-839-2249 (International)

Copyright notice: Copying of the book or its parts for resale is prohibited.

Show Me!

Graphic Organizers for Reading Comprehension across the Curriculum

Set a purpose for reading

Preview and predict

Make inferences

Analyze cause and effect

Identify facts and opinions

Draw conclusions

Use context clues

Katherine Scrapper
Vickie L. Scrapper



Our titles are available for most basic curriculum subjects plus many enrichment areas. For more Good Year Books, contact your local bookseller or educational dealer. For a complete catalog with information about other Good Year Books, please contact:

Good Year Books
A Division of Social Studies School Service
10200 Jefferson Boulevard
Culver City, CA 90232-0802
www.goodyearbooks.com
(800) 421-4246

Library of Congress Cataloging-in-Publication Data

Scraper, Katherine

Show me! : graphic organizers for reading comprehension across the curriculum/
Katherine Scraper, Vickie L. Scraper
p. cm.

ISBN-13: 978-1-59647-092-7

1. Reading comprehension--Study and teaching (Elementary)
2. Reading (Elementary)--Audio-visual aids. I. Scraper, Vickie L. II. Title.

LB1573.7.S38 2006
372.47--dc22

2006043519

Cover Design: Gary D. Smith, Performance Design

Text Design: Doug Goewey

Photo on page 76 by Takver, courtesy Wikipedia.com

Drawings on page 199: "pulling my leg" by Ken Shinzato,
"letting the cat out of the bag" and "on cloud nine" by Torylin Crowe

Copyright © 2006 Katherine Scraper, Vickie L. Scraper

Printed in the United States of America.

All Rights Reserved.

ISBN-13: 978-1-59647-092-7

No part of this book may be reproduced in any form or by any means, except those portions intended for classroom use, without permission in writing from the publisher.

Contents

Introduction 1

How Do I Use Each Unit Component? 2

Additional Tips 4



Fiction Units 5

 Previewing and Predicting 7

 Asking Questions and Setting a Purpose for Reading 13

 Analyzing Story Elements 19

 Making Inferences 25

 Analyzing Cause and Effect 31

 Comparing and Contrasting Characters 37

 Retelling to Monitor Meaning 43

 Identifying Story Theme 49

 Evaluating Stories 55

 Connecting with Stories 61



Nonfiction Units 67

 Surveying Text Features and Identifying the Author’s Purpose 69

 Building Background 75

 Asking Questions and Setting a Purpose for Reading 81

 Drawing Conclusions 87

 Identifying Main Idea and Supporting Details 93

 Examining Descriptions 99

Nonfiction Units (continued)

Analyzing Cause and Effect 105

Analyzing Problem and Solution 111

Identifying Fact and Opinion 117

Identifying Persuasive Techniques 123

Comparing and Contrasting Information and Ideas 129

Sequencing Events—Time Order in History 135

Sequencing Events—Following Directions 141

Restating to Monitor Meaning 147

Making Judgments 153

Connecting with Information and Ideas 159



Word Study Units 165

Finding Meaning—Prefixes and Suffixes 167

Finding Meaning—Homographs 173

Finding Meaning—Synonyms and Antonyms 179

Finding Meaning—Context Clues 185

Descriptive Language—Similes and Metaphors 191

Descriptive Language—Idioms 197

Introduction

Show Me! Graphic Organizers for Reading Comprehension Across the Curriculum includes thirty-two units that teach, reinforce, and assess a variety of reading comprehension strategies tied to state and national standards. Each unit includes six pages:

1. *Lesson Plan*: includes a description of the strategy and four sections—*Introduce*, *Model*, *Practice*, and *Extend and Assess*
2. *Reading Selection*: brief original fiction or nonfiction selection incorporating the strategy
3. *Organizer—Sample*: a completed graphic organizer page based on the reading selection
4. *Organizer—Master*: a graphic organizer blackline master page, including a list of strategy cue words and phrases when applicable
5. *Writing Assignment*: a blackline master for a writing assignment related to the strategy in which the graphic organizer is used as a planning sheet, including sample topic ideas when applicable
6. *Follow-up*: extension activities and a strategy assessment

Show Me! is aimed at classroom teachers, resource teachers, and home-schooling parents of intermediate students. However, it can easily be adapted up or down according to grade or ability level. Here, teachers will find easily accessible instructional materials with which to address required reading comprehension strategies, while students will gain the knowledge and tools they need to apply these strategies in a variety of reading experiences.

How Do I Use Each Component?

Getting Ready

- ✓ Read the first page of the unit (*Lesson Plan*) to acquaint yourself with the strategy.
- ✓ Make an overhead transparency of the blank graphic organizer (*Organizer—Master*).
- ✓ Make three photocopies of the blank graphic organizer for each student in your class (one for reading practice, one for the writing activity, and one for an extension activity).
- ✓ Make one copy of the writing blackline master (*Writing Assignment*) for each student.

Introducing the Strategy

- ✓ Conduct the “Introduce the Strategy” activity with the class.
- ✓ Invite students to discuss their reactions, and answer any questions they pose.

Modeling the Strategy

- ✓ Place the blank graphic organizer transparency on the overhead. Explain whether you’ll use the organizer before, during, and/or after reading and why.

- ✓ Read the unit’s original fiction or nonfiction selection (*Reading Selection*) aloud.
- ✓ Using the example in the unit (*Organizer—Sample*), model how to fill out the graphic organizer based on the information in the reading selection.
- ✓ Because filling out a graphic organizer is a prerequisite to note-taking, show students how to utilize key words and phrases when applicable rather than always writing in complete sentences.
- ✓ Model how to use the completed graphic organizer to summarize the reading selection. (*Note:* Because graphic organizers are summaries, summarizing is included in each unit rather than as a separate strategy.)
- ✓ Invite students to discuss their reactions, and answer any questions they pose.

Practicing the Strategy

- ✓ Give each student a blank copy of the graphic organizer.
- ✓ Make sure students understand whether to use the organizer before, during, and/or after reading and why.

Lesson Plan page

Fiction: Previewing and Predicting

Lesson Plan

Previewing and Predicting

How do you select a novel at the library or at Barnes & Noble? Libby, the sales clerk at your favorite bookstore, has a special section for you. She has a display of books that she has selected for you. She has a display of books that she has selected for you. She has a display of books that she has selected for you.

Model
Read “I’ll Get You for This” on page 60 aloud. Then model how to complete the accompanying graphic organizer (page 60) and use it to summarize the reading selection.

Practice
Have students use a copy of the blank graphic organizer on page 60 to preview and make predictions about other fiction texts, marking as needed.

Extend and Assess
Have students complete the related writing assignment on page 60 and use one or more of the activities on page 60. Finally, review their acquisition of previewing and predicting by using the page 60 assessment.

Introduce the Strategy
Think of a new story from your collection, make up a title for it, and bring a photograph that relates to it to class. Read the story aloud and show the class the photograph. Ask, “What do you predict the story will be about?” “How do you predict some of the characters will be?” “How do you predict what the main conflict of the story will be?” “How do you predict the ending of the story?”

Then explain that looking ahead (previewing) and making good guesses (predicting) helps them get ready to learn to your story. Tell the story and show all the students to compare or review their prediction statements.

Reading Selection page

Fiction: Previewing and Predicting

Reading Selection

Use the Graphic Organizer:

- ✓ Before Reading
- ✓ During Reading
- ✓ After Reading

I’ll Get You for This!

This story reveals the sometimes “odd” relationship between a boy and his younger brother growing up in Tennessee at the early 1900s.

“Now that look!” Levi yelled, scrambling backward between the rows of corn after his brother Tom. “That’s my lucky rock!” Levi captured Tom’s attention just in time to see the treasure stone soar through the air and plummet to the half-eye of the baseball pitcher.


Levi pummeled Tom’s back with his fist as Mama scolded out of the cabin. “That’s going on here!” she demanded, pulling the boys apart by their overall straps.

“Look at me, look at me,” Tom said matter-of-factly. “I’ve thrown my rock in the stakes.”

“I’d say you both need to think with your heads for awhile,” replied Mama. “Pop’s probably on his way, so you can tend to the weeds while I start supper.” Levi dropped to his knees between the muddy mounds of grass, and Tom seized the hole.

“Oh, Pop,” shrieked Levi to the tall figure striding up the path. “We’re weeding the garden.” Clearing at Tom, Levi grinned. “Also, supper’s in the oven to heat to Mama while Tom washes the dishes, cleans our sheepskin coats near from the spring, and feeds the chickens.”

Tom nodded as Pop rattled his hat. “That’s my boy!” Pop declared. “I’ll get you for this, Levi!” Tom said under his breath. “I’ll get you...”



Organizer—Sample page

Fiction: Previewing and Predicting

Organizer—Sample

Reading Selection Title: I’ll Get You for This!

Preview the available text features. Add notes about what you learn from them. Then make two predictions about the story. After reading, mark whether your predictions are confirmed or if you have to revise them.

Text Feature	Notes
title	Someone in the story is upset.
front cover illustrations	
story title	The boys are brothers. They look long ago. Sometimes they don’t get along.
chapter headings	
chapter illustrations	
first paragraph or page	Tom throws Levi’s favorite rock into the stakes.
other	

I predict that this story will be about a boy who makes his brother mad.
 confirmed had to revise

I also predict that the boys will talk over the problem.
 confirmed had to revise

Now use your graphic organizer to summarize the reading selection to a partner.

Additional Tips

- Make sure the reading materials students use when practicing are at their independent reading levels. If learners are struggling with the words, they won't be able to concentrate on the strategy.
- Whenever possible, utilize grade-appropriate magazines for brief fiction and nonfiction reading selections.
- If some students need additional support before practicing the strategy on their own, pair them or pull them aside as a small group to read a selection and fill out a blank graphic organizer as many times as needed.
- If the whole class does not require instruction in a particular strategy, follow the Introduce-Model-Practice-Extend and Assess procedure with individuals, partners, or small groups.
- Make additional copies of the graphic organizers to hang in the classroom. If possible, enlarge them to poster size and laminate. Explain that learning to select an appropriate graphic organizer for a text is a strategy in itself.
- If no overhead projector is available, draw the graphic organizer on the chalkboard or on chart paper when modeling.
- Teach students that graphic organizers are not static. They should feel free to add lines, rows, columns, circles, boxes, and so on to suit their own recording purposes.
- Utilize modeling, demonstrations, and think-alouds at every phase of the strategy acquisition process until students are skilled and confident enough to carry out the steps on their own.

Previewing and Predicting

How do you select a novel at the library or a bookstore? Likely, the title catches your eye. Next, you look at the cover illustration and read the book jacket blurbs. If you're still interested, you skim the chapter titles. Finally, you read the first paragraph or page. You're hooked! By previewing the book, you get into a certain frame of mind. You know whether the book will be funny, dramatic, scary, or exciting. You also start making predictions about the story. *The man on the cover is the bad guy, you think to yourself. The heroine will have to outsmart him . . . their families will get involved . . .* and so on. You can't wait to get home so you can begin reading and confirm or revise your predictions. Previewing and predicting helps readers get the most out of a story by setting the stage, engaging their interest, and focusing their thoughts.

Introduce the Strategy

Think of a true story from your childhood, make up a title for it, and bring a photograph that relates to it in some way. Tell students you're going to share an oral story. Then state the title and show them the photograph. Ask: *What do you predict my story will be about? Why? Who do you predict some of the characters will be? How do you know? What do you predict the mood of the story will be? Why do you think so?* Allow time for discussion. Then explain that looking ahead (previewing) and making good guesses (predicting) helps them get ready to listen to your story. Tell the story and then ask the students to confirm or revise their prediction statements.

Model

Read "I'll Get You for This" on page 8 aloud. Then model how to complete the accompanying graphic organizer (page 9) and use it to summarize the reading selection.

Practice

Have students use a copy of the blank graphic organizer on page 10 to preview and make predictions about other fiction texts, assisting as needed.

Extend and Assess

Have students complete the related writing assignment on page 11 and one or more of the extension activities on page 12. Finally, monitor their acquisition of previewing and predicting by using the page 12 assessment.

Use the Graphic Organizer:

- ✓ Before Reading
- During Reading
- ✓ After Reading

I'll Get You for This!

This story reveals the sometimes "rocky" relationship between a boy and his younger brother growing up in Tennessee in the early 1900s.

"Give that back!" Levi hollered, scrambling barefoot between the rows of corn after his brother Tom. "That's my lucky rock!" Levi captured Tom's shirttail just in time to see the treasured stone soar through the air and plummet to the bull's-eye of the bramble patch.

Levi pummeled Tom's back with his fists as Mama scurried out of the cabin. "What's going on here?" she demanded, pulling the boys apart by their overall straps.

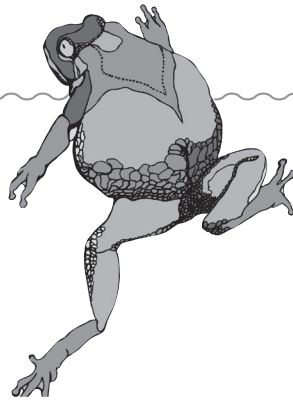
"Levi let my toad go," Tom said matter-of-factly, "so I threw his rock in the stickers."

"I'd say you both need to think with your hands for awhile," replied Mama. "Pop is probably on his way, so you can tend to the weeds while I start supper." Levi dropped to his knees between the bushy snap bean plants, and Tom seized the hoe.

"Hi, Pop," shouted Levi to the tall figure striding up the path. "We're weeding the garden." Glancing at Tom, Levi grinned. "After supper I'm going to read to Mama while Tom washes the dishes, cleans our sleep loft, carries water from the spring, and feeds the chickens."

Tom scowled as Pop ruffled his hair. "That's my boys!" Pop declared.

"I'll get you for this, Levi!" Tom said under his breath. "I'll get you. . . ."



Reading Selection Title I'll Get You for This!

Preview the available text features. Add notes about what you learn from them. Then make two predictions about the story. After reading, mark whether your predictions are confirmed or if you have to revise them.

Text Feature	Notes
title	Someone in the story is upset.
front cover illustration	
story blurb	The boys are brothers. They lived long ago. Sometimes they don't get along.
chapter headings	
chapter illustrations	
first paragraph or page	Tom throws Levi's favorite rock into the stickers.
other	

I predict that this story will be about a boy who makes his brother mad.

confirmed had to revise

I also predict that the boys will talk over the problem.

confirmed had to revise

Now use your graphic organizer to summarize the reading selection to a partner.

Name _____ Date _____

Reading Selection Title _____

Preview the available text features. Add notes about what you learn from them. Then make two predictions about the story. After reading, mark whether your predictions are confirmed or if you have to revise them.

Text Feature	Notes
title	
front cover illustration	
story blurb	
chapter headings	
chapter illustrations	
first paragraph or page	
other	

I predict that this story will be about _____ .
 _____ confirmed _____ had to revise

I also predict that _____ .
 _____ confirmed _____ had to revise

Now use your graphic organizer to summarize the reading selection to a partner.

From *Show Me!*, Copyright © Good Year Books. This page may be reproduced for classroom use only by the actual purchaser of the book. www.goodyearbooks.com

Extension Activities

Have students:

- repeat the “Introduce the Strategy” activity by sharing stories about their own experiences.
- make a list of captivating book titles and explain what they can predict from each one.
- locate library books that have intriguing book-jacket blurbs and share them with the class.
- collect several books and stories with exciting first paragraphs to share with the class.
- write blurbs for their own stories to help readers preview and make predictions.
- add illustrations to their stories to help readers preview and make predictions.

Strategy Assessment

Obtain a selection of short fiction books or magazine stories from the library. Have students sketch their own preview/predict graphic organizers on notebook paper. Then have each student analyze one of the selections and record the results on his or her organizer. After reading, have students confirm or revise their predictions.

Conduct one-on-one or small-group conferences to review students’ graphic organizers, clarify any confusion, and answer any questions they still have about the strategy. Use this information to plan additional instruction, if needed, along with opportunities for periodic review and practice.