

# ***Learning-Focused<sup>®</sup> Strategies Notebook Teacher Materials***

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# Graphic Organizers

1. Graphic organizers help students comprehend information through visual representation of concepts, ideas, and relationships. They provide the structure for short and long term memory.
2. Graphic organizers turn abstract concepts into concrete visual representations.
3. Understanding text structure is critical to reading comprehension. If students have a guide to the text structure, their comprehension is considerably higher than when they only rely on reading and memorization. Expository texts “explain” or tell about a subject. Their ideas are organized by:
  - \* Sequence or Time-Order
  - \* Listing or Description
  - \* Compare/Contrast
  - \* Cause/Effect
  - \* Problem/Solution
4. The most important question a teacher can answer is:  
“How do I want students to THINK about my content ?”  
Then the teacher selects a graphic organizer that facilitates that type of thinking.
5. The use of graphic organizers produces learning effects that are substantial and long lasting.

# KWL Outline 1

**-K-**

**Think I Know...**

**-W-**

**Think I'll Learn...**

**-L-**

**I Learned...**

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## KWL Outline 2

**-K-**  
**I Know**

**-W-**  
**Think I Know**

**-L-**  
**Want to Know**

--	--	--

## KWL Outline 3

**-K-**  
**What I Know**

**-W-**  
**Think I Know**

**-L-**  
**What I Learned**

--	--	--

# KWL Outline 4

**-K-**  
**What We Know**

**-W-**  
**What We Want  
To Find Out**

**-L-**  
**What We Learned and  
Still Need To Learn**

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# KWL Plus Outline

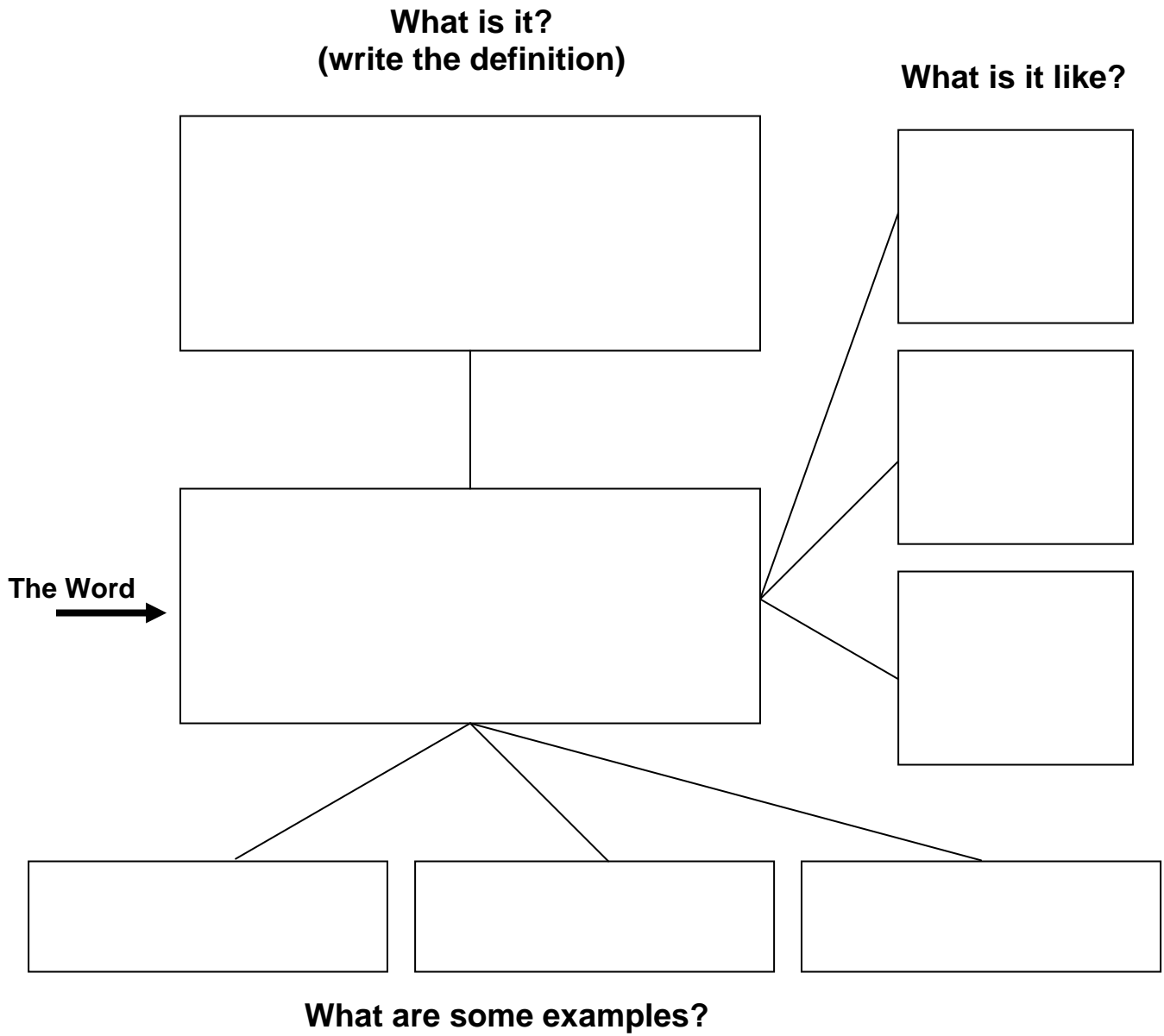
Topic: _____		
<b>-K- Know</b>	<b>-W- Want To Know</b>	<b>-L- Learned</b>
Final category designations for "L":		

**Categories of Information We Expect to Use:**

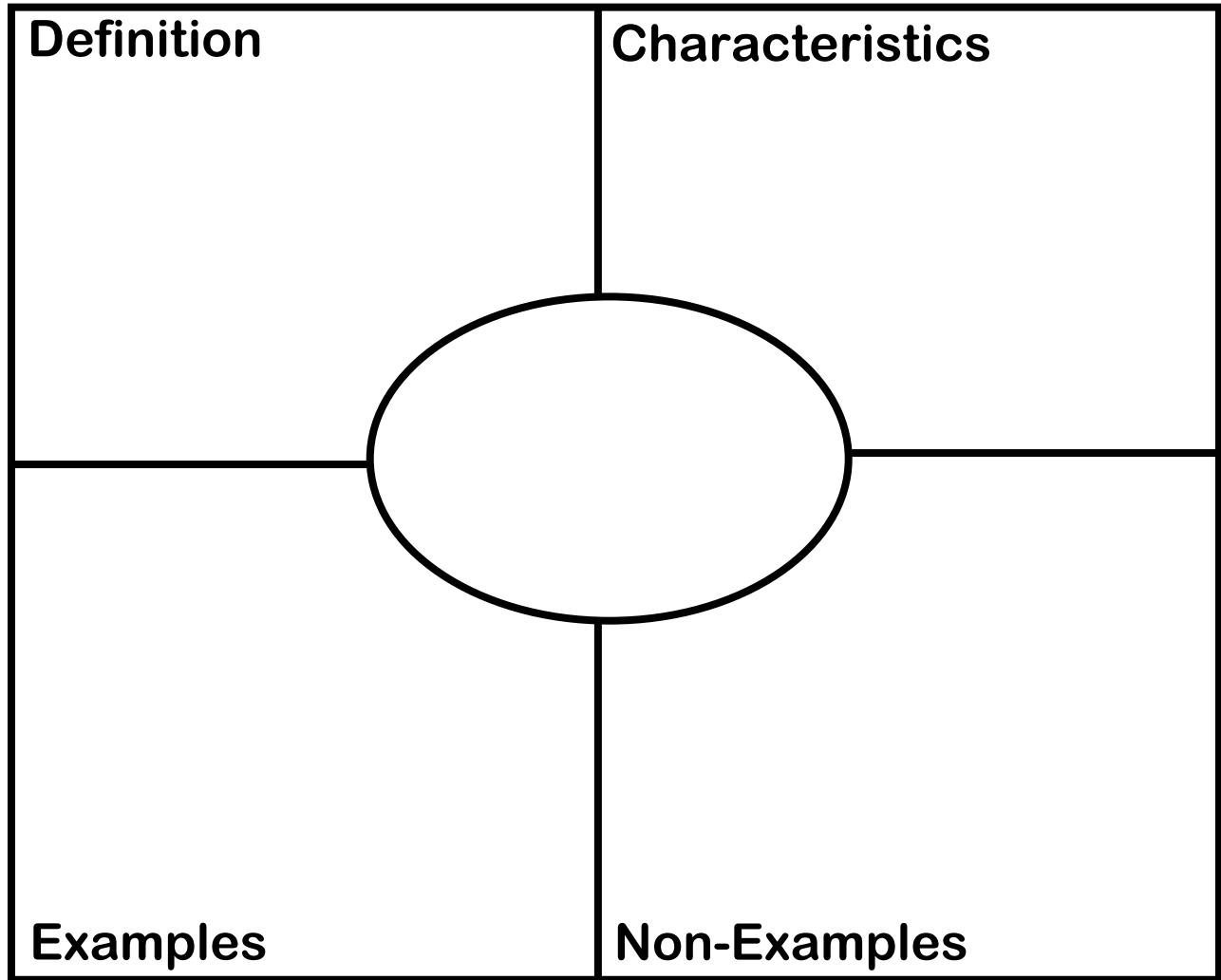
- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |



# Word Map Outline 1



# Fruyer Diagram 1



# Frayer Diagram 2

<b>Definition</b>	<b>Sentence</b>
<b>I Think ...</b>	<b>Draw</b>

# Folk Tales Story Map

---

**Title:**

**Characters:**

**Setting:**

**Problem:**

**Events:** 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

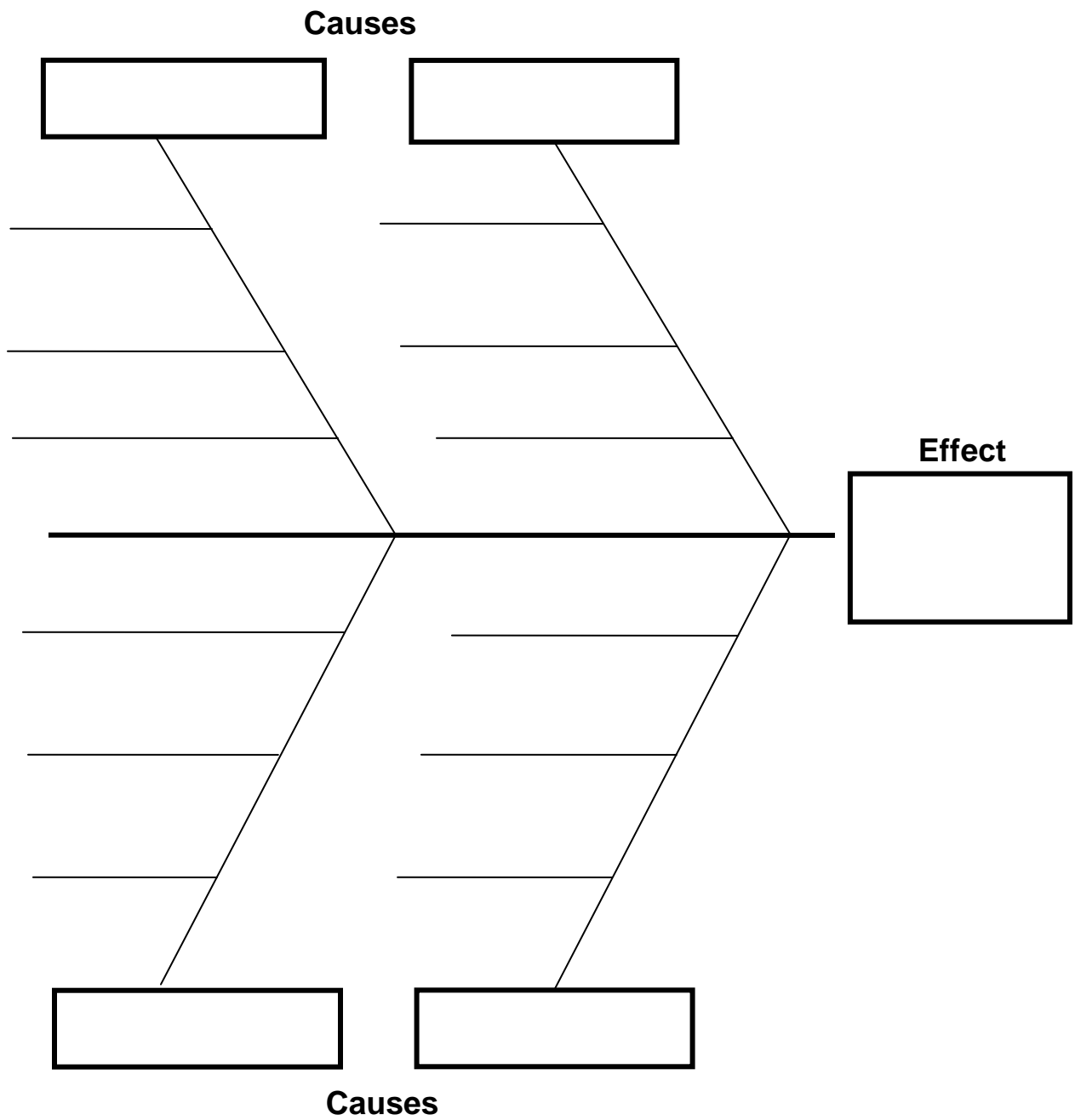
**Solution:**

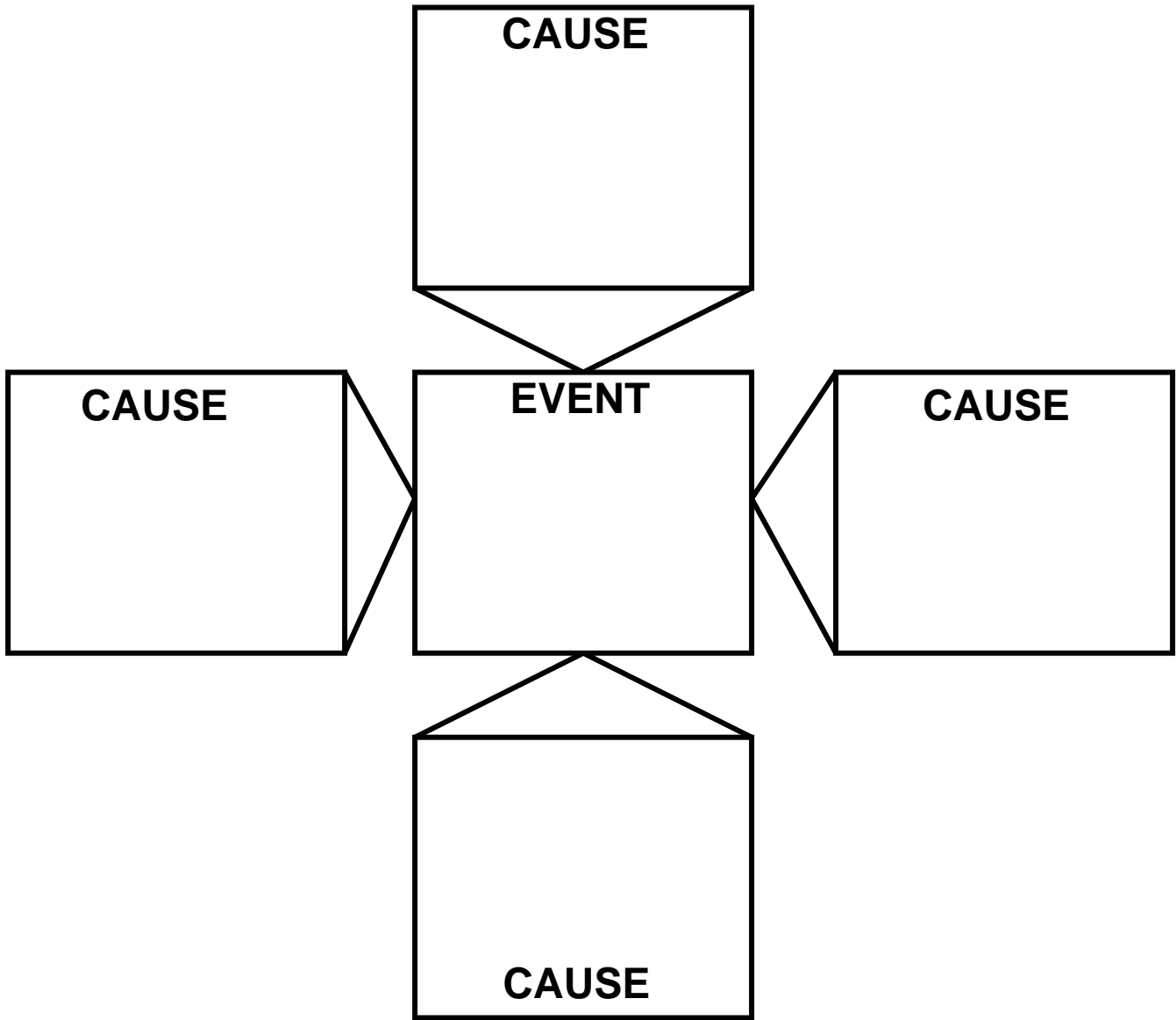
**Moral Point:**

## Fish Bone (Cause / Effect)

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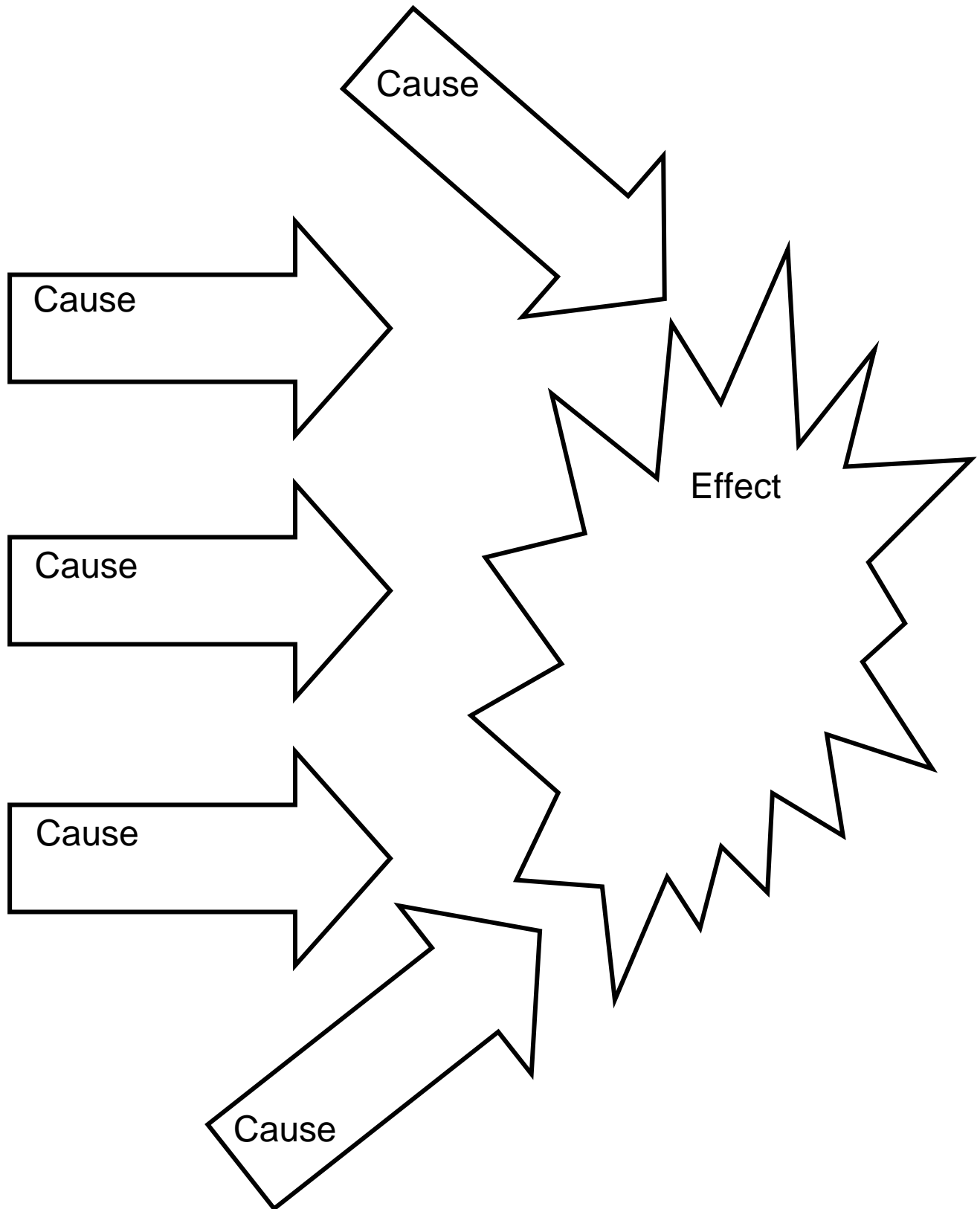




Name \_\_\_\_\_  
Date \_\_\_\_\_

## Cause and Effect

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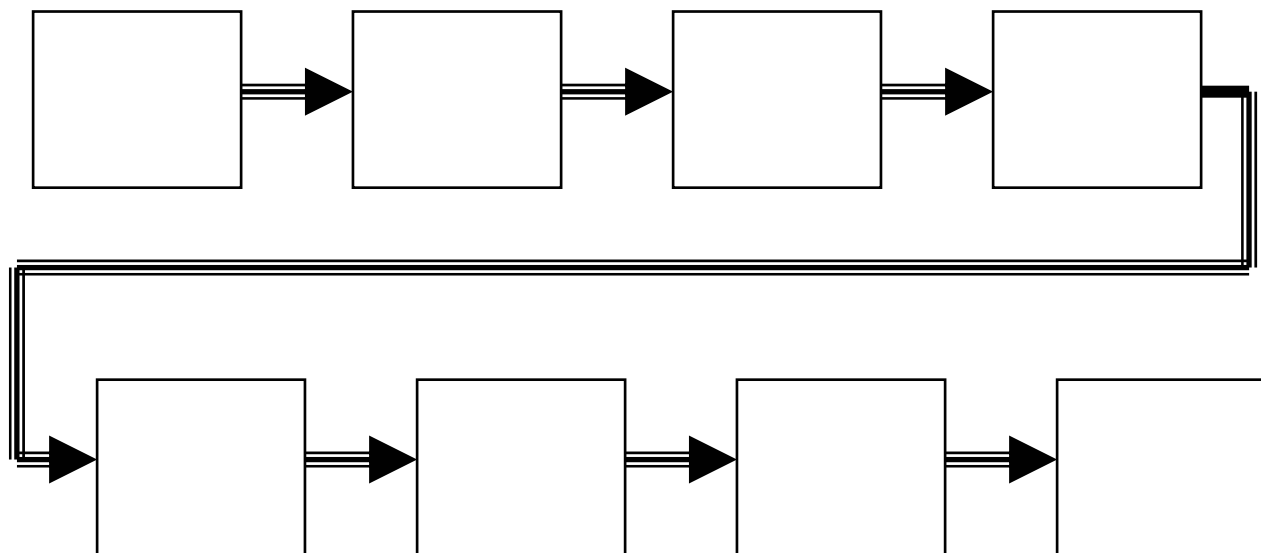


## Flow Chart (Sequence)

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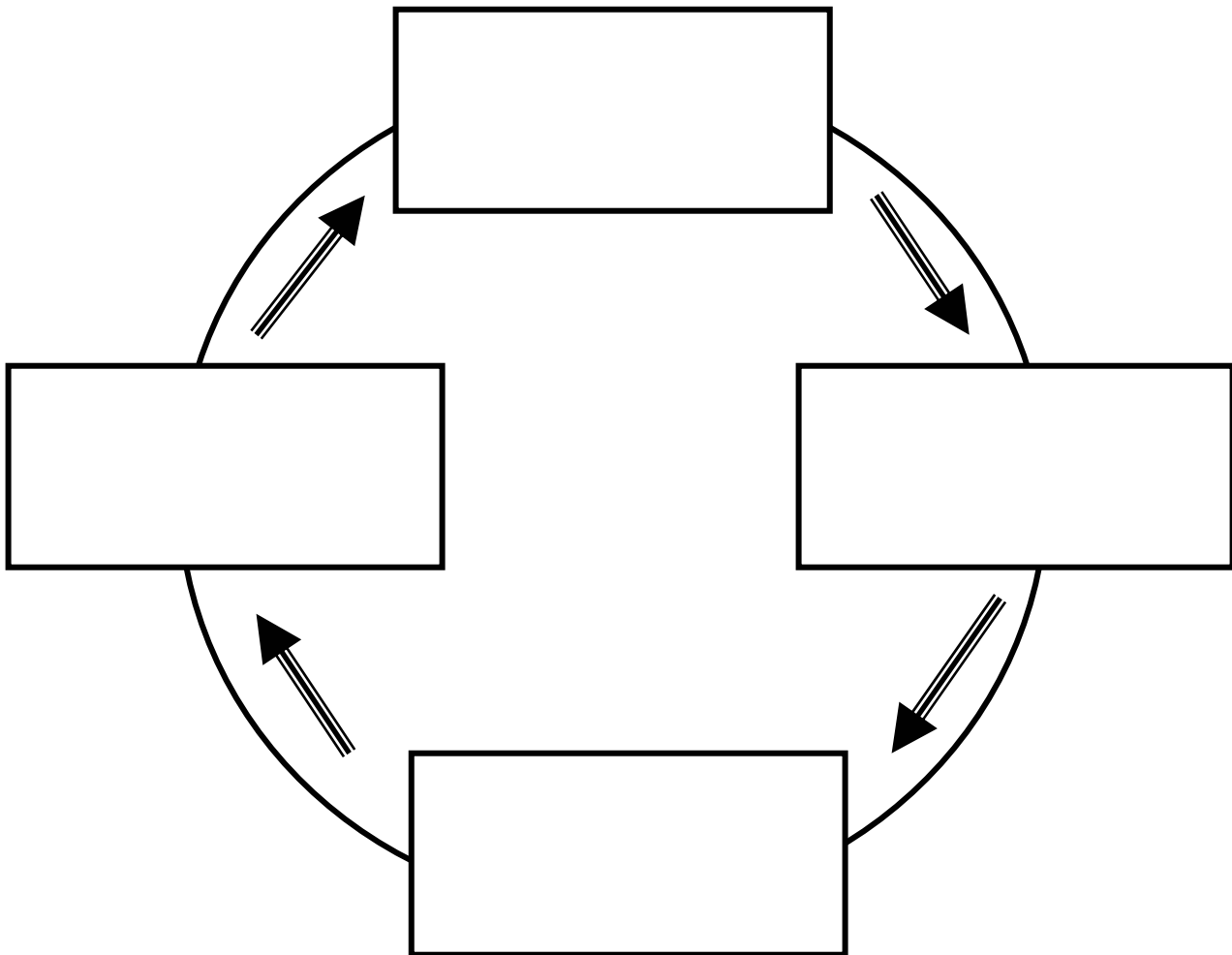
**Skill or Problem:**





## Cycle Graph (Sequence and Repeat)

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## Compare / Contrast

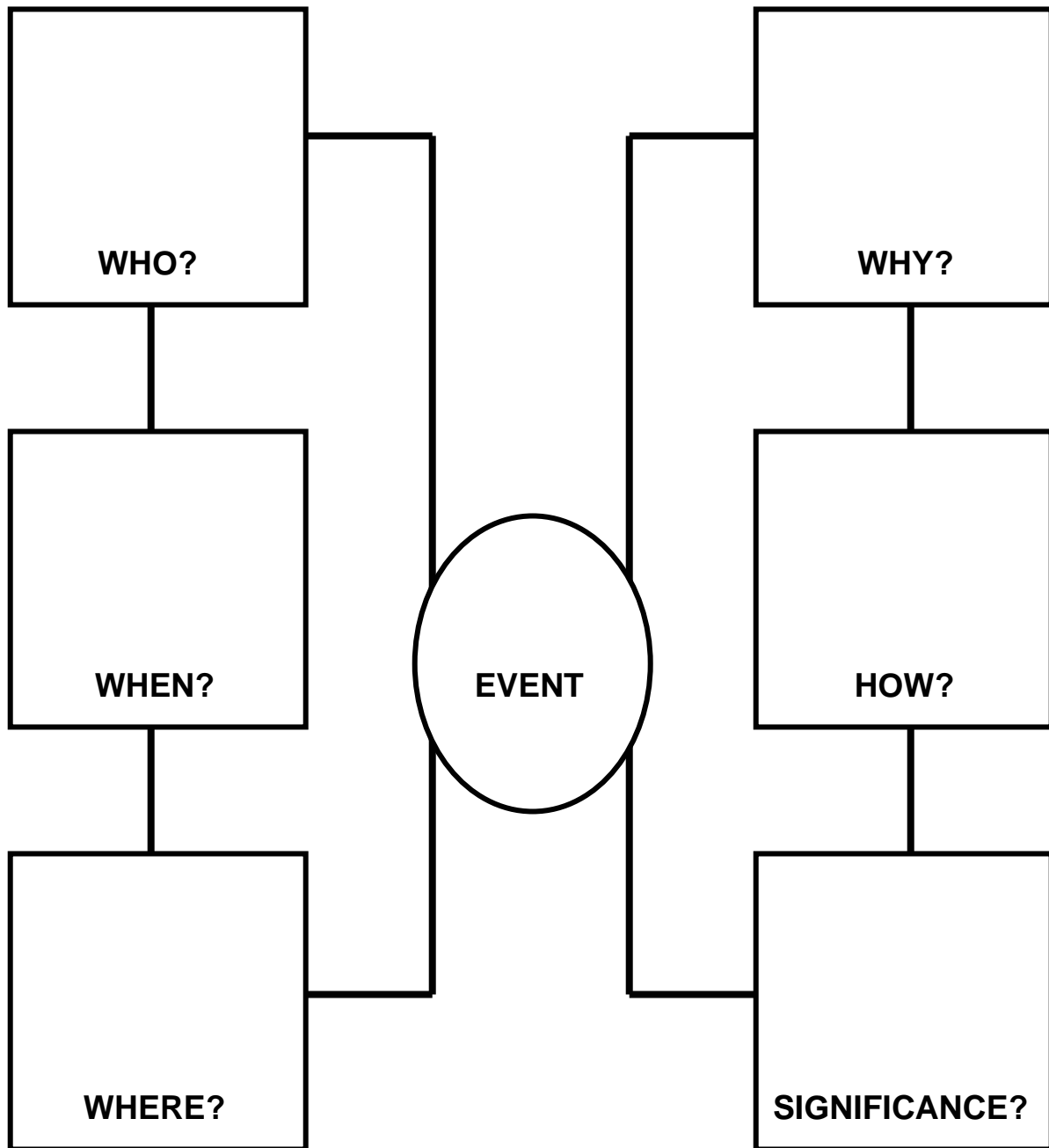
Concept 1	Concept 2	
<p style="text-align: center;"><b>How Alike?</b></p>		
<p>_____</p> <p>_____</p> <p>_____</p>		
<p style="text-align: center;"><b>How Different?</b></p>		
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><b>With Regard To</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

## Compare / Contrast With Summary

<b>Concept 1</b>	<b>Concept 2</b>	
↙	↘	
<b>How Alike?</b>		
↙	↘	
<b>How Different?</b>		
         	         	<b>With Regard To</b>          
<b>Summarize:</b>		

## Describing An Event (Abstracting)

---



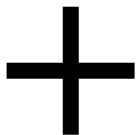
## Descriptive Organizer (Literary Element)

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Topic				
Details				
Main Idea Sentence				

# DETAILS (Literary Element)



**MAIN  
IDEA**

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---

# STORY MAP (Literary Element)

Title: \_\_\_\_\_

Setting: 

--

Characters: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Problem: 

--

Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

Event 4: \_\_\_\_\_

Event 5: \_\_\_\_\_

Solution: 

--

## Story Pyramid (Characterization)

---

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

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_

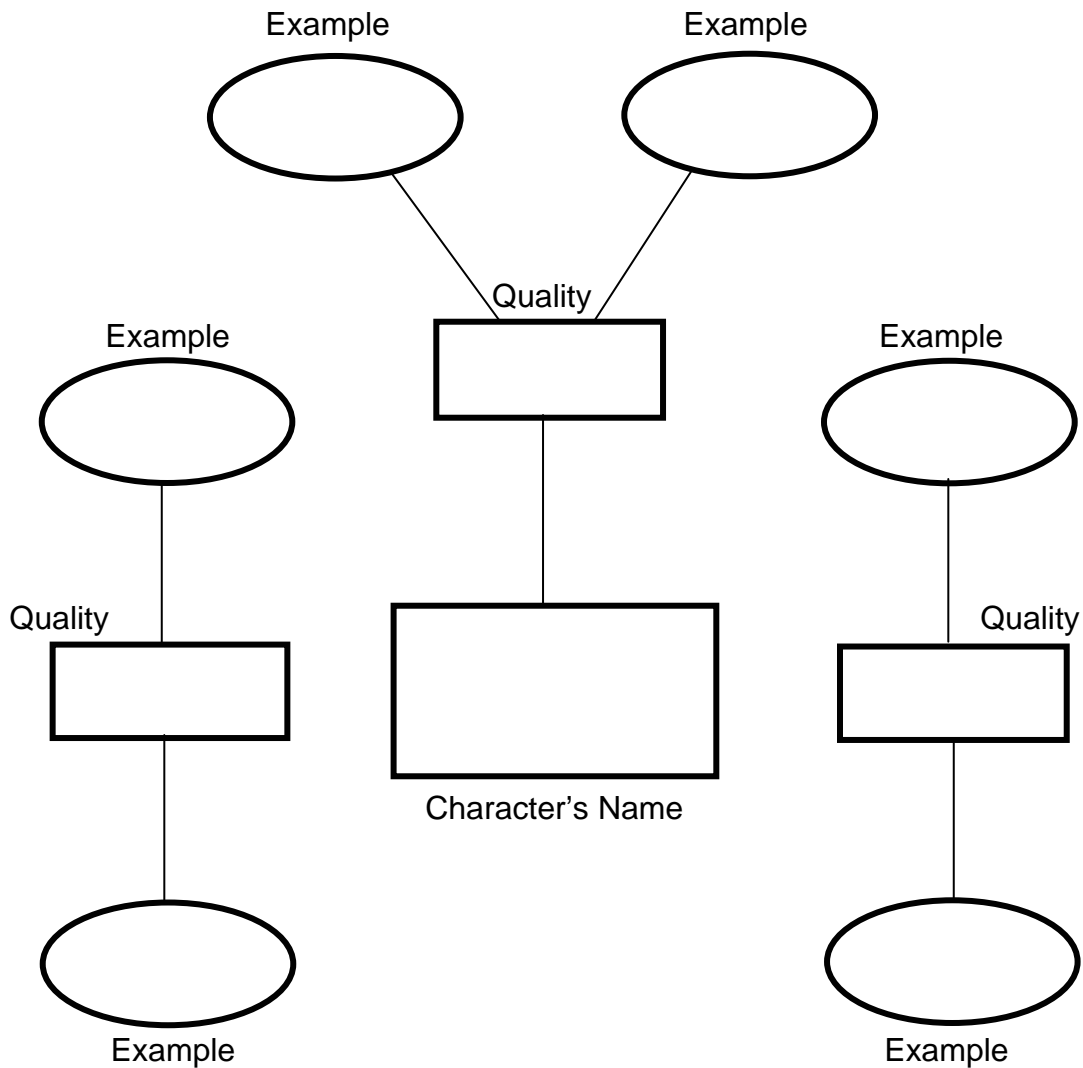
### Directions:

1. Insert 1 word that names a central character.
2. Insert 2 words that describe the setting.
3. Insert 3 words that describe a character.
4. Insert 4 words that describe one event.
5. Insert 5 words that describe another event.



## Character Map (Literary Element)

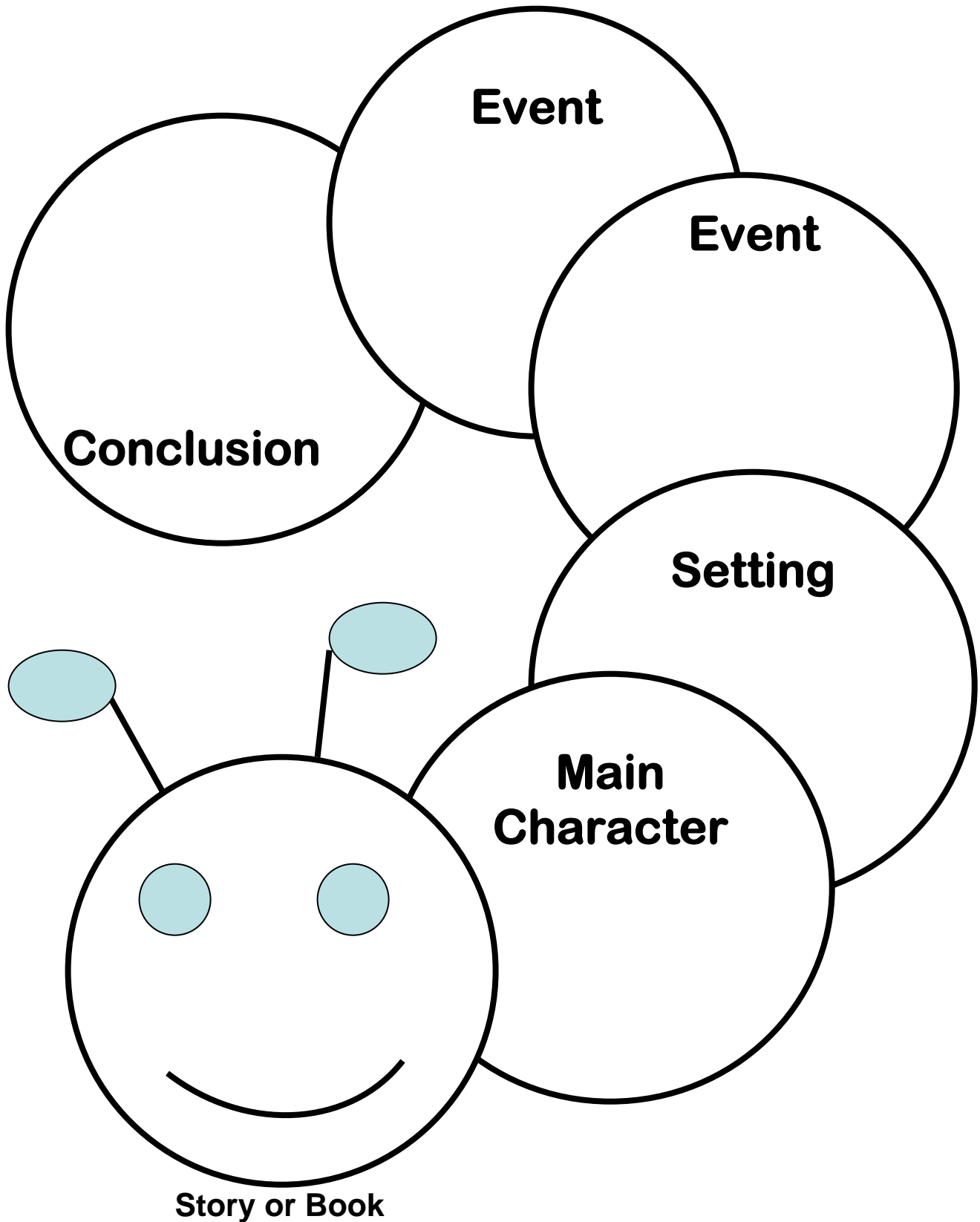
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### Directions:

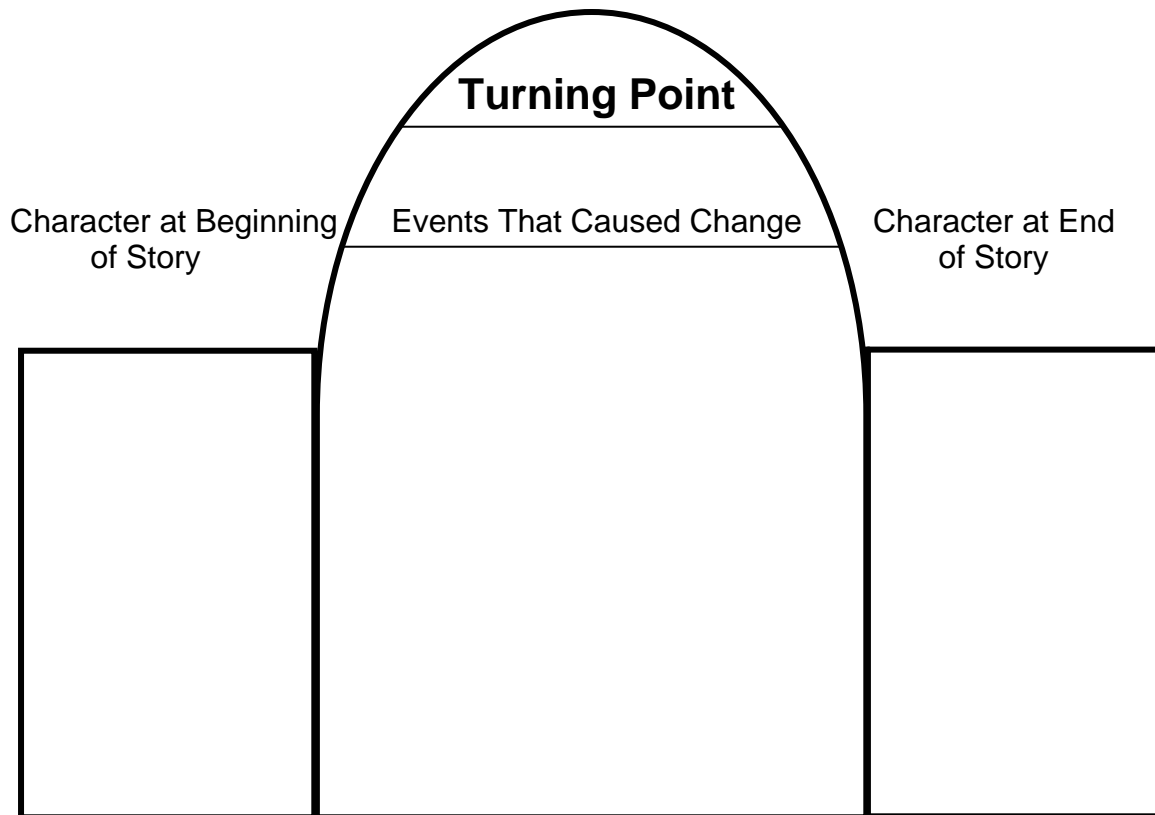
1. Write character's name in central square.
2. In the rectangles, list adjectives or qualities that describe that character.
3. In the ovals, write examples from the text that support the adjectives or qualities.

# STORY WORM (Literary Elements)



## Story Map Showing Character Change

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## MATRIX (Compare / Contrast Several Items)

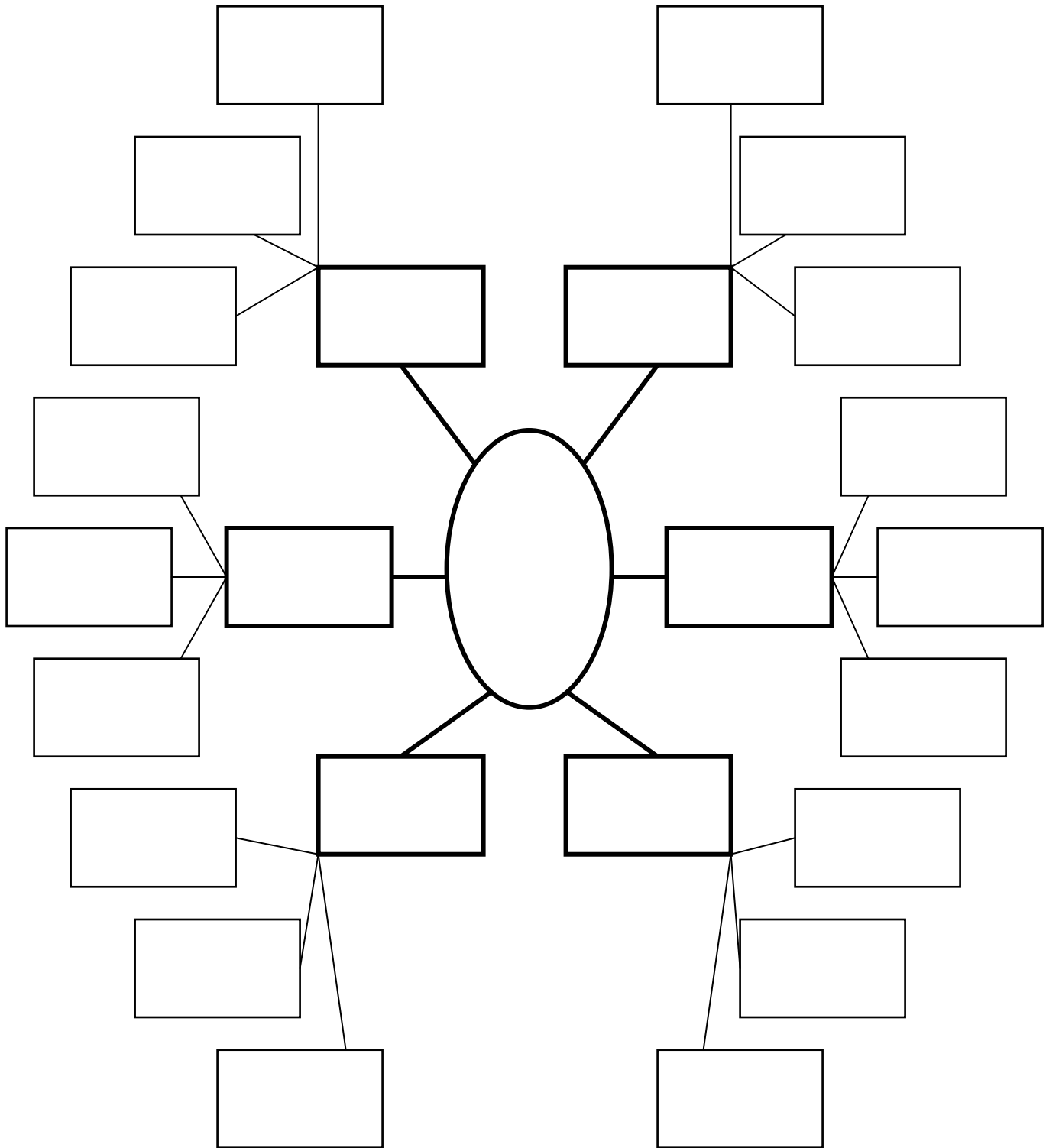
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<b>Top Category</b>			
<b>Side Category</b>			

# WEB DIAGRAM (Classifying)

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## Newspaper Model – 5W Model (Abstracting)

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Topic:

Who	What	When	Where	Why

Using the information from this form write a paragraph.

## 5W and How Model

TOPIC:

Who:
What:
When:
Where:
Why:
How:
Summary Statement:

# Word Problems: Math

(Problem Solving)

**What is the question?**

**What is the essential information?**

**What information is not needed?**

**What operations will I use?**

**Does my answer make sense?**

**Can I draw a diagram of the problem?**



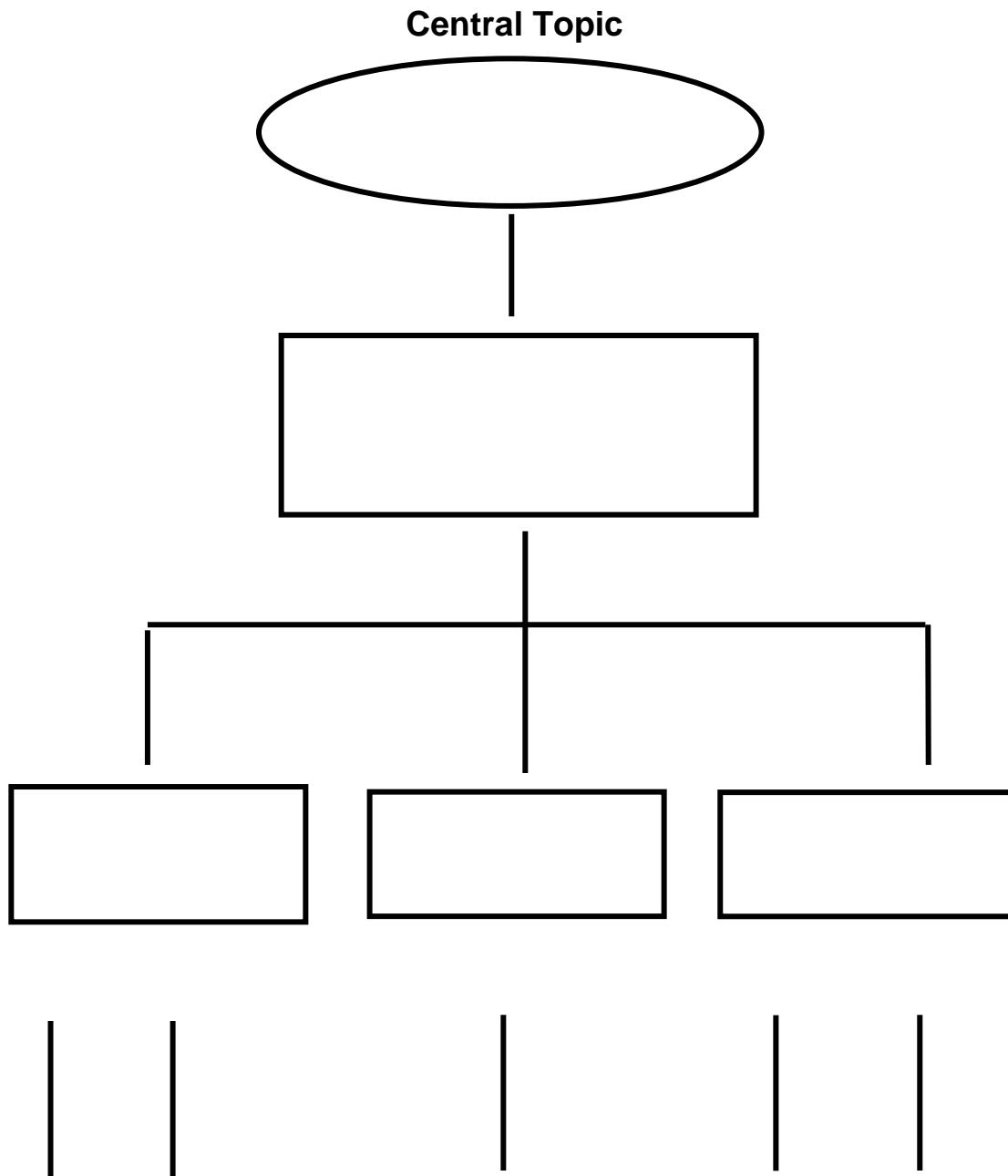
## Justify Your Answer (Justification)

<p>To solve this problem, first I _____</p> <p>_____</p> <p>_____</p>
<p>Then, I _____</p> <p>_____</p> <p>_____</p>
<p>The answer is _____</p> <p>because _____</p> <p>_____</p> <p>_____</p>

<p>To solve this problem, first I _____</p> <p>_____</p> <p>_____</p>
<p>Then, I _____</p> <p>_____</p> <p>_____</p>
<p>The answer is _____</p> <p>because _____</p> <p>_____</p> <p>_____</p>

## Organizational Graphic Organizer (Classifying / Categorizing)

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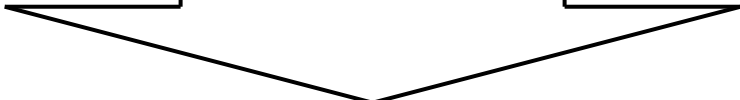


# Problem / Solution Organizer (Problem Solving)

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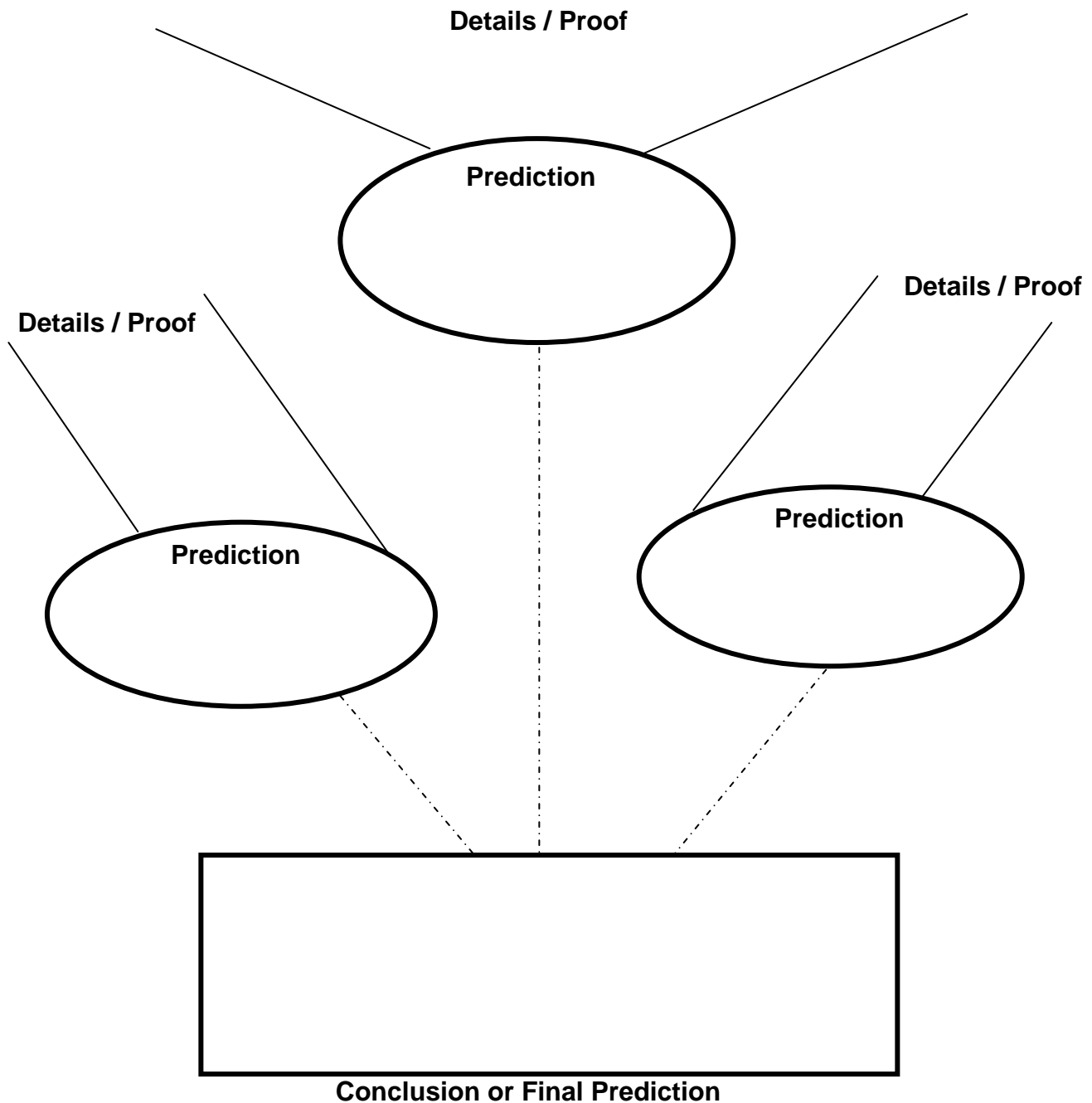
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Topic		
Problem		Solution
	→	
	→	
	→	
	→	
	→	
	→	
Main Idea Sentence		

<b>SKILLFULL DECISION MAKING</b>		
<b>OPTIONS</b> What can I do?		
<b>OPTION CONSIDERED</b>		
		
<b>CONSEQUENCES</b> What will happen if You take this option?	<b>SUPPORT</b> Why do you think each Consequence will occur?	<b>VALUE</b> How important is the Consequence? Why?

## Prediction Tree Model (Deduction)

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1. Solid Lines Are Details / Proof      2. Ovals Are Predictions      3. Box is Conclusion
- Directions: 1. Students Read and Note Details, Facts, Proof .  
2. Read, Gather Details, Facts, Proof and Make Predictions  
3. Make Conclusion or Final Prediction

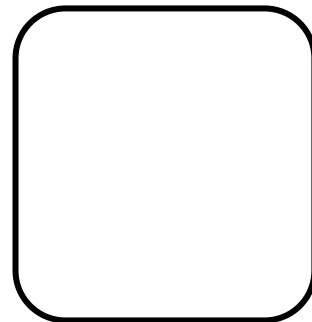
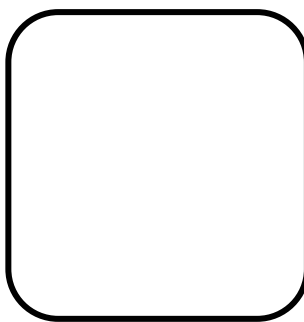
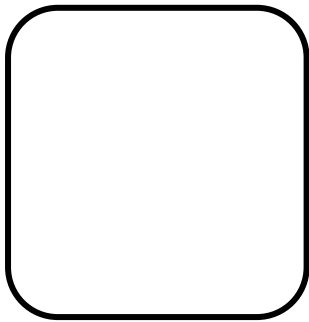
# Constructing Support

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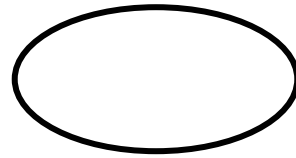
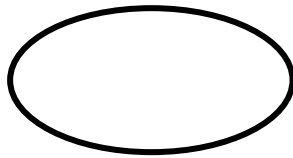
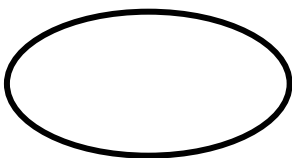
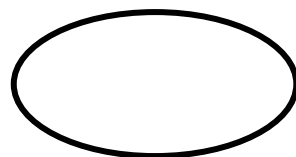
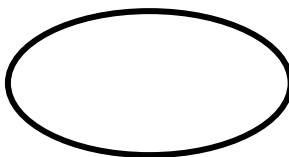
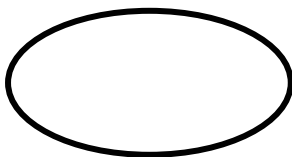
## Position Statement



## Reasons

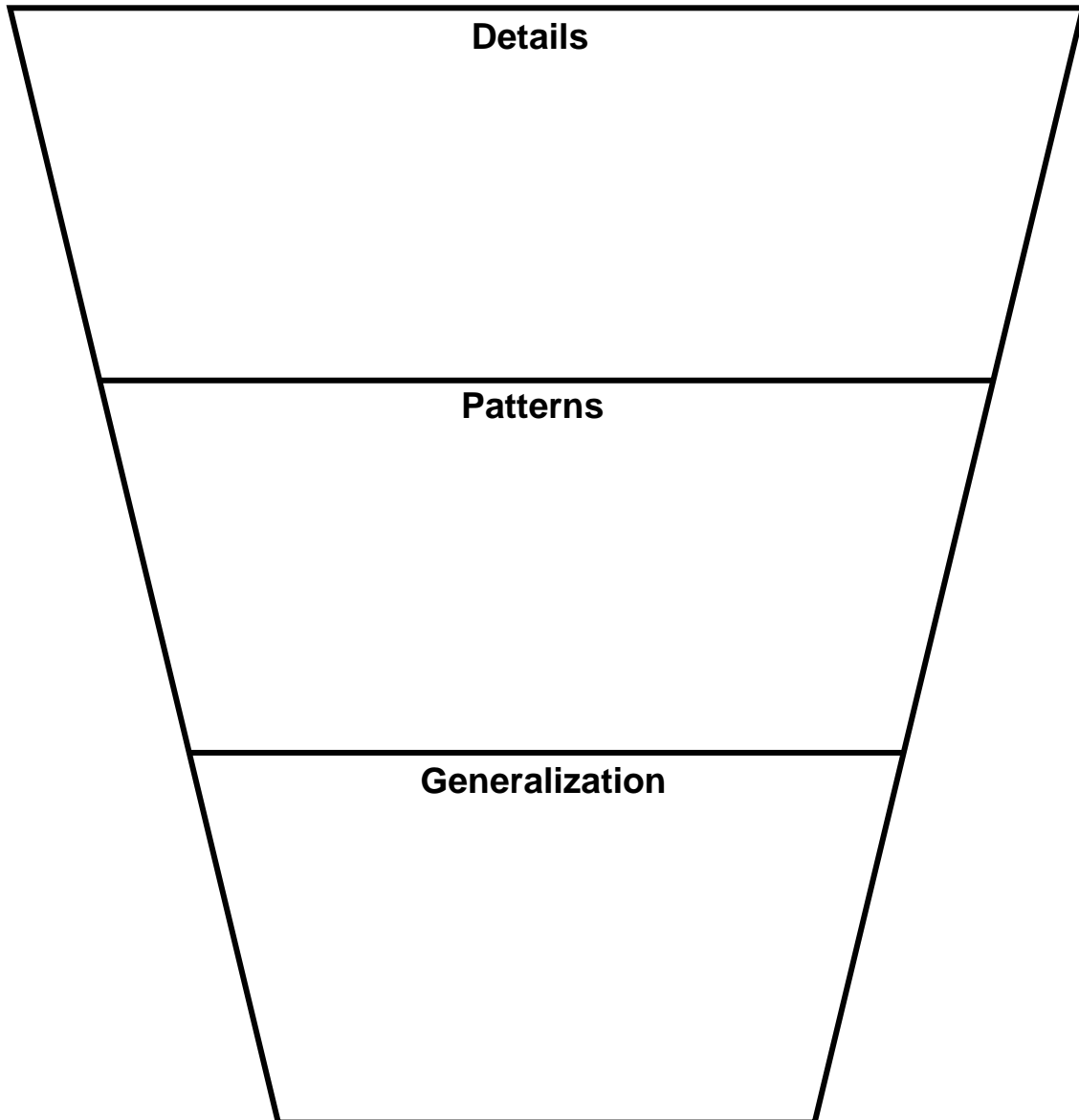


## Facts



## Inductive Reasoning

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## Analyzing Perspectives

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<b>Issues</b>
<b>Personal Perspective or Main Character's Perspective</b>
<b>Reason / Logic</b>
<b>Different Perspective</b>
<b>Reasons / Logic</b>
<b>Conclusion / Awareness</b>



## The important thing about

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is \_\_\_\_\_

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## But, the most important thing about

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is \_\_\_\_\_.

Teacher / Team: \_\_\_\_\_  
Subject / Grade: \_\_\_\_\_

**Decision One: Content Map of Unit**  
(See examples in Acceleration Section)

Unit Topic / Name

Key Understanding

Unit Essential Question

Main Concept:

**Key Components / Issues / Concepts / Skills**

<input type="text"/>	<input type="text"/>	<input type="text"/>
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_____	_____	_____
_____	_____	_____
_____	_____	_____

<input type="text"/>	<input type="text"/>	<input type="text"/>
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_____	_____	_____
_____	_____	_____
_____	_____	_____



**Decision 3: The performance or product project  
that will be the culminating activity of the unit?**

**Students' Assignment Page for the Culminating Activity**

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**Essential Question of the Culminating Activity:**

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**Paragraph Description of Culminating Activity:**

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**Steps or Task Analysis of Culminating Activity:**

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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8. 

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## Decision 4: Project Rubric

Scale → ↓ Criteria	4	3	2	1



**Acquisition Lesson Planning Form**  
Plan for the Concept, Topic, or Skill --- Not for the Day

**Essential Question:**

**Activating Strategies: (Learners Mentally Active)**

-----  
**Acceleration/Previewing: (Key Vocabulary)**

**Teaching Strategies: (Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

-----  
**Distributed Guided Practice/Summarizing Prompts: (Prompts Designed to Initiate Periodic Practice or Summarizing)**

**Summarizing Strategies: Learners Summarize & Answer Essential Question**







## Acquisition Lesson Planning Form

Plan for the Concept, Topic, or Skill --- Not for the Day

**Essential Question:**

---

**Activating Strategies: (Learners Mentally Active)**

-----

**Acceleration/Previewing: (Key Vocabulary)**

---

**Teaching Strategies: (Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

-----

**Distributed Guided Practice/Summarizing Prompts: (Prompts Designed to Initiate Periodic Practice or Summarizing)**

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**Summarizing Strategies: Learners Summarize & Answer Essential Question**