



Graphic organizers for Elementary Cycle 1

A graphic organizer is a visual learning tool that helps students and teachers organize their thoughts, either alone or in a group. A graphic organizer visually chunks a task into manageable segments or steps, guiding a student to think-through each step in the process. Graphic organizers can be content specific such as writing graphic organizers or more general such as planning or teamwork graphic organizers. The key to supporting differentiated learning processes is to purposefully select graphic organizers that meet the needs of each learner. The end goal of a graphic organizers is to work itself out of a job! Once students begin to appropriate a learning process, they no longer need the support of an organizer.

These graphic organizers were adapted for the ERC program by Natalie Knott and Craig Bullett from LEARN's *Focus - Elementary* series.

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NOTE:

This compilation PDF of organizers was created from the LEARN website of 2015. Print individual PDF graphic organizers from this document as needed.

A picture is worth 1000 words. Show me...Tell me...

This tool is divided into 2 sections. The show me part is a blank picture frame for students to draw/illustrate a variety of family celebrations/traditions and the forms of religious expression associated with them. The tell me part is for students to explain in words what they have illustrated above.



Competency 2 - Key feature: Explore forms of religious expression

Before & After

This tool provides columns for students to write/list what they knew before and what they have learned in a given situation. A legend is also provided for students to use different colors to help distinguish new knowledge from existing knowledge.



Competency 3 - Key feature: Gathers information
*This tool has generic qualities for use across all competencies!

Name: _____

Date: _____

BEFORE & AFTER

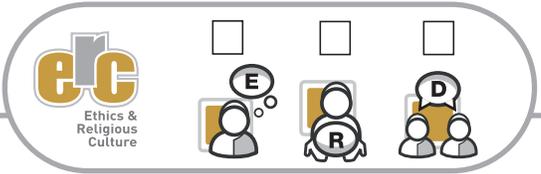
The information written in is what
I knew before I started.

The information written in is what
I learned.

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--



Compare and Contrast-Venn Diagram

This tool contains a Venn diagram for students to compare details about two separate issues/topics. The overlapping space entitled “WHAT IS THE SAME”, is reserved to indicate what the two issues/topics have in common.



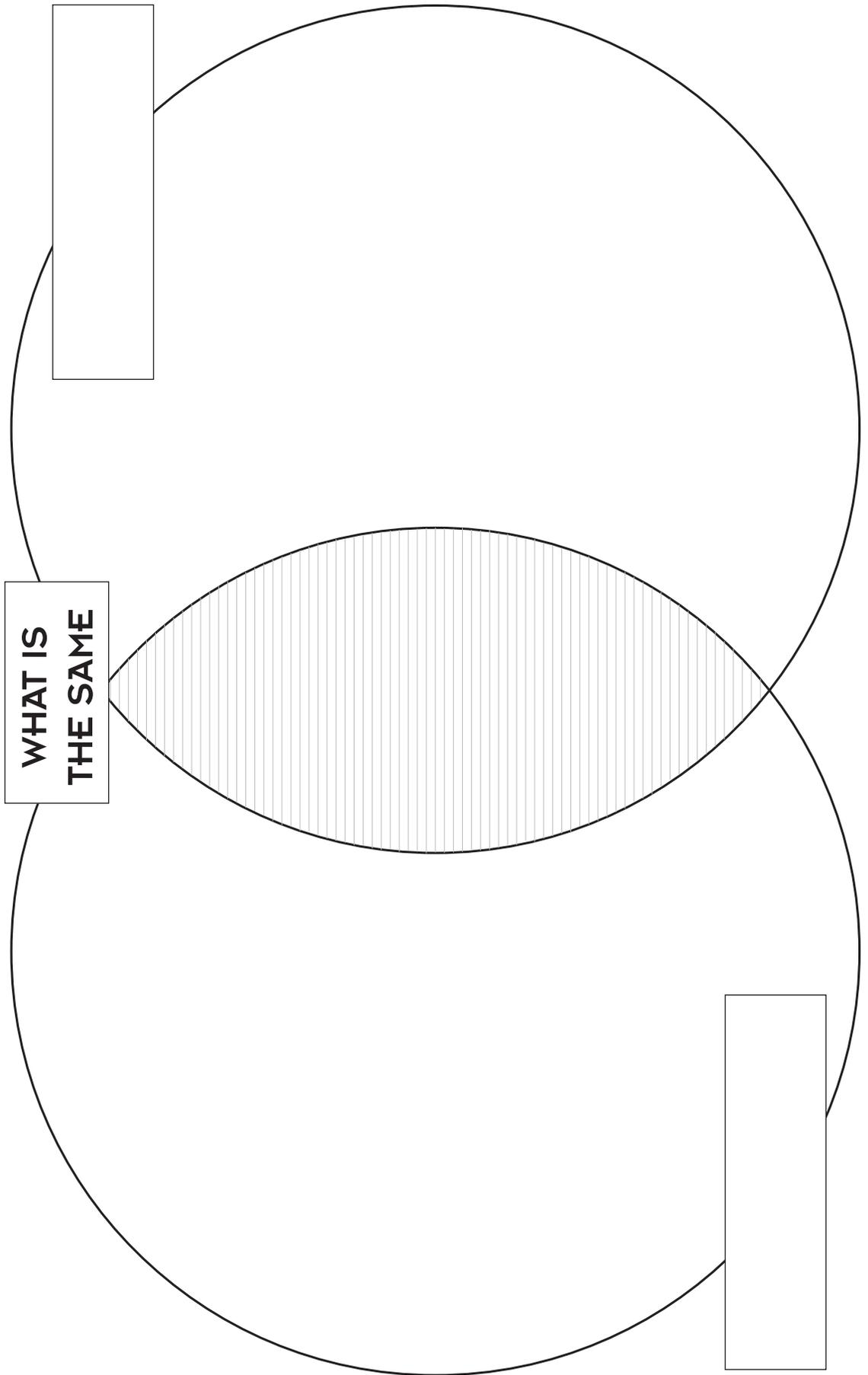
Competency 3 - Key Feature: Interacts with others

*This tool has generic qualities for use across all competencies!

COMPARE AND CONTRAST - VENN DIAGRAM

Name: _____

Date: _____



Decision Reflection

This tool enables students to reflect with the teacher on how they inform themselves before making a decision and whether they made a decision that best fosters community life. The bottom of the page contains an empty box for teacher comments.



Competency 1 - Key Features: Identifies a situation from an ethical point of view, Examines several cultural/moral/religious/scientific/social references

Name: _____

Date: _____

DECISION REFLECTION



Sometimes we need to make a decision. What makes us decide the way we do?
Use the questions below to help you think about how you learned to make decisions.

What did you do to inform yourself about the issue before making a decision?

How did your decision effect you and others? What would you do if you realized your decision was not the best one for you or your group? What would you do if you found your decision did not help the situation?

Teacher Comments:

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Elementary Cycle 1



Name: _____

Date: _____

DECISION REFLECTION



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Teacher Comments:

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Elementary Cycle 1



Dialogue Notes

This tool draws upon students' ability to follow a process and to share their ideas to help familiarize themselves with conversation, discussion, narration, and deliberation.

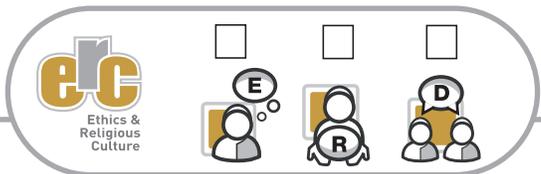


Competency 3- Key Feature: Organizes his/her thinking

Name: _____

Date: _____

DIALOGUE NOTES



Expressing a Point of View: Reflection

This tool enables students to reflect on how they express their point of view now, and how they could improve in this area in the future by considering several references in a point of view.



Competency 1 - Key Feature: Examines several cultural/moral/religious/scientific/social references

EXPRESSING A POINT OF VIEW--REFLECTION



Name:

Date:

If you had to teach someone how to give a point of view, what would you say?

The next time that you have to give a point of view, what could you do differently? Why?



EXPRESSING A POINT OF VIEW--REFLECTION



Name:

Date:

If you had to teach someone how to give a point of view, what would you say?

The next time that you have to give a point of view, what could you do differently? Why?



Investigating: What are you investigating?

Students can use sentences, words or drawings to complete this tool. The main idea or topic will go in the centre and details about this idea can be added to the circles around it.

This tool is for students to explore forms of celebrations, rites and rituals in their own families and in those of others. This tool can also be used to investigate how stories, sometimes related to religious celebrations or key figures, provide a way to understand the realities around us.



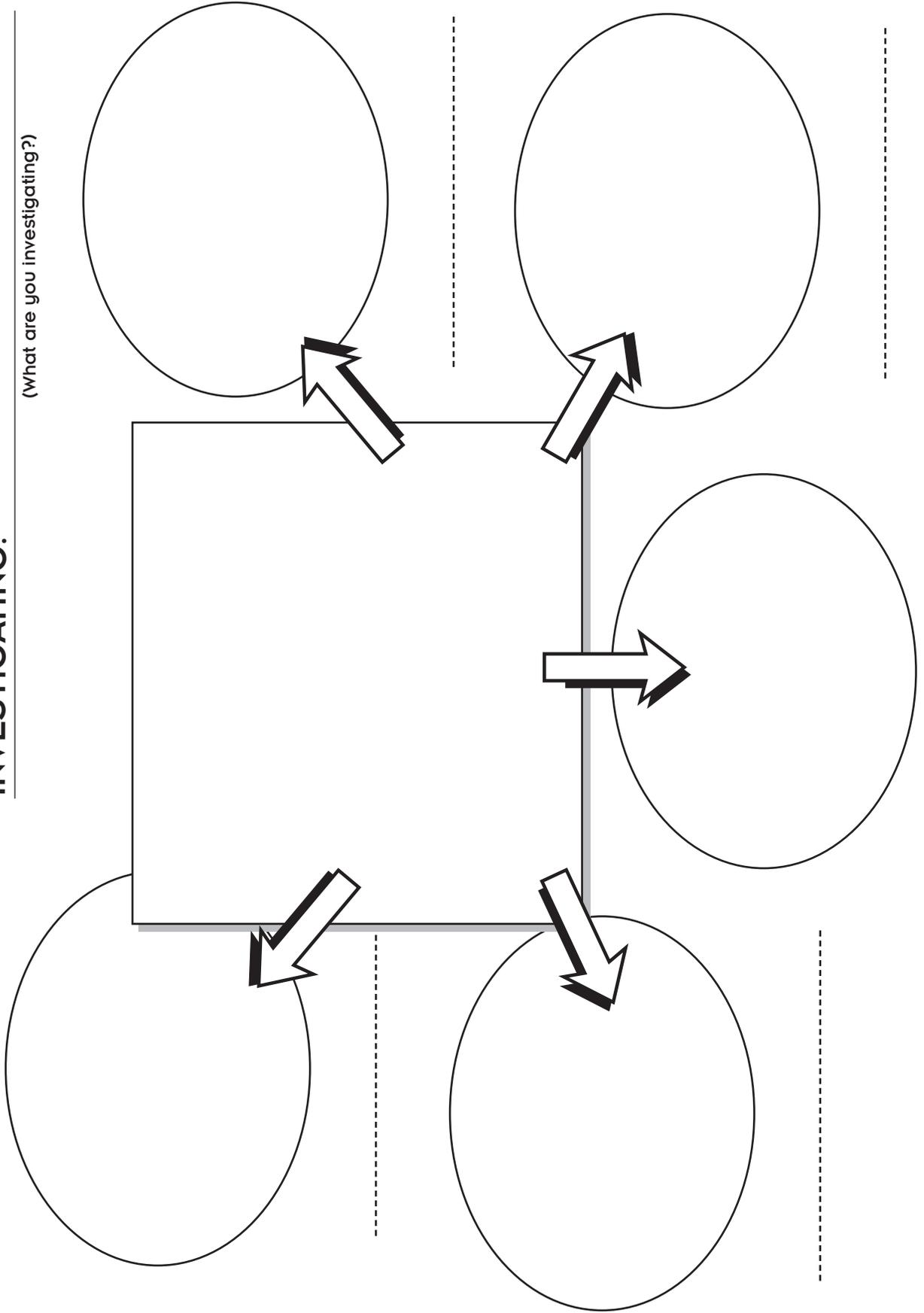
Competency 2 - Key features: Explores forms of religious expression, Makes connections between forms of religious expression and social/cultural environment, Considers various ways of thinking/being/acting

Name: _____

Date: _____

INVESTIGATING:

(What are you investigating?)



Roles and Responsibilities

In the centre of this tool, students illustrate their individual role and various responsibilities in society with regard to appropriate/inappropriate actions, or values and norms. The outer edge of this tool is reserved to illustrate the same as above for the people who surround the students in society.



Competency 1 - Key Features: Identifies a situation from an ethical point of view, Examines several cultural/moral/religious/scientific/social references

Self-Evaluation – Got it, working on it, challenge

This tool provides a table for students to list or draw issues/topics/ ideas. Columns are included in the table for students to check: *I got it. I'm working on it. My challenge.* The bottom of the page contains an empty box for teacher comments.



*This tool has generic qualities for use across all competencies!

Name: _____

Date: _____

SELF 1-EVALUATION



I got it!



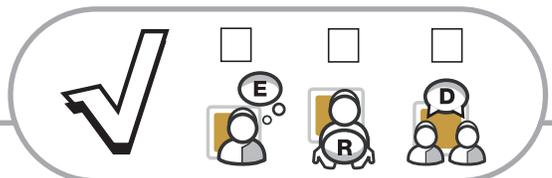
I'm working on it!



My challenge!

	↓ <input type="checkbox"/>	↓ <input type="checkbox"/>	↓ <input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher's Comments:



Self-Evaluation – What did I learn? What do I remember?

This tool enables students to self-evaluate learning by writing/drawing what they have learned or what they remember from a given situation. A space is also provided to indicate what they would do the same/different in the future. The bottom of the page contains an empty box for teacher comments.



*This tool has generic qualities for use across all competencies!

SELF-EVALUATION

What did I learn? What do I remember?

.....

.....

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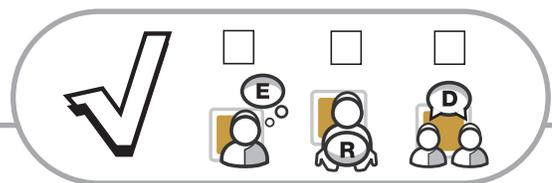
What will I do differently next time? What do I want to do again?

.....

.....

.....

Teacher's Comments:



Show Me / Tell Me

This is a tool with 4 empty boxes that are linked by arrows to indicate a circular sequence, progression, or cycle. This tool is for students to explore forms of celebrations, rites and rituals in their own families and in those of others. This tool can also be used to illustrate how stories, sometimes related to religious celebrations or key figures, provide a way to understand the realities around us.

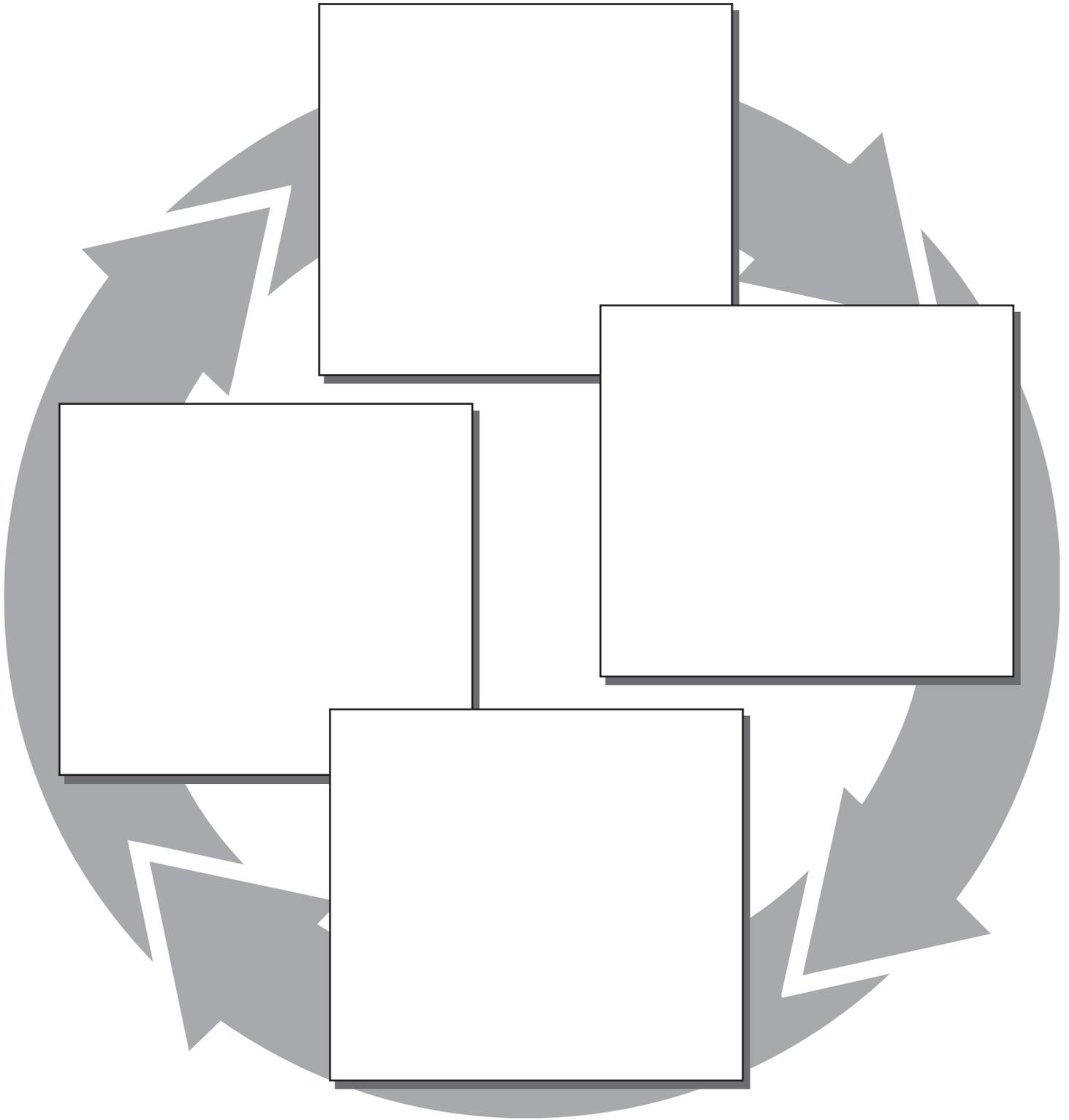


Competency 2 - Key Features: Explores forms of religious expression, Makes connections between forms of religious expression and social/cultural environment, Considers various ways of thinking/being/acting

Name: _____

Date: _____

SHOW ME / TELL ME



Storyboard

This tool contains 4 blank boxes numbered 1 through 4. Students can draw or write a sequence of events as with a storyboard or comic strip. This tool could be used for students to illustrate forms of celebrations, rites and rituals in their own families and in those of others. It can also be used to represent stories that relate to religious celebrations or key figures.



Competency 2 - Key Features: Explores forms of religious expression, Makes connections between forms of religious expression and social/cultural environment, Considers various ways of thinking/being/acting

*This tool has generic qualities for use across all competencies!

Name(s): _____

Date: _____

STORYBOARD

2

3

1

4

What could happen if... Cause & Effect

This is a tool for students to create a list to help them consider the cause and effect of events or actions. Students can draw upon day-to-day experience of who they are to help recognize specific needs as unique yet interdependent beings. Students can explore family and school life norms, and differentiate appropriate actions from inappropriate ones.



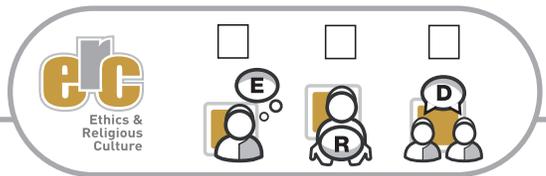
Competency 1 - Key Features: Evaluates options or possible actions

Name: _____

Date: _____

WHAT COULD HAPPEN IF:

CAUSE	EFFECT
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



5 Ws

This tool is to help students ask who, what, when, where and why to help describe a situation and put it into context while drawing upon day-to-day experience of who they are.



Competency 1 - Key Features: Identifies a situation from an ethical point of view

5Ws

Name: _____

Date: _____

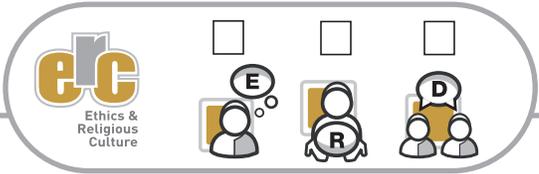
WHY?

WHEN?

WHERE?

WHAT?

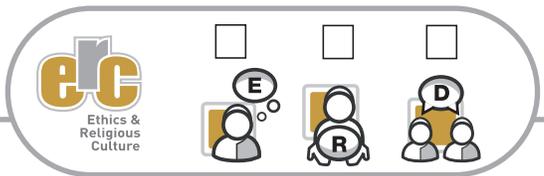
WHO?



Name: _____

Date: _____

DIALOGUE NOTES



Name(s): _____

Date: _____

STORYBOARD

2

3

1

4