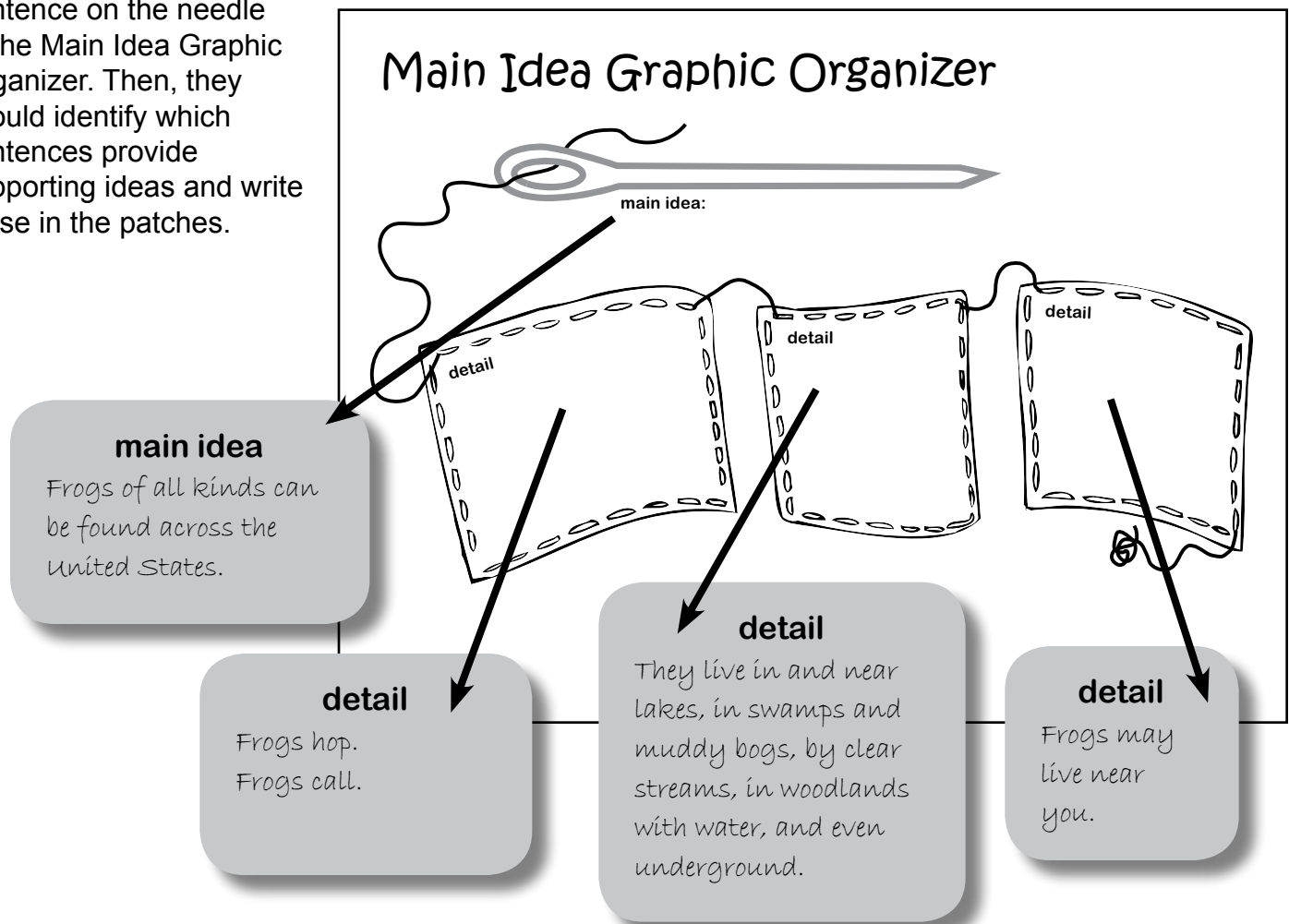


Appendix G: Instructions for Using Graphic Organizers

Each Grade 3 ITRI reading skill area has its own graphic organizer. Introduce the graphic organizers to students before beginning the first lesson in each reading skill area. A single student lesson, “Hop to It” has been printed for this purpose. Below are instructions for using the graphic organizers and keys for “Hop to It!” It may be most effective to put a blank graphic organizer on an overhead projector and have students fill it out together as part of a class discussion. Teachers may also want to model use of the graphic organizer using a recently completed lesson in a class textbook.

MAIN IDEA

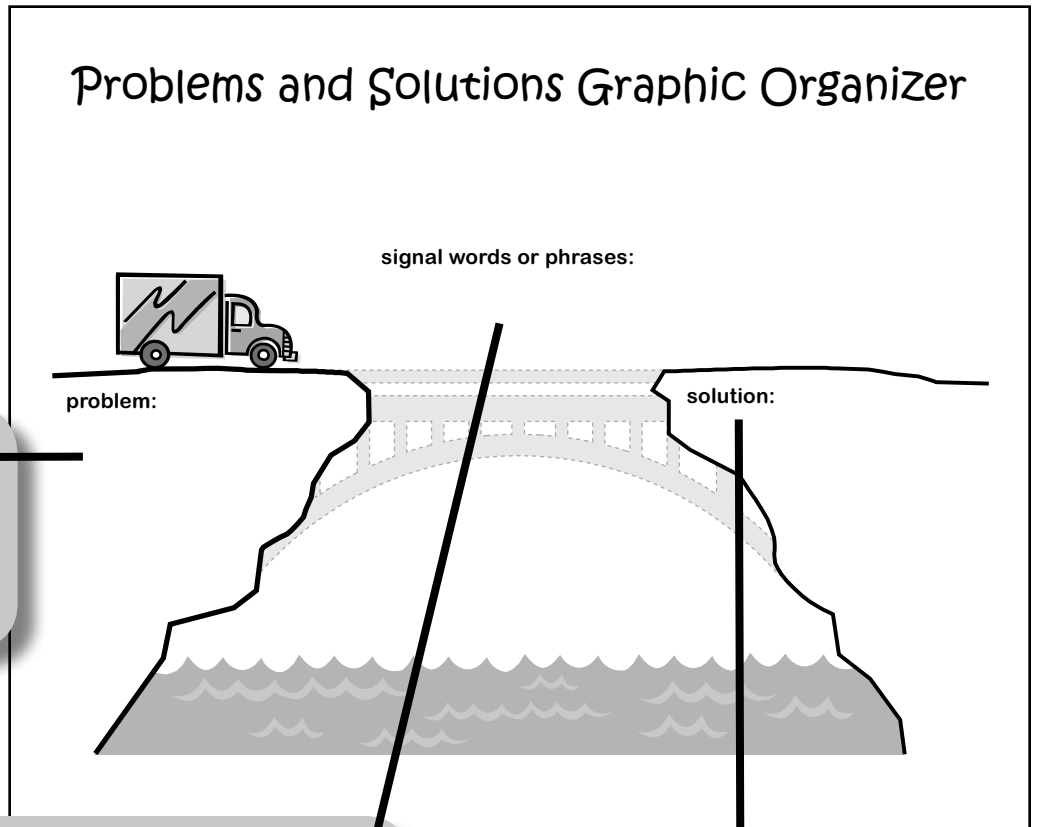
The Main Idea unit of Grade 3 ITRI, helps students understand the structure of a paragraph or lesson by identifying the main idea and supporting details. The class should use the first paragraph of “Hop to It!” to fill out the Main Idea Graphic Organizer. After students have read the first paragraph, ask them to isolate the sentence that states the main idea of the paragraph. Have them write this sentence on the needle of the Main Idea Graphic Organizer. Then, they should identify which sentences provide supporting ideas and write those in the patches.



For more practice identifying main ideas and supporting details, students can fill out additional graphic organizers for the remaining paragraphs of “Hop to It!”

PROBLEMS AND SOLUTIONS

The Problems and Solutions unit of Grade 3 ITRI helps students identify the relationship between problems and solutions. Draw students' attention to the fourth paragraph of "Hop to It!," and have them read it again. Ask them to locate a problem that is mentioned in the paragraph. They should write this problem under the truck in the Problems and Solutions Graphic Organizer. Discuss with students how they identified the problem; they should ask themselves, "Why would it be bad for this problem to go without a solution?" Next, ask students to find a solution for this problem in the text and have them write it on the solution side of the bridge. Finally, students should consider what words or phrases signaled a solution and write their answers within the bridge.



problem

Bullfrogs become pests;
bullfrogs eat all of the small
animals in their habitats.

What words or phrases signaled a solution?

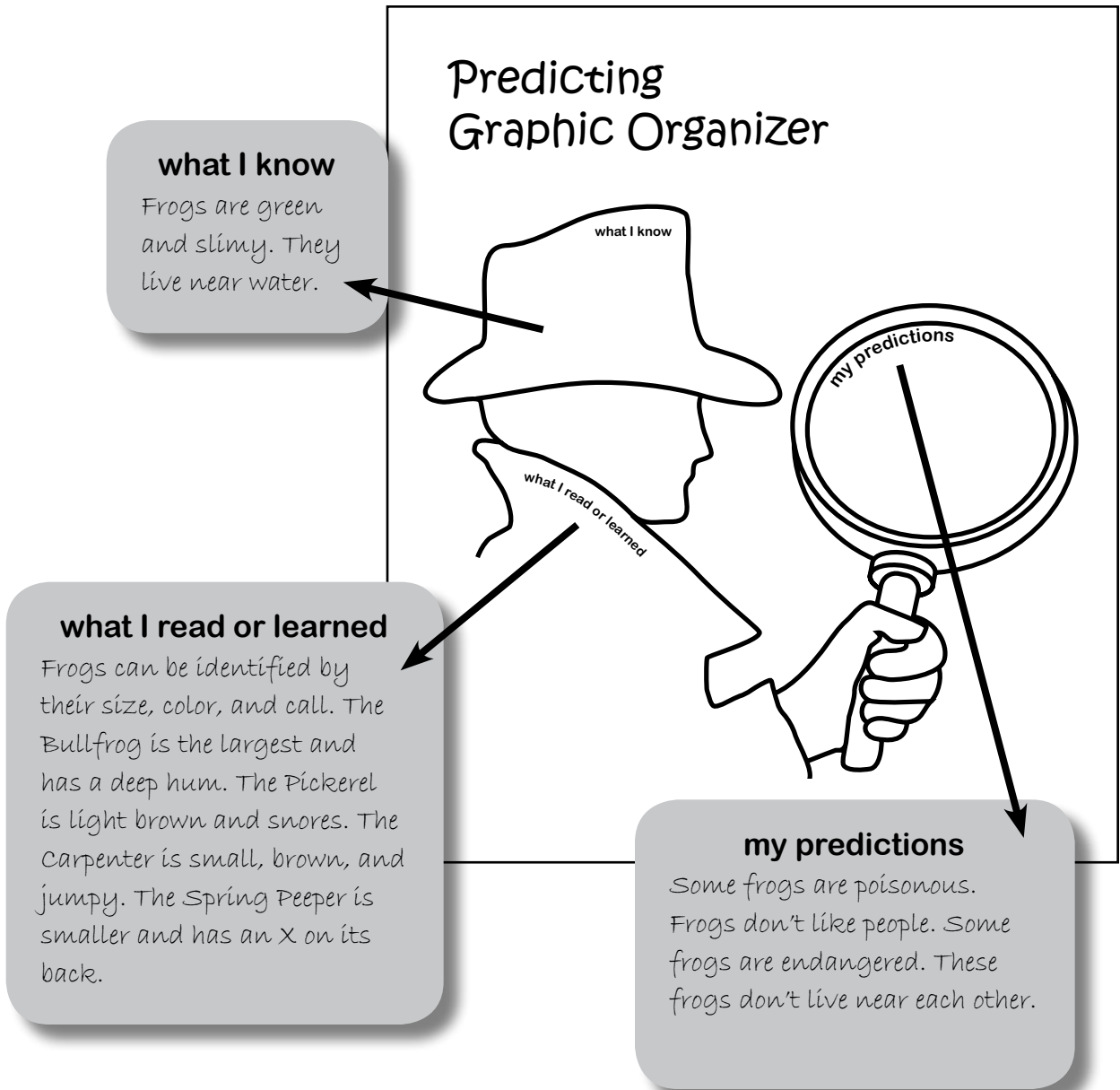
in, order to

solution

There must be larger
animals that eat Bullfrogs.

PREDICTING

The Predicting unit of Grade 3 ITRI asks students to make predictions about what they will learn next based on knowledge they already have and information they have encountered in a lesson. Before returning to the “Hop to It!,” have students write down what they already know about frogs on the detective’s hat in the Predicting Graphic Organizer. Then, have them reread up to the third paragraph of “Hop to It!” and ask them what they read or learned. Have them record what they learned on the detective’s trench coat. Next, ask students to predict what they will learn next about frogs and write these predictions in the magnifying glass on the Predicting Graphic Organizer.



KEY WORDS

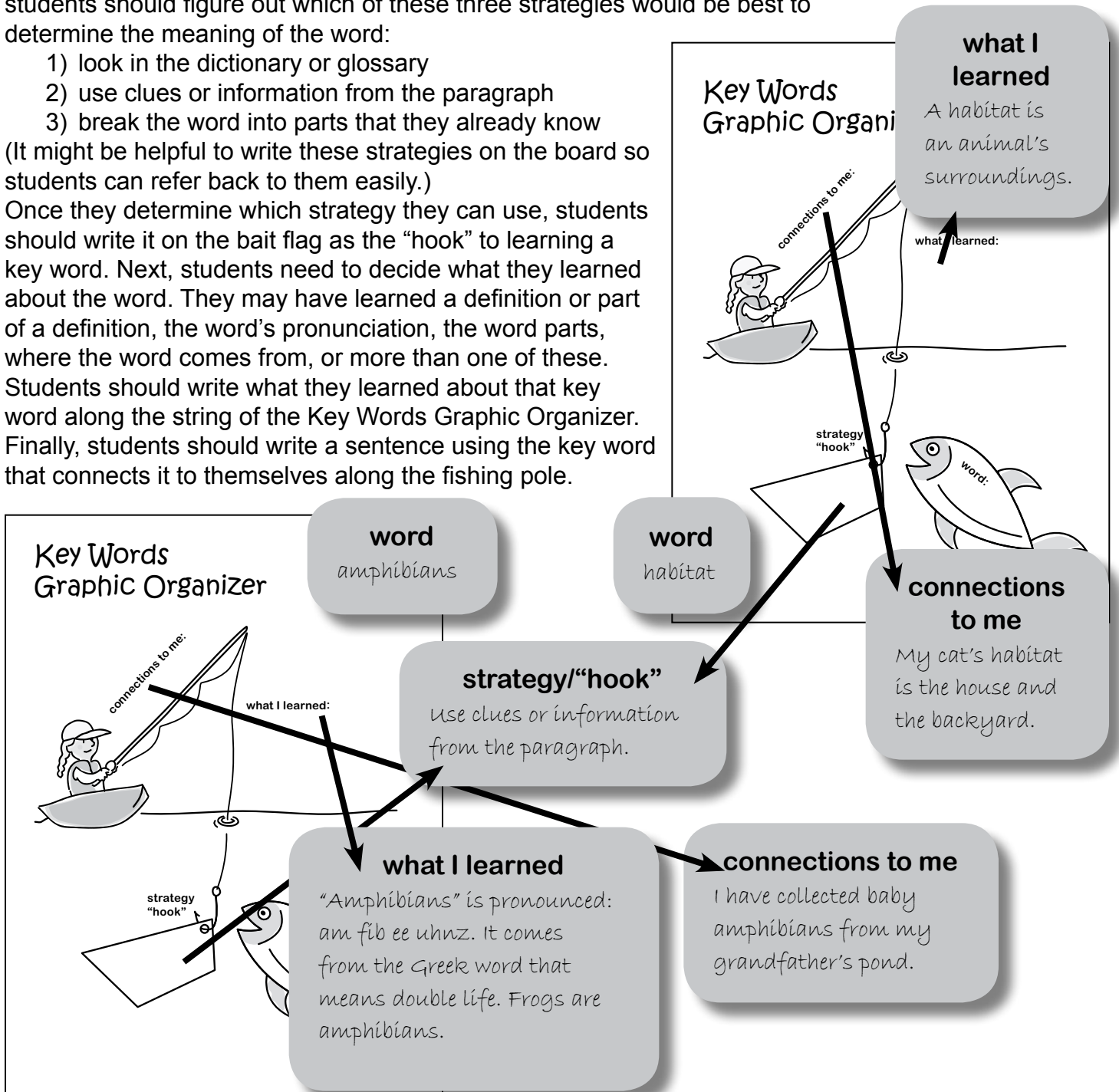
The Key Words unit of Grade 3 ITRI helps students notice important words and use different methods for learning important vocabulary. "Hop to It!" has two bolded vocabulary words, one in the second paragraph and one in the last paragraph. Have students reread up to the second paragraph of "Hop to It!" to fill out the first Key Words Graphic Organizer. Then have them finish the lesson to fill out a second Key Words Graphic Organizer.

For the Key Words Graphic Organizer, students should write the bolded word on the fish. Then, students should figure out which of these three strategies would be best to determine the meaning of the word:

- 1) look in the dictionary or glossary
- 2) use clues or information from the paragraph
- 3) break the word into parts that they already know

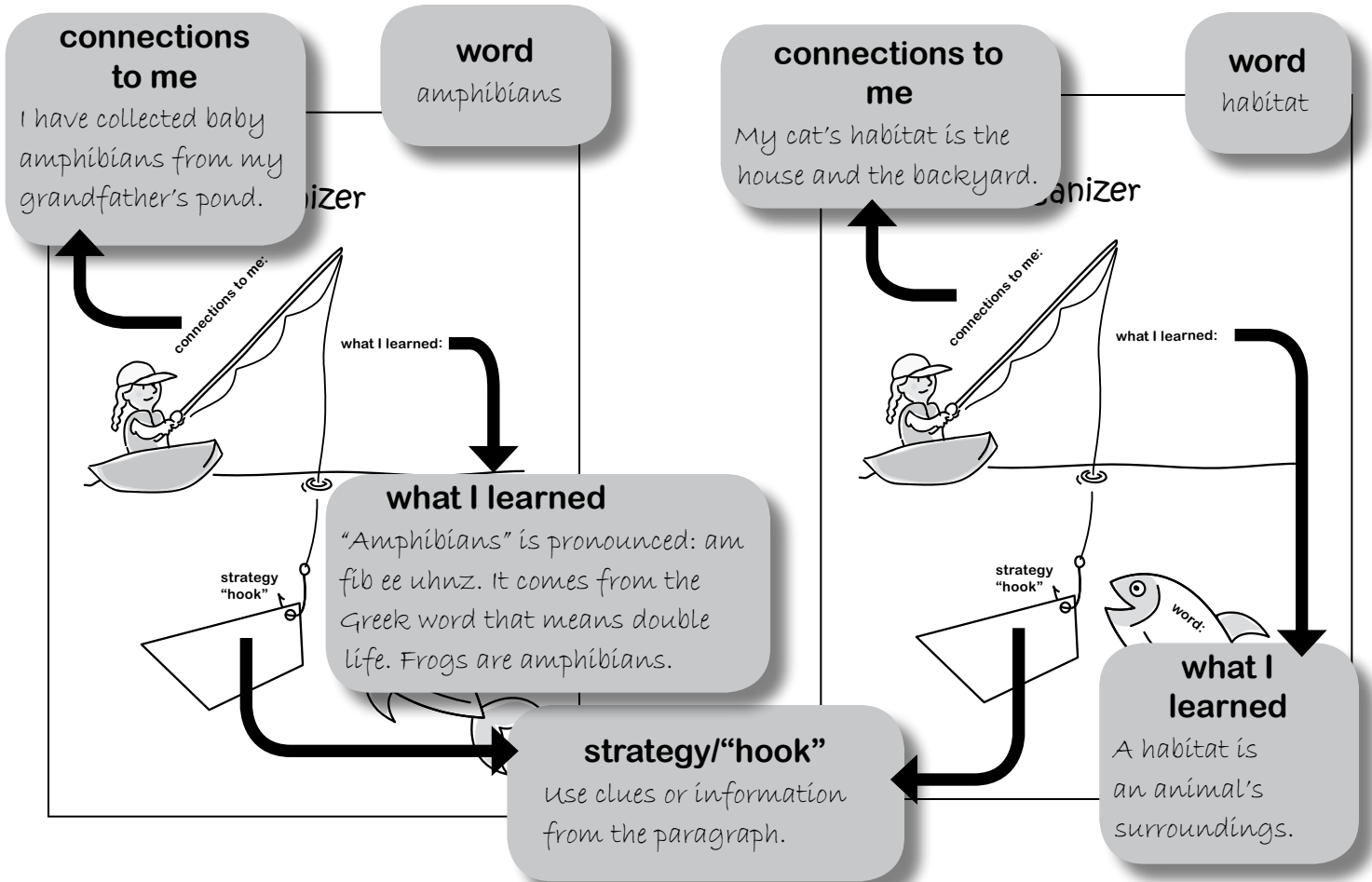
(It might be helpful to write these strategies on the board so students can refer back to them easily.)

Once they determine which strategy they can use, students should write it on the bait flag as the "hook" to learning a key word. Next, students need to decide what they learned about the word. They may have learned a definition or part of a definition, the word's pronunciation, the word parts, where the word comes from, or more than one of these. Students should write what they learned about that key word along the string of the Key Words Graphic Organizer. Finally, students should write a sentence using the key word that connects it to themselves along the fishing pole.



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