

graphic organizers teachers

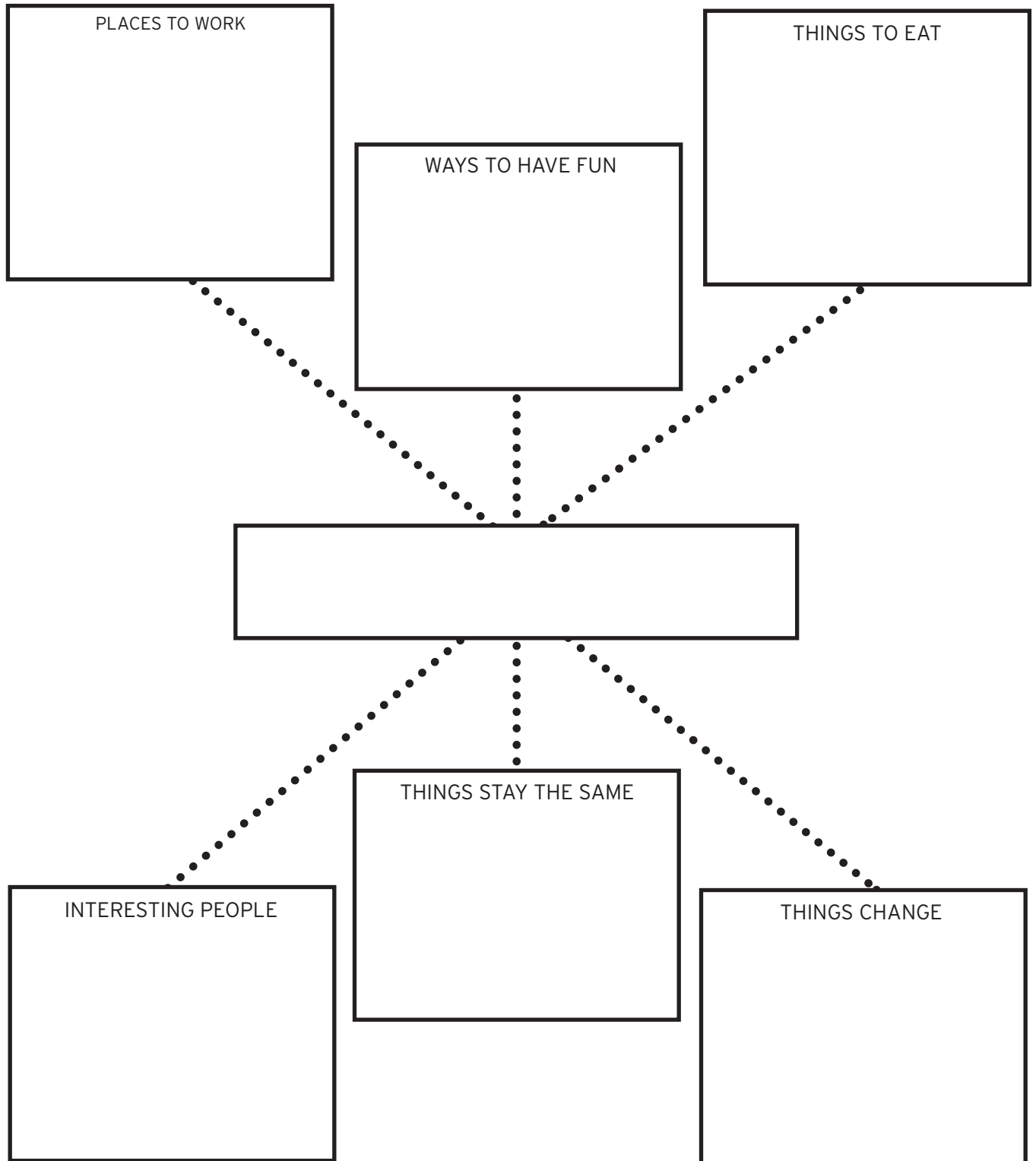
serial story • book • newspaper

Sandy Cook

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COMMUNITY LIFE

DIRECTIONS: As you read a serial story or book, fill in the chart with information about the community where the character lives. Write the name of the community in the rectangle.



FOLLOW-UP: Complete the chart about your community, using what you know and what you learn from your community newspaper. Compare the community where the character lives to your home community.

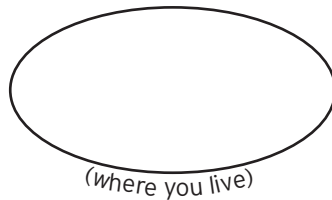
SENSE OF PLACE

DIRECTIONS: Newspapers strive to be the best source for local news. Readers should learn a lot about the place where newspapers report and publish. Scan the newspaper over several days and write down what you learn about your local community or area of the state. Then write about what a newspaper does to establish a sense of place. Consider quotes such as these as you learn more about the place where you live.

To be rooted is perhaps the most important but least understood need of the human soul. - Simone Weil*

"You can't know who you are until you know where you are." -Wendell Berry*

Write the name of your community, city, county or area of the state in the circle. Draw lines that extend from the circle and write what you learn about the place where you live.



FOLLOW-UP: Authors of books and serial stories also strive to establish a strong sense of place. Record what you learn about the setting of the story. Why do you think the writer chose the setting that he or she did?

*<http://exploringsenseofplace.org/>

S E T T I N G O R P L A C E

DIRECTIONS: Identify and list places in the newspapers. Where are the places in relation to where you live? (local, state, national or world) What happened in each place to make the news?

Places in the news	Is it local, state, national or world?	What happened to make news?

FOLLOW-UP: Which place would serve well as a setting for a book or serial story? What kind of story would you tell about the place? Who would you interview? Where else would you find information to use in your story? Do you know of books or stories that take place in any places mentioned in the newspaper?

M Y S T E R Y I N B O O K S A N D N E W S

DIRECTIONS: Look for mystery in news stories and photographs.

STORY or PHOTOGRAPH _____ Page _____

1. What is the subject of the story or photo that contains mystery?

2. What is puzzling?

3. Who is looking for the answers?

Use the real-life mystery as a starting point for an imaginative, make-believe story. Fill in the following details for your story and then begin writing.

1. What key events take place first, second and third?

2. Who are the characters involved in each event?

3. Where and when do the events take place?

4. Why do the characters act as they do?

5. Why do certain characters act mysteriously?

6. Did anyone withhold information? Why?

7. Is the mystery solved in the end? If so, how is it solved? If not, how does the story end?

FOLLOW-UP: Find mystery in books. Does the mystery draw on any real events? Choose a section of the book that deals with the mystery, and write about the event as if it were a breaking news story.

5 W s A N D M O T H E R G O O S E

DIRECTIONS: Study the photos in your newspaper. Circle the action words or verbs (what is the action?) and underline the nouns (who or what committed the action?) that serve as the subject of the sentence or headline.

Read the following headlines. Do you recognize the nursery rhyme or fairy tale? Record the name beside each headline.

HEADLINE	RHYME OR FAIRY TALE
1. Boy trades cow for beans _____	_____
2. Holstein hurdles moon _____	_____
3. Blonde arrested for breaking and entering _____	_____
4. Rodents attack farmer's wife _____	_____
5. Boy's kisses frighten girls _____	_____
6. Husband shells wife* _____	_____

In the examples above, how does the headline writer answer the "who and what" questions? How might the other questions be answered in a hard news story based on the rhyme or fairy tale? How much information can you draw from the rhyme or fairy tale? Add to the nursery rhyme or fairy tale and answer all of the questions below, on separate paper. Be creative.

WHO?	WHEN?	WHERE?	WHY?	HOW?
1.				
2.				
3.				
4.				
5.				
6.				

FOLLOW-UP: Write a hard news version of the story based on the answers to the questions.

*Adapted with permission from *Newsday*, NIE

5 W s A N D H O W !

DIRECTIONS: Identify a breaking news story that answers the what, who, when and where questions in the opening paragraph. Underline the action word or verb that answers the question, what happened? Then, answer the questions: Who committed the action? When and where did the action take place? Read more of the story to answer the questions why and how.

Answer the 5Ws and how questions about key events in a book. Remember to use a verb or action word to answer the "what" question and refer back to that action when answering other questions. Then write an opening paragraph in the style of a breaking news story. On separate paper, continue your story. Fill in the charts below.

WHAT?

WHO?

WHEN?

WHERE?

WHY?

HOW?

PARAGRAPH:

WHAT?

WHO?

WHEN?

WHERE?

WHY?

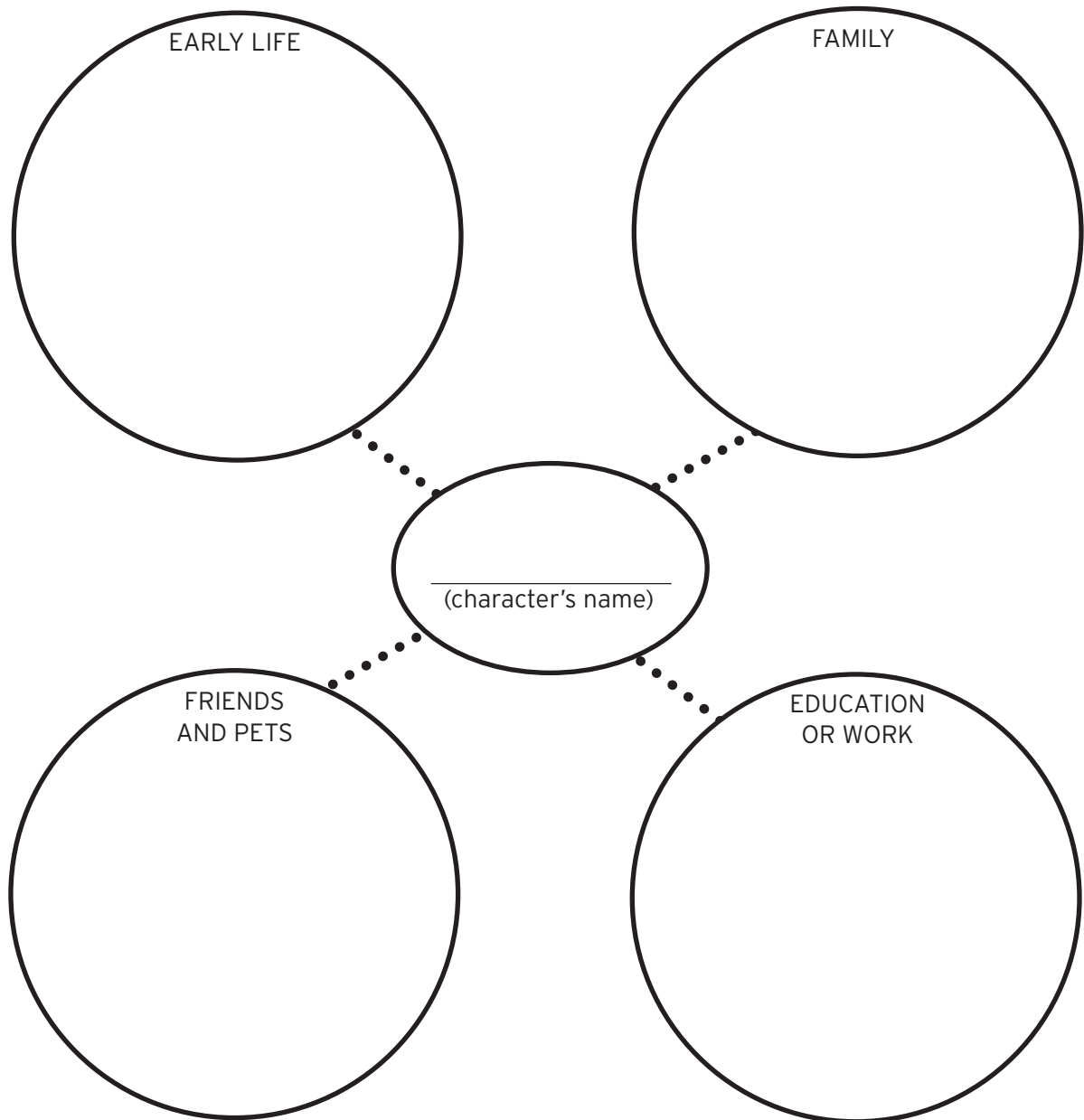
HOW?

PARAGRAPH:

FOLLOW-UP: Identify and study the headline, sub-head and photo, map, chart or graph of a breaking news story in your newspaper. Write a headline and sub-head and draw an illustration for your story.

GETTING ACQUAINTED

DIRECTIONS: As you read a book or serial story, record what you learn about one of the characters. Write the character's name in the center.



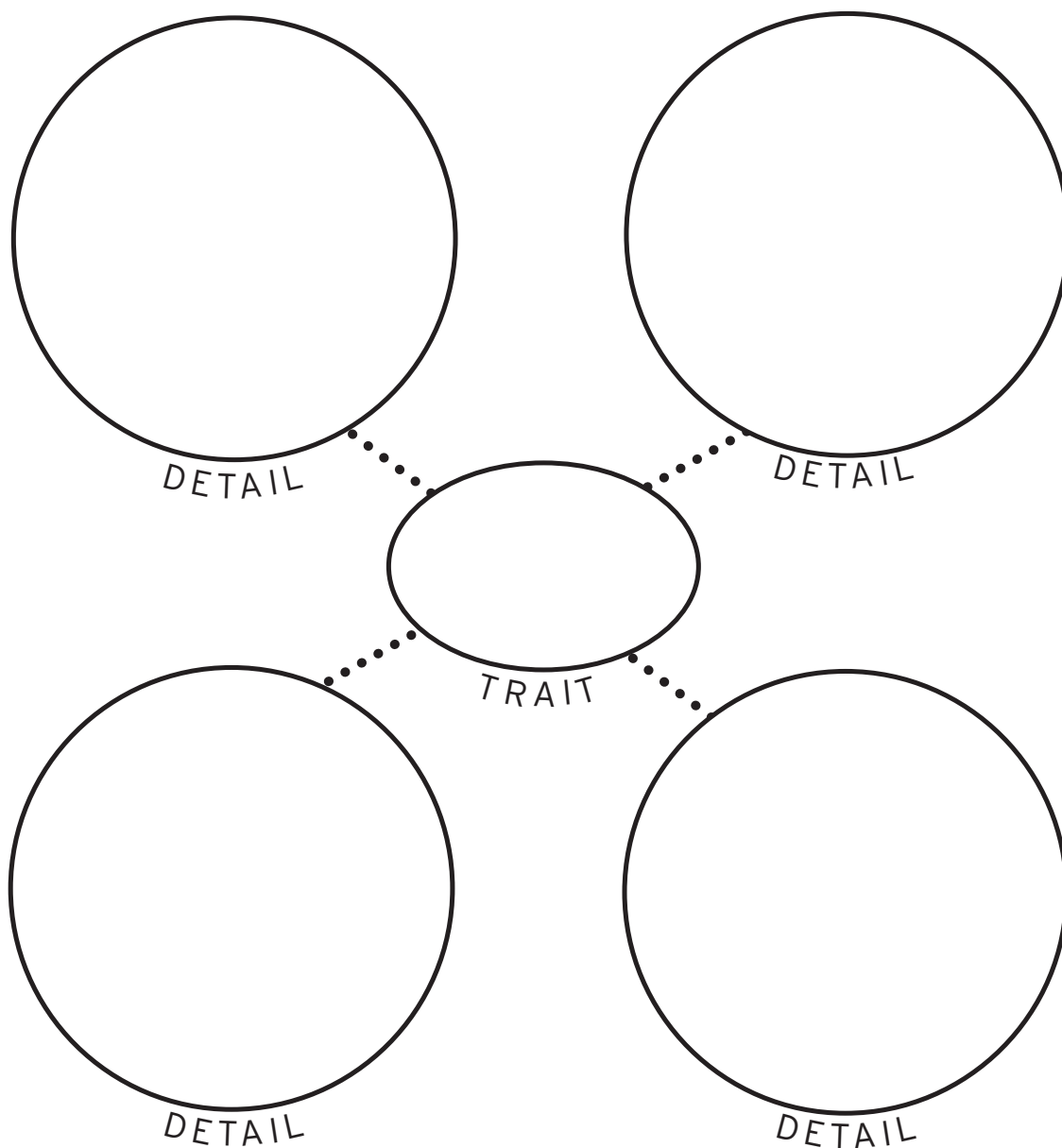
FOLLOW-UP: As you become acquainted with comics, record what you learn about one or more main characters. Write the character's name in the center. Also, use the chart to record what you learn about real life people featured in the newspaper.

A C H A R A C T E R ' S T R A I T

DIRECTIONS: Identify what you consider a main trait of one person from a book or serial story. Write the trait in the center. As you read, look for details (words or actions) to support your conclusion about the character. Record the pages where you find your details.

To emphasize strength (or lack) of character, choose among the following traits (or their opposites) to describe the person: courageous, kind, respectful, responsible, fair, honest, self-disciplined or hard-working.

Character _____



FOLLOW-UP: Draw a conclusion about someone from what you read in the newspaper. Support your conclusions with details. Highlight the sections of news stories where you find the details. If you favor the sports section, look there for someone to read and write about.

S H O W I N G A N D T E L L I N G

DIRECTIONS: The narrator or another character may describe someone in the book or serial story as "independent or unafraid." Or, instead of telling readers about the character's personality, authors often show readers through the character's thoughts and actions what he or she is like.

Journalists also TELL or speak directly about individuals and SHOW what they are like through the individuals' words and actions.

Find examples of "showing" and "telling" about a character in a book or serial story and newspaper. Start with the comics. Read an interesting comic strip for several days to determine whether the cartoonist talks directly about a main character or reveals the character through his or her thoughts and actions.

BOOK _____ CHARACTER _____

TELLING ABOUT THE CHARACTER

SHOWING THE CHARACTER THROUGH WORDS AND ACTIONS

NEWSPAPER _____ PERSON OR COMIC CHARACTER _____

TELLING ABOUT THE CHARACTER

SHOWING THE CHARACTER THROUGH WORDS AND ACTIONS

FOLLOW-UP: Which do you prefer as a reader, showing or telling? Write about someone you know and enjoy. Be sure to record words and actions that show what the person is like.

A C L O S E R L O O K A T C H A R A C T E R

DIRECTIONS: On large paper, draw a stick figure or other illustration to represent a character you choose from a book or serial story. As you read about your chosen character, select information about each of the eight items below. Extend lines from the body and write your ideas or cut and paste appropriate passages from the story. Then, use your illustration and ideas to write a profile or character sketch:

1. IDEAS to the HEAD
2. HOPES to the EYES
3. WORDS to the MOUTH
4. ACTIONS to the HANDS
5. FEELINGS to the HEART
6. MOVEMENT to the FEET
7. WEAKNESSES to the ACHILLES' HEEL
8. STRENGTH to the ARM MUSCLE*

FOLLOW-UP: Choose a character from comics, sports or news and learn as much as you can about that character or read a profile in the features section. Draw the person and/ or use a photo. Choose information about the person that relates to the items above. Place what you find around the drawing or photo. * <http://highschool.concord.k12.in.us/ateachsite/processing/>

MAJOR AND MINOR CHARACTERS

DIRECTIONS: Discuss the role of major and/or minor characters in a book or serial story. As you read the story, list all characters in one of the columns below. You may move them from one column to the other as the story unfolds. If you are unsure where to place a character, write a question mark beside the name and explain your questions.

After listing all characters, number them in the order of importance to the story, giving the most important character the number "1".

CHARACTERS	
MAJOR	MINOR

FOLLOW-UP: Are any characters mentioned in all chapters? Who is the protagonist? Who are the antagonists or persons who oppose or challenge the protagonist?

Read comic strips for several days. In the columns, list the names of characters in one or more strips. Feel free to move characters from one column to the other as you learn more from the strips.

Do on-going news stories involve individuals who play major and minor roles? Find examples.

A M A N N E R O F S P E A K I N G

DIRECTIONS: What do spoken words reveal? Choose two or more quotes from a book or serial story. Explain what the quotes reveal about the characters who speak and what they tell about the subject (person, event or topic). Does any character use colloquial expressions or any other peculiar way of speaking?

CHARACTER _____

QUOTE

WHAT DOES THE QUOTE TELL YOU ABOUT THE SPEAKER?

WHAT DOES THE QUOTE TELL YOU ABOUT THE SUBJECT?

CHARACTER _____

QUOTE

WHAT DOES THE QUOTE TELL YOU ABOUT THE SPEAKER?

WHAT DOES THE QUOTE TELL YOU ABOUT THE SUBJECT?

FOLLOW-UP: Look for individuals quoted in news stories and evaluate the quotes using the questions in the above chart. Describe the character or write about the topic using the quotes and other facts from the story to support what you have to say.

WORDS OR EXPRESSIONS

DIRECTIONS: Identify interesting and/or unfamiliar words or expressions from a story in your newspaper. Complete the chart.

THE WORD OR EXPRESSION IS

IT IS LIKE

DRAWING

IT IS NOT LIKE

ONE CHARACTERISTIC OF THE TERM OR EXPRESSION IS

FOLLOW-UP: Have you ever used, heard or read the above word, phrase or expression? Explain. Use the phrase in speaking or writing and highlight it for your teacher.

Complete the above chart using words and expressions found in your book or serial story.

C O M P O U N D W O R D S

DIRECTIONS: The word "newspaper" is a compound word. Newspaper stories and all other writing contain words made up of two or more words. List below the compound words you find in your newspaper and the page numbers where you find them. Then locate compound words in a favorite book or serial story. Record the chapters or pages where you find them. Then create new words using parts of the compound words. Follow the example.

NEWSPAPER COMPOUND WORDS	NEW WORDS	PAGE #
Example: home work	<u>home</u> town	C 1
BOOK OR SERIAL STORY COMPOUND WORDS	NEW WORDS	CHAPTER OR PAGE #

FOLLOW-UP: Highlight compound words in your own writing.

Play with words. Combine the parts of two or more words to create new, made-up words that you won't find in a dictionary. Make up meanings for your new words and write sentences that use them. Look in the newspaper for words that did not exist 10 or 20 years ago.

THE HISTORY IN HISTORICAL FICTION

DIRECTIONS: Before reading a book or serial story, with one or more students or your entire class, discuss what you know about the history surrounding the story. Fill in the chart below with what you **KNOW**. After each chapter, fill in information you **LEARNED** about the history. After you read the story, complete the last column, explaining what more you **WANT TO KNOW**. With support from your teacher and/or media specialist, identify reliable sources that provide more information about the historical events referenced in the book or serial story.

KNOW	LEARNED	WANT TO KNOW

FOLLOW-UP: Identify a newspaper story that connects in some way with the book or serial story. Review the headline, subheading and any photo, map, chart or graph that supports the news story. After previewing the story, what do you **KNOW** about the topic? Read the story and complete the second column, indicating what you **LEARNED**. Then complete the chart by recording what more you **WANT** to **KNOW**.

Discuss the sources available to learn more about the topic or event discussed in the newspaper. Compare the two texts, historical fiction and the newspaper story.

TEXT to SELF, TEXT and WORLD

DIRECTIONS: What connections can you make to events in books or serial stories and/ or newspapers? Choose a newspaper story and book or serial story that deal with the same or similar topic or events, characters or setting. Use the questions below to guide but not limit your thinking.

TEXT to SELF

Is anything familiar about the stories? Do the people remind you of anyone you know? Do you know anything about or are you interested in learning more about the topic or setting?

TEXT to TEXT

How are the texts alike? How are events, characters or setting similar or different? How do the styles of writing differ between a fictional book or serial story and a factual newspaper story?

TEXT to WORLD

How does the topic or events relate to life in your community, state, nation or world? From the book or serial story and newspaper story, what do you learn about viewpoints, customs, beliefs or traditions in your community, state, nation or world?

FOLLOW-UP: Continue to make personal connections with news and relate and compare the people, topics and events you read about in your newspaper to what you learn from other reading.