Graphic Organizers: Vocabulary Building

Word:	Part of Speech / Tense:
Synonyms:	

Definition:	Examples:

Use in a Sentence:

Word:	Part of Speech / Tense:
Synonyms:	

Definition:	Examples:

Use in a Sentence:

Cornell's Notes: Topic: _____

Main Jots:	Key Vocab

One sentence summary of entire lesson:

Question Grid:

	Is	Did	Can	would	Could	Might
Who						
What						
When						
Where						
How						
Why						

Create questions for every pair of headings on the grid. Then, craft an APE response to each question as a separate document.

Supporting a Central Idea:
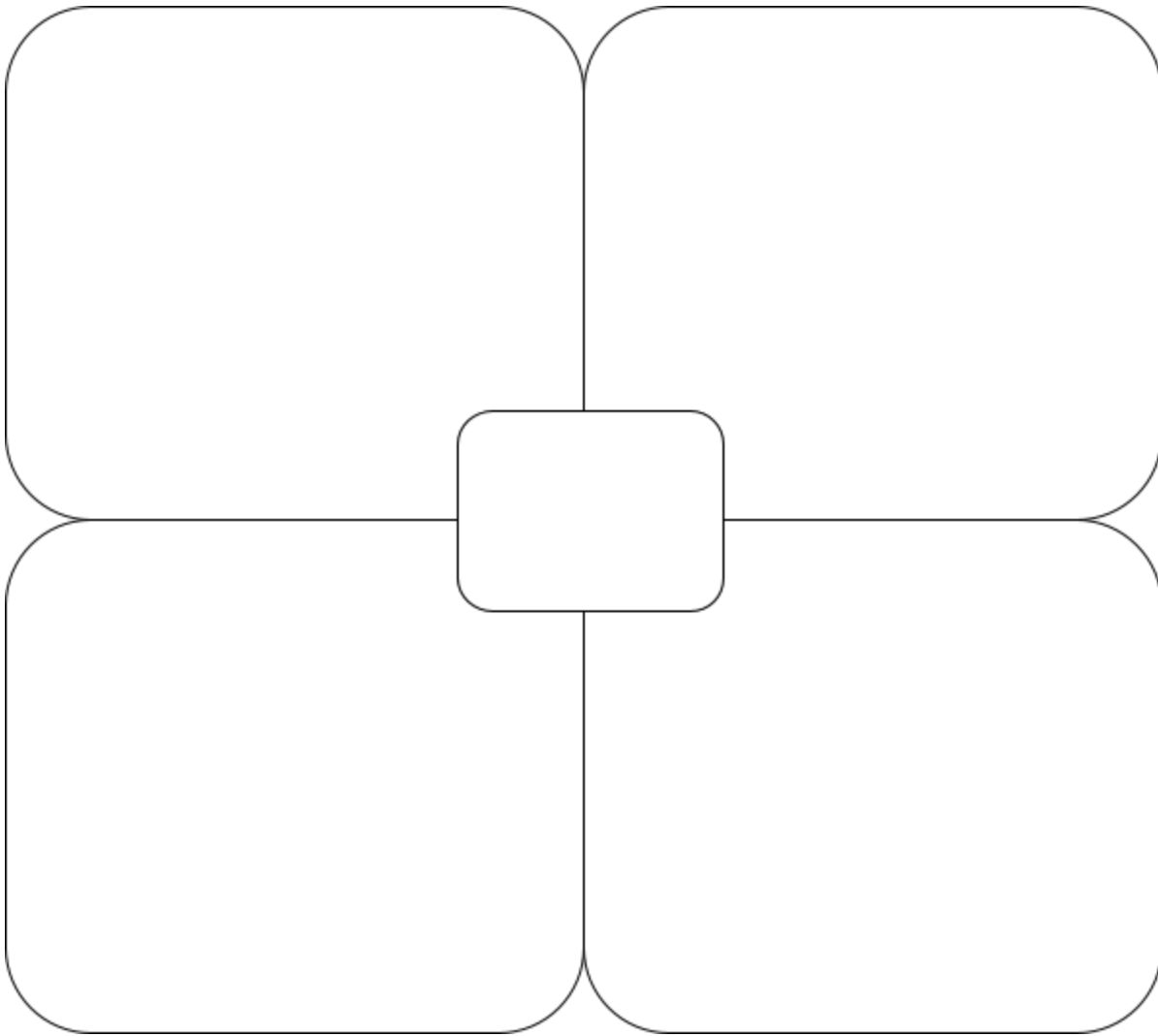
The main idea of the text is: _____

_____

_____

_____

3 Supporting Ideas:
Idea 1:   Supporting Quotation: Citation:
Idea 2:   Supporting Quotation: Citation:
Idea 3:   Supporting Quotation: Citation:

Cause & Effect:

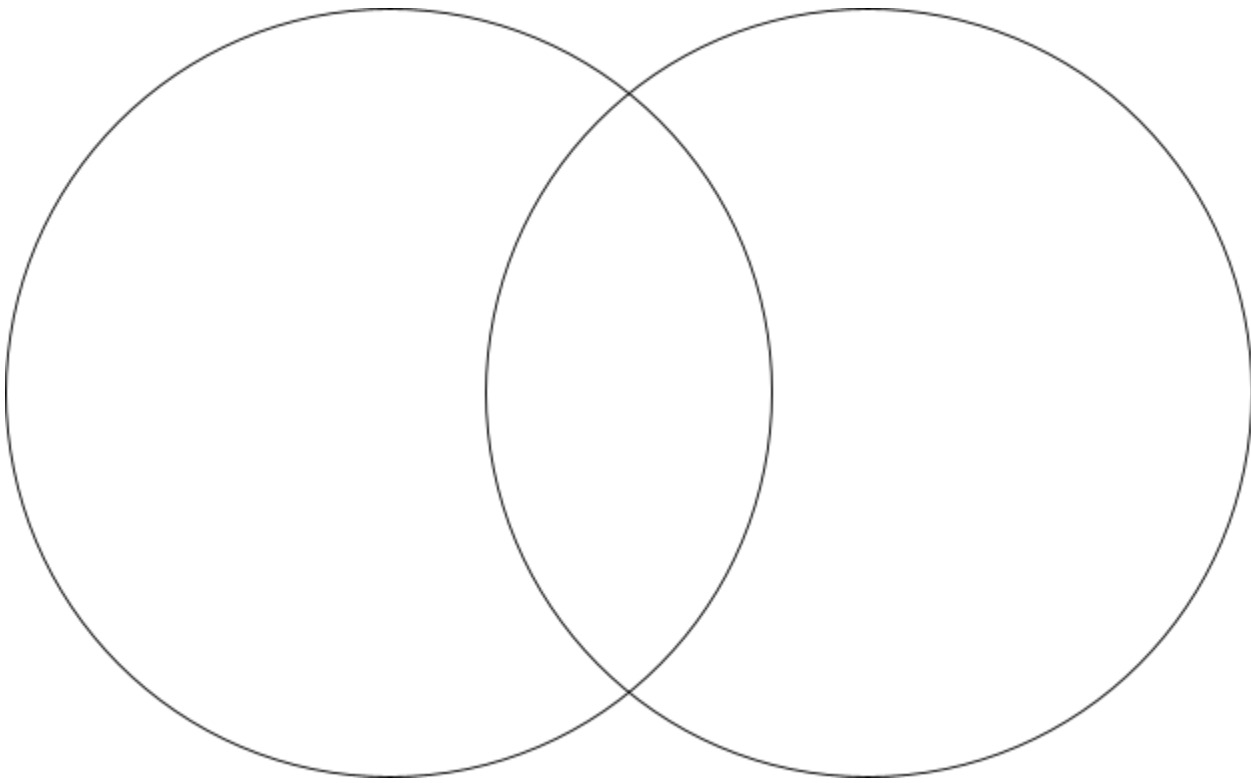| Causes (stated or implied)	Effects (with proof from text)

Placemat:

Solve one Problem 4 ways, Organize notes into 4 topics, collect ideas on one topic form 4 people

Venn Diagram:

Show what two ideas have in common

Exploring Vocabulary:

Learning new terms, focusing on small differences between new vocabulary

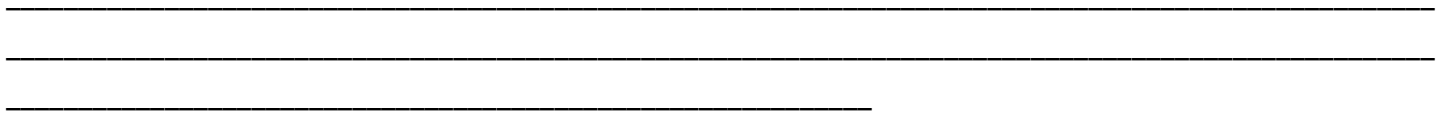Word: _____   Context/Subject: _____

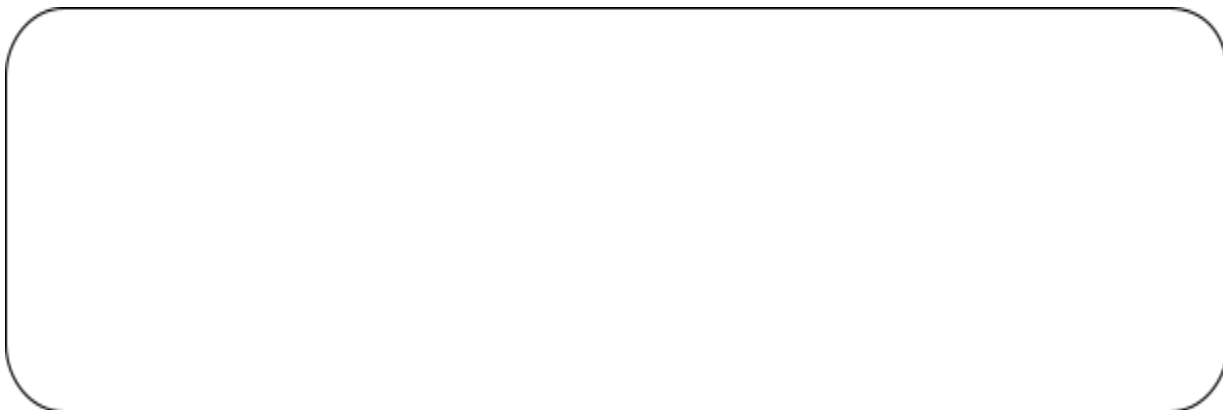Part of Speech: (circle) noun pronoun verb adjective adverb _____
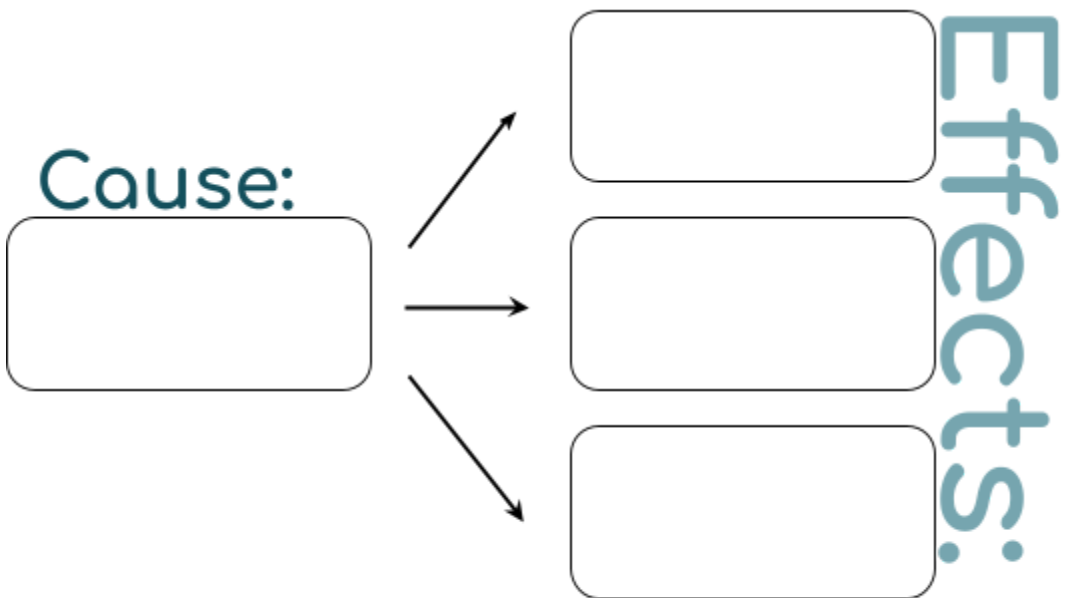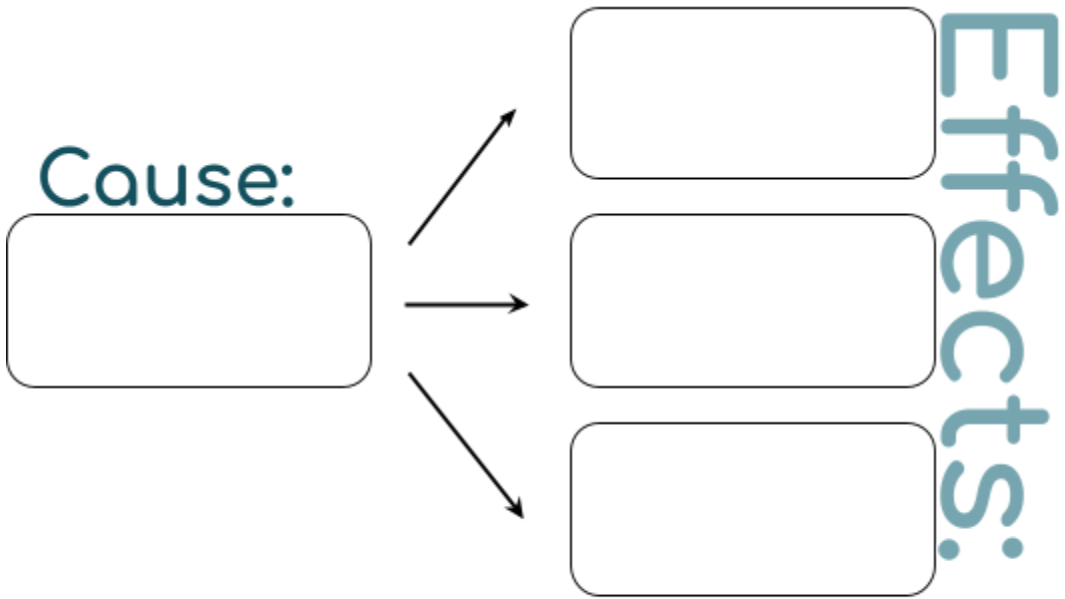
Definition:

Sentence
word

Using the
Correctly:

_____
_____
_____

Ways to remember this word & what it means:

Cause & Effect:

Cause:

Effects:

Cause:

Effects:

Plot Diagram:

Identify and connect the events that shape a story:

Event:

Event:

Event:

Event:

Event:

Rising Action:

Falling Action:

Exposition:

Resolution:

Conflict:
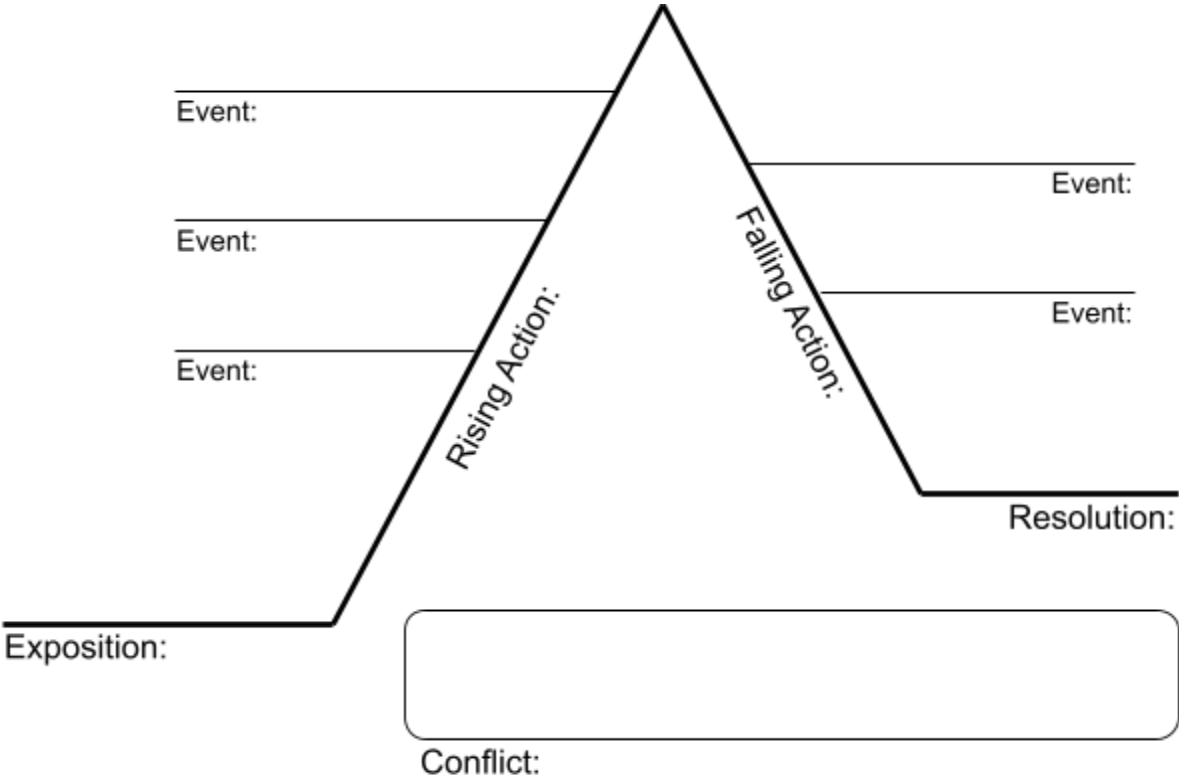
Character Sketch:

A character sketch helps identify both the motivation and underlying traits that inform a character's actions and reactions. A good character sketch helps support inferences and assessments of a Character.
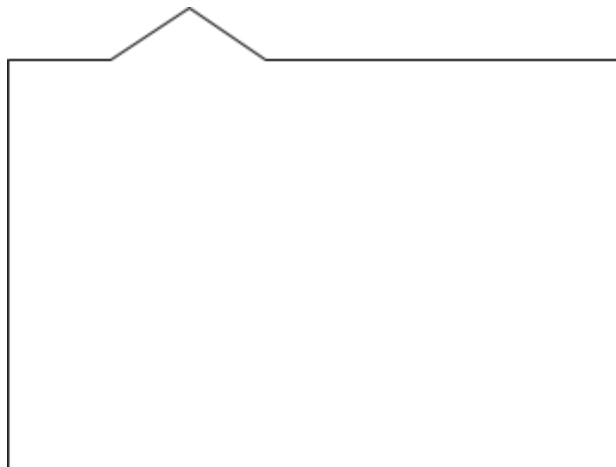
Character Trait:	Evidence from the text: (include pg. #)

Character's Defining motivation:

Character's Pivotal Problem:

Significant Quotations:

A collection of quotations from one character provide insight to a character's growth over time. Include Pg. Numbers, or episode numbers for each quote.
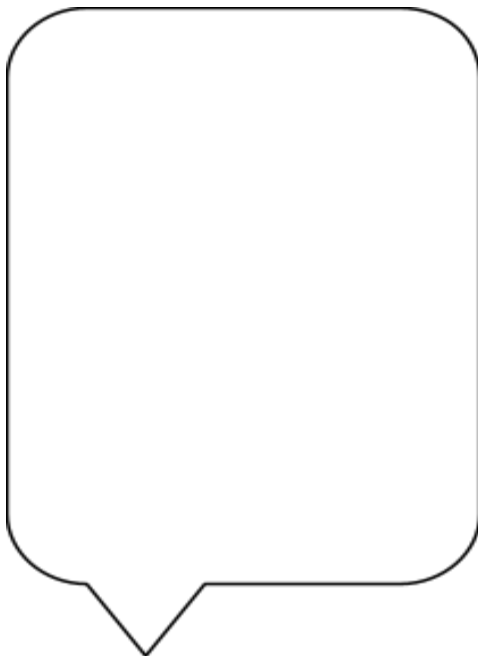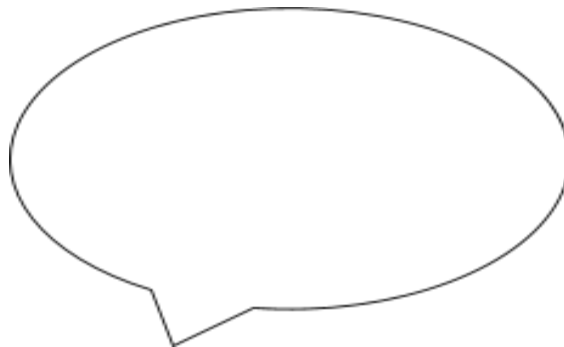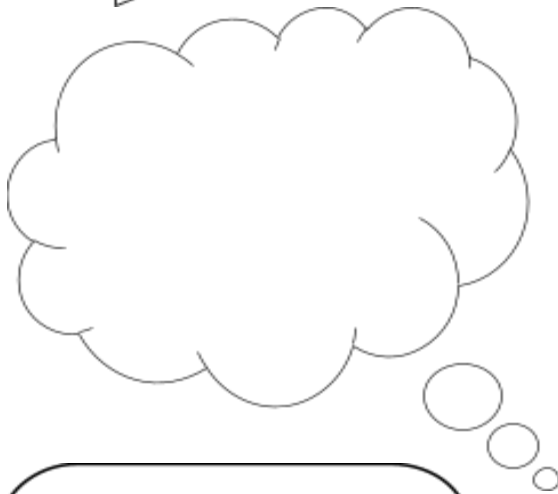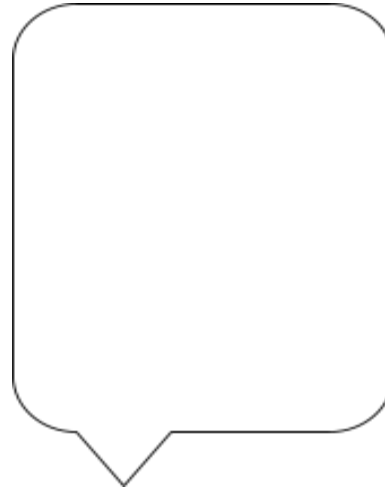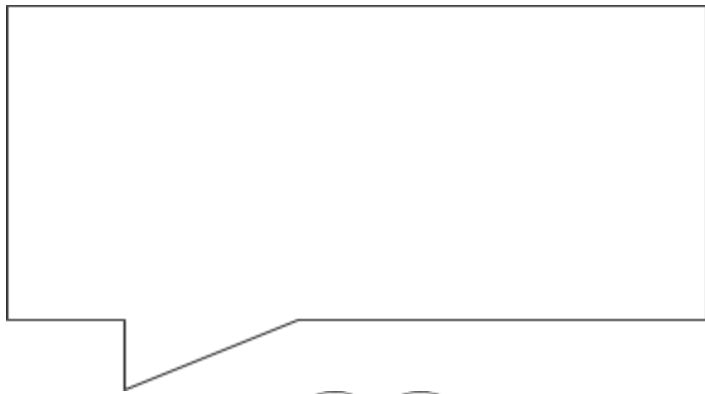
Academic Paper Planner:

Add content to post-its, and place in each column as needed:

I. Introductory Paragraph:	II. Context: (1-2 paragraphs)	III. Topic 1: (1-3 paragraphs)
a. General Subject statement: (Tree) Geography is a quickly evolving field of study.	Background information on the 'Twig' level of ideas. Be sure to clarify: a. Historical era / relevance b. Location/Setting: c. Relevant Politics: d. What images, symbols, metaphors, themes, issues, etc. are connected to the thesis. e. Anything else that helps your reader know what you are talking about, and why it matters.	Specific arguments supporting the 'Leaf' level of ideas. a. First statement in support of the Leaf.

b. Narrowed Statement: (Trunk)
 	
For centuries, people have inquired as to the nature of Earth, and her evolution.
		b. Quote 1 proving it:
		    Introduce it…
		    Quote it…
		    Cite it…
		    State relevance to Thesis…

c. More-Narrowed Statement: (Branch)
 	
Specific sub-disciplines include physical geography, and human geography.
		c. Quote 2 proving it:
		    Introduce it…
		    Quote it…
		    Cite it…
		    State relevance to Thesis…

d. Very Focussed Statement: (Twig)
 	
Human geography holds the most relevance right now, as the refugee crisis gains global attention.
		d. Quote 3 proving it:
		    Introduce it…
		    Quote it…
		    Cite it…
		    State relevance to Thesis…

e. Thesis Statement: (Leaf) Possible solutions to the refugee crisis in Syria can be found through the careful examination of immigration trends, with a focus on the response of receiving countries, and the effects of political posturing on the perceived safety of individuals.		e. Concluding statement, using Cause/Effect linking words: Therefore… Because of these factors…

IV. Topic 2:	V. Topic 3:	VI. Closing:
Specific arguments supporting the 'Leaf' level of ideas. a. Second statement in support of the Leaf.	Specific arguments supporting the 'Leaf' level of ideas. a. Second statement in support of the Leaf.	a. Restate Thesis: b. Restate Topic 1 Closing Idea c. Restate Topic 2 Closing Idea d. Restate Topic 3 Closing Idea e. Restate Thesis in slightly different words, perhaps narrowing or clarifying the original thesis as a result of the research.
b. Quote 1: Introduce it… Quote it… Cite it… State relevance to Thesis…	b. Quote 1: Introduce it… Quote it… Cite it… State relevance to Thesis…	
c. Quote 2: Introduce it… Quote it… Cite it… State relevance to Thesis…	c. Quote 2: Introduce it… Quote it… Cite it… State relevance to Thesis…	
d. Quote 3: Introduce it… Quote it… Cite it… State relevance to Thesis…	d. Quote 3: Introduce it… Quote it… Cite it… State relevance to Thesis…	And… Always submit: 1. A full, accurate, bibliography 2. All of your rough drafts
e. Concluding statement, using Cause/Effect linking words: Therefore… Because of these factors…	e. Concluding statement, using Cause/Effect linking words: Therefore… Because of these factors…	

Academic Paper Outline:

For the Fill-in version try here: http://bit.ly/PJsEssayBuilder

I. Introductory Paragraph:
   A. General Subject statement: (Tree)
   B. Narrowed Statement: (Trunk)
   C. More-Narrowed Statement: (Branch)
   D. Very Focussed Statement: (Twig)
   E. Thesis Statement: (Leaf)

II. Context: (1-2 paragraphs) Background information on the 'Twig' level of ideas.
   A. Historical era / relevance
   B. Location/Setting:
   C. Relevant Politics:
   D. What images, symbols, metaphors, themes, issues, etc. are connected to the thesis.
   E. Anything else that helps your reader know what you are talking about, and why it matters.

III. Topic 1: (1-3 paragraphs) Specific arguments supporting the 'Leaf' level of ideas.
   A. First statement in support of the Leaf.
   B. Quote 1: Introduce it… Quote it… Cite it… State relevance to Thesis…
   C. Quote 2: Introduce it… Quote it… Cite it… State relevance to Thesis…
   D. Quote 3: Introduce it… Quote it… Cite it… State relevance to Thesis…
   E. Concluding statement, using Cause/Effect linking words:
       Therefore… Because of these factors…

IV. Topic 2: (1-3 paragraphs) Specific arguments supporting the 'Leaf' level of ideas.
   A. Second statement in support of the Leaf.
   B. Quote 1: Introduce it… Quote it… Cite it… State relevance to Thesis…
   C. Quote 2: Introduce it… Quote it… Cite it… State relevance to Thesis…
   D. Quote 3: Introduce it… Quote it… Cite it… State relevance to Thesis…
   E. Concluding statement, using Cause/Effect linking words:
       Therefore… Because of these factors…

V. Topic 3: (1-3 paragraphs) Specific arguments supporting the 'Leaf' level of ideas.
   A. Third statement in support of the Leaf.
   B. Quote 1: Introduce it… Quote it… Cite it… State relevance to Thesis…
   C. Quote 2: Introduce it… Quote it… Cite it… State relevance to Thesis…
   D. Quote 3: Introduce it… Quote it… Cite it… State relevance to Thesis…
   E. Concluding statement, using Cause/Effect linking words:
       Therefore… Because of these factors…

VI. Closing:
   A. Restate Thesis:
   B. Restate Topic 1 Closing Idea
   C. Restate Topic 2 Closing Idea
   D. Restate Topic 3 Closing Idea
   E. Restate Thesis in slightly different words, perhaps narrowing or clarifying the original thesis as a result of the research.