T-Chart Graphic Organizer

Tiffany Lockridge

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SIOP Component: Strategies

Grade Level: ALL

Subject Areas: ALL

Grouping: individuals, partners, small group, whole class brainstorming

Materials: chart paper for whole class, notebook paper or blank paper for individual use (may already have copies made of T-chart)

•T-Chart Organizer

- **Description:**

  - A graphic organizer to help students classify information
  - Model the process by drawing a large T-Chart on chart paper
  - Write on the T-Chart while the class brainstorms information about a topic
  - Students can classify information individually, in pairs, whole group
  - Scaffold this activity by providing students with information that is then classified in two lists
  - Students can generate their own items for the chart
  - A Triple T-Chart (sometimes called an M-Chart) allows for 3 categories

•T-Chart Graphic Organizer

Middle School and High School

Content- Students will brainstorm what they know about any topic

Classify their ideas about topic on a T-Chart

Explain their rationale for classifying information about a topic in a particular category

Language- Students will be able to use classifying language when determining which examples belong to each category, and justify the reasons for their classifications using sentence frames.

Sentence frames:

"I think _____ belongs to this group because _____ . "

I am not sure which group this _____ belongs in because _____ ."

Elementary School Lesson

Give One, Get One Activity

ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

b. Know spelling-sound correspondences for additional common vowel teams.

WIDA Standard 2: The Language of Language Arts

- Content: The students will be able to know and apply phonics by decoding words with the diphthong /ou/ spelled “ow” and “ou” in a T-Chart while listening to the book.

- Language: The students will be able to listen/read the book <u>The Clown who Lost her Smile</u> and classify the correct spelling and sound of the diphthong /ou/. The student will write words on their T-Chart and agree or disagree with their classmates during the activity using the sentence frames, “I agree with the word, ____ because it has the _____ sound spelled _____.’ Or “I disagree with the word, _____ because it does not have the ____ sound.”

Materials: The Clown who Lost Her Smile book, chart paper, writing journals

EQ: How do I know and decode words with the /ou/ sound spelled “ow” and “ou”?

- Introduction: Teacher will build background knowledge by asking the students what they know about Clowns. The teacher will ask for students for some words that rhyme with clown. The teacher will make/model a T-Chart on chart paper and list words that were generated.

- 1. Students will make a T-Chart Graphic Organizer in their journals. On one column the students will list “ow” and the other column the students will list “ou”.

- 2. The teacher will project and read the book The Clown who Lost Her Smile on the smartboard.

OW	OU

- 3. As the teacher reads the book, the students list the words they see that fits the patterns and will classify them on the T-Chart Graphic Organizer based on the spelling of the words.

- 4. Once the book has been finished, the students will take their journals and walk around the room and “GIVE” a word that they recorded to another student and “GET” a word they did not have from another student.

- 5. After about 5-10 minutes, gather back to the carpet for closing and to add words to the T-Chart on chart paper.

Reading A-Z

Phonics
PICTURE CARDS

Phonics Lesson 64: Diphthong /ou/

house

mouth

cow

cloud

gown

plow

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The Clown who Lost Her Smile

from Reading a-z website