

The Big Book of Elementary Communicator Classroom Templates

Choose from sets of templates that have been designed around concepts commonly taught in language arts, social studies, math and science in Grades 3 - 6. Each template includes many suggestions and techniques to make implementation easy and effective. Templates include:

Language Arts

- Beginning, Middle, End
- Skill Organizers
- KWL/KWLH
- T-chart
- Vocabulary (synonym and antonym)
- Story Elements
- Cause & Effect
- Literature Circles
- Friendly Letter

Social Studies

- Timelines
- Compass rose
- Street map (blank and with buildings)
- US Map (blank, state outline, with latitude and longitude)
- US REGIONS
- World Map
- Continents

Science

- Resource Sheets – mammal, reptile/amphibian, bird, fish, insect, Habitat, fruit and veggie, Galaxy, weather instruments
- Human body systems templates
- Linear and Capacity Measurement
- Thermometer
- Bar and circle graphs

Graphic Organizers

- Graphic Organizers: Who What When Where and Why, Venn Diagrams

Math

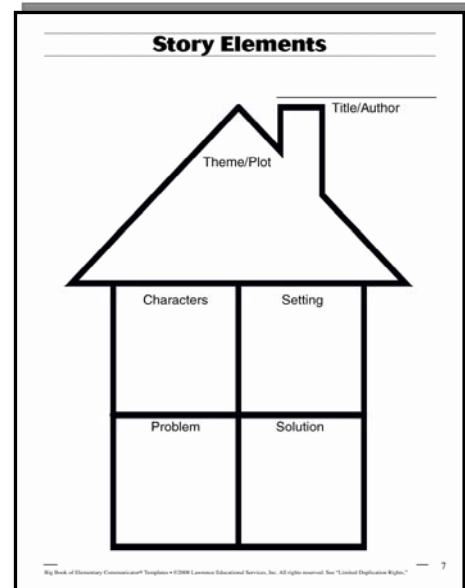
- Place Value Work Mat
- Hundreds/thousands models and grids
- Multiplication Chart (10s and 12s)
- Multiplication practice sheets with function machines
- Unit, tenths, hundredths and thousandths grids
- 100 pennies and Money – various coin/bill combinations
- Linear Models of Decimals
- Fraction circles, Giant inch, fraction decimal equivalence sheets
- Store Circular
- Clocks - various templates with and without labels
- Protractor
- Grids – various size rectangular and triangular grid paper
- Shape resource sheet
- Geoboard

The Story Element Template

As the teacher helps students develop effective reading and writing skills, he or she will certainly be dealing with story elements. The goals will include helping student recognize various story elements and to use that knowledge as they discuss and analyze the author’s craft in writing about a story. Students will also be writing their own stories, and using this template will help students think about how to include these elements in their own stories.

Some Uses of This Template

- Fill in the story elements from the reading done as a class, small group or individual using the their anthology or independent reading book. The template can be a starting point for discussion of the story and/or as a method to help students remember various details and events of the story.
- When students are going to write about what they have read, this template can be a planning sheet for writing/organizing a book report.
- As students are planning or brainstorming for their own fictional writing, the Story Element template can be used.
- The Story Element template can be used as a management tool to keep children on task during a read aloud.

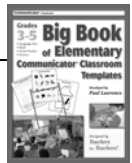


(Reproducible template included at the end of this brochure.)

Questions about the elements

- Draw a line from the name of a character to an event which he or she caused (or from which the character suffered, or which made the character happy, etc.).
- Turn your Communicator[®] over and write down the event from the “Plot” section that you think is most important to the way the story ended. (This kind of question helps you monitor student comprehension.)
 - Follow up:
 - Conduct a class discussion, using the knowledge you gained from a quick survey of student responses to sequence your questions, cite unique responses and explore student reasoning,
 - Create groups for small group reactions, etc.
- Select a “good” character, and on the back side of the Communicator[®], list three qualities that make him or her “good.” Write one characteristic he or she has that is not good.
- What are three details that describe the setting? Would this same story have happened if it had happened in (a sharply different setting)?

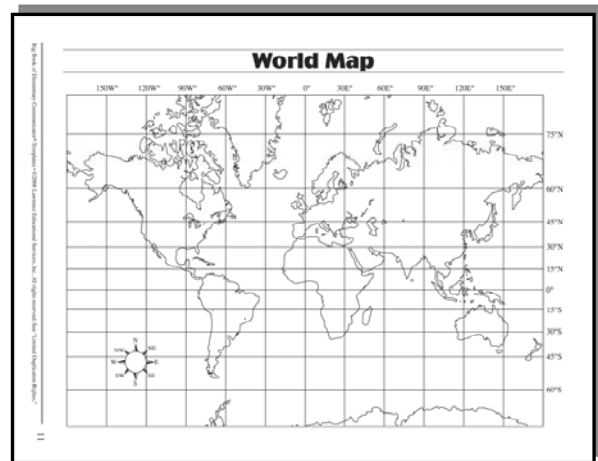
Try to vary discussion questions so they don’t focus primarily on factual recall, and when recall is necessary, attempt to use the details to delve deeper into making comparisons, drawing conclusions and synthesizing ideas,



World Map Template

Developing map skills is an important component of helping children to learn about and to understand their world. The map templates included in the *Big Book of Communicator Elementary Classroom Templates* include those commonly included in the elementary social studies curriculum. They each can be used on multiple occasions.

To help the students think about the underlying purpose of their developing factual knowledge about the world, ask significant questions (based on the curriculum) which require analysis, evaluation and synthesis of ideas.



(Reproducible template included at the end of this brochure.)

The World Map template included here can be used for various purposes:

- Identify continents, oceans and other bodies of water (label, outline the border).
 - Track the routes of explorers or migratory paths of various creatures.
 - Locate places on the map using latitude and longitude (including developing an understanding of why these units of measurement are important and how they are used).
 - Place an **X** on 15 degrees north by 30 degrees east. Where are you? (Africa)
 - Place an **X** on 30 degrees south by 120 degrees east. Where are you? (Australia)
 - Students can make up their own questions and ask their partner.
 - Find the tip of south America...what are the coordinates? (Approximately 55 degrees south and 70 degrees west).
 - Labeling places on the map
 - Drawing physical features on the map
 - Draw in the ocean currents
 - Using the compass rose
- Examples
- Circle the continents that are north of the equator.
 - Circle the continents that fall into both hemispheres.
 - Identify the equator and the prime meridian.
 - What are the degrees for the international date line? (180 degrees east)
 - What are the degrees for the prime meridian? (0 degrees)

Example questions:

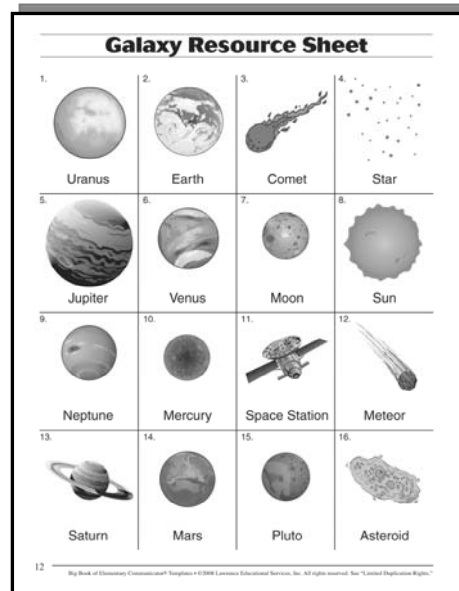
- Put an X on two areas of the world where it would be difficult for people to farm for food. Why did you select these locations?
- Highlight an area where farming is less difficult.
- What are the conditions in each that make farming easy or difficult?
- Put an X on three locations where people are likely to include fish in their diet. In what ways are these locations similar or different?
- After indicating mountain regions in Europe and Asia, have mark the two sides of a particular mountain range and discuss whether or not people on the two sides speak the same language.
- Discuss similarities and differences in weather between and among various areas.

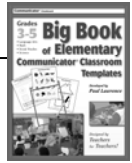
Galaxy Resource Template

This type of resource template helps students organize ideas and think about various elements. In this case, they are exploring the galaxy in which the earth is located.

Help students learn about and explore the universe:

- Circle the names all the planets.
- Circle column one and column two. What do they have in common? (They are planets.)
 - Why is Pluto in column three? (It's not a planet anymore.)
- Circle column one, two and three. What do they have in common? (They all orbit.)
- Circle all the things that have an orbit.
 - Draw a line from any of the things you circled to any thing it orbits around.
 - What observations can you make about the things you circled?
 - Look at the things which do not have an orbit.
 - What observations can you make about these bodies?
- Circle No. 4 and No. 8. What do they have in common? (They are both stars.)
- Circle Column 4. What do they have in common? (None has a distinct path or orbit.)
- Circle the box of the item that is man-made. (The space station.)
- Circle the ones that can sustain life. (Earth, the space station, possibly Mars.)
 - What elements do these locations have in common that makes it possible for them to sustain life?
- Put an X over any of the ones that can sustain life, but where you would not want to live.
 - Why?
- Circle the planets that have moons. (Earth, Mars, Jupiter, Saturn, Uranus, Neptune)





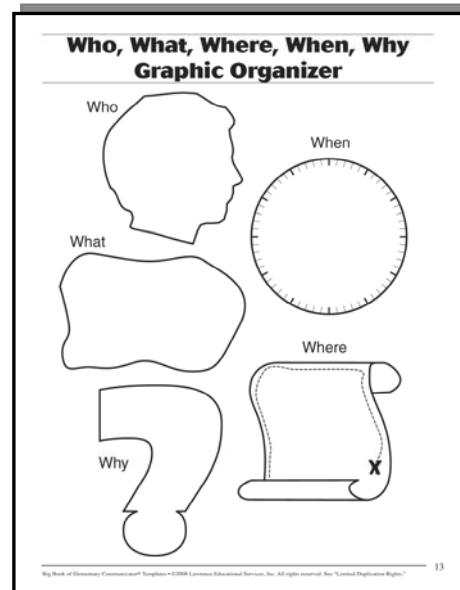
Graphic Organizer

Graphic organizers help individuals put ideas and information into a shape that can be used for other purposes. They are aids in retention of ideas and can be used as “advance organizers” to be completed during a discussion. Advance organizers are helpful in keeping the listener focused and participating.

Who, What, When, Where, Why? Template

This template is helpful in instances in which the student needs to identify specific details and organize them in a meaningful way. Some possible uses include:

- Social Studies
 - Current events
 - Newspaper articles
 - Events in history
- Language Arts
 - Important part of the story
 - Organizing writing (pre-write)
 - Organizing discussion questions
 - Organizing interview questions
 - Planning a party invitation
 - Planning a group project
- Science
 - Biography of Inventors
 - Biography Scientists



(Reproducible template included at the end of this brochure.)

Ten-Thousand Square

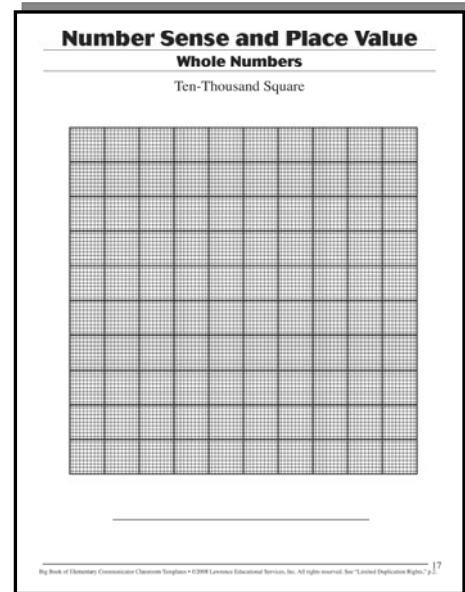
The Ten-Thousand Square template provides an opportunity to create visual models of numbers from 1 to 10,000. Use of this template can help students understand expanded notation, rounding, comparing and ordering numbers, and help to build foundational understanding of scientific notation. Before completing any exercises, it is important for students to know how the square was formed and what each of the different size squares and columns represent.

Once this understanding is established, take 10 hundred flats and either tape them to the chalk board in a column or arrange them horizontally to help students see that 10 hundred squares have a value of 1000. Extend this understanding to include the same model on the Ten-Thousand Square to make the transition from the actual flats to the hundred squares on the template.

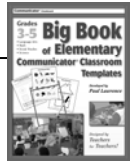
Tell students to imagine that each flat, or ten square, was placed in a copier and reduced in size. This would mean that each column or row of 10 one-hundred squares on the Ten-Thousand Square stands for 1000 and 10 one-thousand rows or columns would equal the square and represent 10,000. It is helpful if you make a transparency of the Ten-Thousand Square and put it inside a Communicator® clearboard for use on the overhead so you can model problems or verify answers. Give each student a Communicator® clearboard, a Ten-Thousand Square, a dry erase marker, and an eraser. (Dry erase markers work better on the Communicator® clearboard than they do on a transparency.) Have students put the Ten-Thousand Square into the Communicator® clearboard and write on the Communicator® clearboard, using the marker and eraser to record and remove their responses.

Expanded notation: Tell students to use their markers to shade, put a line through, write X's on, or circle an area on the Ten-Thousand Square to show the value of 1000. (Students should show one column or row of 10 hundred squares.) Next, they should repeat the process to show the value of 4 one-hundreds. (Students should show 4 one-hundred squares that have been highlighted.) Next, show the value of 80 (8 columns or rows within a 100 square). Finally, show the value of 3 (3 unit squares). Write the problem as "1000 + 400 + 80 + 3 or 1483."

Comparing numbers: Have students work in pairs. One student models a number on his/her Ten-Thousand Square. The other models another number on his/her Ten-Thousand Square. They then team-up to compare models and decide which figure is larger, finally writing the relationship as a number sentence. Eventually, introduce problems such as, "Round 4321 to the nearest 100; show 8432 in expanded notation; or place a >, <, or = sign in the blank to make the problem true." Or, the number sentence "1032 ____ 3021" can be answered by visualizing the response before writing the symbolic answer. The idea of the visual image is to enhance understanding and give meaning to symbols and rule-based mathematics. The actual use of the template is not something students should rely on forever, and after understanding is established, it will not be needed for them to complete problems successfully.

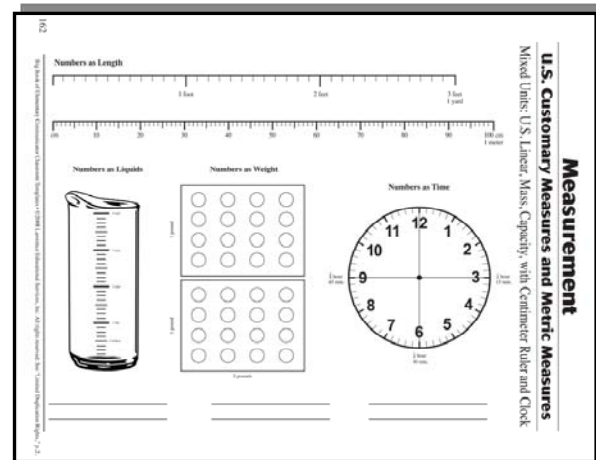


(Reproducible template included at the end of this brochure.)



Mixed Units: U.S. Linear, Mass, Capacity, with Centimeter Ruler and Clock

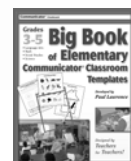
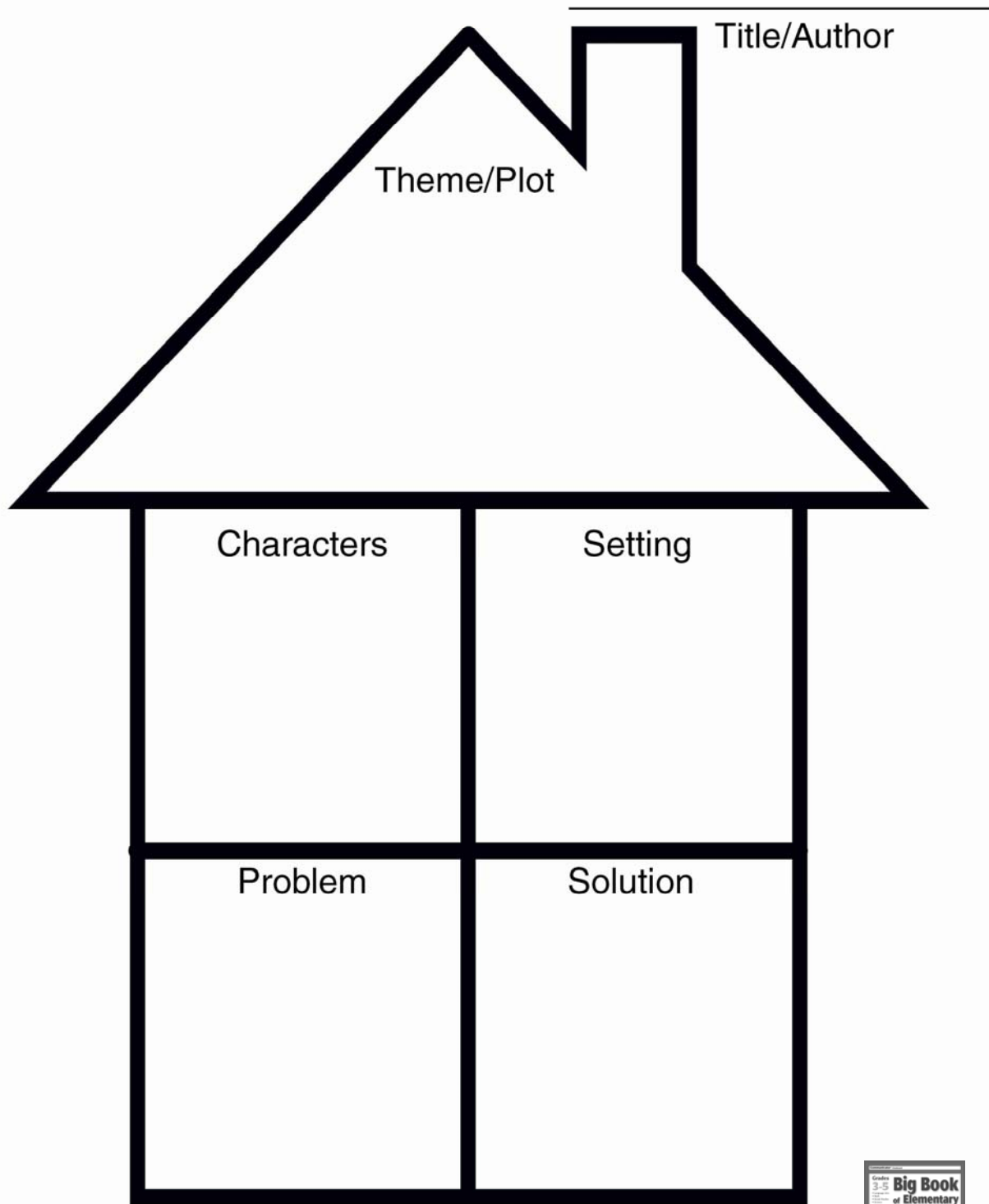
For the first day of the activity, use the number 1, which means we will mark an ounce on the fluid ounce container that shows quarts. Have students mark the ounce as you do the same. Also explain that each disc weighs 1 ounce. Color in one ounce on the class model as students shade their ounce model on the Communicator® clearboard. Add one inch and one centimeter, as well as 1 minute to the clock. It is a good idea for students to see what part of the whole they have shaded, so have them show the fractional part of the instrument each day.



(Reproducible template included at the end of this brochure.)

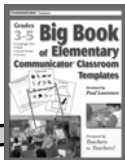
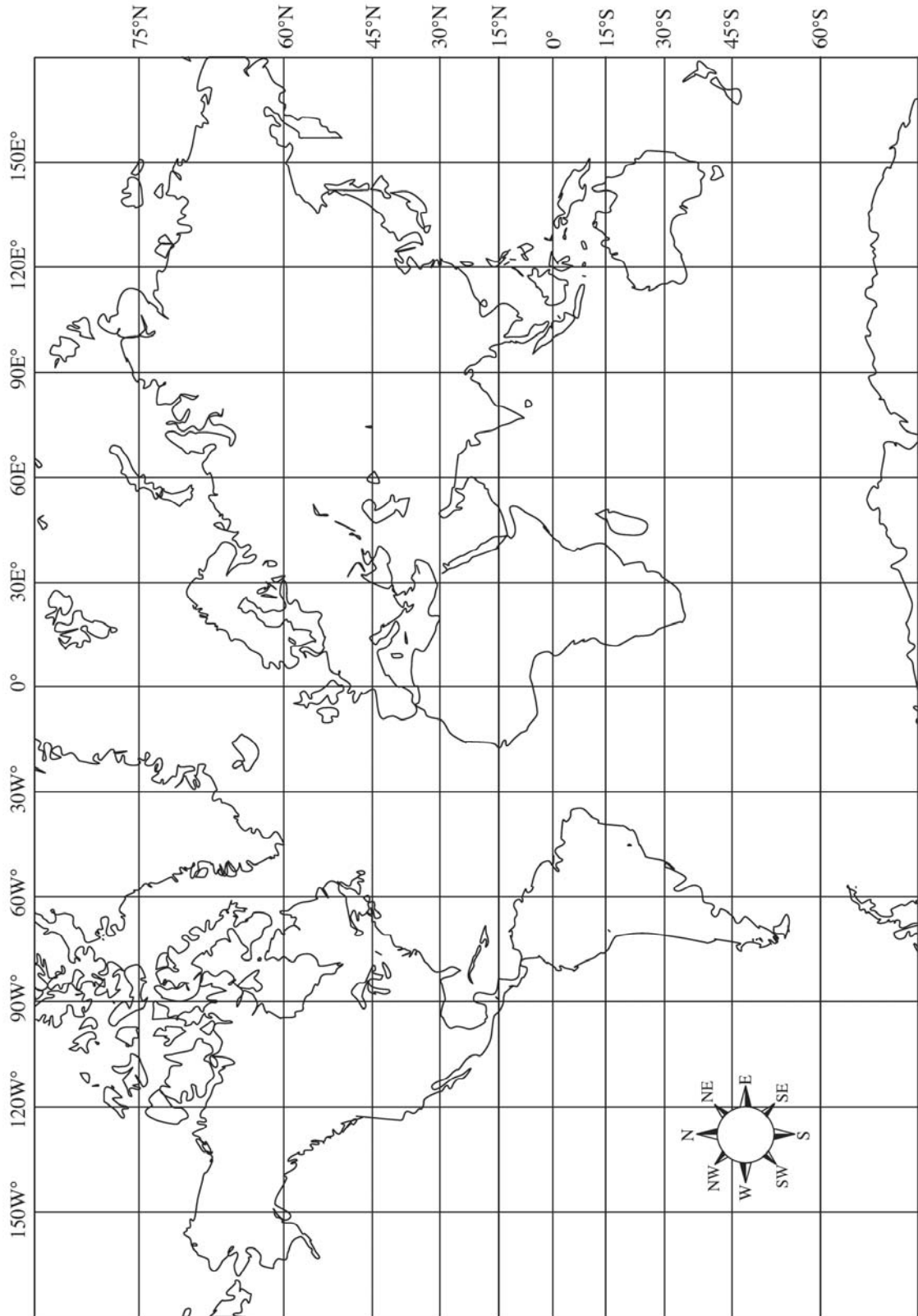
Point out equivalences as they occur. That is, when the number 6 occurs, discuss half a foot or when 8 occurs, discuss a cup or one-quarter of a quart and half a pound. After an equivalence is established, have students record the equivalence as well as the fractional part on their Communicator® clearboard. For example, for the number 10 in relation to fluid ounces, not only have students record the fractional part of the quart, but also the number of cups, pints, etc., such as “10 ounces equals 1 cup 2 ounces.”

Story Elements



Sample lesson on Page 14.

World Map



Sample lesson on Page 15.

Galaxy Resource Sheet

1.



Uranus

2.



Earth

3.



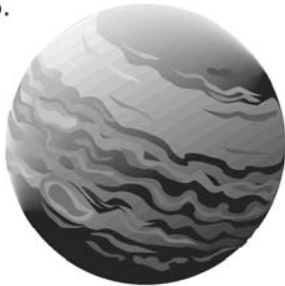
Comet

4.



Star

5.



Jupiter

6.



Venus

7.



Moon

8.



Sun

9.



Neptune

10.



Mercury

11.



Space Station

12.



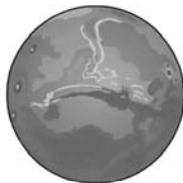
Meteor

13.



Saturn

14.



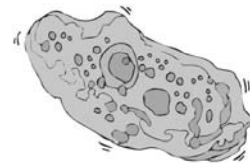
Mars

15.

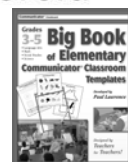


Pluto

16.



Asteroid



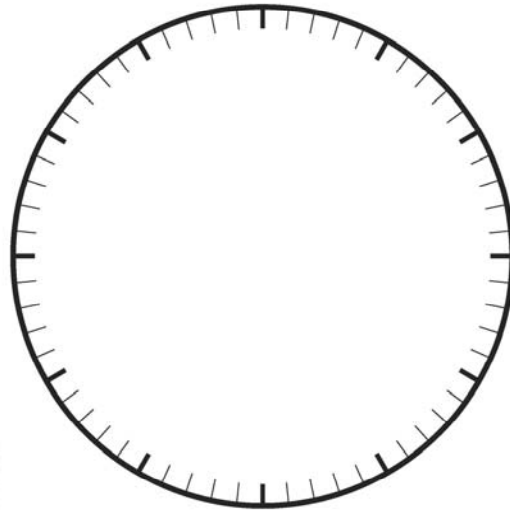
Sample lesson on Page 16.

Who, What, Where, When, Why Graphic Organizer

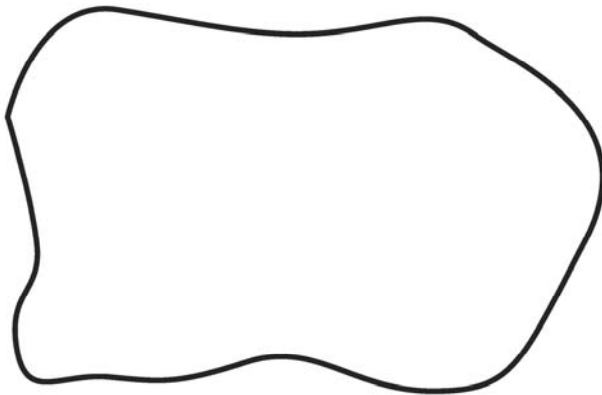
Who



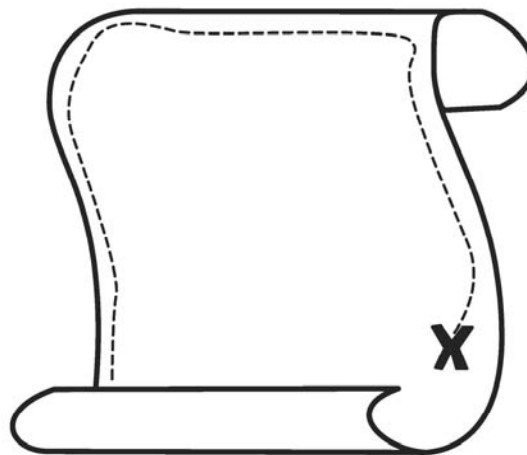
When



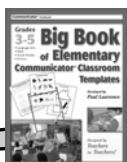
What



Where



Why

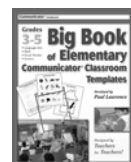
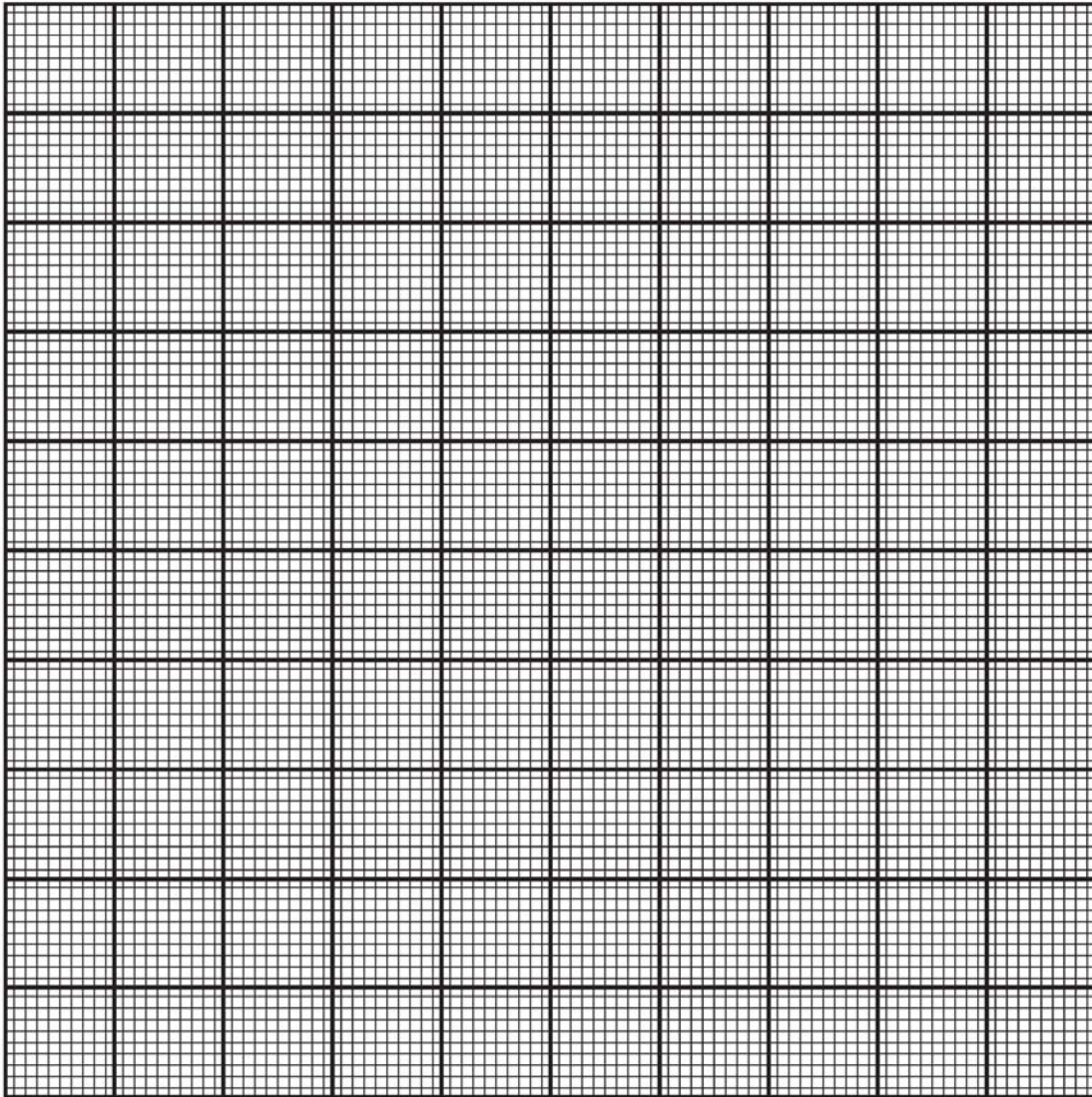


Sample lesson on Page 17.

Number Sense and Place Value

Whole Numbers

Ten-Thousand Square

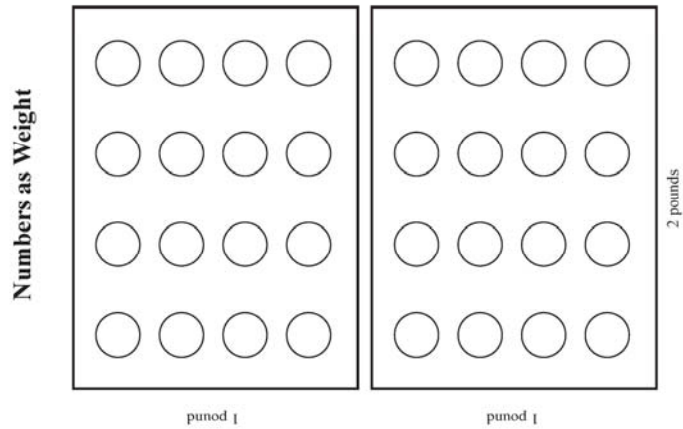
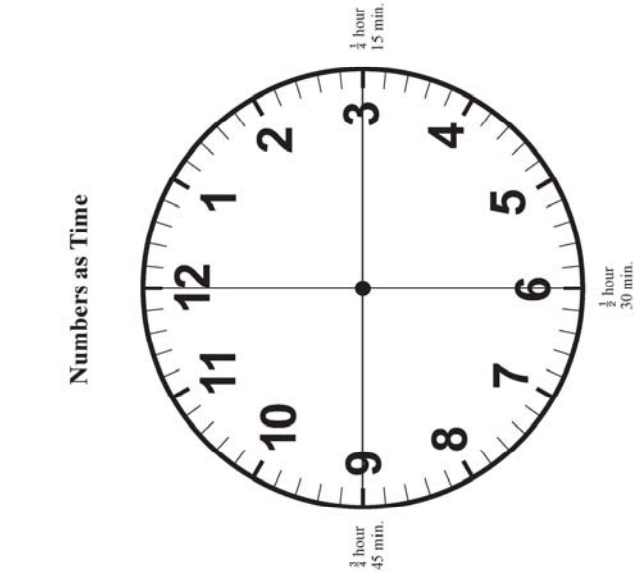
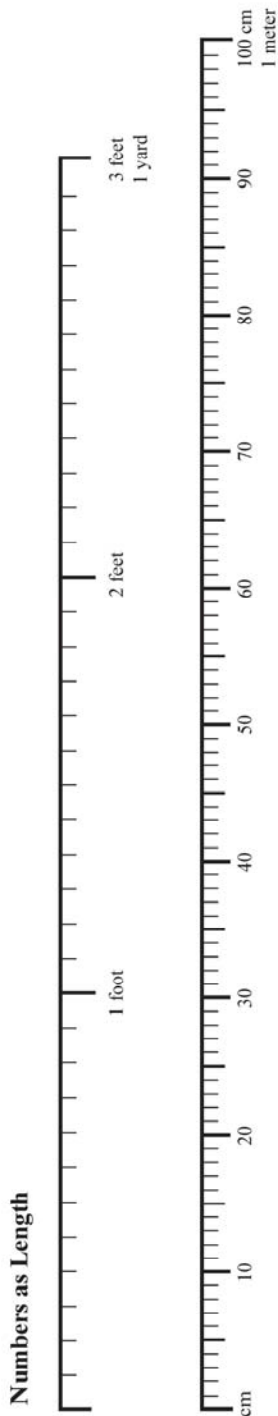


Sample lesson on Page 18.

Measurement

U.S. Customary Measures and Metric Measures

Mixed Units: U.S. Linear, Mass, Capacity, with Centimeter Ruler and Clock





Sample lesson on Page 19.