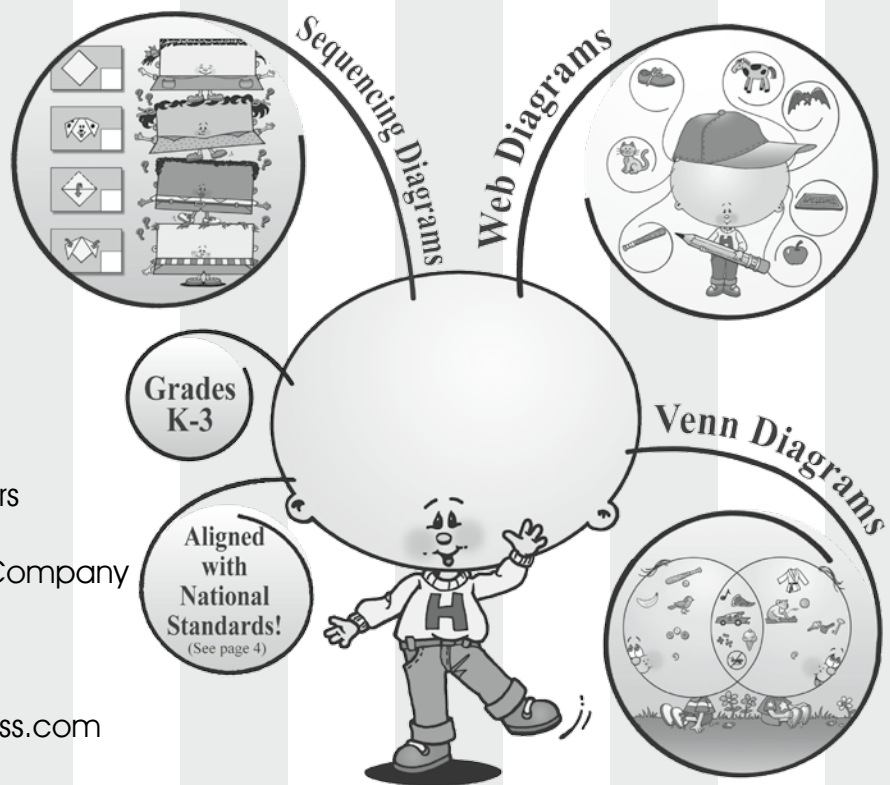


The Complete Book of Diagrams

Written by Rhonda Henderson Adams



Illustrated by Carol Tiernon
Cover design by Patti Jeffers

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Table of Contents

Introduction	3
Venn Diagrams	
The First Day	6
Two Heads Are Better Than One	11
Pick a Letter	18
Ben's Bats	24
Who Am I?	32
Diamonds in the Sky	37
Sequencing Diagrams	
Going Up	44
Paper Animals	52
Birthday Surprise	59
The Treasure Box	65
Ice Cream Treats	72
My World	77
Web Diagrams	
The New Kid	86
At the Zoo	94
Happy Birthday	101
Harry's Poem	108
Test Time	114
Show Me the Money	119
Answer Key	124

Thinking Cues

The following categories and related questions are taken from Benjamin S. Bloom's six levels of thinking. Use the thinking cues during classroom discussions to ensure students are developing critical thinking skills.

Level	Category	Thinking Cues
1	Knowledge Information Gathering	<ul style="list-style-type: none"> ● Describe the setting and characters. ● Identify the problem. ● List at least three facts you learned.
2	Comprehension Confirming	<ul style="list-style-type: none"> ● Why did the author write this story? ● What is the main idea? ● What was the problem and how was it solved?
3	Application Making Use of Knowledge	<ul style="list-style-type: none"> ● Tell about a similar experience you may have had. ● If the problem described happened to you, how would you solve it? ● What lessons did you learn from the story?
4	Analysis Taking Apart (Higher Order)	<ul style="list-style-type: none"> ● List the events of the story in sequence. ● Compare/contrast two characters in the story. ● Classify the information.
5	Synthesis Putting Together (Higher Order)	<ul style="list-style-type: none"> ● What would be a good title for this story? Why? ● Create a new ending for the story. ● Make a puppet of one of the characters. Act out his/her part in the story.
6	Evaluation Judging the Outcome (Higher Order)	<ul style="list-style-type: none"> ● Which character in the story would you like to have as a friend? Why? ● Is the title of the story a good one? Why or why not? ● How would you rate the story? Why?

To read more about the six levels of thinking, see *Taxonomy of Educational Objectives* by Benjamin S. Bloom (Longman, 2000).

The First Day



It was the first day of school. Miss Kelly asked the class about things they liked best. She wrote their favorite things on the board.

Then Miss Kelly asked everyone about things they did not like. She wrote those things on the board, too.

Miss Kelly gave everyone a piece of paper with a big circle on it. She said, "Please write your favorite things inside the circle. Write the things you don't like outside the circle. You may draw pictures, if you like. Don't forget to write your name at the top of your paper."

Ben moaned. "This is hard," he said. "I can't spell very well."

"That's okay," Miss Kelly said. She patted Ben on the back. "I will help you, if you will try. Do you know how to draw?"

"Yes," Ben said. "I like to draw."

"Good!" said Miss Kelly. "Why don't you draw pictures of things you like first? Then you can draw pictures of things you don't like. We can add the words after you finish. Okay?"

Ben smiled. "Okay!" he said. And he went right to work.

Name: _____ Date: _____

The First Day

Questions

1. Where does the story take place? _____

2. What is the teacher's name? _____

3. What does favorite mean? _____

4. How does Ben feel about the work at first? Why? _____

5. Where else might Ben find help with his spelling? _____



Activity

Ben's Favorite Things

Ben did not finish his work. Can you help him? Use the words from the word box to label the pictures. Then answer the question at the bottom of the page.

Name Ben

My Favorite Things

ants

MUST

Word Box

- | | | | | |
|----------|---------|------|-------|---------|
| baseball | buttons | eggs | birds | mustard |
|----------|---------|------|-------|---------|

How are Ben's favorite things alike? _____

Name: _____ Date: _____

My Favorite Things

Activity

Think about your favorite things. Write or draw at least three of your favorite things inside the circle. Think about things you don't like. Write or draw at least three things you don't like outside the circle. Color your picture.

