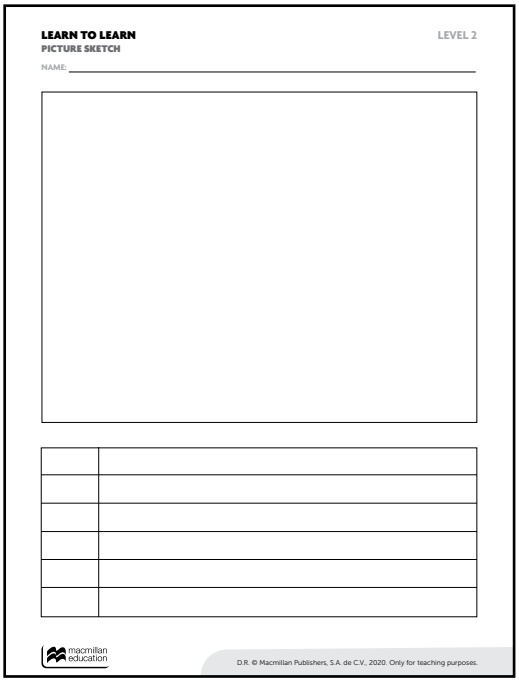
LEARN TO LEARN LEVEL 2

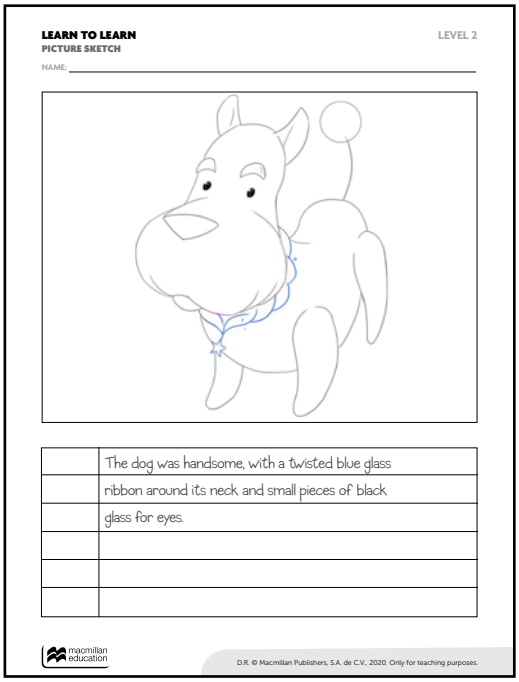
Webs, charts, maps, and organizers are important thinking tools that can help you:

- Brainstorm ideas.
- Develop, organize, and communicate ideas.
- See connections and relationships.
- Develop vocabulary.
- Guide writing processes.
- Guide review and study.
- Improve reading comprehension skills and strategies.

This section includes five different webs, charts, maps, and organizers that can be used throughout the school year. Since they can be photocopied, you can use them as many times as you need, not only for your English class, but for other subjects, too!

The web or organizer is on the front side page. On the back you will find its use, how to fill it out, suggestions for which activities can be completed with it, and a sample.


LEARN TO LEARN
PICTURE SKETCH
LEVEL 2
NAME:



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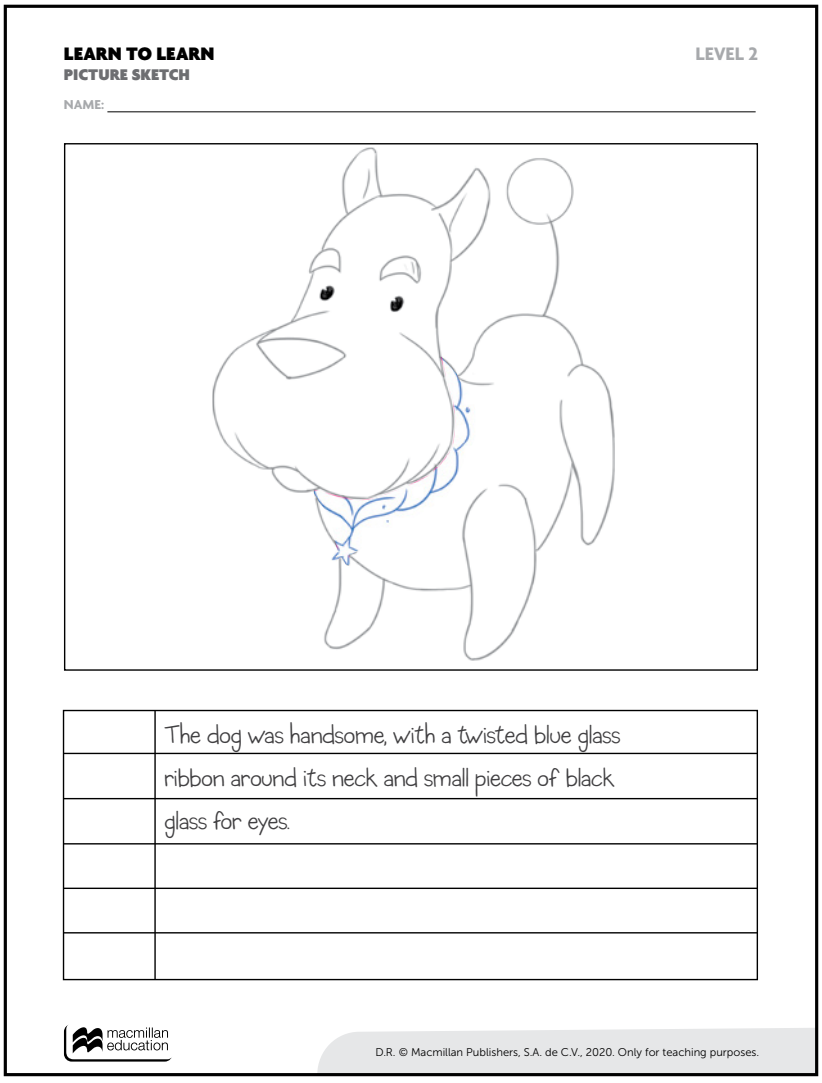
A **Picture sketch** is useful to:
• Describe an object, person, situation, or action. • Visualize an idea. • Have a detailed diagram of a process and its description.
How to complete a **Picture sketch**:
• Make a drawing of an object, person, situation, process, or action. • Write words or sentences that describe the object, person, situation, process, or action.

Sample:



LEARN TO LEARN
PICTURE SKETCH
LEVEL 2

NAME: _____

	The dog was handsome, with a twisted blue glass
	ribbon around its neck and small pieces of black
	glass for eyes.

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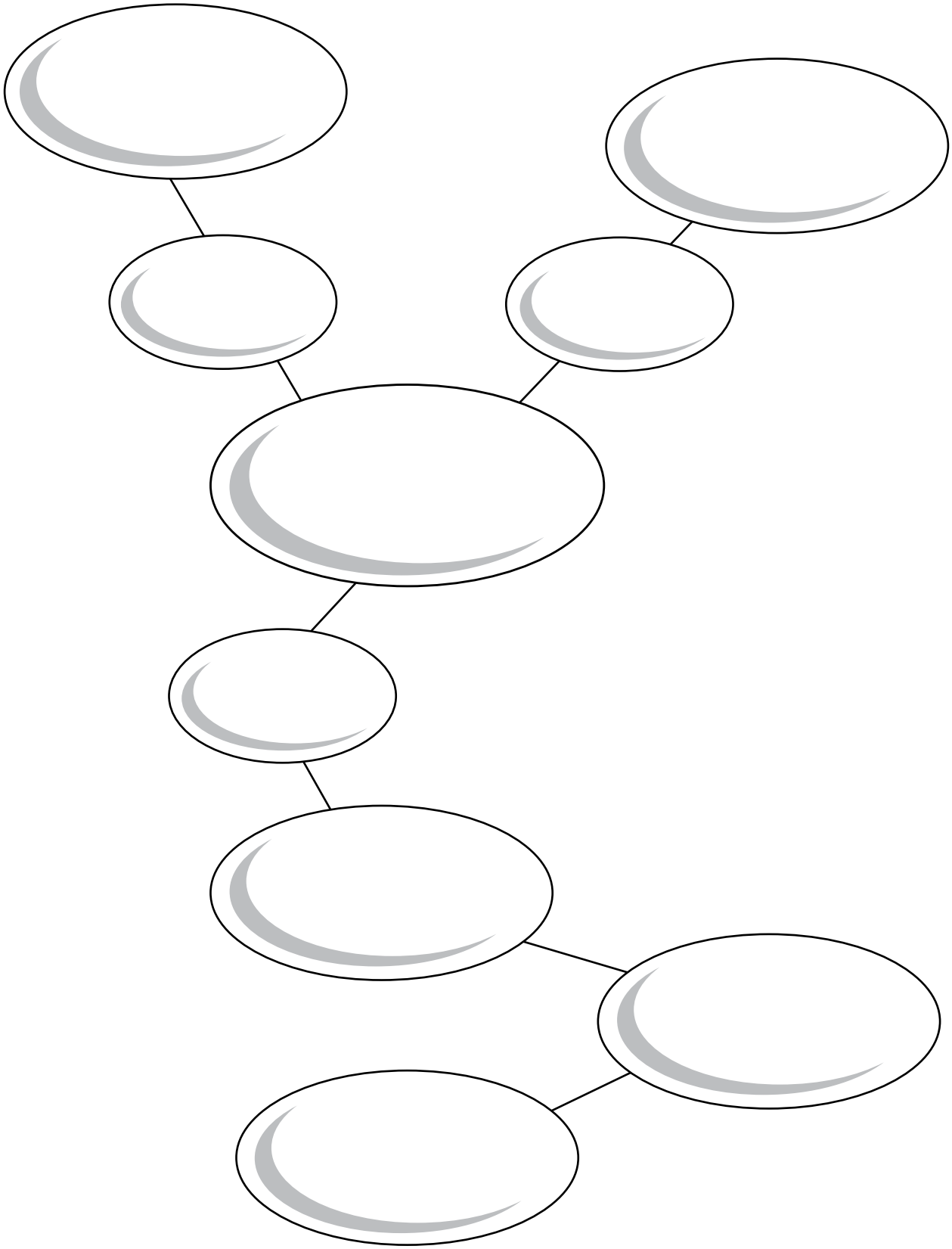
LEARN TO LEARN

CLUSTER WEB

NAME: _____



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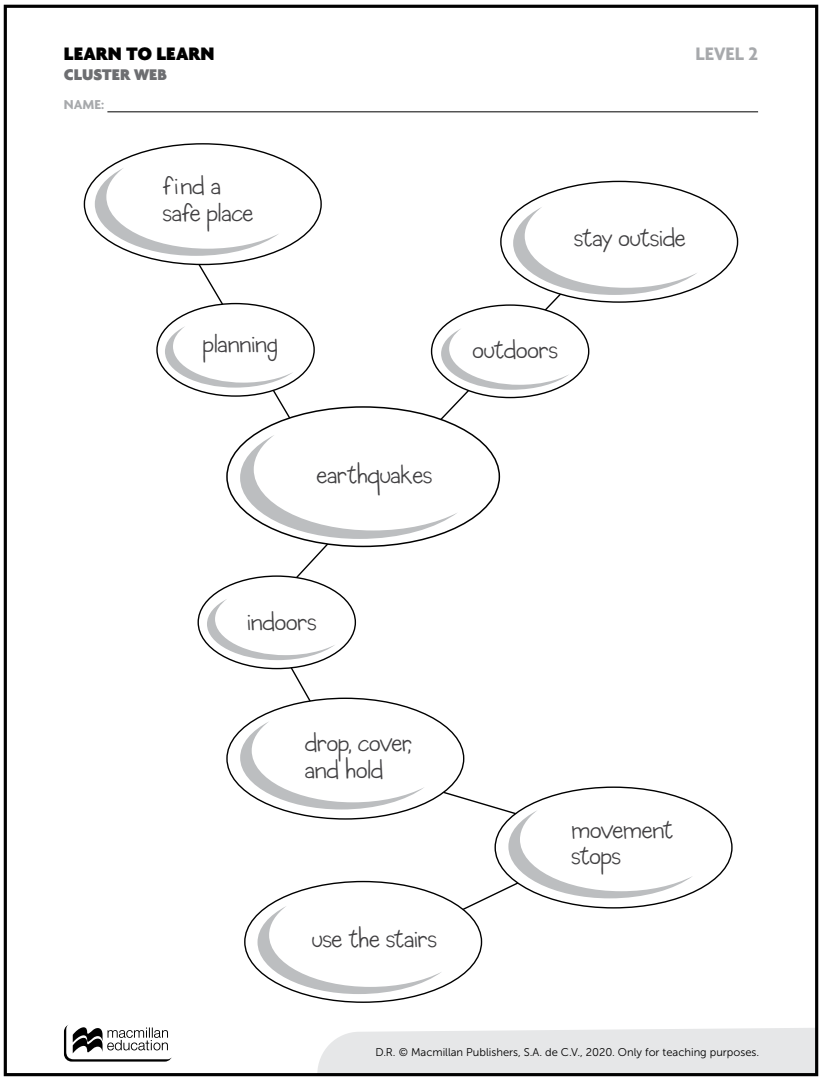
A **Cluster web** is useful to:
• Brainstorm ideas or concepts. • Prepare a spoken or written presentation. • Identify relevant information and key words. • Relate ideas or concepts.
How to complete a **Cluster web**:
• Write the name of the topic in the center of the web. • Write a subtopic on the diagonal in another circle next to the main topic. Continue writing as many subtopics as necessary. • Write words related to the subtopics in different circles.

Sample:



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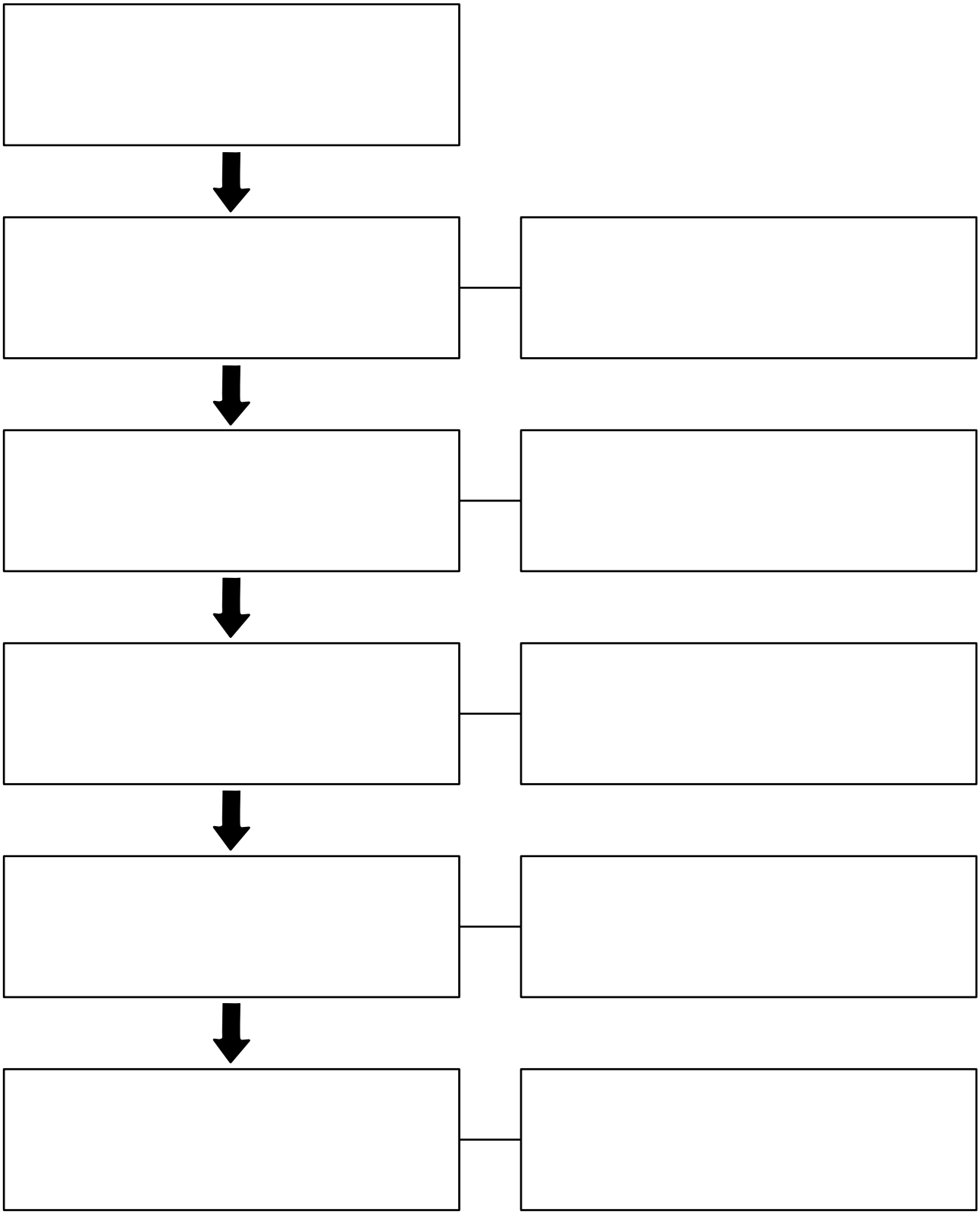
NAME: _____



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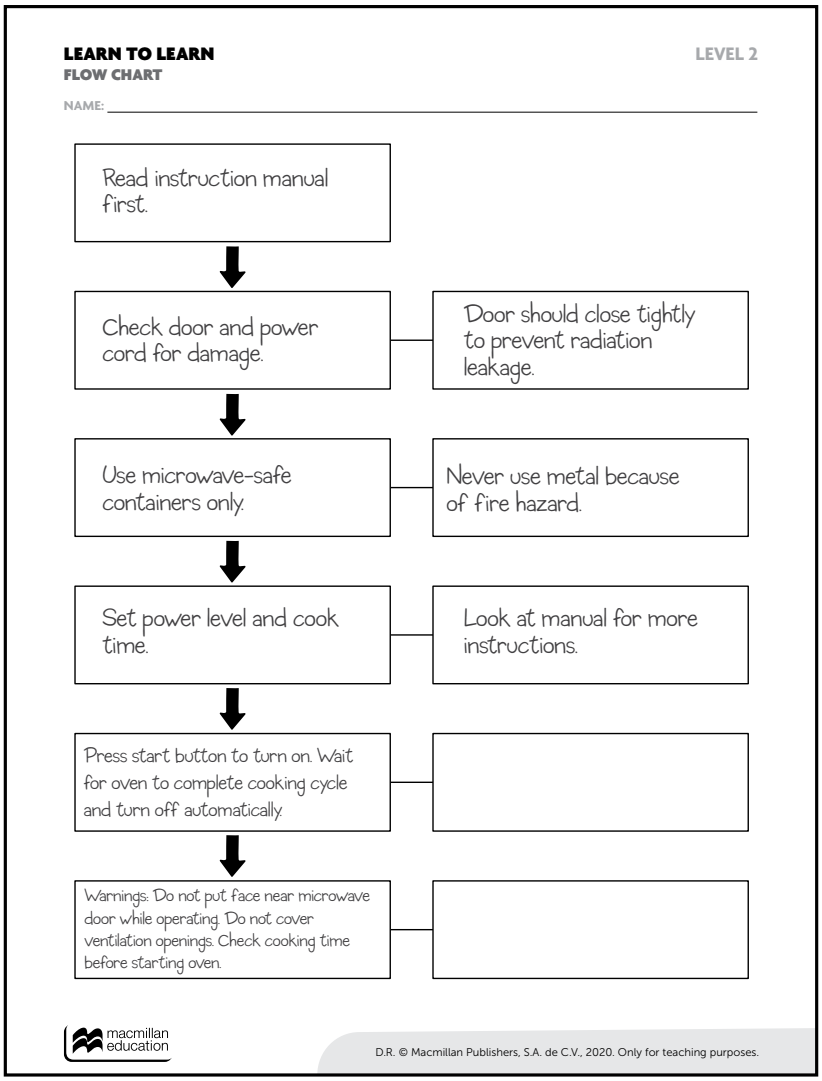
LEARN TO LEARN
FLOW CHART

A **Flow chart** is useful to:
• Identify relevant information and supporting information. • Organize ideas in sequence. • Identify processes, sequences, and progressions. • Analyze, organize, and control the pattern of information. • Prepare a spoken or written presentation.
How to complete a **Flow chart**:
• Identify the main ideas or relevant information. • Write the main ideas in sequence in the boxes in the left. • Write the supporting details in the boxes on the right. • Add or delete boxes if necessary.

Sample:



LEARN TO LEARN
FLOW CHART

LEVEL 2

NAME: _____

Read instruction manual first.	
Check door and power cord for damage.	Door should close tightly to prevent radiation leakage.
Use microwave-safe containers only.	Never use metal because of fire hazard.
Set power level and cook time.	Look at manual for more instructions.
Press start button to turn on. Wait for oven to complete cooking cycle and turn off automatically.	
Warnings: Do not put face near microwave door while operating. Do not cover ventilation openings. Check cooking time before starting oven.	

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LEARN TO LEARN

5 W'S CHART

LEVEL 2

NAME: _____

What happened?	How did it end?
When did it happen?	Who said what?
Where did it happen?	

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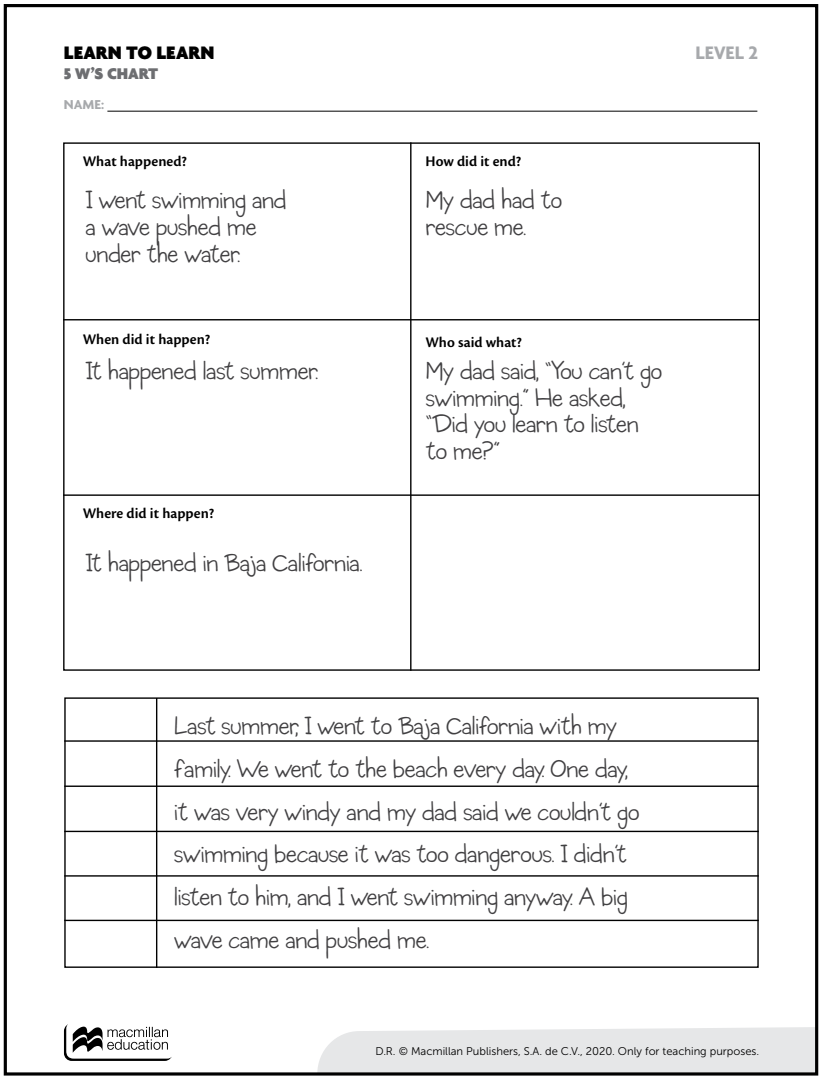
A **5 W's chart** is useful to:
• Organize main ideas and supporting information about an event. • Visualize ideas in order to organize them. • Examine the key details of an event. • Organize ideas to speak or write a paragraph.
How to complete a **5 W's chart**:
• Select an event, experience, or anecdote to write or speak of. • Answer the questions in the chart according to what happened in the event or anecdote. • Write a paragraph with the information from the 5 W's chart, or use the information in the chart to start a conversation about the event.

Sample:



LEARN TO LEARN
5 W'S CHART
LEVEL 2

NAME: _____

What happened? I went swimming and a wave pushed me under the water.	**How did it end?** My dad had to rescue me.
When did it happen? It happened last summer.	**Who said what?** My dad said, "You can't go swimming." He asked, "Did you learn to listen to me?"
Where did it happen? It happened in Baja California.	

	Last summer, I went to Baja California with my
	family. We went to the beach every day. One day,
	it was very windy and my dad said we couldn't go
	swimming because it was too dangerous. I didn't
	listen to him, and I went swimming anyway. A big
	wave came and pushed me.

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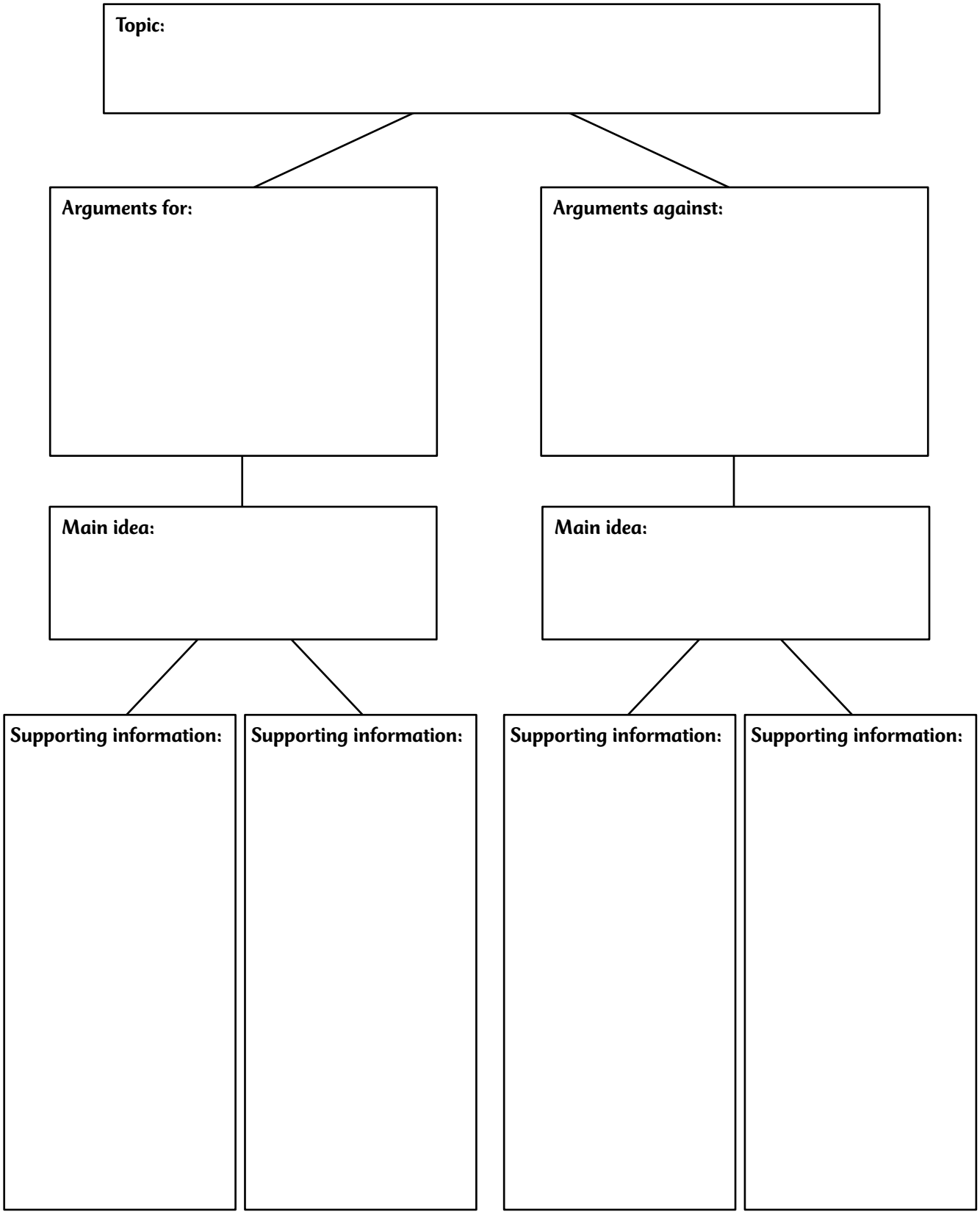
DEBATE FLOW CHART

NAME: _____



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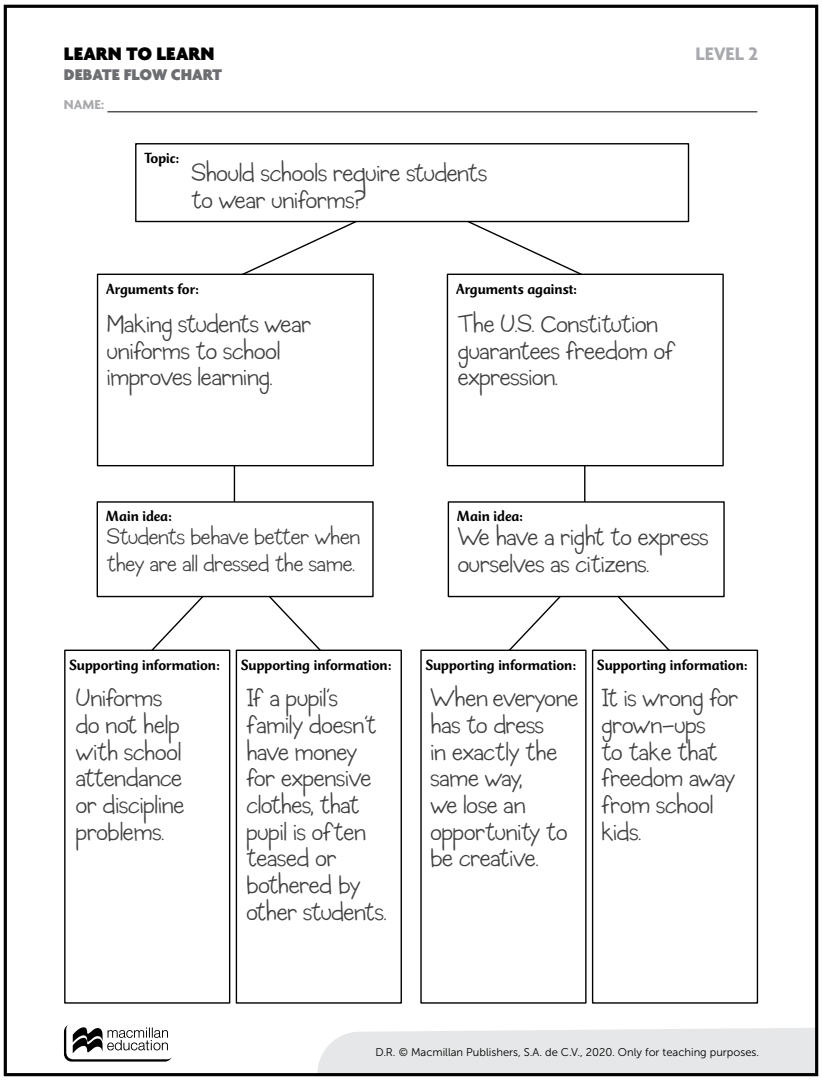
A **Debate flow chart** is useful to:
• Organize arguments for a debate. • Visualize main ideas and supporting information.
How to complete a **Debate flow chart**:
• Select a topic for a debate. Make sure there are arguments for and against. • Write a main idea for each argument. • Write supporting information for the main idea.

Sample:



LEARN TO LEARN
DEBATE FLOW CHART
LEVEL 2

NAME: _____

Topic: Should schools require students to wear uniforms?

Arguments for:
Making students wear uniforms to school improves learning.

Main idea:
Students behave better when they are all dressed the same.

Supporting information:
Uniforms do not help with school attendance or discipline problems.

Supporting information:
If a pupil's family doesn't have money for expensive clothes, that pupil is often teased or bothered by other students.

Arguments against:
The U.S. Constitution guarantees freedom of expression.

Main idea:
We have a right to express ourselves as citizens.

Supporting information:
When everyone has to dress in exactly the same way, we lose an opportunity to be creative.

Supporting information:
It is wrong for grown-ups to take that freedom away from school kids.

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