graphic organizers
BLACKLINE MASTERS

- Vocabulary
- ELA
- Science
- Social Studies
- Mathematics
Graphic organizers visually represent information, ideas, and relationships. New information can be linked with previously learned information to build a stronger foundation for future learning. Graphic organizers help students to organize their thinking and to understand the connection or interrelationship between ideas and concepts using visual representations. Studies support the effectiveness of graphic organizers in improving learning outcomes.

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Vocabulary

- Concept Web
- Bright Connections
- Define and Describe
- Vocabulary Connections
- Word Work
- Word Parts
- Word Map
- From Ordinary to Extraordinary

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Critical Thinking for Life™
How to Use

Concept Web, page 7
1. Write the concept in the large box at the top of the graphic organizer.
2. Write a vocabulary word that applies to the concept in each oval labeled word.
3. Write a definition for each word in the ovals labeled definition.
4. Draw or give examples of each word in the boxes labeled example.

Bright Connections, page 8
1. Write a vocabulary word and the definition of the word on the light bulb in the middle of the graphic organizer.
2. Write an example, a non-example, a synonym, and an antonym for the vocabulary word in the appropriate spaces.

Define and Describe, page 9
1. Write a vocabulary word in the box labeled Vocabulary Word.
2. Write the definition of the vocabulary word in the box labeled Definition.
3. Sketch a graphic representation of the vocabulary word in the box labeled Visual Example.
4. List the characteristics of the vocabulary word in the box labeled Characteristics.

Vocabulary Connections, page 10
1. Write the vocabulary word in the book on the left side of the page.
2. Answer the questions or follow the directions in each box.

Word Work, page 11
1. Write the vocabulary word in the middle box labeled Word.
2. Using your own words, write the definition of the word in the top box.
3. Write examples of the word in the two boxes on the left side of the graphic organizer.
4. Write non-examples in the two boxes on the right side of the graphic organizer.
5. Sketch a representation of the word in the large box at the bottom of the graphic organizer.

Word Parts, page 12
This graphic organizer is used with words that have a root word and a prefix, a root word and a suffix, and with words that have both a prefix and suffix.
1. Write a vocabulary word in the box labeled Word.
2. Write the definition of the vocabulary word in the box labeled Definition.
3. Write the prefix in the Prefix box on the left.
4. Write the root word in the Root box in the middle.
5. Write the suffix in the Suffix box on the right.
6. Write the meaning of each word part below the prefix, root, or suffix.
7. List words that contain the same prefix, root, or suffix below each identified word part.

Word Map, page 13
1. Write the vocabulary word in the oval labeled Word.
2. Write the definition of the word in the oval labeled Definition.
3. Write an example of the word in the oval labeled Example.
4. Write a non-example of the word in the oval labeled Non-example.
5. Provide a representation of the vocabulary word using a combination of pictures, symbols, and/or words in the box labeled Representation.

From Ordinary to Extraordinary, page 14
1. In the top boxes, write four ordinary or overused words.
2. Use a thesaurus to identify synonyms for each ordinary word.
3. List the synonyms below each ordinary word.
4. Use the synonyms when writing to replace the ordinary words and cause the writing to be extraordinary.
Bright Connections

Name ________________________________________

Example

Non-Example

Word: ___________

Definition:

Synonym

Antonym
Define and Describe

Name ____________________________________________

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<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
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<tr>
<th>Visual Example</th>
<th>Characteristics</th>
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</table>
Vocabulary Connections

What do you think this word means?

What is the definition found in the dictionary?

What other words do you connect to this word?

Use this word in a sentence.
Word Work

Name ____________________________________________

Use your own words to write the definition.

Examples

Non-examples

Sketch a representation of the word.
**Word Map**

Name ____________________________________________________________

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Representation</th>
<th>Example</th>
<th>Non-example</th>
</tr>
</thead>
</table>

**Vocabulary**
Vocabulary

From Ordinary to Extraordinary

Name __________________________________________

Identify ordinary words.

Use a thesaurus to identify synonyms for each ordinary word.

Make your writing extraordinary by replacing the ordinary words with the synonyms.
How to Use

**Story Map (Literary), page 17**

This graphic organizer can be used to plan a story before writing. It can also be used to share a story orally.

1. Write the title of the story in the book at the top of the graphic organizer.
2. Write the location, time, and context of the story in the box labeled *Setting*.
3. Write the names of the main character(s) and supporting characters in the box labeled *Characters*.
4. Write the introduction or event that introduces the story in the box labeled *Beginning*.
5. Write the events that occur as a part of the rising action, climax, and falling action in the box labeled *Middle*.
6. Write the events that occur as a part of the resolution in the box labeled *End*.
7. Write the message, lesson, or theme of the story in the box labeled *Lesson*.

**Narrative Notes, page 18**

1. Complete the boxes at the top of the graphic organizer by identifying the title, author, illustrator, and setting of the story.
2. Write the names of three characters from the story in the middle boxes.
3. Write the problem that occurred in the story.
4. Identify the solution that solves the problem.
5. Identify the message, lesson, or theme of the story.

**Character Web (Literary), page 19**

1. Write the name of a character from the story in the circle in the center of the graphic organizer.
2. Record four actions this character takes in the story.
3. Write an adjective to describe the character based on each identified action.

**Story Sequence (Literary), page 20**

1. Choose an idea to develop for a story.
2. Write a title for the story on the top line. This may or may not change after the story is written.
3. Develop the story by completing the stems on each clipboard.

**Plot Diagram (Literary), page 21**

1. Write words that provide details about each part of the plot of the story in the labeled circles: *Introduction/Exposition, Rising Action, Climax, Falling Action, Resolution/Denouement*.

**Cluster Web (Informational), page 22**

1. Write the topic and main idea in the center rectangle of the graphic organizer.
2. Write four key ideas about the main idea in the square boxes.
3. Write facts, examples, and details that support each key idea in the surrounding circles.

**Compare the Elements (Literary), page 23**

1. On the left side of the graphic organizer, identify the story elements for Selected Reading 1.
2. On the right side of the graphic organizer, identify the story elements for Selected Reading 2.
3. Share and discuss.

**Topic Development (Informational), page 24**

1. Identify the topic and main idea of an informational selection in the oval at the top of the graphic organizer.
2. Record three key ideas about the topic.
3. List supporting details, facts, and examples that support each of the identified key ideas.

**Informational Analysis (Informational), page 25**

1. Write the main idea of an informational selection on the provided line.
2. Write the paragraph number(s) where the information is located in the first column.
3. Write a statement the author is making about the main idea in the second column.
4. Write the author’s purpose for each statement about the main idea in the third column.
5. Write a conclusion about the author’s effectiveness in achieving the purpose on the provided line.

**Persuasive Points (Informational), page 26**

1. Write the author’s position in the box labeled *Position* on the graphic organizer.
2. Write each argument the author uses to support the position in the boxes labeled *Argument*.
3. Write the supporting ideas or evidence for each argument in the boxes labeled *Supporting idea/Evidence*.
4. Write the author’s counter-argument in the box labeled *Counter-argument*. 
Story Map

Name ________________________________

Title ________________________________

Setting

Characters

Beginning

Middle

End

Lesson

mentoringminds.com
Character Web

Name

An adjective to describe the character based on the action

Action the character takes in the story

An adjective to describe the character based on the action

Action the character takes in the story

Character

An adjective to describe the character based on the action

An adjective to describe the character based on the action

Action the character takes in the story

Action the character takes in the story
Name ____________________________________________

Title of Story: ____________________________________________

The story begins...

The problem is...

The next thing that happens is...

The problem is resolved when...

Afterwards...

The characters learn that...
Plot Diagram

Name ___________________________________________________________________________

Introduction/Exposition
The characters, setting, and background information

Rising Action
The action that builds to create anticipation or suspense

Climax
The most tense or decisive action

Falling Action
The action that results from the climax

Resolution/Denouement
The action that reveals the outcome of the climax
Cluster Web

Name ____________________________________________

ELA
Compare the Elements

Name ____________________________________________

Selected Reading 1                Selected Reading 2

Title

Author

Setting

Main Characters

Problem

Solution

Theme

Selected Reading 1

Selected Reading 2
Topic Development

Name _____________________________________________

Topic/Main Idea

Key Idea

Key Idea

Key Idea

Supporting Details, Facts, Examples

Supporting Details, Facts, Examples

Supporting Details, Facts, Examples
# Informational Analysis

**Name**

<table>
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<tr>
<th>Paragraph Numbers:</th>
<th>Main Idea:</th>
<th>Author's purpose for the statement:</th>
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**Conclusion:**

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*graphic organizers*
Science

- Planning an Investigation
- Observation Log
- Sensory Web
- Step by Step
- Cycle
- Classification
- Event, Cause, and Effect
- KLEW
How to Use

Planning an Investigation, page 29
1. Record the question to be studied in the magnifying glass.
2. Brainstorm a list of things to learn about the question. Select one idea for investigation.
3. List where information about the question being investigated can be found.
4. List the steps to conduct the investigation.
5. List materials needed to conduct the investigation.
6. Explain how the data will be collected.

Observation Log, page 30
1. Write what is being observed in the box across the top of the graphic organizer.
2. Independently observe what is being studied.
3. Record the date and observations made.
4. Describe what was learned: record natural changes, note patterns, identify causes and effects, or draw conclusions based on observations.

Sensory Web, page 31
1. Identify the concept being observed in the circle in the center of the graphic organizer.
2. Record what is heard, felt, smelled, and seen in the labeled boxes around the circle.

Step by Step, page 32
1. Identify the process being studied in the box at the bottom of the steps.
2. Number and explain each step, beginning with the bottom box and working upward. If more than four steps are needed, use two graphic organizers or use the back of the paper to draw more steps.

Cycle, page 33
1. Write the title of the cycle on the top line, e.g., Butterfly Life Cycle.
2. Explain and/or illustrate each step in the cycle in the circles labeled 1 through 4.

Classification, page 34
1. List a general category in the top box, e.g., Trees.
2. List 1-3 classification categories under the general category, e.g., Broad Leaf, Coniferous, and Tropical.
3. List specific items or the type of information under the specific categories, e.g., oak, pine, and palm.

Event, Cause, and Effect, page 35
1. Record the name of the event being studied.
2. Identify and list each cause of the event.
3. List the effects that result from each cause.

KLEW, page 36
1. In the column below the K, list what you know or think you know about the topic being studied.
2. Below the L, list what you are learning stated as claims.
3. In the E column, give the evidence you are using to support each claim.
4. In the column below the W, list new questions or wonderings you have.
Planning an Investigation

Name ____________________________________________

**Brainstorming**
What would you like to investigate?

**Topic**
What question will you investigate?

**Data**
How will you collect data?

**Resources**
Where can you find information?

**Materials**
What materials will you need?

**Investigation**
Will you conduct an investigation?
What are the steps?
Science

Observation Log

Name _____________________________________________

Observation Log for:

Date: ___________  Date: ___________  Date: ___________

Date: ___________  Date: ___________  Date: ___________

Date: ___________  Date: ___________  Date: ___________

What I learned:

___________________________________________________________________________

Science
Sensory Web

Name

Hear

Touch

Smell

See

Topic
Science

Step by Step

Name ____________________________________________

Step # _____:
Explain:

Step # _____:
Explain:

Step # _____:
Explain:

Step # _____:
Explain:

These are the steps for______________________________________________________________.
Science

Classification

Name ________________________________

[Blank diagram with three main categories and spaces for details]
Event, Cause, and Effect

Name ____________________________

Event

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## KLEW

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<th>What am I wondering?</th>
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<tr>
<td>E</td>
<td>What is my evidence?</td>
</tr>
<tr>
<td>L</td>
<td>What am I learning?</td>
</tr>
<tr>
<td>K</td>
<td>What do I think I know?</td>
</tr>
</tbody>
</table>

Name ____________________________________________
Social Studies

- Timeline
- Sequence of Events
- Problem/Solution
- Choices
- Before and After an Event
- Reflective Thinking
- Historical Figure Map
- Explore the Question
How to Use

Timeline, page 39
1. Choose an event, topic, etc. to study and write it on the top line of the graphic organizer.
2. Record the initial event and date in the first section, located at the top left.
3. Record the second event and its corresponding date to the right of the first event.
4. Record the succeeding events and dates accordingly.

Sequence of Events, page 40
1. List a major event on the title line of the graphic organizer.
2. List and/or illustrate the steps of the event or sequence the order of events.

Problem/Solution, page 41
1. List a problem on the top line of the graphic organizer.
2. Brainstorm up to three possible solutions to solve the problem. Record each solution in the three notes on the left side of the graphic organizer.
3. List the advantages of each solution under the + column.
4. List the disadvantages of each solution under the – column.
5. Choose a solution from the list or combine one or more of the ideas to form a new solution.
6. Write the selected solution in the box at the bottom of the graphic organizer.

Choices, page 42
1. List an issue in the top box of the graphic organizer.
2. Brainstorm up to three possible choices to settle the issue. Record one choice in each circle.
3. List the advantages of each choice in the boxes labeled Pro.
4. List the disadvantages of each choice in the boxes labeled Con.
5. Choose a first and second choice from the three possible choices and record them on the appropriate lines.
6. Record the reason for the selected choices on the bottom lines.

Before and After an Event, page 43
1. List an event in the middle box on the graphic organizer.
2. On the left side of the paper, list up to five things that happened before the event occurred.
3. On the right side of the paper, list up to five things that happened after the event occurred.

Reflective Thinking, page 44
1. Choose and list a historical event on the line at the top of the graphic organizer.
2. In the picture frames, list or illustrate characters or historical figures involved in the event.
3. In the arrows, record how the character or figure viewed the historical event.
4. Record the actual impact that occurred as a result of the character or figure’s viewpoint.
5. In the bottom box, record your reflective thoughts on this event.

Historical Figure Map, page 45
1. Write the name of a historical figure in the middle box of the graphic organizer.
2. List up to four character traits of the figure in the circles.
3. In the rectangles, record evidence from readings that supports the listed traits.

Explore the Question, page 46
1. Record the topic.
2. Locate and provide information about the topic for each question.
Problem/Solution

Name __________________________________________________________________________

Problem

Possible Solutions

Solution Selected:
Choose a solution from above or combine one or more ideas to form a new solution.
Social Studies

Choices

Name ____________________________

Issue

Choices

Selection

1st Choice: __________________________________________________________

2nd Choice: _________________________________________________________

Reason Selected: _____________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Pro

Con

Pro

Con

Pro

Con
Before and After an Event

Name __________________________________________

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Before Event

After

Event
Reflective Thinking

Name ____________________________________________

Historical Event: ____________________________________________

Character or Historical Figure

View of Character or Historical Figure

Actual Impact

Reflective Thoughts:

Social Studies
Historical Figure Map

Name ________________________________

Key: Historical Figure  Trait  Evidence from Reading
Explore the Question

Name ____________________________________________________________

Topic: __________________________________________________________________________________________

What?  

Who?  

When?  

Where?  

Why?  

How?
Mathematics

- 100 Chart
- Ten-by-Ten Grid
- Two-Circle Venn Diagram
- Three-Circle Venn Diagram
- Pictograph
- Horizontal Bar Graph
- Vertical Bar Graph
- Line Graph
- Circle Graph/Fractional Circle
- Coordinate Grid, Quadrant 1
How to Use

100 Chart, page 50
The 100 Chart provides a visual model to show counting, number patterns, skip counting, and decimal numbers. It may be cut apart to create counting jigsaw puzzles. Squares may be colored with crayons or markers, or they may be covered with counters.

Ten-by-Ten Grid, page 51
The Ten-by-Ten Grid provides a blank grid that can be used to create a 100 chart, to record multiples of numbers, or to explore area and perimeter of regular and irregular polygons. A possible activity for using this grid involves writing the multiples of the numerals 1–10 by row, then cutting the rows apart and realigning them to show equivalent fractions. In the example below, the multiples of 3 are placed above the multiples of 5 to create the fraction $\frac{3}{5}$. By reading across the strips, students find fractions that are equivalent to $\frac{3}{5}$, $\frac{6}{10}$, $\frac{9}{15}$, $\frac{12}{20}$, etc.

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Venn Diagrams, pages 52 and 53
The Two- and Three-Circle Venn Diagrams provide visual ways to compare and contrast two or three items. A space is provided for the title of the Venn diagram as well as labels for the category circles. Possible uses of a Venn diagram in a mathematics class include:
• comparing two or three polygons
• comparing the factors of one number to another
• showing the relationship between fractions and decimals

Pictograph, page 54
The pictograph provides a space for the title and up to 8 different choices. Younger students should work with 3-4 choices, while older students may use more choices. Stickers, stamps, actual pictures, or drawings may be used to create the graph. A key is provided at the bottom of the graph. Students are encouraged to create graphs where one symbol equals more than one item as well as graphs in which a fractional part of a symbol is shown. Examples of topics for pictographs in a mathematics class include:
• how students get to school each day, using stick figures to represent students
• favorite subjects in school, using smiley face stickers to represent students
• favorite holiday, using a self-inking stamp to represent students

Horizontal and Vertical Bar Graphs, pages 55 and 56
Horizontal and vertical bar graphs help students understand how to collect and display data and compare quantities for a given topic. Each template provides a space for students to record the title of the graph, the axis label (the different choices), and incremental numbers for the graph (the scale). In the horizontal format, the bars “grow” from left to right; in the vertical format the bars “grow” from bottom to top. Students should be encouraged to create graphs with different numerical increments, such as by 2s, 5s, 10s, etc. to help them become familiar with reading bars that fall between two numbers. Some examples of topics for creating bar graphs in a mathematics class include:
• favorite type of pizza
• favorite TV show
• favorite type of potato (mashed, baked, French fried, etc.)
• favorite type of pet
**Line Graph, page 57**

The line graph template provides spaces for the graph title, two axes labels, and numerical increments and/or categories. This type of graph is typically used to show change over time; however, it may also be used to show how one variable changes in relationship to the other. Examples of using a line graph in a mathematics class include:

- recording temperature changes over a period of time
- recording the weekly average price of gasoline for a month

**Circle Graph, Fractional Circle, page 58**

The circle graph, also called a pie chart, is used to depict the relative sizes of the parts that make up a whole. Examples of topics appropriate for a circle graph in a mathematics class include:

- how you spent your allowance
- your activities in a 24-hour period
- distribution of students in extracurricular activities

**Coordinate Grid, Quadrant 1, page 59**

The Coordinate Grid, Quadrant 1 template provides the x and y axes for students to use in finding and applying ordered pairs of positive numbers. Activities might include the following:

- relating using a coordinate grid to finding location and direction on maps
- investigating properties of shapes, such as congruence, similarity, and symmetry
- illustrating geometric transformations (translations, reflections, rotations)
- playing Battleship®-type games
# 100 Chart

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**Mathematics**
Name ________________________________________________

Ten-by-Ten Grid
Two-Circle Venn Diagram

Name ____________________________________________

Title: __________________________________________________________________________________

A: _____________________  B: _____________________

Title: _____________________
Three-Circle Venn Diagram

Name ________________________________________________________________

Title: __________________________________________________________________“
Pictograph

Name _______________________________________________________________________

Title: _____________________________________________________________________

Key: Each _______ equals _________

Mathematics
Horizontal Bar Graph

Name___________________________________________________________________________

Title:___________________________________________________________________________

Number of_______________________________________________________________________

Axis Label:______________________________________________________________________
Line Graph

Name ____________________________

Title: _______________________________________________________________________

Axis Label: __________________________________________________________________

Axis Label: __________________________________________________________________

Axis Label: __________________________________________________________________
Note: There are 36 marks on the circle to help you draw a more accurate circle graph. For example, if you want to display \( \frac{1}{4} \) on the circle, you know that \( \frac{1}{4} = \frac{9}{36} \), so you would draw a radius, count 9 spaces, and draw a second radius.
Coordinate Grid, Quadrant 1

Name ____________________________________________

1  2  3  4  5  6  7  8  9  10  11  12
1  2  3  4  5  6  7  8  9  10  11  12

y

x