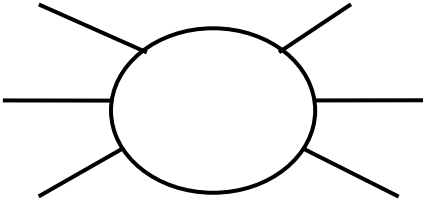
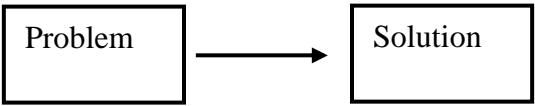
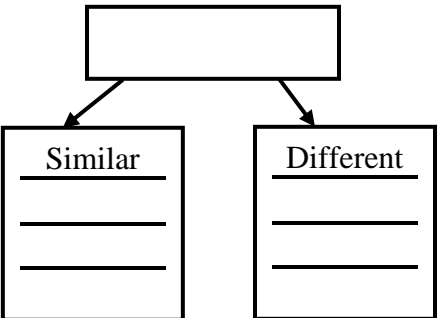
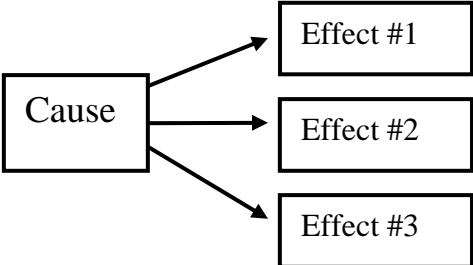


Visual Representations of Expository Text

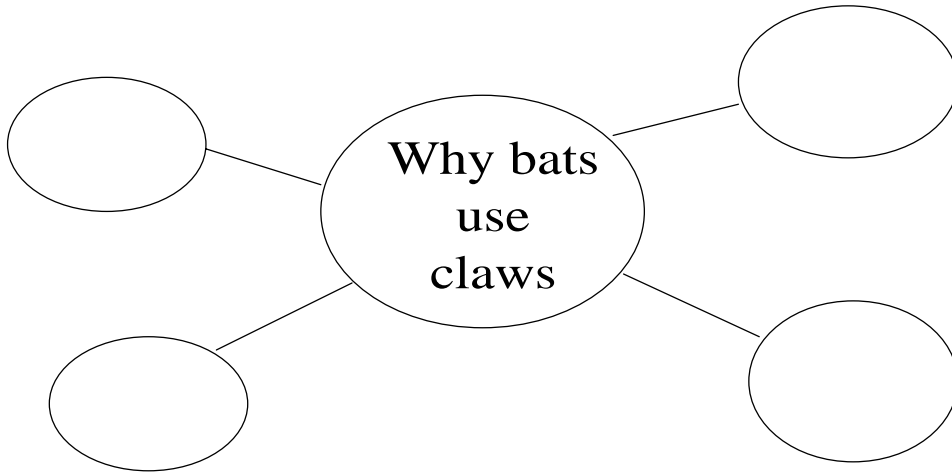
Text Type/Tells	Graphic Organizer
<p>Descriptive</p> <p><i>describes something</i></p>	
<p>Sequence</p> <p><i>provides a series or steps</i></p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
<p>Problem/solution</p> <p><i>identifies a problem and a solution to the problem</i></p>	
<p>Compare/contrast</p> <p><i>compares and contrasts the similarities and differences between two things</i></p>	
<p>Cause/effect</p> <p><i>presents cause-and-effect relationships</i></p>	

Adapted from Tompkins (2006).

**Application of Expository Text Structures to
Zipping, Zapping, Zooming Bats (Earle, 1995)**

Complete the assigned graphic organizer and answer the questions. You may need to answer the questions on the back.

Description of why bats use their claws (pp. 18-27). Complete the web.

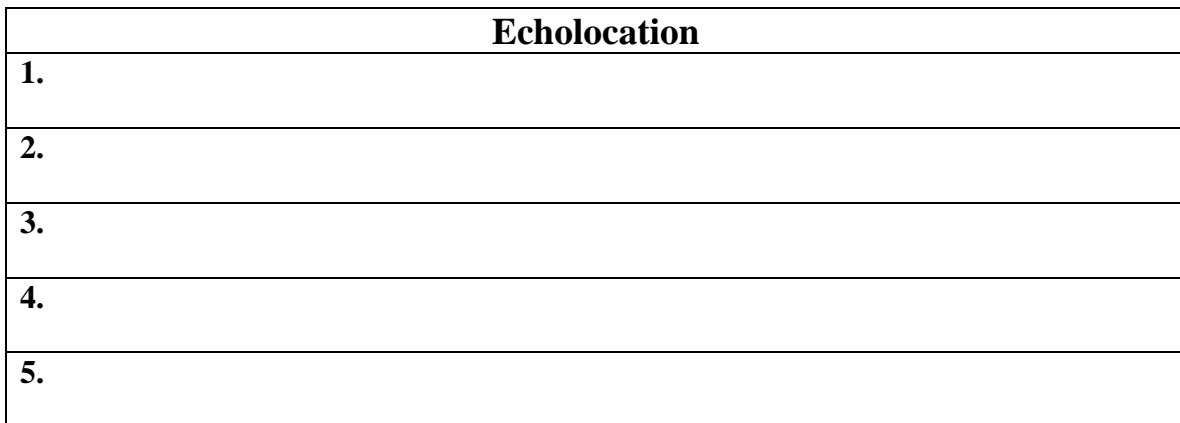


What clue words are helpful?

How does the graphic organizer help students understand bats?

How could the graphic organizer be enhanced to another level of understanding about the concept of bats using their claws?

Sequence on echolocation (pp. 10-13). Complete the five steps for echolocation.



Echolocation
1.
2.
3.
4.
5.

What clue words are helpful?

How does the graphic organizer help students understand bats?

How could the graphic organizer be enhanced to another level of understanding about the concept of echolocation?



Problem/Solution of how people hurt bats (pp. 23-26). List the ways people hurt bats and three solutions.

Problem	
People hurt bats	
1.	Solution:
2.	Solution:
3.	Solution:
4.	

What clue words are helpful?

How does the graphic organizer help students understand bats?

How could the graphic organizer be enhanced to another level of understanding about the concept of how people hurt bats and what needs to be done to help bats survive?