|  |  |  |
| --- | --- | --- |
| **Heading** | **Important Info** | **Personal Reaction** |
| Teaching and Learning with Graphic Organizers | Graphic organizers prompt students to reread text passages in order to clarify understanding. Graphic organizers help students become more active readers.They also are great in assisting students with learning disabilities. | I agree with this, because you find yourself as a reader thoroughly reading the text to get the information needed for the graphic organizer.  |
| Benefits for English Language Learners | 1. Allow for visual representations of complex ideas
2. Promote interaction between students which help to develop speaking and listening skills
3. Provides students who are less linguistically proficient an opportunity to engage in rigorous curriculum
 | ELL students need opportunity to practice our language. Graphic organizers are a great opportunity to experience it. |
| When to use a graphic organizer | Before, during and after reading1. When used for prereading, it sets the students up for what they are going to read
2. When used for reading, it becomes a note taking tool
3. When used for postreading, it becomes a tool for comprehension and a review for the information that was taught
 | There is not a time that they shouldn’t be used. The manner in which they are used determines what information you want the students to obtain and reflect upon. Always a useful tool. |
| Types of graphic organizers | There are varieties of graphic organizers including semantic webs, concept maps, flowcharts, and diagrams.1. Concept Maps-shape-bound words or phrases radiating from a central figure that represents the main idea or concept.
2. Flow Diagrams-visual displays are ideal for processes, event sequences, and timelines. Derived from flowcharts.
3. Tree Diagrams-used to categorize and classify information. Commonly used in mathematics, particularly used for probability.
4. Matrices-an arrangement of words or phrases in table format to be read both horizontally and vertically.
 | Having a variety of choices allows students to pick something that works best for them and the subject content. |
| Teaching graphic organizers | Students need to be taught how to use a graphic organizer. Otherwise they become a fancy worksheet that only satisfies the teacher. They are designed to help students understand, summarize, and synthesize information from texts and other sources.1. Set a purpose for the graphic organizer
2. Introduce a specific type for the content or lesson
3. Model how to use it
4. Question the information that they need to find in the text
5. Pair students to give practice before working independently
6. Provide blank copies so they are readily available
 | Graphic organizers are useful tools, but like any other strategy they have to be taught properly and demonstrated to the students before independent use. If not taught properly they can become a waste of time. |
| Using graphic organizers for assessment | Offer an opportunity for students to construct an answer while allowing the teacher to quickly assess their understanding | Using a concept map can show the processes of science, topics in social studies. |
| Graphic Organizers in English | The use of a story grammar chart shows the students understanding of the story. The teacher first models how to start and then the students collaborate on the continuation of the chart.  | Different types of organizers can be used. In these situations, the teacher needs to determine what type of organizer to use depending on what outcome is wanted |
| Graphic Organizers in Social Studies | Some types of organizers that can be used are concept maps, tree diagram, flow diagram, and cause and effect. This is designed for students to know pertinent info and dates for specific periods in history | This allows students to dig into specific parts and learn the depth of the content |
| Graphic Organizers in Mathematics | Students can see connections between what they have learned and what they are currently learning. Compare/contrast allows teachers to see if the students are grasping a specific concept.  | It is important to know if students are grasping a concept. Graphic organizers are essential in mathematics |
| Graphic Organizers in Science | Concept mapping helps students familiarize with scientific terminology and to construct schema. Students need to take responsibility in making their own maps. Word sorts can be used to learn key terminology before an exam. | I wish that this had demonstrated to me in science. It would have helped me tremendously. But just like the other subjects, modeling is important. |
| Graphic Organizers in Electives | A Venn Diagram can be used in art to explore the similarities and differences between geometric and gestural drawings. Three modes of understanding were experienced-drawing, reading, and mapping. | This particular organizer provides a visual that is essential in understanding the schema of the subject. |
| Conclusion | Graphic organizers can be used throughout the curriculum to help students understand the relationships between ideas. These visual displays can be useful in helping students understand complex information. | Since these are important tools for a students to use, it is essential that they be taught properly.  |

Summary:

Graphic organizers are important part of a students learning. It is important that teacher take the time to teach students how to properly use them. It should also be explained that not all graphic organizers fit all content. It is important to determine the information that is sought and then determine what organizer to use. Some of the most universal are concept maps and flow diagrams. If taught properly and used properly, graphic organizers can become a valuable tool in a student’s success.