

Graphic Organizers and Flow Charts

Graphic organizers can be useful in brainstorming ideas, particularly in the task definition phase of research. Graphic organizers also provide ways to help students organize the information and data conceptually. Organizers can be helpful in viewing both qualitative (text) and quantitative (numbers) data graphically. Inspiration is a popular software program for creating graphic organizers and flow charts but you can also recreate these types of documents using Word, Powerpoint, and other programs. A flow chart allows you to create visual representation of the sequence.

What are Graphic Organizers?

A Visual Representation of Knowledge

Way of Structuring Information into Organizational Patterns

Way to Facilitate Pre-reading, Post-reading, Prewriting, Revising, Discussing, and Reasoning

Way to Promote Active Learning

Highly Effective Tool for Improving Social Interaction and Collaboration

Provide a Framework for What is to be Learned

Way to Access Student's Previous Experiences and Knowledge

Way to Provide Scaffolding for Students Tapping Prior Knowledge

Semantic Map

Structured Overview

Web

Concept Map

Semantic Organizer

Story Map

Scaffolding

Theory Behind Use of Graphic Organizers

Present what is essential and connect concepts when important information is isolated.

File new information into an existing framework based on schema that already contains specific information about that concept. Retrieves prior knowledge and provides a framework on which to attach new knowledge.

Visual graphic containing key ideas and information is easier to remember.

Use of visual and verbal language to create graphic organizers promotes active learning.

Learner is engaged through listening, speaking, reading, writing, and thinking.

Four Basic Patterns of Knowledge Organization

Hierarchical

Pattern includes a main concept with ranks, or levels, or subconcepts.

Generalizations and Classifications

Conceptual

Pattern includes a central idea, category, or class with supporting facts.

Description, collection, problem/solution, and comparison/contrast.

Venn diagram of two overlapping circles may be used to represent comparisons or contrasts.

Sequential

Pattern arranges events in chronological order

Linear - specific beginning and end

Cause/effect

Process/Product

Problem/Solution

Cyclical

Pattern includes series of events within a process in circular formation

No beginning or end - Continuous sequence of events

Information in a series, succession, cycle

Benefits of Graphic Organizers

- Focus attention on key elements
- Help integrate prior knowledge with new knowledge
- Enhance concept development
- Enrich reading, writing, and thinking
- Aid writing by supporting planning and revision
- Promote focused discussion
- Assist instructional planning
- Serve as assessment and evaluation tool

Browse through Graphic Organizers on the Web

- SCORE - <http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>
- <http://www.graphic.org/>
- TeacherVision Printables - <http://www.teachervision.com/lesson-plans/lesson-6293.html>
- Education Place - <http://www.eduplace.com/graphicorganizer/>
- Write Design Online - <http://www.writedesigonline.com/organizers/>
- MCREL - <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>
- 4 Blocks Literacy Framework - http://www.k111.k12.il.us/lafayette/fourblocks/graphic_organizers.htm
- Inspiration in the Classroom - http://www.inspiration.com/productinfo/inspiration/using_insp/index.cfm

Types of Graphic Organizers

Unit Three course documents includes additional material on graphic organizers, including a Powerpoint presentation with templates for creating assignment documents, hand-outs, and overheads. You will want to look through other graphic organizer designs on the web. Go to the Graphic Organizer course document for a complete description and demonstration of graphic organizers. These are the basic designs created in an old free program called VisioIte.

The Venn Diagram

is a conceptual organizer with overlapping circles representing information that is being compared and contrasted.

Hierarchical

Organizer includes a main concept and the ranks, or levels, of sub-concepts under it (generalizations and classifications).

The Sequential Organizer arranges events in chronological order (process/product or problem/solution).

The Planing Organizer

Great for thematic planning with integrated subjects or multiple intelligence planning.

The Cyclical

Organizer includes a series of events within a process in a circular formation with no beginning and no end (a continuous sequence of events in a cycle).

The Cause and Effect Organizer - arranges cause and effect events in chronological order.

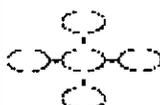
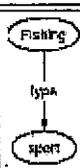
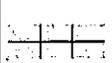
The Conceptual Organizer

includes central ideas, categories, or classes with supporting facts such as characteristics or examples (description, collection, problem/solution, comparison/contrast)

The Overlapping Concepts Organizer

- pattern includes a central idea, category, or class with supporting facts with overlapping areas used to represent information that is being compared and contrasted (overlapping areas of commonality).

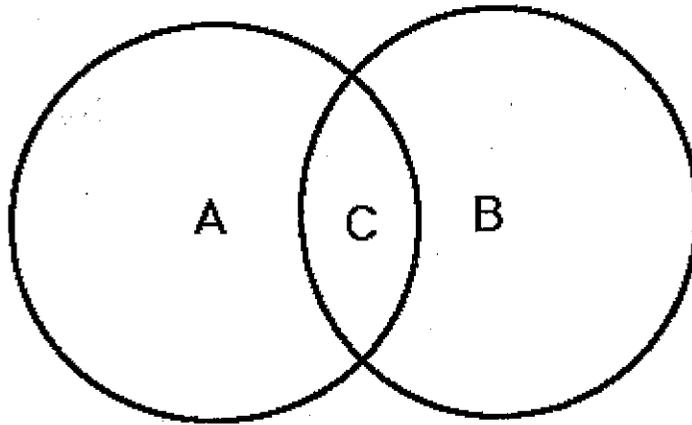
Index Graphic Organizers

	Describing	Comparing Contrasting	Classifying	Sequencing	Causal	Decision Making
 Webbing	Brainstorming Web Money Web	Double Cell Diagram	Hierarchy Diagram Research Cycle Cluster Diagram Desktop Folder System		Squirrels Web	
 Concept Mapping	Concept Map	Simile - School is..				
 Matrix		Venn Venn Expanded Comparison Matrix			KWHL	Thinking grids war leaders social problems vacation college stocks
 Flow Chart			Desktop Folder System	Linear String Expanded Linear String Dominoe Effect		

Venn Diagram

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

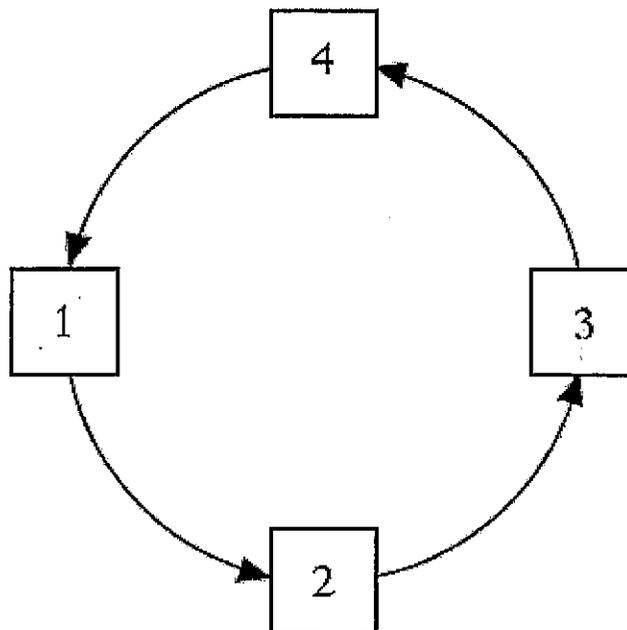
It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually .



Cycle

A depiction of a Cycle attempts to show how a series of events interacts to produce a set of results again and again, such as the life cycle or a cycle of poor decisions.

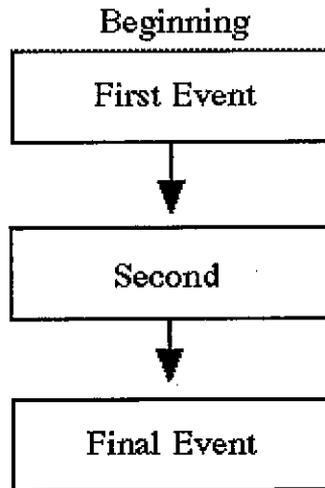
Key frame questions: What are the main events in the cycle? How do they interact and return to the beginning again?



Chain of Events

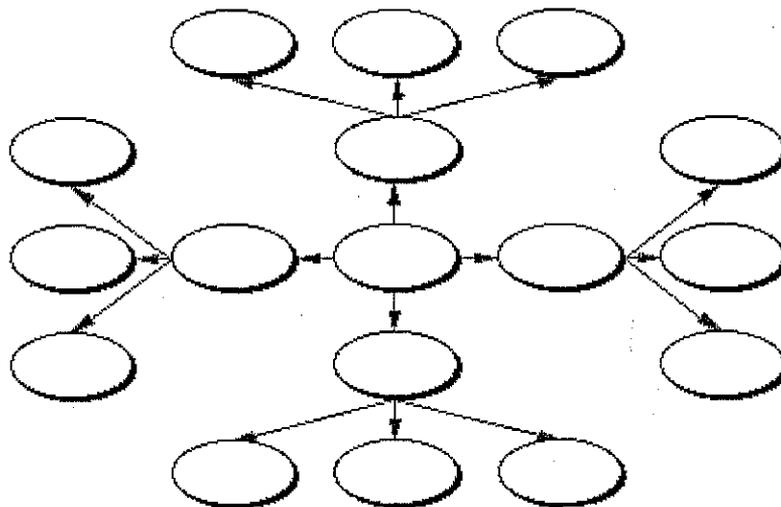
Chain of Events is used to describe the stages of an event, the actions of character or the steps in a procedure.

Key questions: What is the first step in the procedure or initiating event? What are the next stages or steps? How does one event lead to one another? What is the final outcome?



Clustering

Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Clustering may be a class or an individual activity.



Compare/Contrast

Comparison/Contrast is used to show similarities and differences.

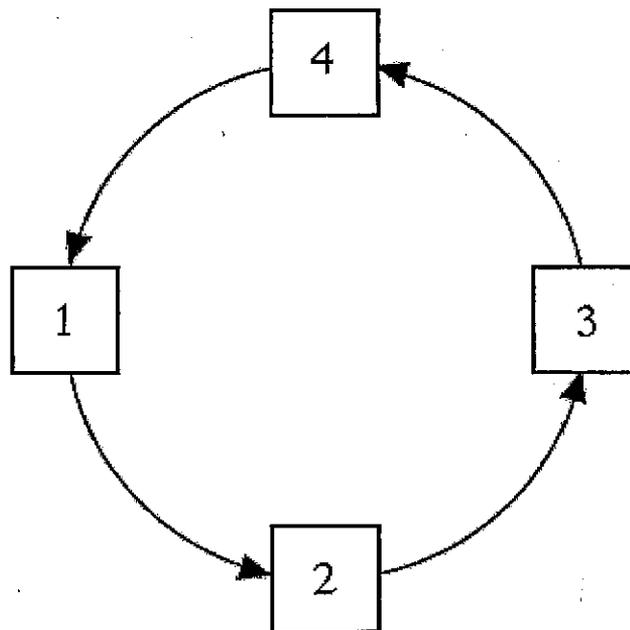
Key frame questions: What are being compared? How are they similar? How are they different?

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Cycle

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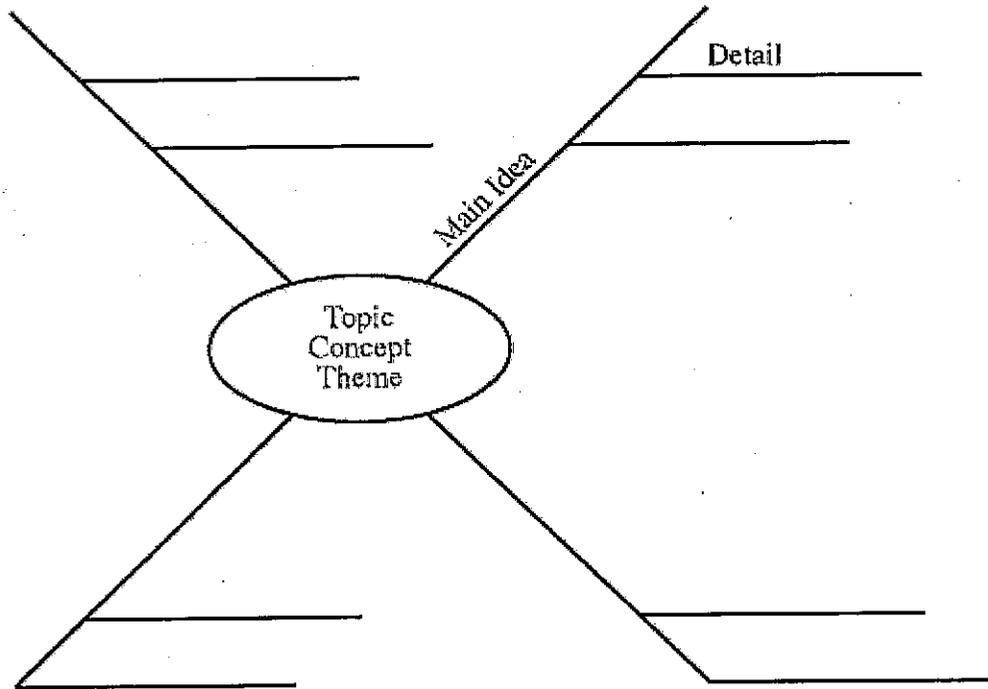
Key frame questions: What are the main events in the cycle? How do they interact and return to the beginning again?



Spider Map

The Spider Map is used to describe a central idea: a thing, a process, a concept, a proposition. The map may be used to organize ideas or brainstorm ideas for a writing project.

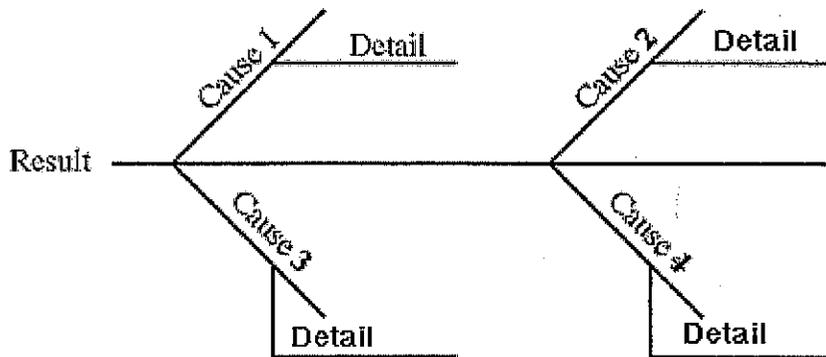
Key frame questions: What is the central idea? What are its attributes? What are its functions?



Fishbone Mapping

A Fishbone Map is used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities).

Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?



K-W-L-H Technique

The K-W-L-H teaching technique is a good method to help students activate prior knowledge. It is a group instruction activity developed by Donna Ogle (1986) that serves as a model for active thinking during reading.

K - Stands for helping students recall what they **KNOW** about the subject.

W - Stands for helping students determine what they **WANT** to learn.

L - Stands for helping students identify what they **LEARN** as they read.

H - Stands for **HOW** we can learn more (other sources where additional information on the topic can be found).

Students complete the "categories" section at the bottom of the graphic organizer by asking themselves what each statement in the "L" section (What We Learned) describes. They use these categories and the information in the "H" section (How Can We Learn More) to learn more about the topic. Students also can use the categories to create additional graphic organizers. They can use the organizers to review and write about what they've learned.

Sample K-W-L-H

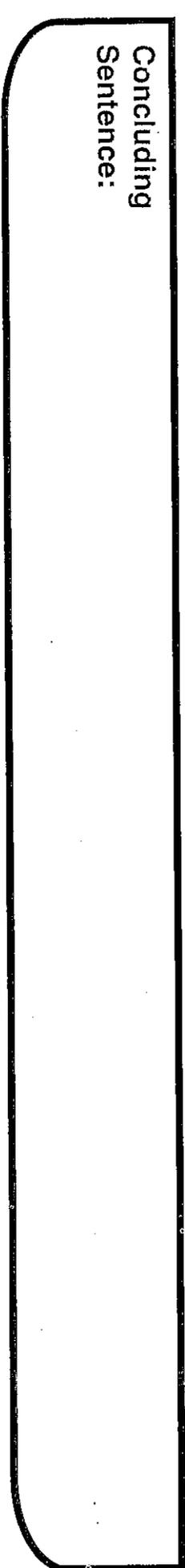
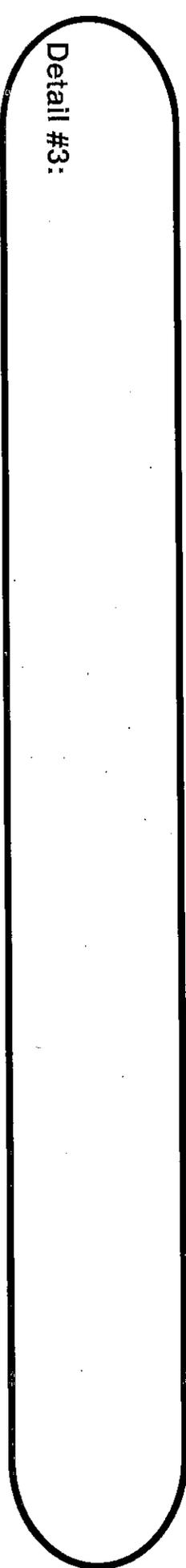
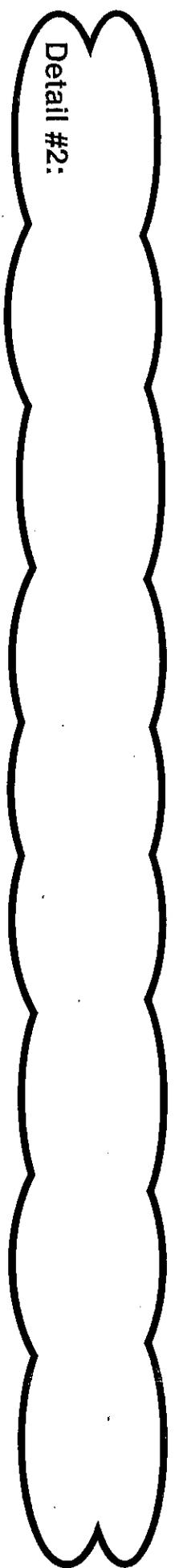
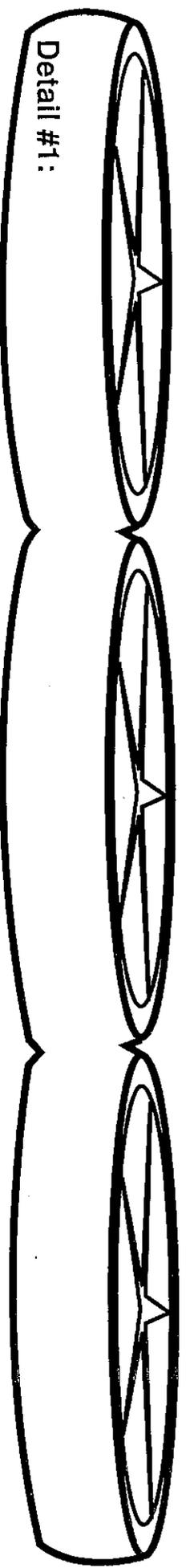
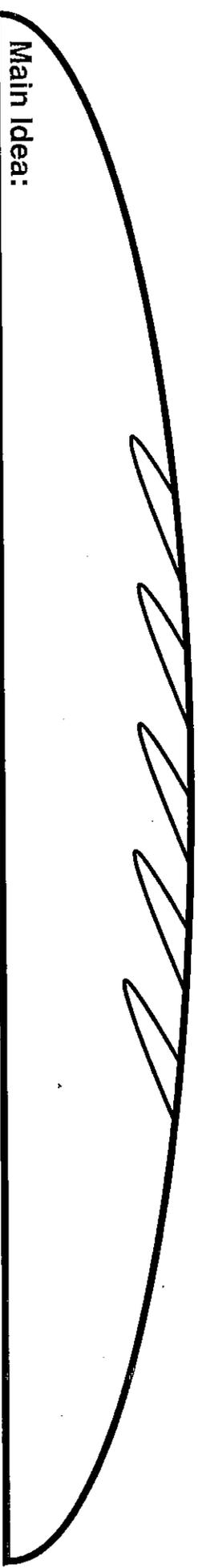
Dinosaurs

What We Know	What We Want to Find Out	What We Learned	How Can We Learn More
Dinosaurs are large.	How long ago did they live?	An archeologist has an exciting life.	Research
Dinosaurs are dead.	Why did they die?	Dinosaurs eat plants and some eat meat.	Museums
They lived a long time ago.	How do we know what they looked like?	Some dinosaurs were gigantic, but had small brains.	Field Trips
There is a movie about dinosaurs	Who are the people who study dinosaurs?	Fossils uncover dinosaur traits.	Archeological digs
			Videos
			Internet computer search

Categories of Information we expect to use:

- A. Size
- B. Career
- C. Eating Habits
- D.
- E.
- F.

Use this submarine sandwich to help you write a paragraph.

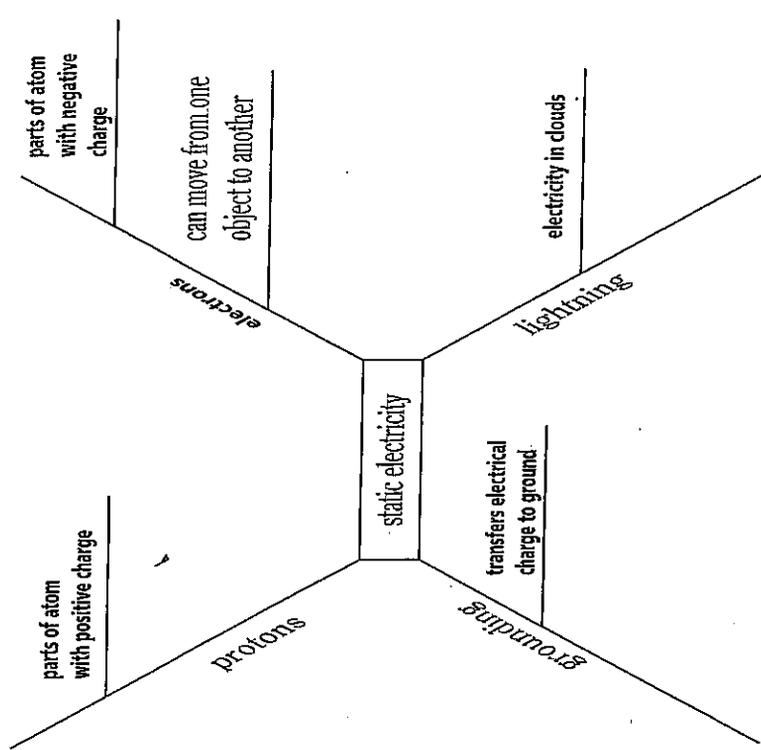


Note To Teacher: Use with "A Substantial Organizer" on page 27.

YOU'LL GET A CHARGE OUT OF THIS

Name: _____

Date: _____



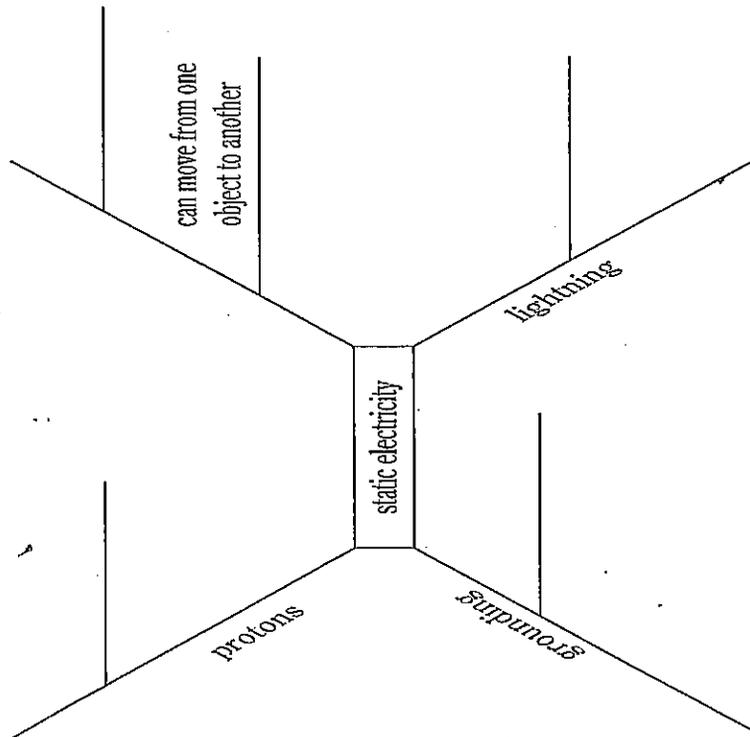
Use the terms or phrases below to correctly fill in the concept map.

- parts of atom with positive charge
- parts of atom with negative charge
- can move from one object to another
- electricity in clouds
- transfers electrical charge to ground
- transfers electrical charge to ground
- electrons
- parts of atom with positive charge
- parts of atom with negative charge
- electrons
- parts of atom with positive charge
- parts of atom with negative charge

YOU'LL GET A CHARGE OUT OF THIS

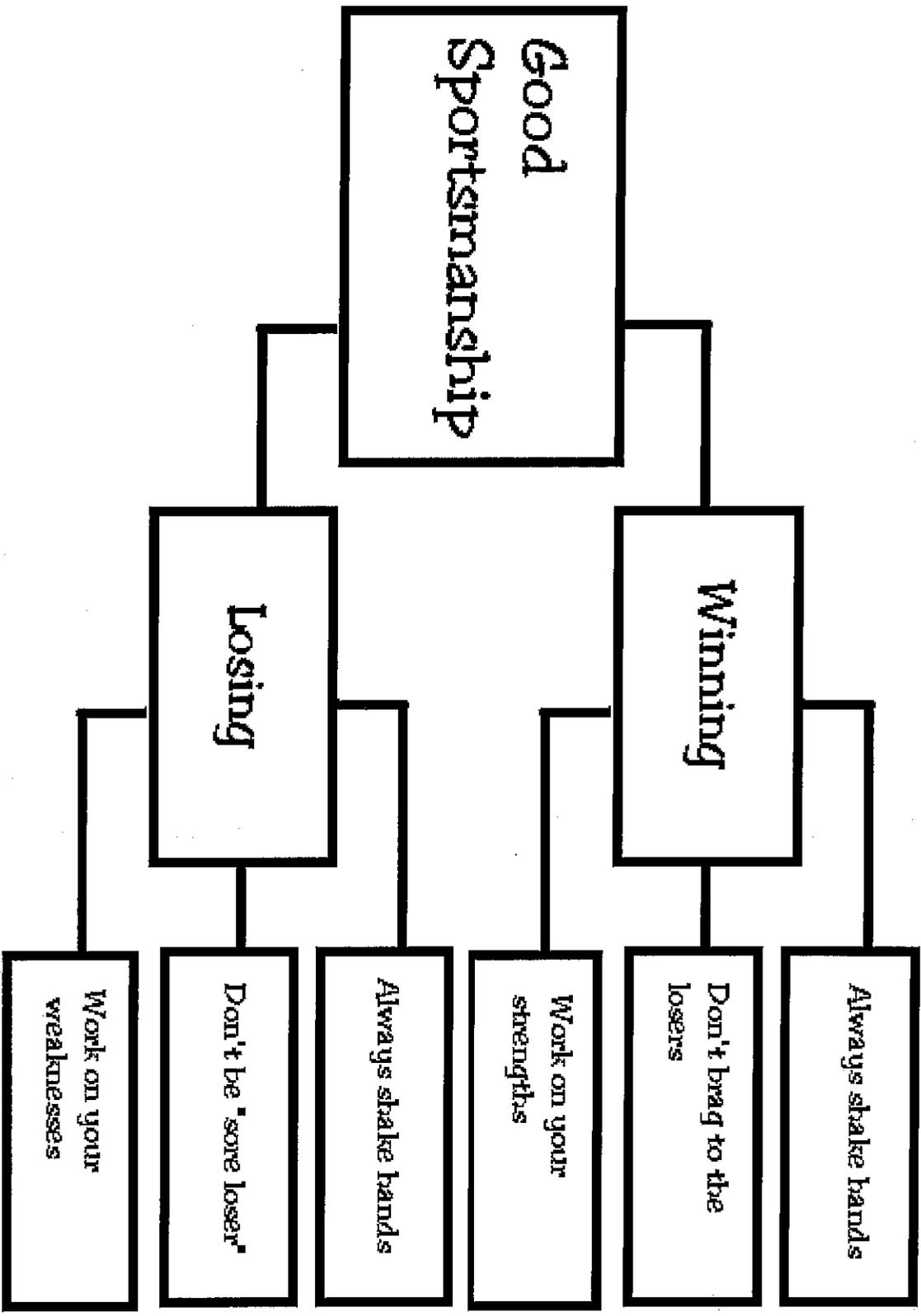
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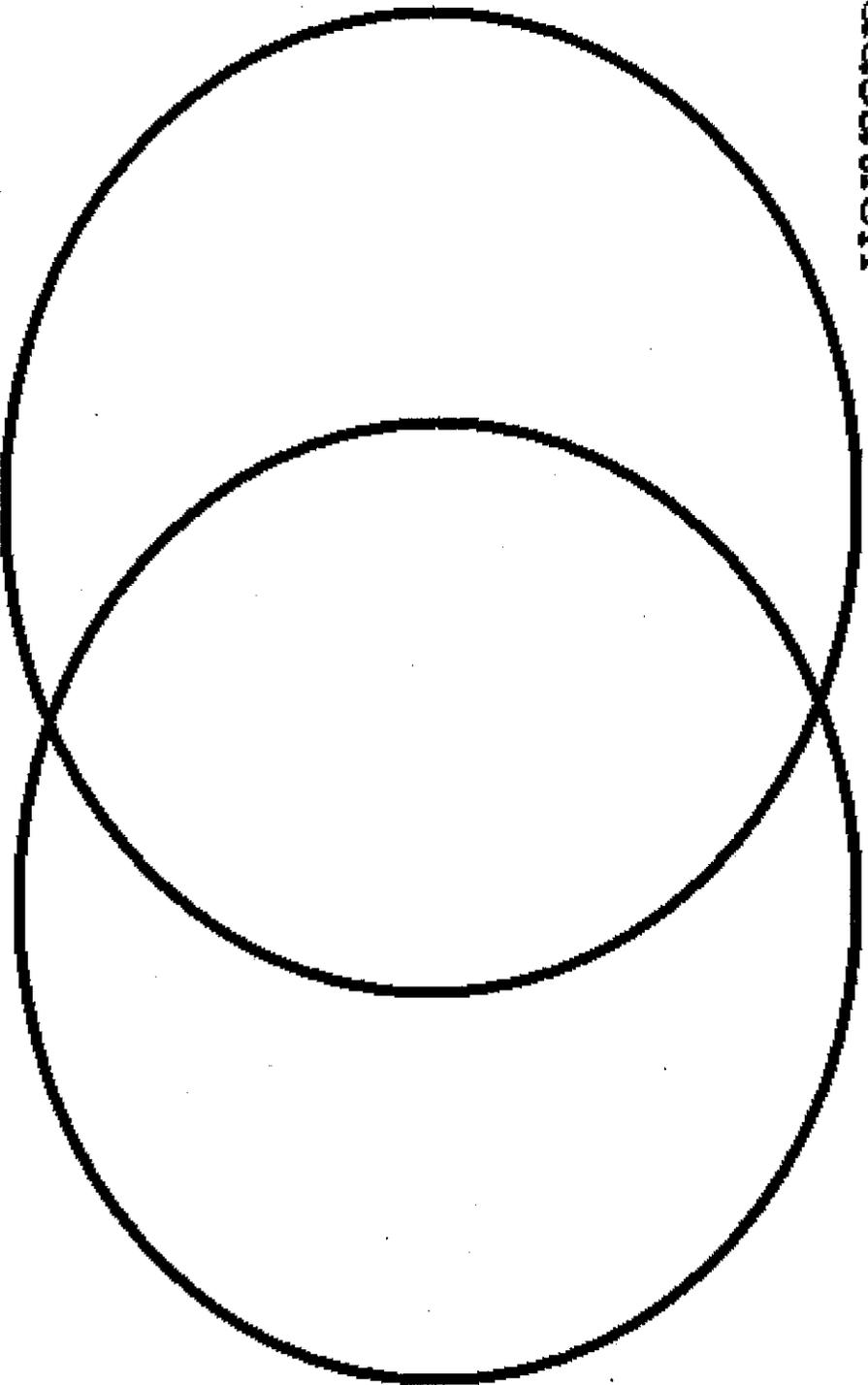
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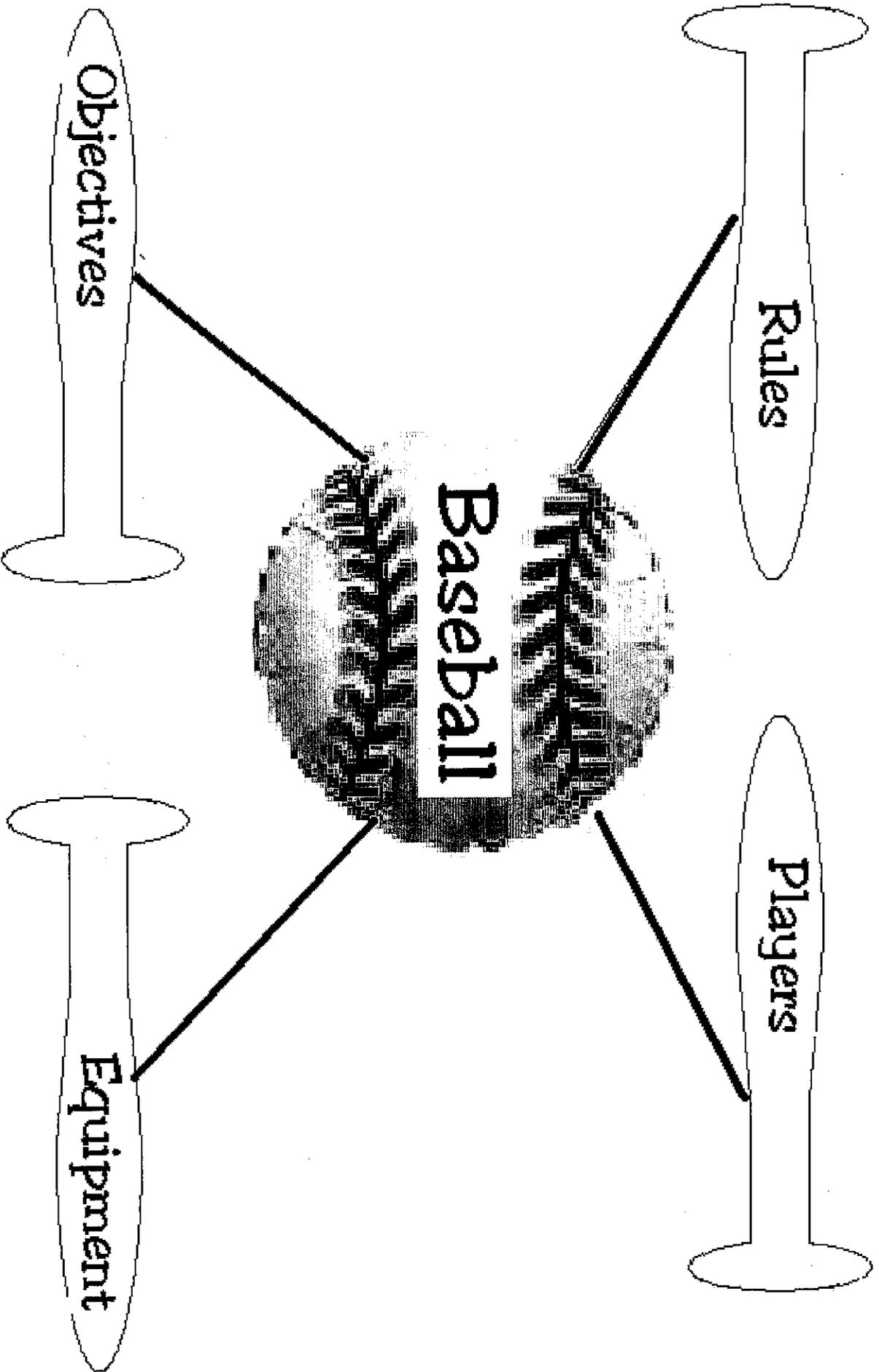


Physical
Education

Both

Recess





Name _____

Date _____

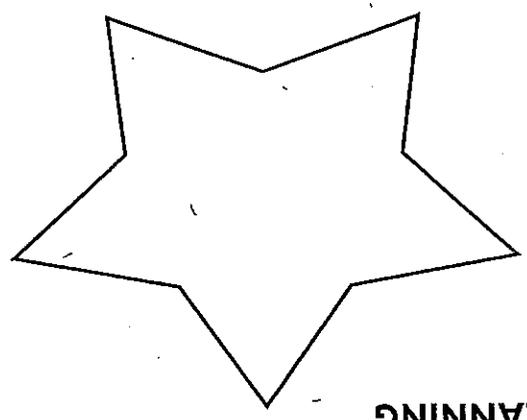
Planning Chart

Step	What	Who	When	Need	Done (x)
1					
2					
3					
4					
5					
6					

What if:

What if:

Step	What	Who	When	Need	Finished (x)
#1					<input type="checkbox"/>
#2					<input type="checkbox"/>
#3					<input type="checkbox"/>
#4					<input type="checkbox"/>



Star Planner: PLANNING

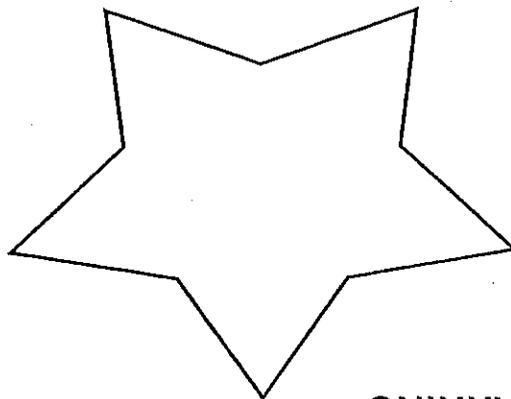
Name _____

Date _____



<p style="text-align: right;">What if:</p> <hr/> <hr/>
--

Step	What	Who	When	Need	Finished (x)
#5					<input type="checkbox"/>
#6					<input type="checkbox"/>
#7					<input type="checkbox"/>
#8					<input type="checkbox"/>



Star Planner: PLANNING

Name _____

Date _____