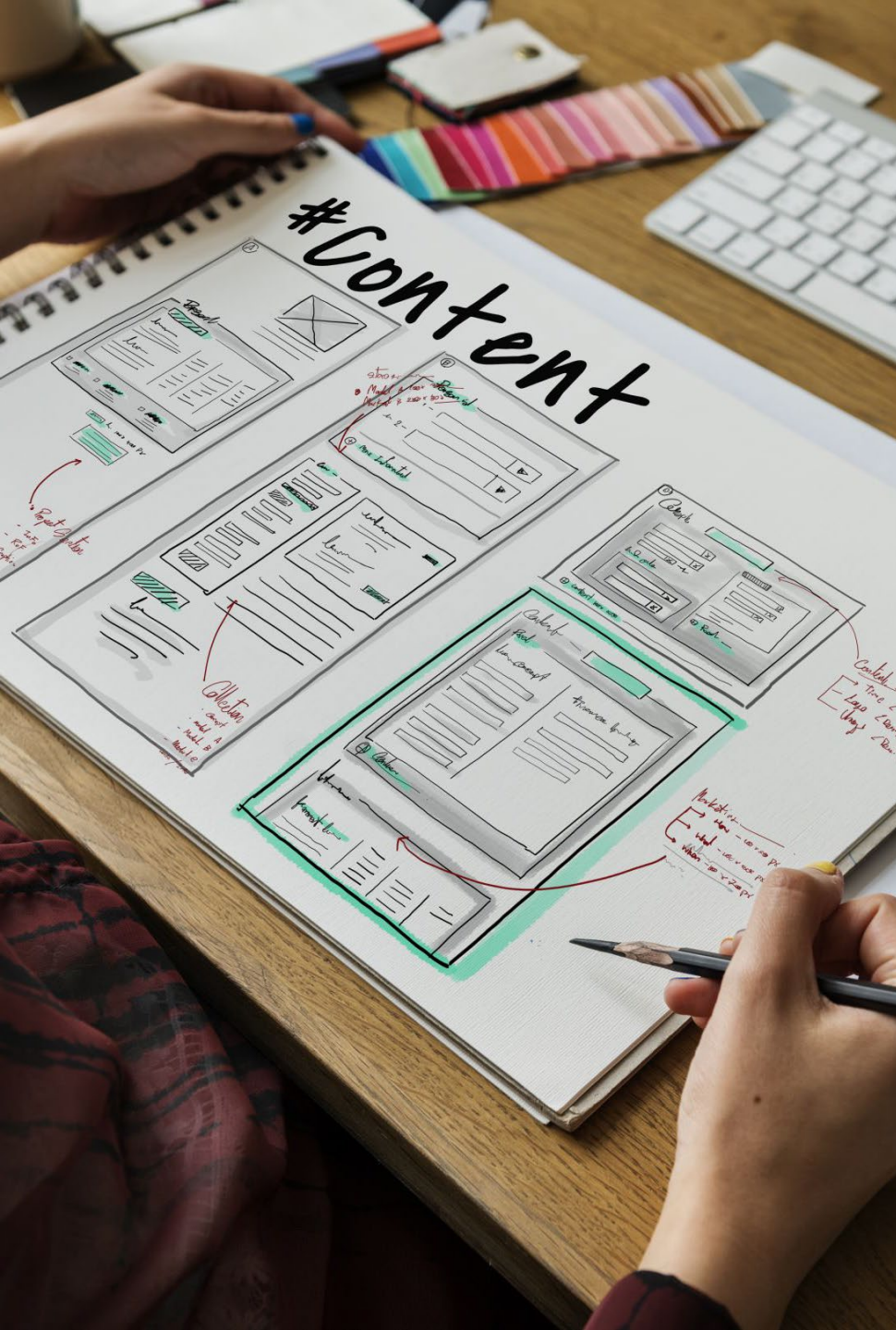




Graphic Organizers

Making Student Thinking Visible

Roxanne Pope pope_r@surreyschools.ca



Learning Intentions

- I can select and implement graphic organizers to support my lesson design
- I can identify several formative assessment tools that facilitate student learning
- I can use Backwards Design to support formative assessment frameworks

Sharing

Introduce yourself to your group using one of the following questions:

- What is your go-to Karaoke song?
- What was the last Netflix (or other streaming service platform) binge?
- What actor would play you in a movie about your life?
- If you could only use one emoji for the rest of your life which one would it be and why?



How it Started?

Girl, 10, rescued parents from fire

Roxanne Pope, 10, will receive the Kids Sense Safety Hero Award after rescuing her disabled parents from fire in their Surrey home last July. Recalling lessons taught by firefighters who visited her school, she guided father Jack, who has cerebral palsy, and mother Joan, who is mentally disabled, to safety.

STORY, Page A4

Staff photo
by Colin Price



How it's Going?



How it Started?



How it's Going?



Backwards Design (BD)



Identify the key learning outcomes for a unit/course



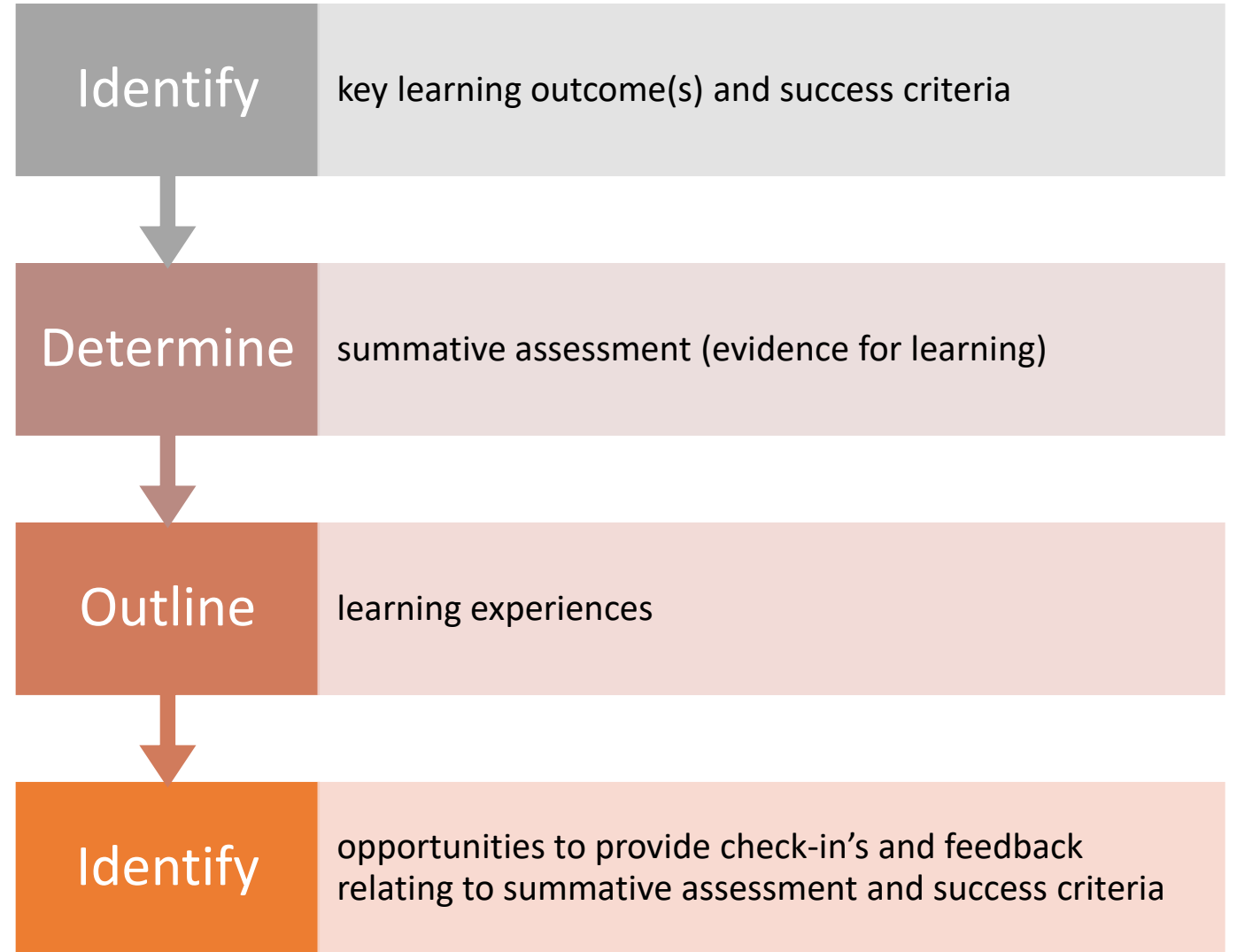
Determine the summative assessment/evidence for learning



Outline the learning experiences and points for check-in



Backwards Design



English First Peoples

Identify

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

Determine

- Students write a short story rooted within a dilemma

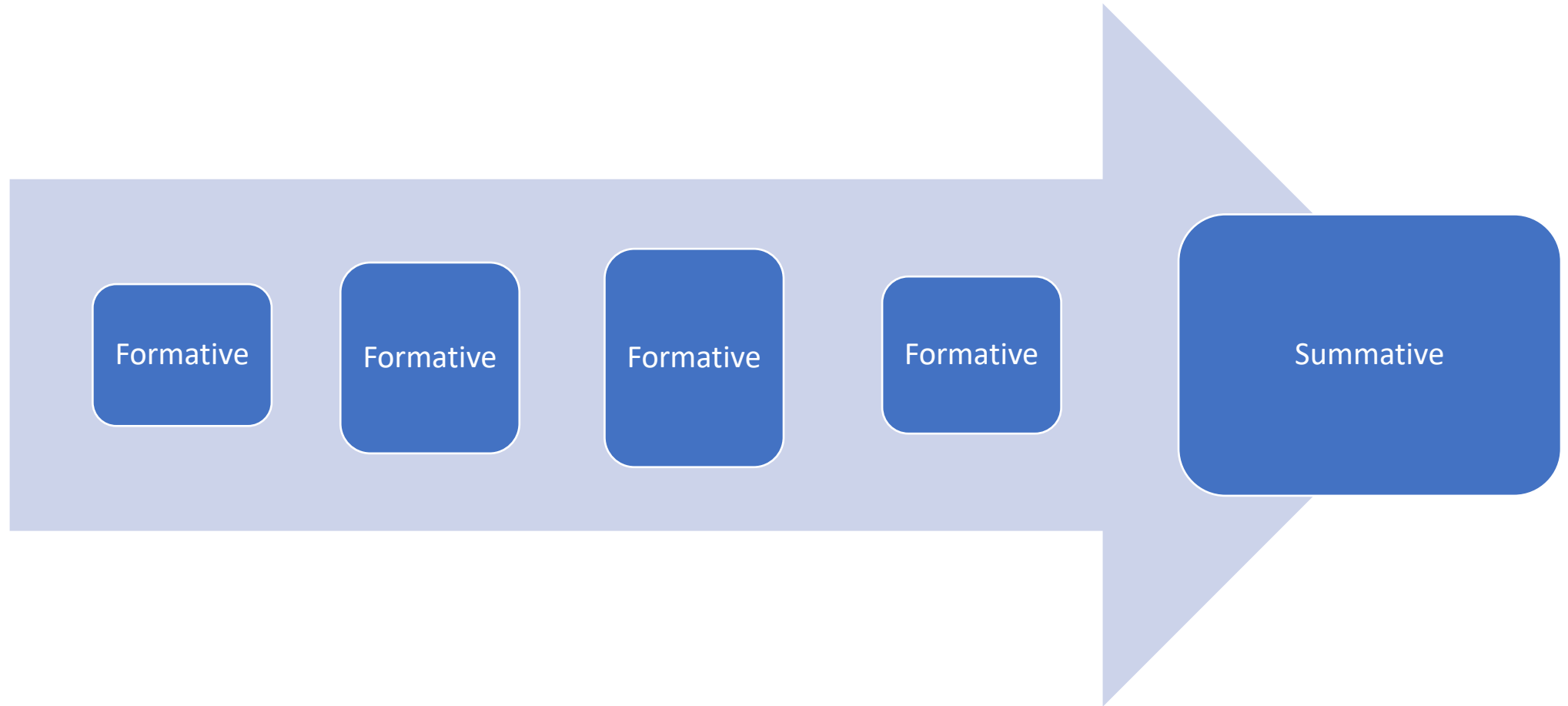
Design

- Lecture notes, guided annotated readings, Problem Solution Organizer, role play, quotation analysis

Outline

- opportunities to provide check-in's and feedback relating to elements of short story, quotation analysis, thematic statements, summative assessment and success criteria (Graphic Organizers = know, Short Story = do)

Assessment and Backwards Design





Why Graphic Organizers?

- Allow students to clarify and illustrate their thinking
- Provide a visual framework to assist those involved in learning to organize, clarify, connect, rank, assess and evaluate their thinking
- Invoke levels of thinking (rank, assess, evaluate, synthesis) and types of thinking (compare and contrast)

Barry Bennett, *Graphic Intelligence*, 2011



Why Graphic Organizers?

- Process NOT Product
 - Keven Honeycutt, “Sparking Learners,” 2018

FOR ME, MY STUDENTS, the CLASSROOM:

- Facilitate student interaction with text, content, ideas and peers
- Make the implicit explicit
- Universal Design - Process accessible to all students (words, pictures, etc)

WHEN TO USE GRAPHIC ORGANIZERS?

Accessing student
Background
Knowledge

Setting a Purpose

Introducing new
content knowledge

Assessing student
acquisition of key
concepts, skills,
vocabulary

Scaffolding a
curricular skill, big
idea, key concept

Facilitate student
interaction with text,
peers, materials,
ideas and content

Graphic Organizers as a Formative Assessment Tool

For Teacher



Provides a snapshot of student understanding



determine if/where more instructional time is necessary to achieve essential learning outcomes



Allows for immediate, constructive feedback

For Student



Opportunity to review key concepts

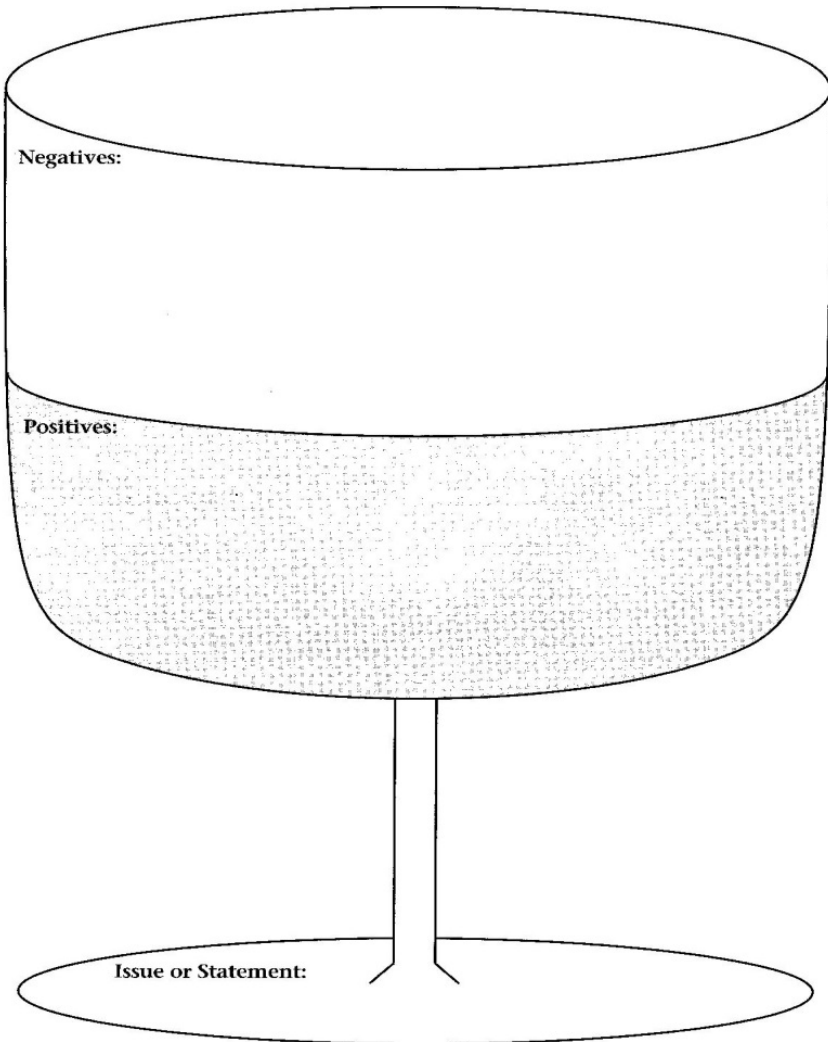


Feedback is in advance of the summative assessment



Identify areas where further practice or review of material is necessary

HALF FULL OR HALF EMPTY?



ChatGPT– You do, I coach

- Read the article “Chating About ChatGPT”
- Record pro’s and con’s on the Half-Empty/Half Full Graphic Organizer

Chating About ChatGPT – You do, I coach

Find 2-3 others and
share your ideas

Circle or highlight
the most important
3 main ideas

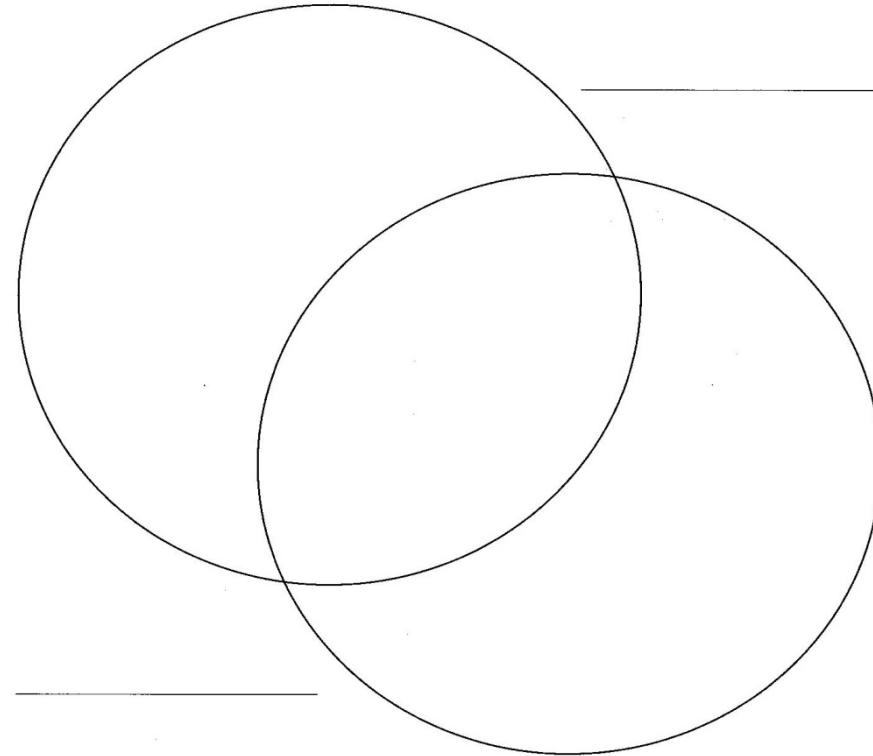


INCREASING student interaction

- Utilize different colour pens
 - assess student understanding throughout the process
 - Use one colour pen when students are reading a text/gathering notes, use another pen to record new ideas/understandings during a group/class debrief
 - Use one colour pen when students are accessing background knowledge or reviewing what they know, use another pen to assess what they learned
 - Differentiate between ideas, concepts, progression through a series of lessons
- Post-It Notes
 - Students generate an idea or a few and place their notes on a large Venn Posted at the front of the classroom

COMPARE THE TWO

Directions: Identify the two items or concepts to be compared. Note the similarities in the overlapping areas of the two circles. Note the differences in the independent areas of the circles.



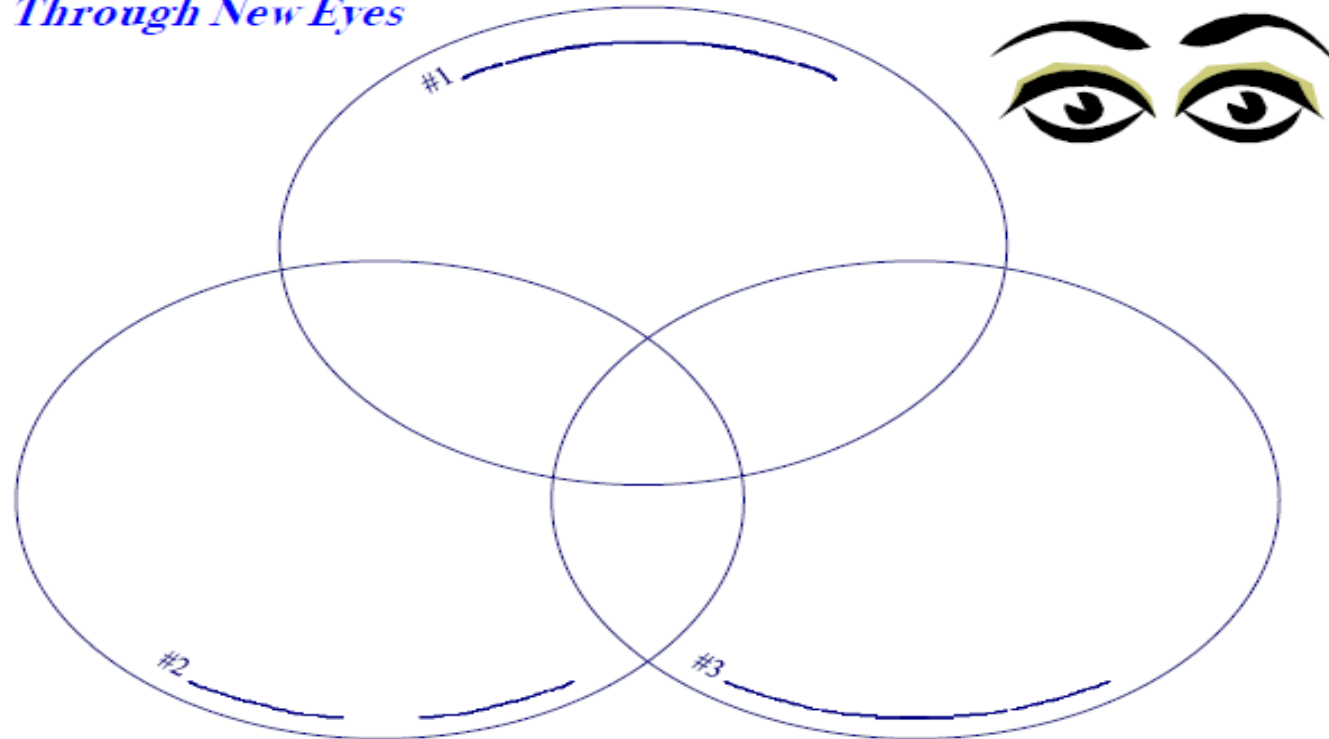
A key learning or question I had as a result of this comparison is:

Venn Diagram

INCREASING STUDENT INTERACTION

- Make it a Triple Venn - Encourage students to synthesis multiple ideas

Through New Eyes

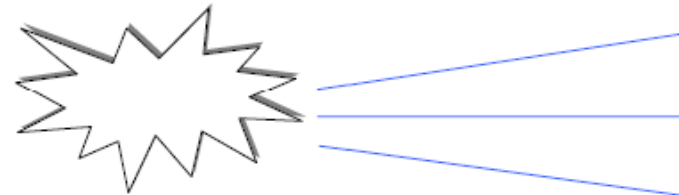
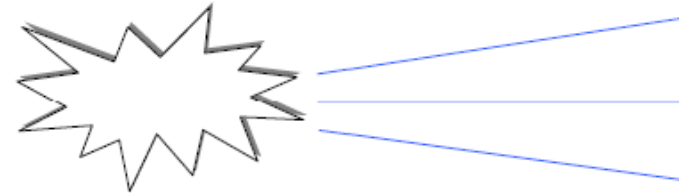
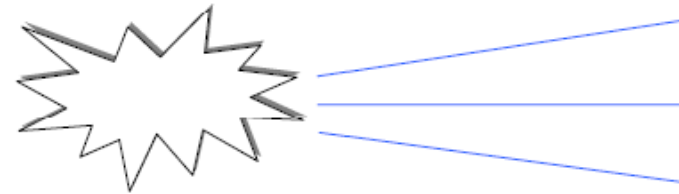


Shower of stars

- note-taking structure
- Summarize Main Ideas and supporting details
- Outline an essay, paragraph
- Avoid recording of headings, subheadings

Shower of Stars

Topic: _____



Summary:



Make It Visual/Fun



Encourage students to use illustrations, colours, magazine cut outs



Merge more than one graphic together

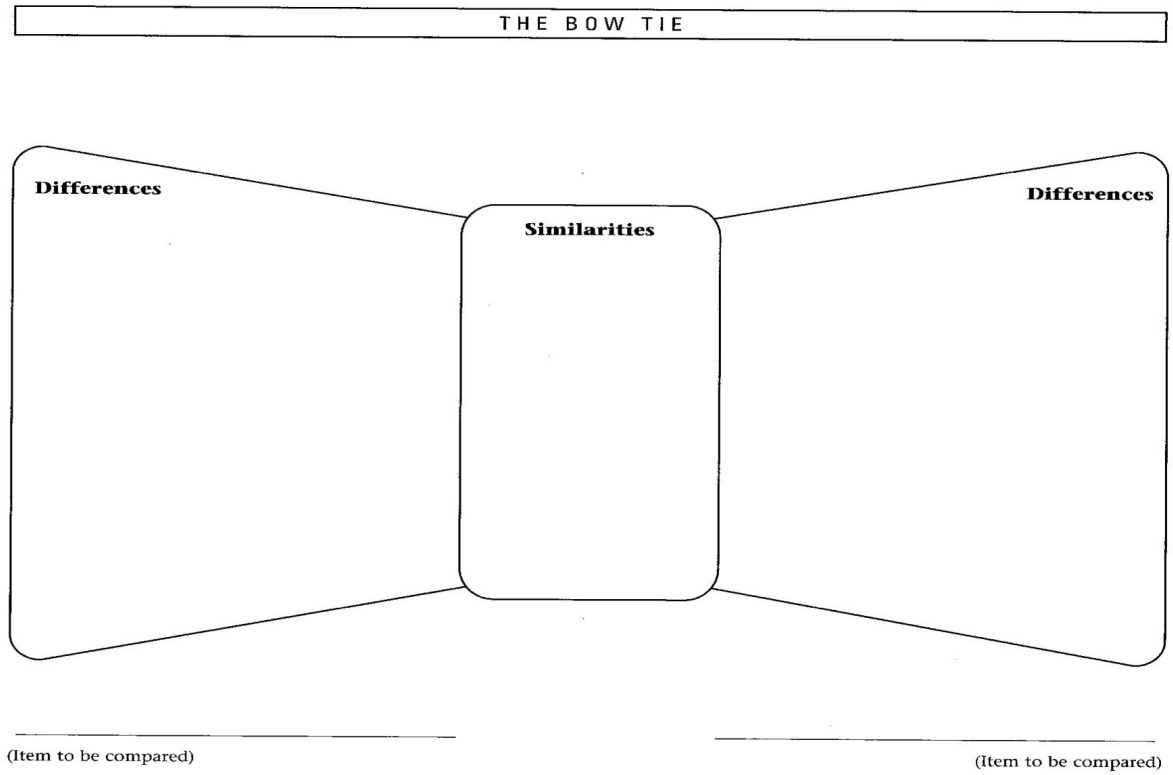


Make it imaginative



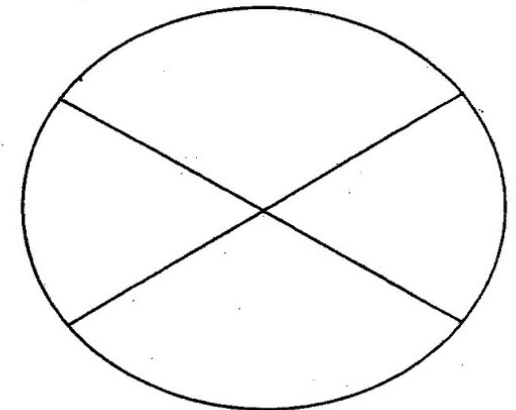
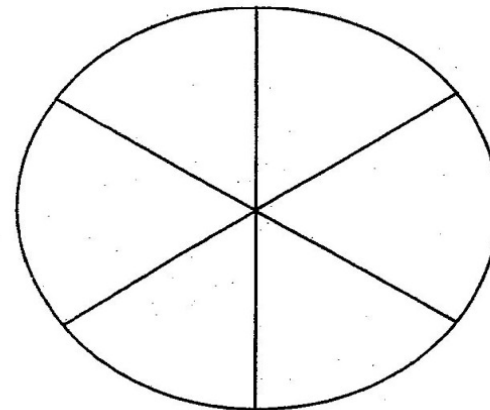
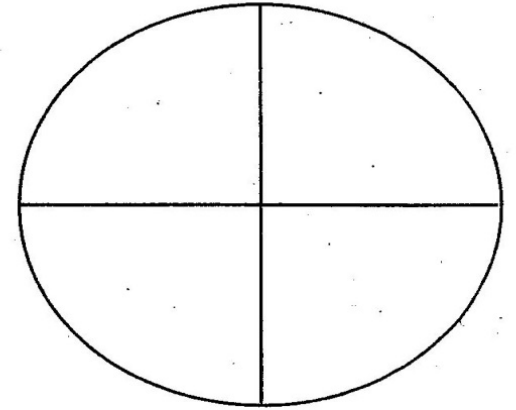
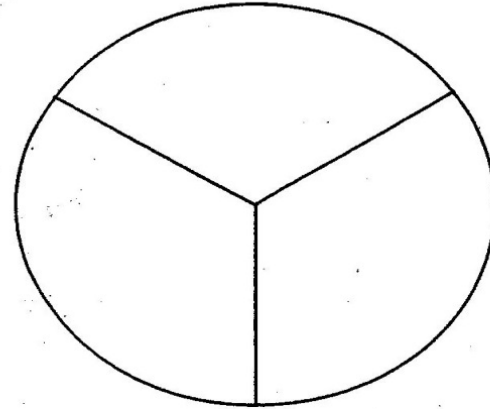
Use a Legend to track the process

Bow TIE





Concept circles

Concept Circles



Stop and
think

STOP AND THINK	
Read from _____ to _____ Main Ideas:	Read from _____ to _____ Main Ideas:
Read from _____ to _____ Main Ideas:	Read from _____ to _____ Main Ideas:

 + 

Problem/Solution Organizer

Problem/Solution/Organizer

The facts are...

↓

So the problem is...

↙ ↓ ↘

A solution might be... A solution might be... A solution might be...

Summary = Synthesis of the Process

- The graphic organizer is the student's thinking process, not necessarily evidence of learning
- Students should summarize their learning at the end of the thinking process
- Encourages students to synthesis their thinking into a new format
- Write 2-3 sentence summary that answer a question (generally connected to a big idea) or respond to a quote/statement

Scaffolding Summary Writing

- Respond to a question/statement/quotation connected to an essential learning outcome
- Provide students with a word bank (i.e. select a few terms from the organizer/debrief that must be utilized in the response)
- Encourage students to make connections – text to text, text to self, text to world
- Allow students to demonstrate their learning in visual ways

Ticket Out the Door

TICKET OUT OF HERE

Directions: Give this ticket to your teacher before you leave class today. Be sure you answer the question the teacher asked you, as well as provide a question you would like answered to help you better understand your reading and the class discussion.

Why is iron important to our health?

Iron is used in formation of myoglobin—which holds oxygen for muscle tissues—and hemoglobin—which transports oxygen to blood.

TICKET

What can I do to be sure I get enough iron?



Assessing the summary – Coding Assessment

v+ summary answers/addresses the prompt, supports understanding with evidence, relates understandings to the big ideas

v summary answers/addresses the prompts, provides evidence to support understanding

v- summary answers/addresses prompt, evidence is limited (does not relate to the prompt) or not present

Coding Assessment



Highlighters



Learning Map (A1, B3)



Acronyms (TPCASTT,
SELF-Q)

Traffic Light








- **Green** = I can support my response with evidence from the learning resources
- **Yellow** – I can answer the question, but having difficulty providing evidence to support my response
- **Red** – I cannot answer the question because (unclear vocabulary, do not understand the materials, etc.) = access a list of strategies

Traffic Light

Partners: _____

Red: Still do not understand; need more information.
Yellow: On my way to understanding, but still somewhat unclear.
Green: Fully understand; could confidently explain this to someone.

Questions:

Ticket Out the Door

- Use red, yellow and green stickers
- Green (checkmark) a strategy you will use try to use this month
- Yellow (∞) – a strategy you will share with another
- Red (?) – a strategy you would like to use, but need more information



French Revolution

Identify

- Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions

Determine

- Socratic Seminar – Did the English people have the right to execute the king?

Design

- Lecture notes, textbook readings (Think In Ink – main ideas and supporting details), videos, primary source analysis, graphic organizers (Example/Non-Example, Venn Diagram)

Outline

- opportunities to provide check-ins and feedback relating to summative assessment and success criteria (Graphic Organizer = know, Primary Source Analysis = do, Interpretation = Understand)