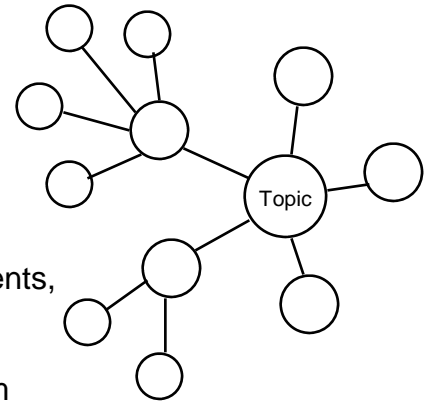


## GRAPHIC ORGANIZERS

### Why use them?

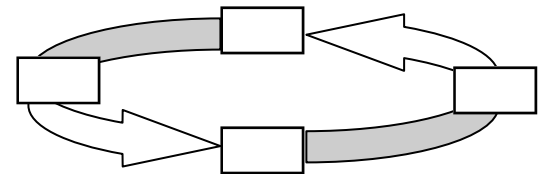
- Easy to use; appropriate for simple maps to very complex
- Graphic organizer/concept mapping software, for example, Smart Ideas and Inspiration—contain built-in templates
- Can add live web links, audio clips, photos, images, clipart, documents, movie clips and presentations
- Can expand simple maps by adding sublevels
- Use of graphic organizers is required throughout Ontario Curriculum
- Benefits all students including special needs kids...provides visual cues and helps students to organize their ideas
- Allows students to learn/remember key ideas and big picture concepts, including how concepts relate to each other
- Helps students to focus
- Easy to manipulate



### When to use them...

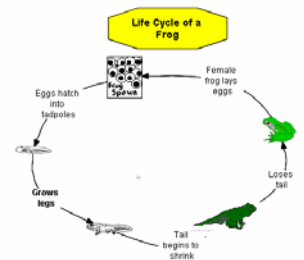
- For brainstorming; to generate ideas
- To communicate ideas in a graphical format
- To assess student understanding of a topic
- To link information together...including linking new information to previous knowledge
- Use individually or in a group
- To present information (for example, as part of a culminating task)
- Import/export functions...extend the use; for example, export to Powerpoint to create a slideshow, or save as a web site
- For teacher use....to design/organize a unit; can track ideas, topics, concepts, processes, resources, etc.; can use in planning, teaching and assessing

Cycle



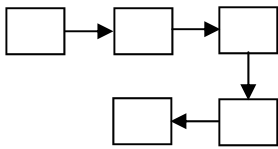
### For example...

- ↳ Plan an event (for example, a celebration, a class trip) using a sequence chart
- ↳ Select a remarkable Canadian and use an appropriate organizer to showcase him/her
- ↳ Create a cycle chart to explain a process, for example, the seasons, life cycle of an animal or plant, the food chain
- ↳ Using a topic being studied, create a 2 or 3-ring Venn Diagram, with data filled in but titles (criteria) omitted; challenge a peer to identify the titles are based on the location of the data
- ↳ Create a continuum or timeline that identifies developments, characteristics, events, etc. during a period of old or recent history; include text and images
- ↳ As a response to a novel or fiction story, use a 'cause and effect' organizer to demonstrate how the actions of one of the characters affected others

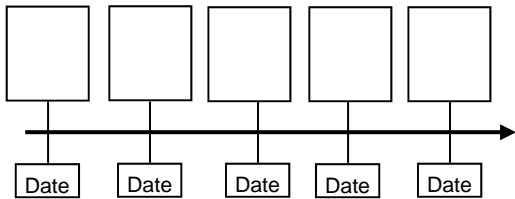


# VISUAL ORGANIZER SAMPLES

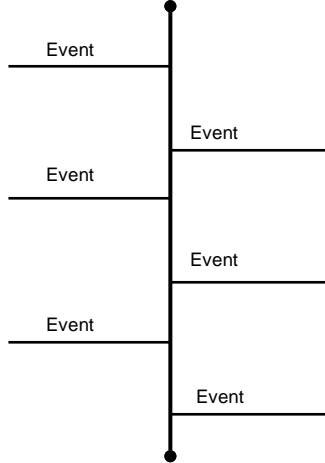
## SEQUENCING



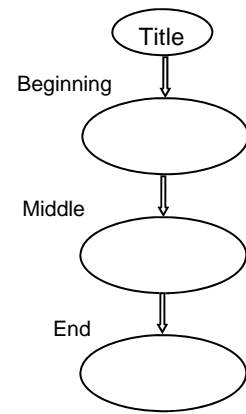
Timeline



Continuum

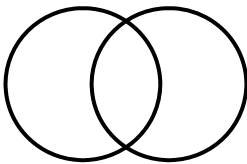


Diagram



## COMPARING

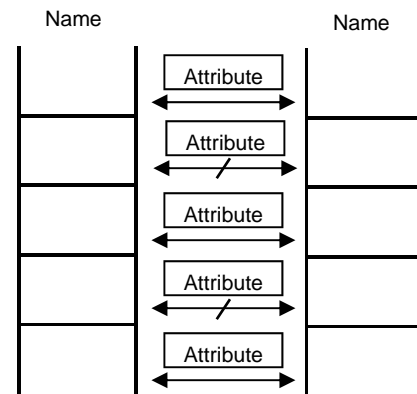
Venn Diagram



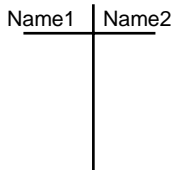
Compare/Contrast Matrix

Attribute	Name 1	Name 2
Attribute 1		
Attribute 2		

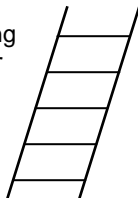
Ladder Map



T-Chart



Ranking Ladder

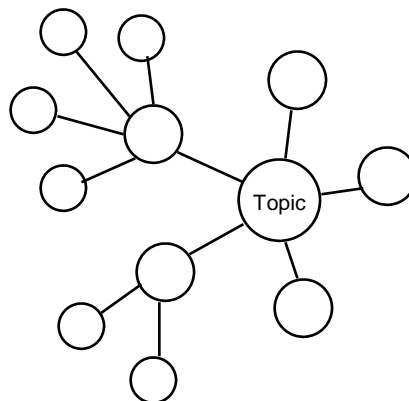


## PLANNING

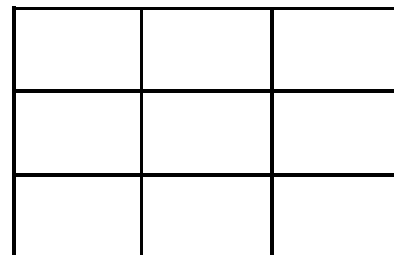
K-W-L Chart

Know	Want to Know	Learned

Web



Storyboard

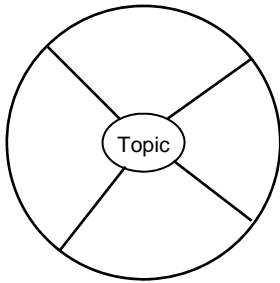


\* Organizers on this page were created using Microsoft Publisher 2002

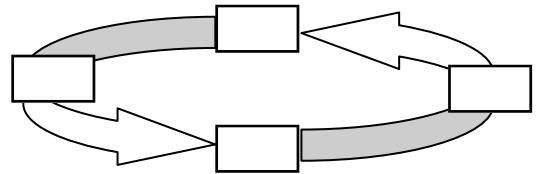
## VISUAL ORGANIZER SAMPLES (cont'd)

### OTHER RECORDING ORGANIZERS

Describing Wheel



Cycle

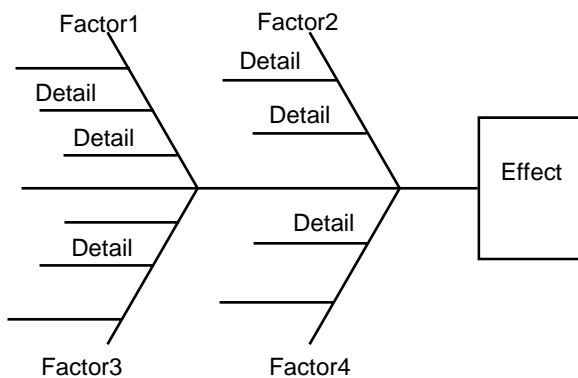


Multi-column Chart

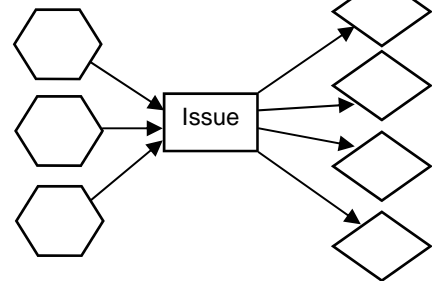
Topic1 Topic4 Topic3 Topic4

### CAUSE AND EFFECT

Fishbone

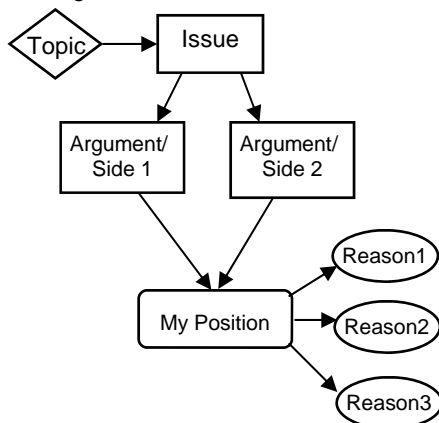


Influences/Factors

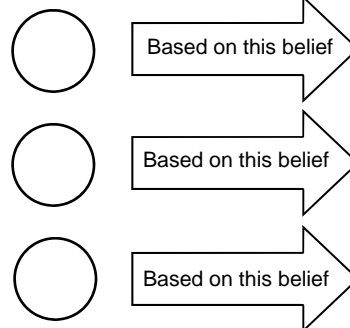


### OPINION AND POINT OF VIEW

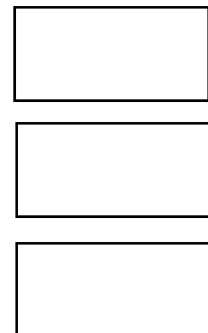
Thesis Organizer



Points of view/  
Perspective

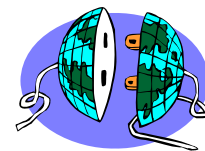


Resulting  
Actions



\* Organizers on this page were created using Microsoft Publisher 2002

## GRAPHIC ORGANIZER—WEBSITES



Smart Ideas—Lesson Activities to use with Smart Ideas software  
<http://www.edcompass.smarttech.com/ec/en-US/Learning+Resources/Lesson+Activities/SMART+Ideas+Activities/Canada/default.htm>

Smart Ideas—Clipart  
<http://www.smarttech.com/products/smartideas/clipart/index.asp>

North Central Regional Educational Laboratory  
<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>

Teachnology—The Web Portal for Educators—Graphic Organizers  
<http://www.teach-nology.com/worksheets/graphic>

Scholastic—Teachers—Graphic Organizers  
<http://teacher.scholastic.com/lessonplans/graphicorg/>

Instructional Strategies Online  
<http://olc.spsd.sk.ca/DE/PD/instr/strats/graphicorganizers/>

“A Picture is Worth a Thousand Words” - From Now On—Jamie McKenzie  
<http://www.fno.org/oct97/picture.html>

Graphic Organizer Rubric  
<http://www.uwstout.edu/soe/profdev/inspirationrubric.html>

The Graphic Organizer  
<http://www.graphic.org/goindex.html>

Graphic Organizers that Support Specific Thinking Skills  
<http://www.somers.k12.ny.us/intranet/skills/thinkmaps.html>

Graphic Organizers—Houghton Mifflin  
[http://www.eduplace.com/kids/hme/k\\_5/graphorg/](http://www.eduplace.com/kids/hme/k_5/graphorg/)

Graphic Organizers—ProTeacher  
<http://www.proteacher.com/020067.shtml>

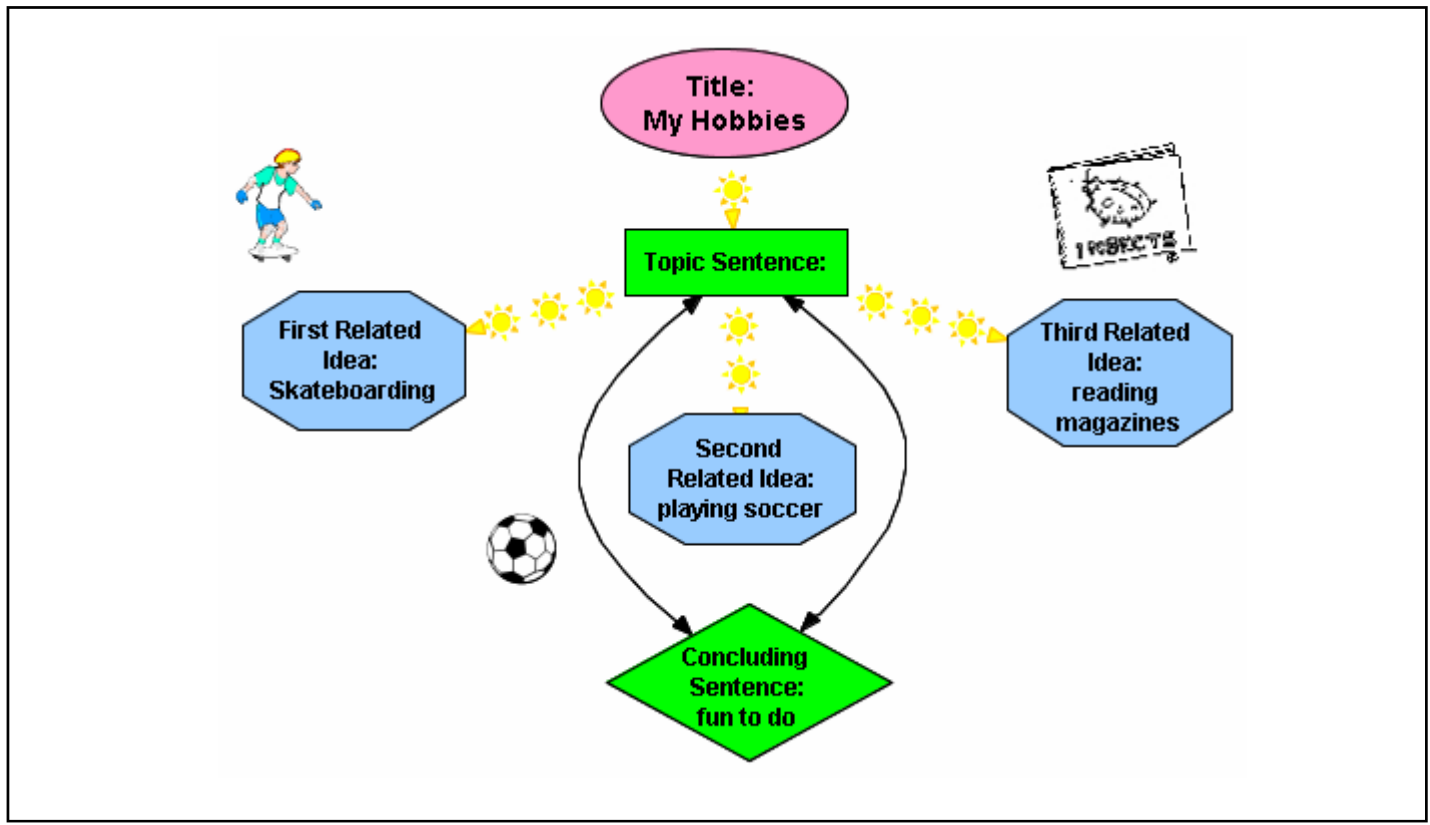
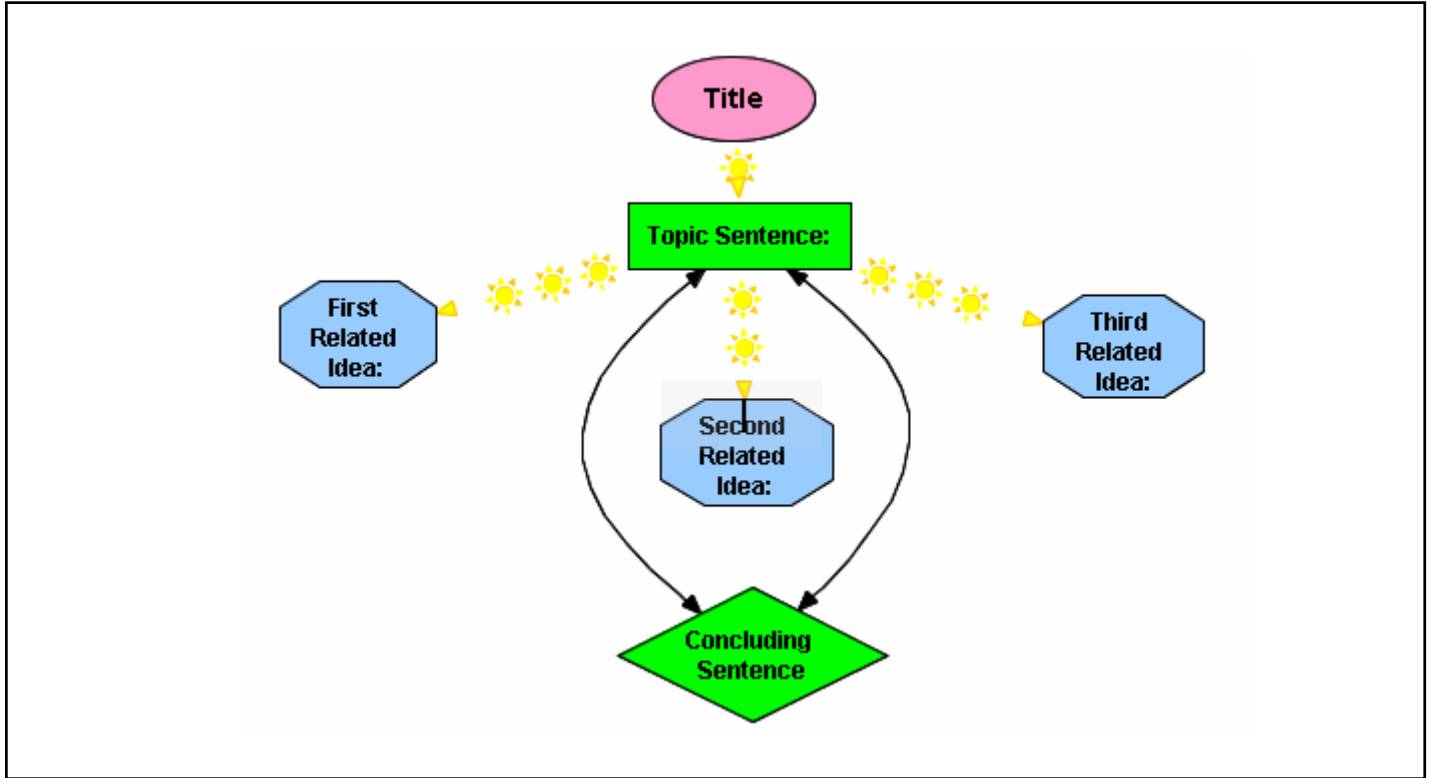
Big6 and Higher Ed: Information Seeking Strategies and Library Instruction  
<http://www.big6.com/showenewsarticle.php?id=508>

Inspiration/Kidspiration  
<http://www.inspiration.com>

## Using Electronic Graphic Organizers in the Writing Process

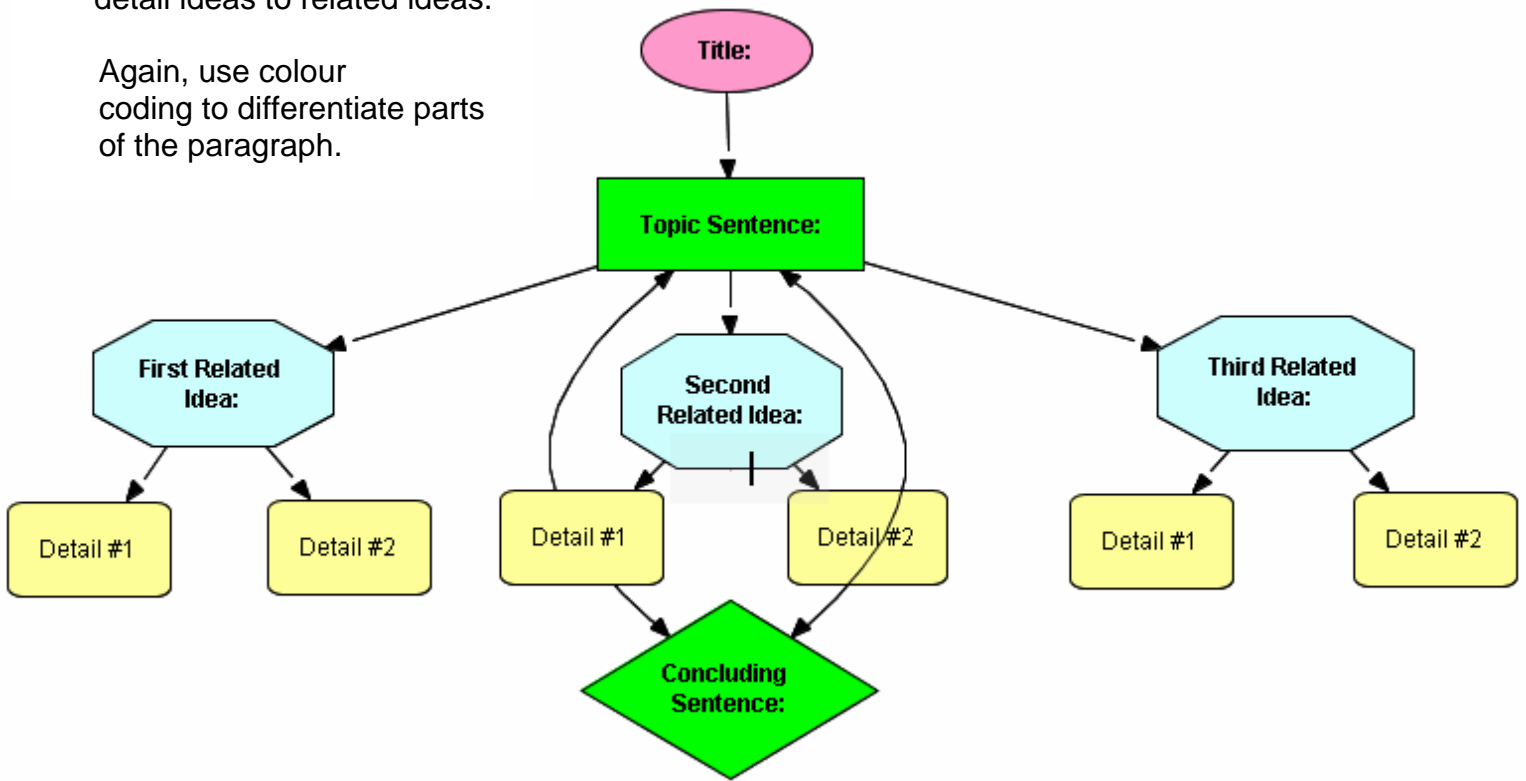
1. For a simple paragraph, use a web organizer to brainstorm ideas on a particular event, story or subject. Remember, these are single words or short phrases...not full sentences. Colour coding will help the students to differentiate the various parts: one colour for the title, another colour for the topic and concluding sentences and a third colour for related sentences.

⇒ For their first draft, using a word processor, students colour code their sentences to match their organizer.

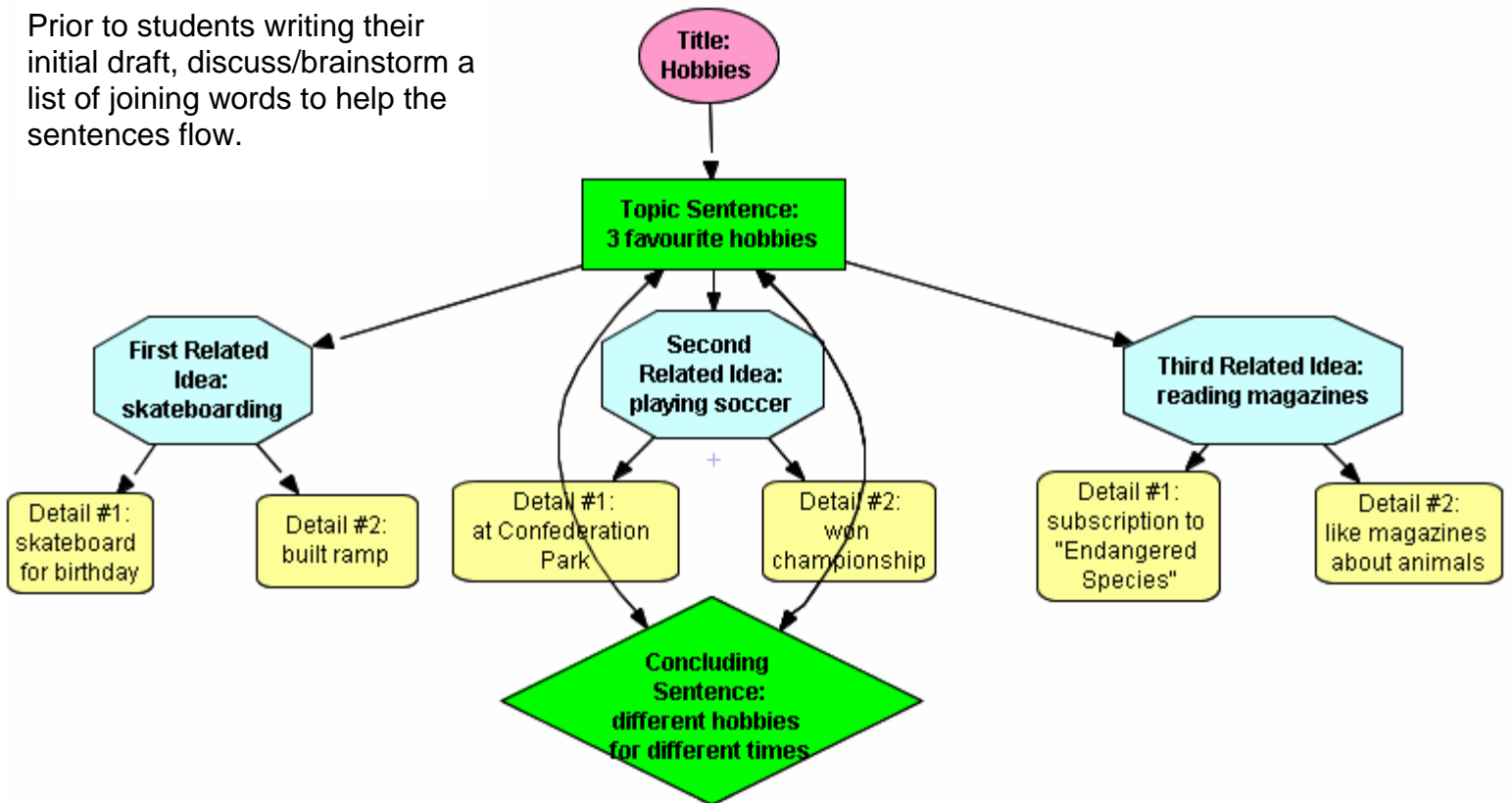


2. A detailed paragraph joins detail ideas to related ideas.

Again, use colour coding to differentiate parts of the paragraph.



Prior to students writing their initial draft, discuss/brainstorm a list of joining words to help the sentences flow.



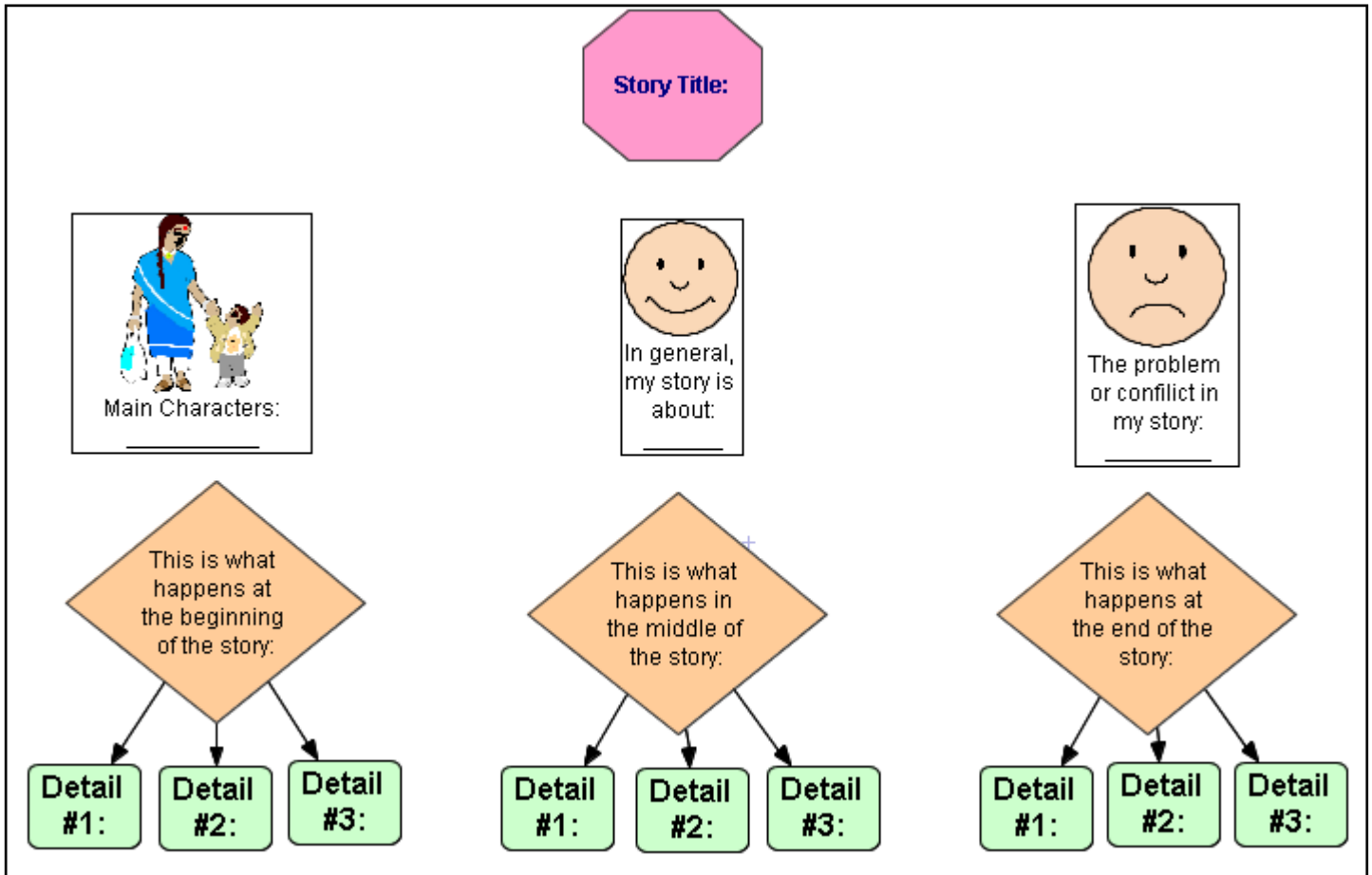
Most graphic organizer software allows users to automatically convert their organizer into an outline:

- Title: □My Hobbies□
  - Topic Sentence: □3 favourite hobbies□
    - ◇ First Related Idea: □skateboarding□
      - Detail #1: □skateboard for birthday
      - Detail #2: □built ramp
    - ◇ Third Related Idea: □reading magazines□
      - Detail #1: □subscription to "Endangered Species"
      - Detail #2: □like magazines about animals
    - ◇ Second Related Idea: □playing soccer□
      - Concluding Sentence: □different hobbies for different times□
      - Detail #1: □at Confederation Park
      - Detail #2: □won championship

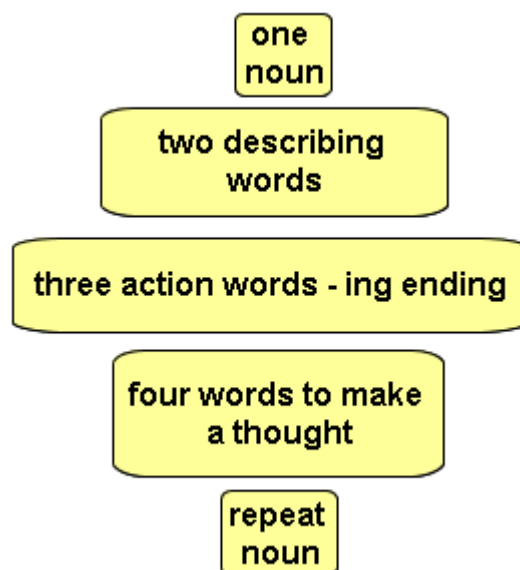
Students can then change their point form notes into complete sentences directly on the outline, if desired. Then they copy and paste these sentences into a word processor or other software program for their initial draft. (Or they can begin writing their first draft in a word processor, using the original point form organizer without using the outline feature.)

- Title: □My Hobbies□
  - Topic Sentence: □I have three favourite hobbies that occupy much of my spare time.
  - ◇ First Related Idea: □One hobby is skateboarding.
    - Detail #1: □I was so excited to get a skateboard from my parents for my tenth birthday.
    - Detail #2: □My friend, Jason, and I built a ramp at the end of our court. We used some boards that were in our garage.
  - ◇ Second Related Idea: □Another hobby that I enjoy is playing soccer.□
    - Detail #1: □My team, the Crusaders, plays every weekend at Confederation Park.
    - Detail #2: □Last year we won the championship; but I don't think we will this year.
  - ◇ Third Related Idea: □Also, I enjoy reading magazines.□
    - Detail #1: □About two years ago, my grandmother started a subscription for me for the magazine, "Endangered Species".
    - Detail #2: □I really like magazines about animals, especially unusual ones.
  - Concluding Sentence: □These are my favourite hobbies, and I choose the one I want to do based on how I'm feeling.□

3. This is a sample organizer template that could be created by the teacher for students to use in the pre-writing stage, in order to plan out their creative writing stories. Alternatively, students can generate their own story organizer by using graphic organizing software.

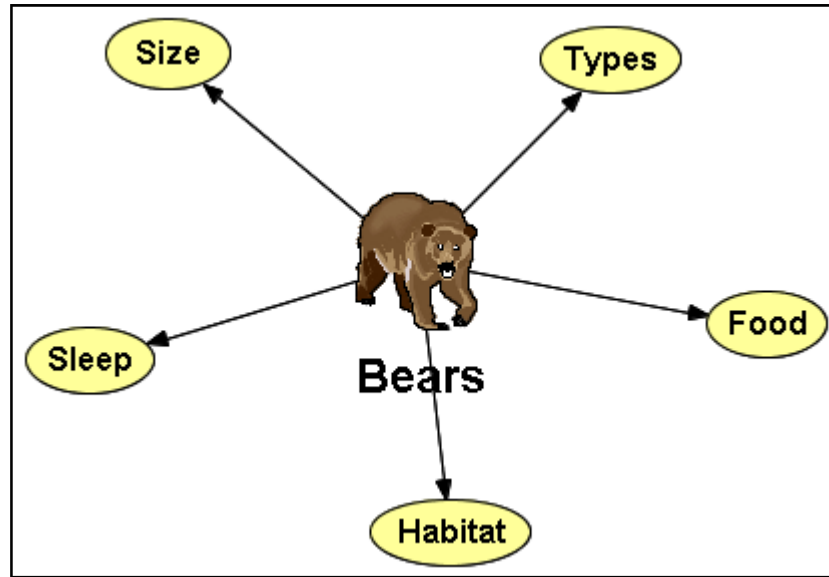


4. Graphic organizer templates can be used for various types of poetry. Here is a diamante poetry template.





5. For report writing where research is involved, students can use a graphic organizer to brainstorm areas of focus that they would like to find out more about, related to a topic.



As they gather Information, it can be added to the organizer, in point form, and attached to the appropriate area of focus. If using the Internet for information, students can move between the website and their electronic organizer by clicking on the appropriate button near the bottom of the screen. Additional areas of focus can also be added at this time. The diagram can then be converted to outline form, if desired, prior to writing the first draft of the report.

