

# Graphic Organizers & Learning

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Presentation by Dearly Ebony, M.A., Ed. Diag

- *Graphic Organizers can be used across all curriculums, not just in English, Reading, & Writing.*
- *Graphic Organizers in this presentation were done in real lessons either by myself or by teachers I instructed/coached.*



# Graphic Organizers & Learning

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- Allows the learner to compress information and focus on topic  
*(McKenzie, 1997)*
- Aids in comprehension
- Clarifies key ideas *(Novak & Gowin, 1984)*
- Brainstorming *(Valenza 2005)*
- Provides Scaffolding
- Manageable & better thinking through concepts

# Theories

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- **Maslows's Hierarchy of Needs:** Factors Influencing Learning
- **Gardner's Multiple Intelligence:** Categories of Learning
- **Hermann's Whole Brain Learning:** Use of Graphic Organizers to learn.

# Graphic Organizers

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- Promote **Inquiry** Based Learning
- Promote **Literacy** Across Curriculum

# Graphic Organizers & Learning/Literacy

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- Cause and Effect
- Inferences
- Predictions
- Comparing & Contrasting
- Problem & Solutions
- Sequencing Events

# Literacy

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- Literacy is the ability to **read, view, write, design, speak and listen** in a way that allows us to communicate **effectively** and to make sense of the world.

# Inquiry Learning is active learning via:

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- Posing Questions
- Problems or Scenarios
- Research
- Presentations
- Reflections
- Transmitting Knowledge

Graphic Organizers Serve

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ALL learners

*ELL, SpEd, GenEd, GT*

## How So?

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- Graphic organizers enable our scholars to literally **see connections** and **relationships** between facts and information.

# Work Sample 1

Students' Work

H.O.T.: What's the Error?

Brian

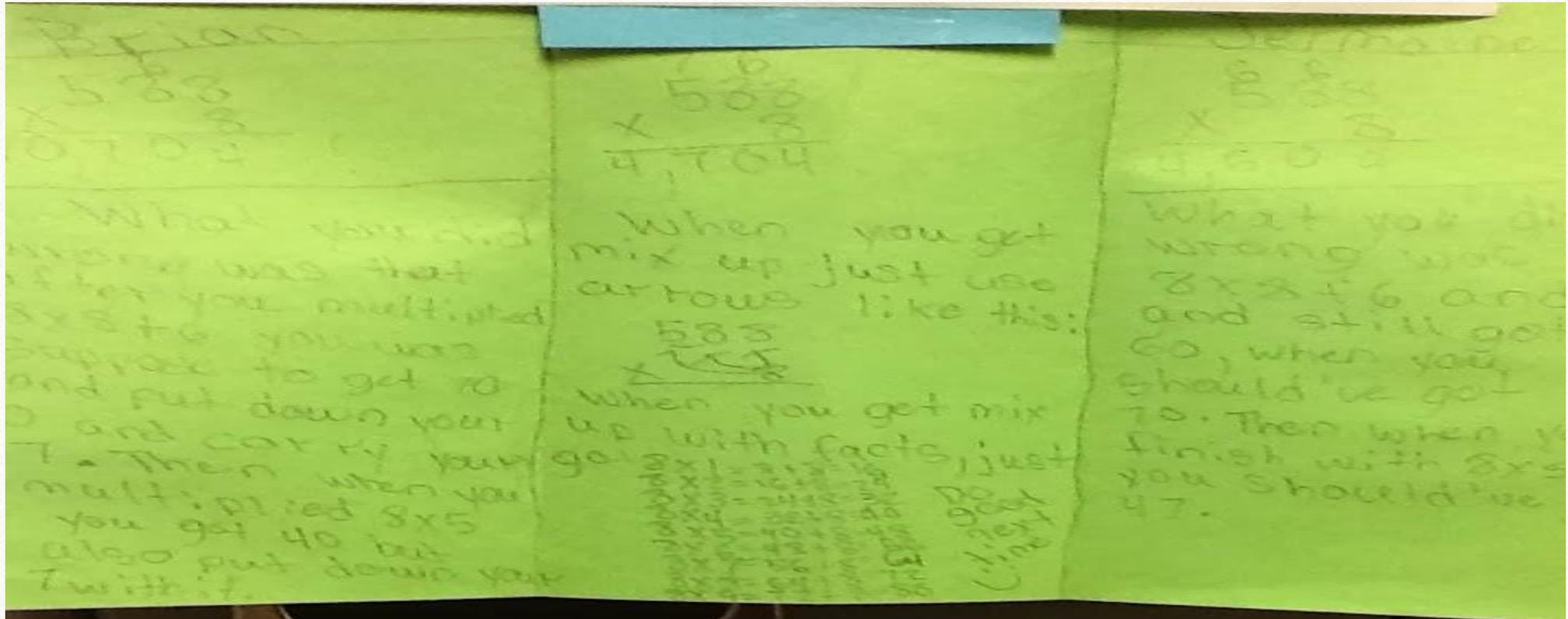
$$\begin{array}{r} \$588 \\ \times \quad 8 \\ \hline \$40,704 \end{array}$$

Jermaine

$$\begin{array}{r} \$588 \\ \times \quad 8 \\ \hline \$4,604 \end{array}$$

The image shows a bulletin board with a pink title 'Students' Work' and a blue sign 'H.O.T.: What's the Error?'. A yellow paper displays two multiplication problems. The first, by Brian, shows \$588 multiplied by 8 to get \$40,704. The second, by Jermaine, shows \$588 multiplied by 8 to get \$4,604. To the right, a Venn diagram and other student work are partially visible.

# Work Sample 2



# Work Sample 3

The image shows a student's handwritten work on a Venn diagram comparing two methods for multiplying 8 by 8. The diagram consists of two overlapping circles. The left circle contains text describing a method where the student initially got 64 but then corrected it to 64. The right circle contains text describing a method where the student initially got 64 but then corrected it to 64. The intersection contains text stating that both methods resulted in 64.

**Left Circle:**  
The  
Sermon  
advised  
that he  
was  
wrong.  
He said that  
eight times eight plus  
equals sixty.  
Next he added  
wrong. He  
added 6 plus 6  
and got 12.  
He might have gotten 64 and  
eight times eight  
equals  
fifty-four  
and 6 plus 6 equals 12, then carried the six, and 54 plus 12 equals 66.

**Intersection:**  
Same  
We both  
got 64  
when multiplying  
8 x 8  
eight times eight  
the first time

**Right Circle:**  
What I did  
was first  
eight times eight  
because I know  
my multiplication  
and I go from  
right to left  
eight times eight, 64  
Oh my 6 plus  
6 equals 12  
8 x 8 = 64  
64 + 6 = 70  
Carry my 7  
down  
54 + 6 = 60  
60 + 4 = 64

Super Teacher Worksheets - <http://www.superteacherworksheets.com>

# Work Sample 4

The image shows a handwritten work sample on a piece of paper with two overlapping circles. The left circle contains a vertical multiplication problem and a written explanation of the student's method. The right circle contains the same multiplication problem, a handwritten note about the correctness of the result, and a written explanation of a different method.

**Left Circle:**

$$\begin{array}{r} 7 \quad 6 \\ 588 \\ \times 7 \\ \hline 4104 \end{array}$$

what i did  
was I multiplied  
588 x 7 so I started  
from right to left  
8 x 7 = 64 write the  
4 and carry the 6  
5 x 7 = 35 put the  
5 down and carry the  
3 to the 8 x 7 = 40 + 3 = 43  
7 x 7 = 49 + 4 = 53  
5 x 7 = 35 + 3 = 38  
so the answer is 4104

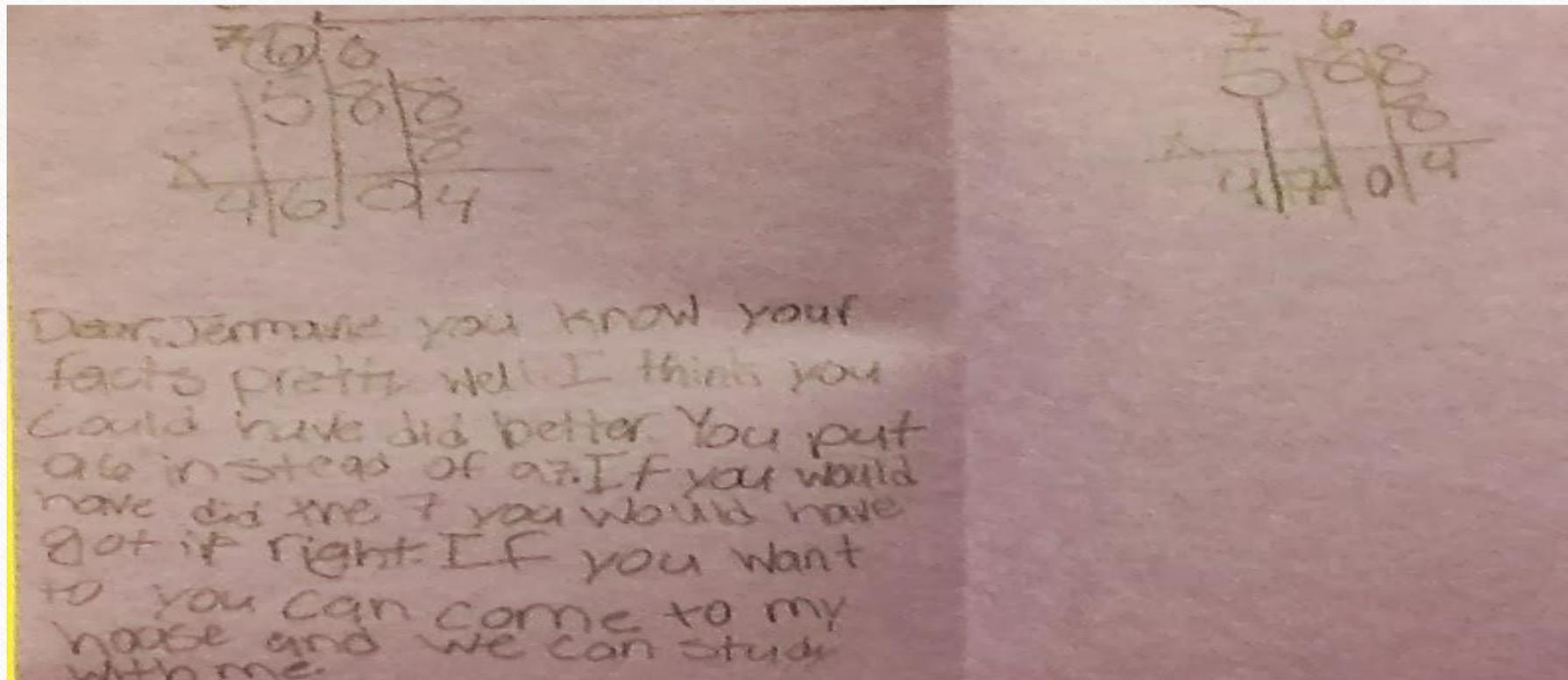
**Right Circle:**

$$\begin{array}{r} 6 \\ 588 \\ \times 7 \\ \hline 40704 \end{array}$$

we got it  
correct and  
the ones and  
tens places

so what Brian  
did was he multiplied  
8 x 7 = 64 put the 4 down  
and carry the 6 so now  
8 x 7 = 64 + 6 = 70 he got  
the zero but did not  
carry the 7 so then  
where did he get  
zero from so  
this is what he  
did.

# Work Sample 4



# Sequencing in Math

$$\begin{array}{r} 588 \\ \times 8 \\ \hline \end{array}$$

**Sequence Chain**

First, multiply the numbers in the ones place.



Next, multiply the eight in the ones place by the eight in the tens place



Finally, multiply the eight in the ones place by the five in the hundreds place.



[Empty box for student response]



[Empty box for student response]



[Empty box for student response]

$$\begin{array}{r} 76 \\ 588 \\ \times 8 \\ \hline 4,704 \end{array}$$

Sequence Chain

First, multiply the numbers in the ones place.



Then, place the four in the ones place & the six over the eight in the tens place.



Next, multiply the eight in the ones place by the eight in the tens place.



Now, I will add my product with the six.



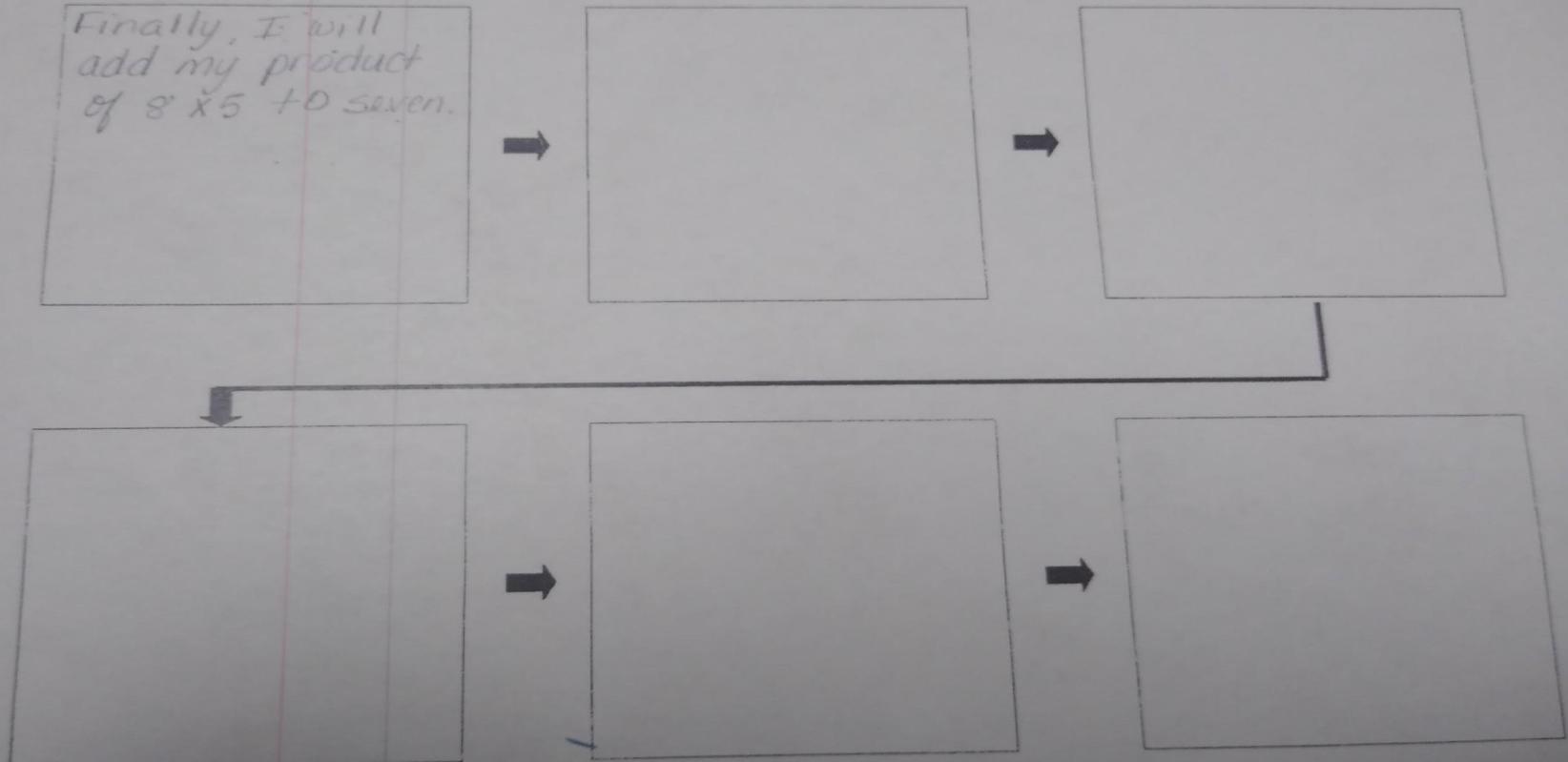
place the zero in the tens place and the seven over the five.



multiply the eight in the ones place by the five in the hundreds place.

Finally, I will  
add my product  
of  $8 \times 5$  + 0 seven.

Sequence Chain



Name: \_\_\_\_\_



Date: \_\_\_\_\_

9.22.20

Class Period: \_\_\_\_\_

3<sup>rd</sup>

What's the error?

Brian

$$\begin{array}{r} 588 \\ \times 8 \\ \hline 40,704 \end{array}$$

Jermaine

$$\begin{array}{r} 588 \\ \times 8 \\ \hline 4,694 \end{array}$$

Name: \_\_\_\_\_



Date: \_\_\_\_\_

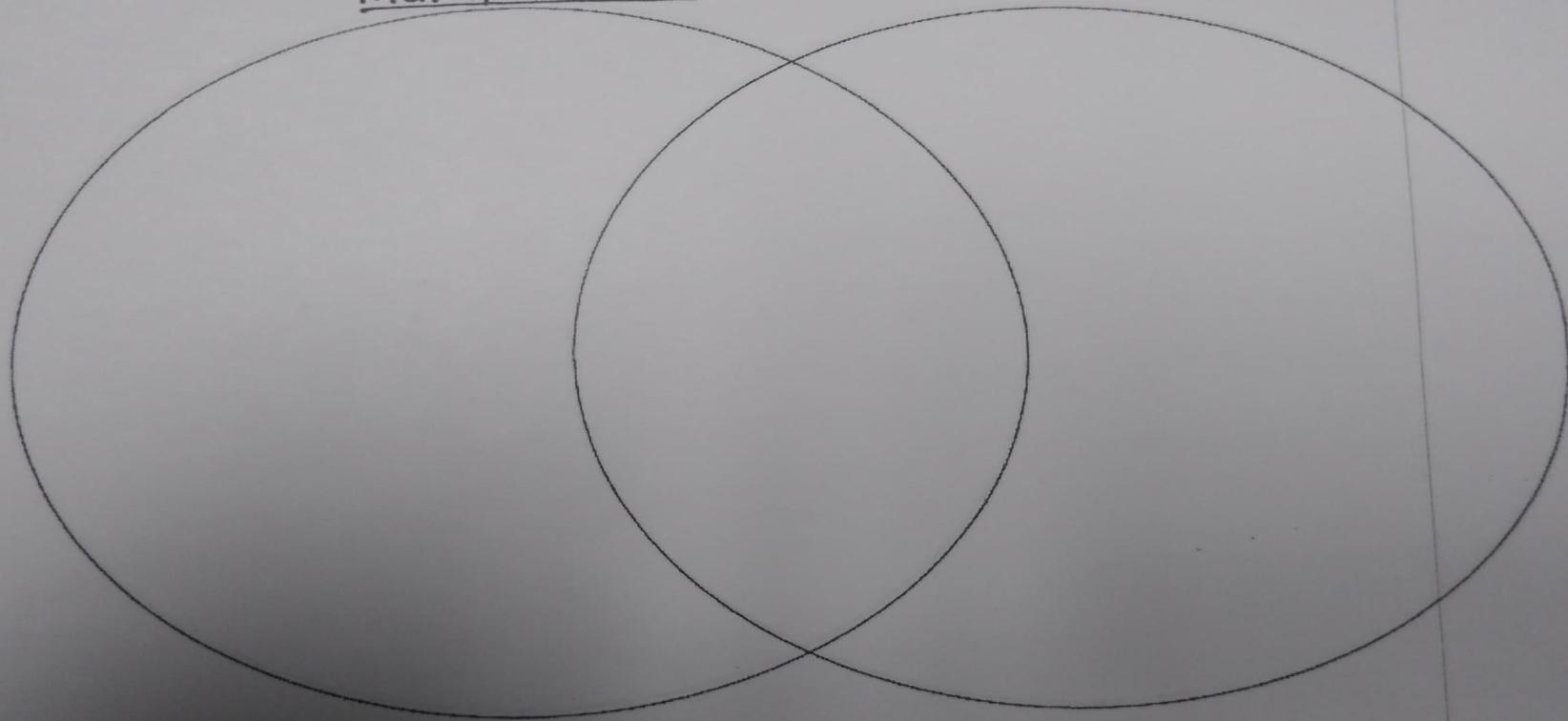
9.10.20

Class Period: \_\_\_\_\_

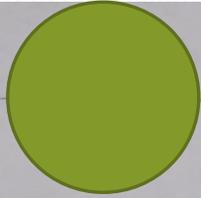
3

Multiplication

Division



Name: \_\_\_\_\_



Date: \_\_\_\_\_

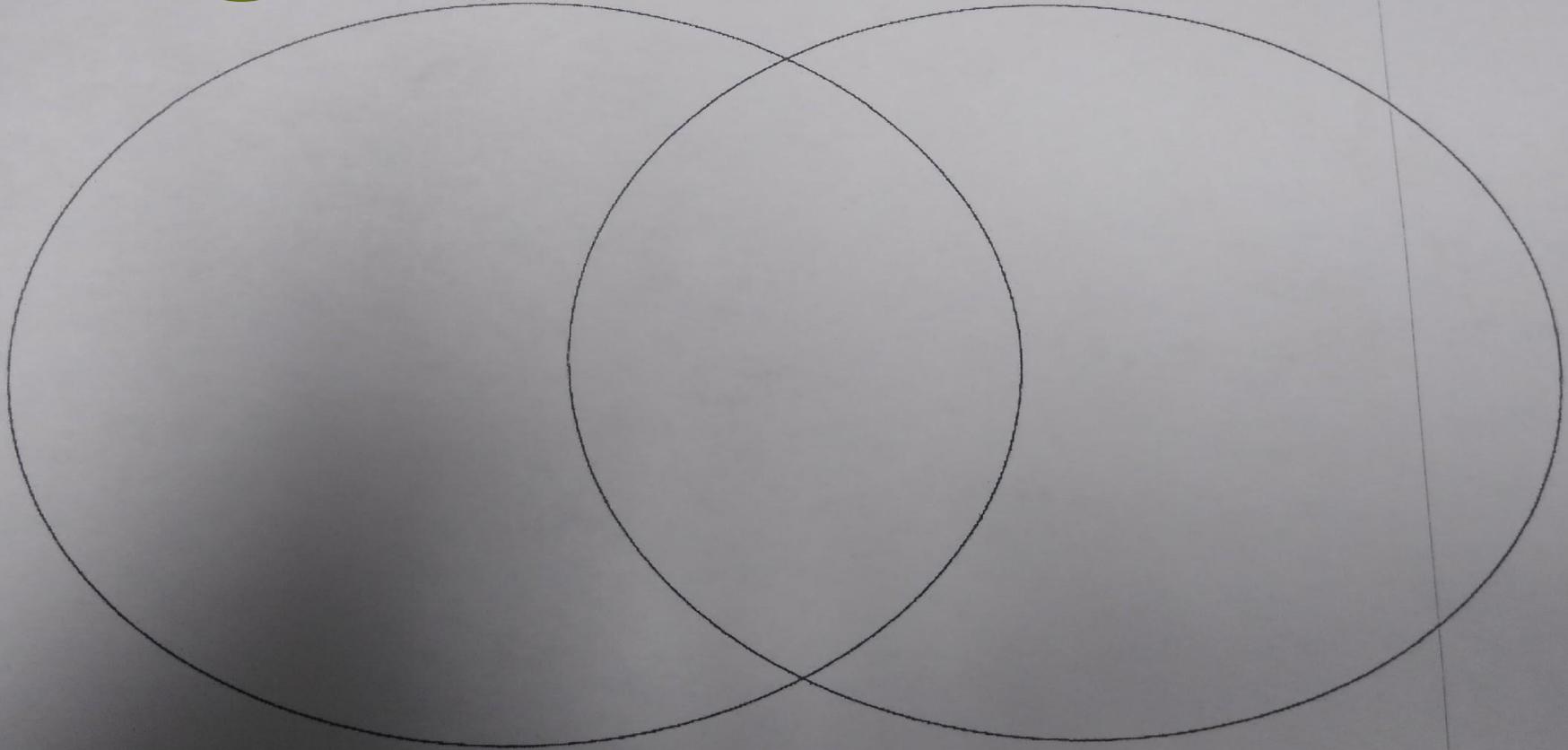
9.10.20

Class Period: \_\_\_\_\_

3

6<sup>th</sup> grade Concept

7<sup>th</sup> grade concept



# Learning Theory

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- The human mind naturally organizes and stores information

*Graphic Organizers are the visualizations of these mental storages, and serve to support students in remembering and connecting information.*

Section

# India

## Land

1.

2.

## Economy

1.

2.

## History

1.

2.

## Religion

1.

2.

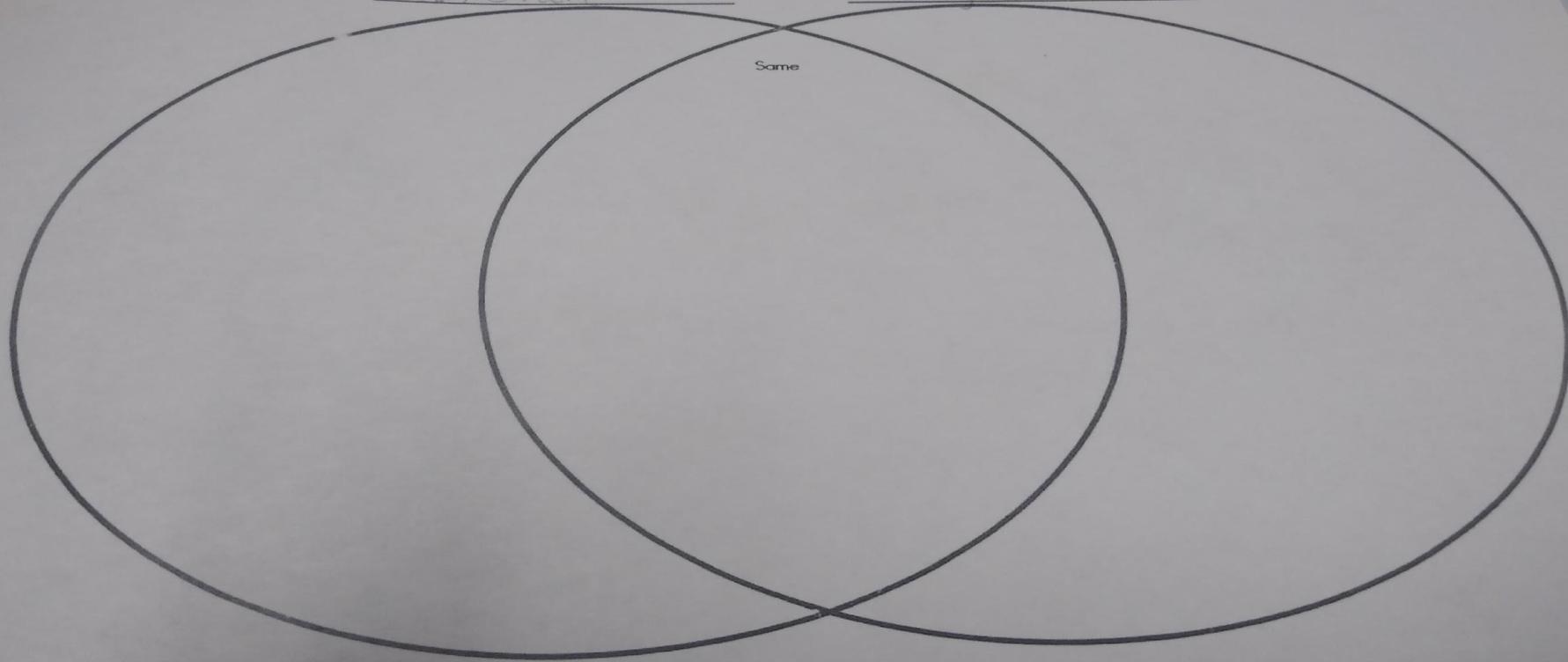
Section 2

Name: \_\_\_\_\_

Venn Diagram

Pakistan

Bangladesh



Section 3

Country

Economic Activities

Nepal

Bhutan

Sri Lanka

Maldives

*Physical  
Feature*

*Effect on  
Egyptians*

<i>Physical Feature</i>	<i>Effect on Egyptians</i>

## Anticipation Guide

### Ancient Indians

**Predict** which of the following in each group **did not** exist 10,000 years ago. You may correct your **predictions** as you read and discuss.

1.	giant mammals	fish	farmers
2.	hunters	sturdy homes	saber-toothed tigers
3.	spears	weavers	nomads
4.	gatherers	animal-skin shelters	villages
5.	Ice Age	mammoths	seed planting

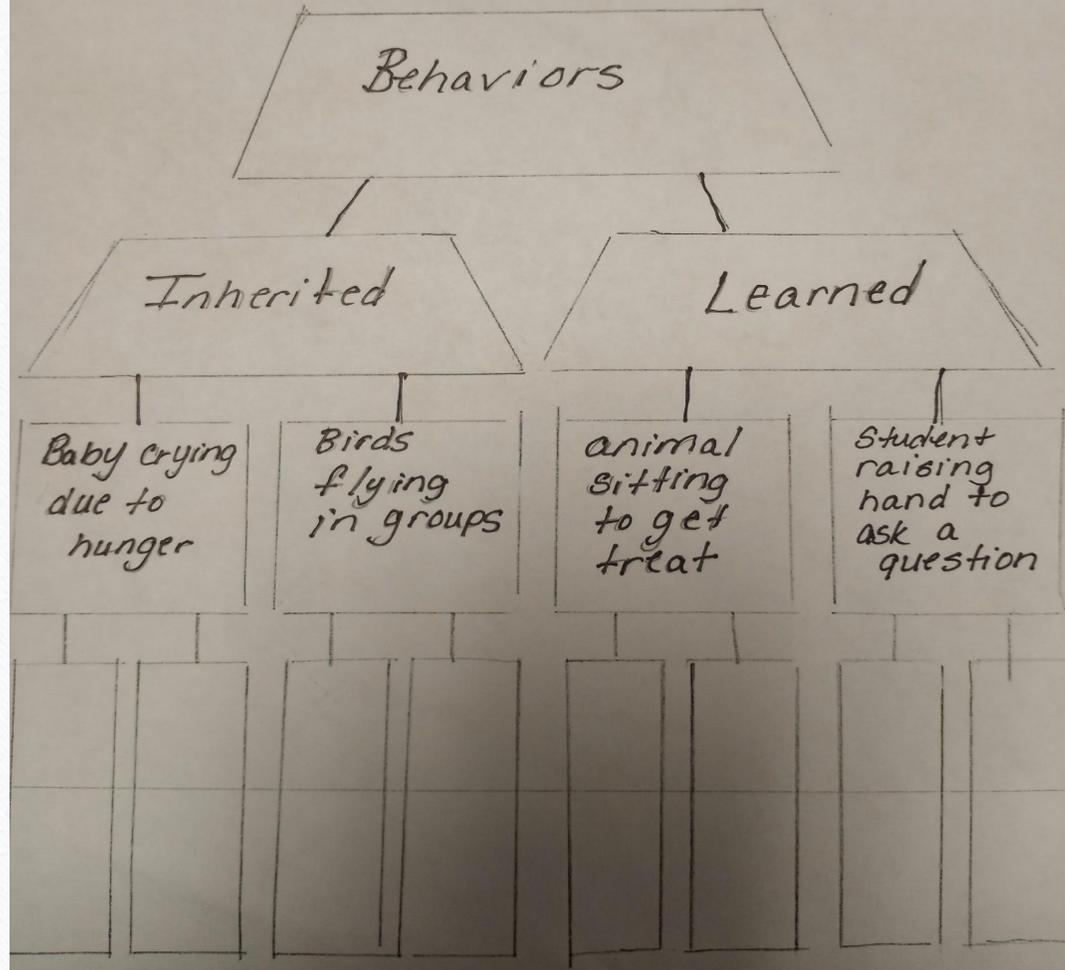
# What do we now have?

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- Whole Brain Learning

Whole Brain Learning is an approach designed toward maximizing student engagement and focusing on the way the brain is designed to learn.

Relationship Tree



# Thing 1 & Thing 2!

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- When our scholars are able to remember and assimilate information they can delve more into critical thinking.
- As learners we attend to what is novel and visually intriguing because the brain is more equipped to process images rather than text. Since graphic organizers integrate text and visual images, learners are having more whole brain experiences.

# Graphic Organizer Facts

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- Visual & Spatial
- Mind Mapping Across Ability Levels
- Both teaching & learning tools
- Organization and Structure