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| Tool: | Graphic Organizers |
| Category: | Classroom |
| Urban Specialist: | Leslie E. Smith |
| School Level: | Kindergarten students |
| Target Audience: | Novice Teachers, Kindergarten Teachers |
| References: | <p>Bourgeois, Paulett (1995). Franklin Plays the Game, New York, NYScholastic INC.</p> <p>Gregory, Gayle H. and Chapman, Carolyn. (2000). Differentiated Instructional Strategies: One Size Doesn't Fit All. Thousand Oaks, CACorwin Press, INC.</p> <p>Kerr, Judith (1998). Mog and Bunny. New York, NY: Alfred A. Knopf.</p> <p>Kirylo, James E. and Millet, Courtney P. (2000). Graphic Organizers: An Integral Component to Facilitate Comprehension During Basal Reading Instruction. Reading Improvement, 37 (4), 179 – 186.</p> <p>Marzano, R. J., Prickering, D. J., Arredondo, D. E., Blackburn, G. J., Brandt, R. S. and Moffett, C. A. (1992). Dimensions of learning: Teacher manual. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Merkley, Donna M. and Jefferies, Debra (2001). Guidelines for Implementing a Graphic Organizer. The Reading Teacher, 45 (4), 350 – 357.</p> |

Rationale: Increases knowledge retention. Helps students organize complex concepts

Description:

Using three storybooks, this tool helps students learn to organize and sequence story events. T-charts were presented as a method to organize information. The students expanded it from T-charts to charts divided in to fourths. First, Franklin Plays the Game was read to the students. They were asked to draw a picture of what happened at the beginning of the story and what happened at the end. Two weeks were spent using T-charts organizers with the students. The organizers were drawn during whole group discussion. The first one was modeled for the students. For the next organizers, the students were active participants by sharing their ideas, and they helped draw the T-charts. On the third week, Mog and Bunny was read to the students. They were given paper and asked to draw the beginning and end of the story. Many children surpassed expectations by drawing the beginning, middle and end of the story using a chart divided into three parts.