

Minutes of Evidence Curriculum & TRP

Ideas for using graphic organisers

Model

- When introducing students to a graphic organiser, teachers should describe its purpose, model its use, and provide students with opportunities for practice.
- Place a copy on the board, project it on a screen, or provide it in a handout so that the students can easily see the graphic organiser. Ask the students to look and listen because they will be asked to do the same thing later.
- Talk out loud ('walk-through' the process) as you fill in the various sections. Let your students hear your thinking processes.
- Write on the organiser, modelling what you expect of the students (e.g. key words, phrases, images)

Work Together – at least initially

Although graphic organisers can and should be differentiated according to each student's learning situation and need, when first introducing students to the concept of a graphic organiser, teachers can model the use of a single organiser and guide the entire group to use the same organiser. This allows students to learn from one another and focus on the learning task rather than getting bogged down on *how* to use the organiser.

Choice

When students have had some experience using graphic organisers, you can begin to offer them choices of organisers they would like to use in order to complete a task. This is a key step in the path of competency development learning. For instance, in planning Internet research, some students may use a detailed organiser that breaks down the learning steps and other students may select a graphic organiser that simply keeps track of their research path. Once students become comfortable with using various graphic organisers, they can be encouraged to develop their own or they may no longer need to use one at all.