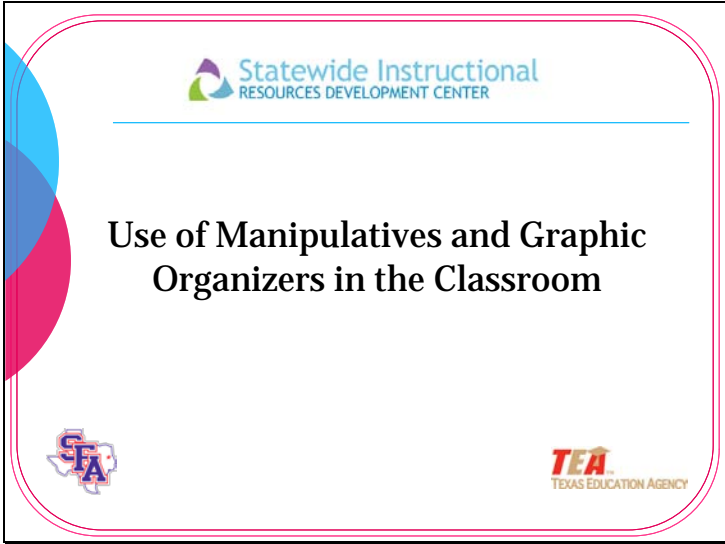



Slide 1





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Slide 3



Introductions

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3



**Statewide Instructional Resources Development Center
Education and Training, Hospitality and Tourism, Human Services
Stephen F. Austin State University
Grant Team Leaders**

- Sandra Ann Delgado
CTE Associate Project Director
Stephen F. Austin State University
- Deborah Woodward
CTE Curriculum Specialist
Stephen F. Austin State University
- Cynthia Moreno
CTE Curriculum Specialist
Stephen F. Austin State University
- Hailey McCleskey
CTE Administrative Assistant
Stephen F. Austin State University

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Statewide Instructional
RESOURCES DEVELOPMENT CENTER

Provides FREE instructional resources


- **Education and Training**
- **Hospitality and Tourism**
- **Human Services**

<http://cte.sfasu.edu/>

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This presentation is sponsored by, and will be available on the SIRDC website. Stress that all resources are free. Encourage participants to sign up to receive newsletters and updates.




Brief Overview of Educational Excellence Grant Goals

- Provide free instructional resources for Texas teachers
- Focus on the needs of new teachers
- Assist with resources that will meet the need of special populations and non-traditional students

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Our main objective is to provide FREE instructional resources for the CTE teachers in the career cluster areas of Education and Training, Hospitality and Tourism and Human Services. We exist due to an Educational Excellence grant that has been awarded to Stephen F. Austin State University by the Texas Education Agency




Today's Session Topics

Participants will engage in the following:

- assessing methods of increasing reading and writing skills through the use of Manipulatives and graphic organizers
- distinguishing the advantages of using manipulatives and graphic organizers in the classroom
- constructing manipulatives which can be used for CTE courses


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Introduction to Effective Use of Manipulatives and Graphic Organizers in the Classroom


According to Chow, Woodford, and Maes (2011), alternate learning activities and environments:

- student understanding and retention can be enhanced and improved
- incorporating alternative activities (games, exercises and simulations) can stimulate student interest



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According to Chow, Woodford, and Maes (2011), “Student understanding and retention can be enhanced and improved by providing alternative learning activities and environments. Education theory recognizes the value of incorporating alternative activities (games, exercises and simulations) to stimulate student interest in the educational environment, enhance transfer of knowledge and improve learned retention with meaningful repetition.”



Strategies for working with learners
classified as Limited English Proficient (LEP) include:

- use of visuals
- use of graphic organizers
- use of multiple assessment strategies

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Teachers can use graphic organizers and visuals to explain the lesson in detail to Limited English Proficient learners.



use of visuals (photos, illustrations, maps, and charts)

use of graphic organizers (trees, webs, Venn diagrams)

use of multiple assessment strategies

Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text and develop their writing skills. It can help students organize the information visually.

Strategies for working with learners classified as Limited English Proficient (LEP) include:

Use of a Personal Dictionary	Sentence Starters
	

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Two learning strategies teachers can use for Limited English Proficient (LEP) learners are a personal dictionary and a sentence starter.

Personal dictionary— Teachers can have students document the information, using an index card per word, and create their own personal dictionary. This is variation of the Four Corners Vocabulary activity. The left hand corner of each index cards can be hole punched and deck can be held together with an over-sized notebook ring. Students choose words from the word wall, other wordlists, and/or words encountered in text. They record their words on note cards or in a note book which becomes their personal dictionary. Students are encouraged to use drawing, reflection, and their native language when defining the meaning of terms. (Adapted from Echevarria, Vogt and Short, 2008) Students can collect and record words in their personal dictionary throughout the semester or year. It can also be used as a study guide for the students to quiz themselves or each other.

Sentence Starters—This is called self assessment of word knowledge. Students rank their knowledge of new words from the word wall or other word lists using total response signals or sentence starters. Responses range from no familiarity with the word, to understanding it well, to being able to explain it to others. (Adapted from Diamond and Gutlohn, 2006)

Students will be able to use and reuse words in meaningful ways in speaking and writing activities that build concept and language attainment. These two learning strategies can also be used for special needs students.

Strategies for working with learners classified as Limited English Proficient (LEP) include:

Four Corner Word Wall/ Vocabulary Activity **Article Stop and Jot**

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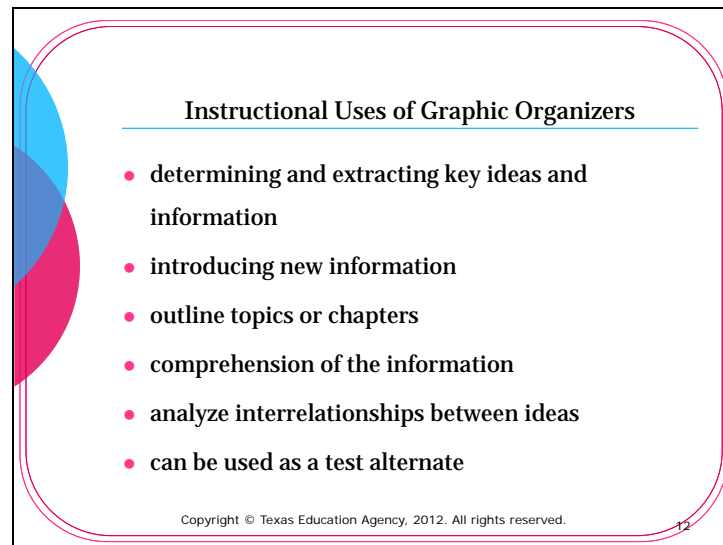
Two learning strategies teachers can use for Limited English Proficient (LEP) learners are a Four Corner Word/Vocabulary Activity and an Article Stop and Jot.

Four Corner Word Wall/Vocabulary Activity– This is a great instructional strategy for English Language Learners. To process new vocabulary, the student uses paper divided into four sections labeled term, definition, sentence, and illustration. Additional boxes may be drawn on the back of the page if needed.

Article Stop and Jot--Have you ever assigned a reading/summary assignment only to discover that half of the class did not complete the task? The *Article STOP and JOT” may be the solution to this problem. Students will STOP after reading EACH paragraph and JOT down its main idea or key points. This strategy will allow students to gather and process their finding and thoughts prior to writing a summary. Modeling the strategy prior use is recommended.

Students will be able to use and reuse words in meaningful ways in speaking and writing activities that build concept and language attainment. These two learning strategies can also be used for special needs students. For special needs students, these tools can help them to state and show a knowledge of concepts that may be complex for them to express with customary written or essay assessments.

These two resources can be found on our website under Classroom Essentials then click on Instructional Strategies at <http://cte.sfasu.edu/classroom-essentials/instructional-strategies/>



Instructional Uses of Graphic Organizers

- determining and extracting key ideas and information
- introducing new information
- outline topics or chapters
- comprehension of the information
- analyze interrelationships between ideas
- can be used as a test alternate

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According to the International Center for Leadership in Education, graphic organizers are an excellent instructional tool. Some graphic organizers are suitable for certain content and types of information than others. As a teacher, you need to determine which type of graphic organizer to use with your lesson. This will allow the students to appropriately record the information and increase the value of the graphic organizer.

According to Marzano and Heflebower, *Teaching and Assessing 21st Century Skills*, a very powerful and popular way to help students generate patterns and mental models is to use graphic organizations, also known as graphic organizers. Graphic organizers allow students to see and make crucial connections between ideas. Graphic Organizers are tools that allow students to organize information in a meaningful way.

Howard Gardner of Harvard has identified seven distinct intelligences. According to Howard Gardner, he says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means." The learning styles which graphic organizers are the most beneficial are as follows:

Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, and daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and are taught through physical activity, hands-on learning, and acting out, role playing. Tools include equipment and real objects.



Instructional Uses for Graphic Organizers

Use of graphic organizers may be incorporated:

- before instruction
- during instruction
- after instruction

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In 1992, Jay McTighe in his book “Graphic Organizers: Collaborative Links to Better Thinking”, outlined three main ways teachers may use graphic organizers in their teaching and a number of ways that students can use them to aid in the learning process.

Before instruction, teachers may use a graphic organizer to attempt to provide structure for the presentation of new material while indicating relations between ideas. Teachers can elicit information from students by creating a graphic organizer on the blackboard to get an accurate idea of students’ prior knowledge.

During instruction, graphic organizers can help students to actively isolate, process and reorganize key information. This is because graphic organizers allow students to approach subjects cognitively because they assist thinking. The student must take an active role in learning while processing and reorganizing information. Modifying an organized structure of information gives students an opportunity to learn from their own mistakes. It also allows students to construct maps that are appropriate to their individual learning styles.

After instruction, students can construct their own organizers using the full text to isolate and organize key concepts. This summarization technique is a tool to see if students can interpret what was being taught and state it in concise, accurate terms. Post-instruction graphic organizers also encourage elaboration. If a student can connect prior knowledge with what was learned and identify relationships between those ideas, they are actively learning.

When introducing students to a new graphic organizer, you should describe its purpose, model its use, and provide students with opportunities for guided practice. Once students become comfortable with using the organizer, more independent applications are appropriate. In the end, you should encourage and assist students to create their own organizers.



Choosing Appropriate Graphic Organizers

- What type will best support the purpose of the lesson?
- Which graphic organizer is developmentally appropriate?
- How will the class use this tool?

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What type will best support the purpose of the lesson? Think about what you consider the learning goal will be and what the student expectations will be. Once you have decided on this, then select the best graphic organizer for you lesson. For example if you want student to generate ideas to identify the seven areas of a nutrition facts label, a clustering web could be used. If you want students to show the cause and effect of multiple ideas and their interrelationship on an outcome/consequence/event, then a fishbone diagram would be appropriate.

After you identify the organizer which best correlates with your instructional lesson, then you need to consider if the form and structure of the organizer are appropriate for the developmental level of your students. For high school students, state the steps in using the organizer clearly so that the students can work independently to use and design the graphic organizer.

Students need to understand that a graphic organizer is an interactive tool. Will the students use the organizer individually, in pairs, or in groups? Will the organizer be part of the whole group instruction or will it be included in independent learning?

Choosing Appropriate Graphic Organizers

- How will you analyze the effectiveness of the organizer?
- Are you going to include graphic organizers in all your lesson plans?



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After you have completed your lesson, analyze the effectiveness of the organizer? Did the students comprehend the information? Were your student expectations met with the use of the organizer? Would the selection of another graphic organizer have made the lesson more effective?

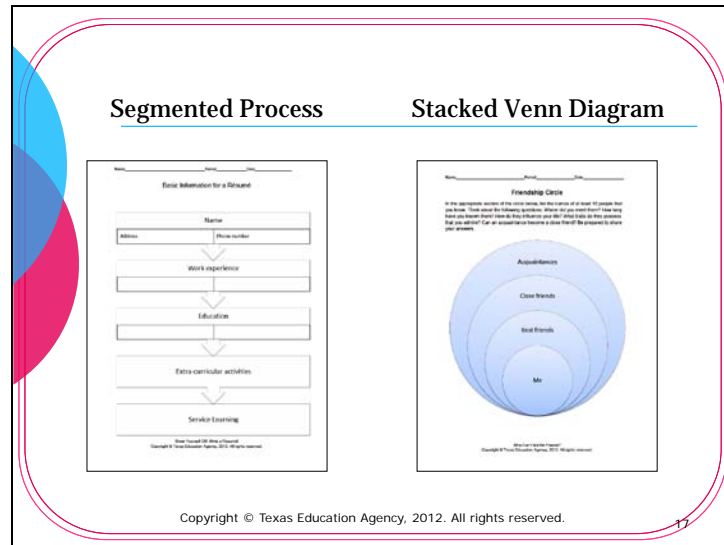
If you decide to use graphic organizers throughout the year, your students need to understand the benefits of using the organizers. Students will be able to eventually use the graphic organizers independently, use them as a study guides and use them to reinforce the concepts.

Vertical Arrows List

The image shows two examples of vertical arrows lists. The first example is titled "A Little Thing that Changes EVERYTHING Notetaking" and lists five items: Prenatal Care, Financial Responsibilities, Relationships and Parenting, What is a Birth Defect?, and Special Needs Child. The second example is titled "Restaurant Industry Jobs/Careers" and lists three items: Service Staff, Kitchen Brigade, and Management. Both lists use blue boxes for the items and grey arrows pointing right. The page number 16 is visible in the bottom right corner of the slide frame.

The vertical arrows list is used to show a progression or sequential steps in a task, process, or workflow that move toward a common goal. This works well for bulleted lists of information.

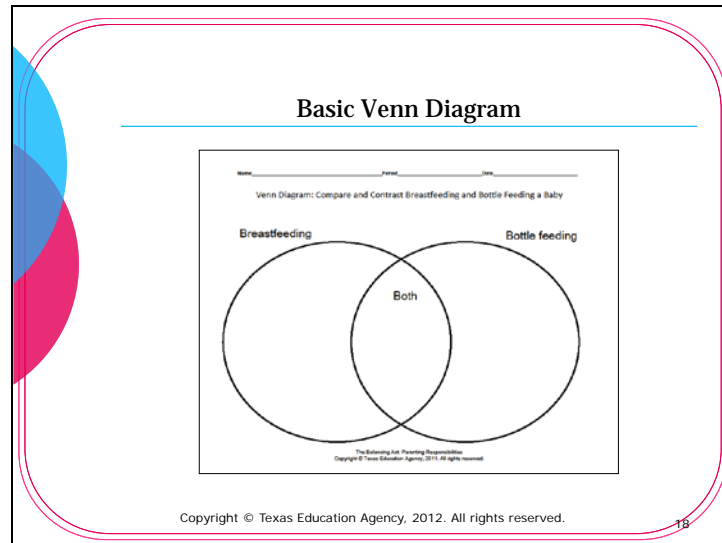
Lesson: A Little Thing that Changes Everything Notetaking for Child Development course
Lesson: Careers in the Restaurant Industry: Connecting Education and Employment, Restaurant Industry Jobs/Careers in Restaurant Management course.



A segmented process is used to show a progression or sequential steps in a task, process, or workflow. It emphasizes the information by organizing the information into general statements with supporting details, since each line appears in a separate shape.

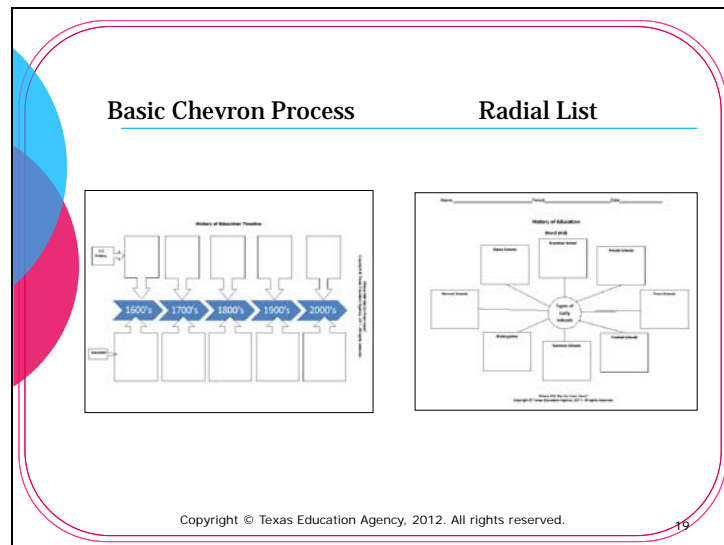
A stacked Venn is used to show overlapping relationships. This concept patterns organize information around a word or phrase that represents characteristics or connections of people, places things or events. A good choice for emphasizing growth or graduation.

Lesson: Show Yourself Off: Write a Résumé! for Practicum in Human Services, Practicum in Hospitality Services, Practicum in Education and Training and Practicum in Culinary Arts.
Lesson: Why Can't We Be Friends? for Interpersonal Studies.



A basic Venn diagram is used to show overlapping or interconnected relationships. Venn Diagrams are graphic organizers used to compare and contrast concepts. As in this Venn Diagram, you can compare and contrast breastfeeding and bottle-feeding a baby. The center area is to show the relationship between the two concepts.

Here is another approach to a type of Venn diagram. The accordion overlay can be used to compare and contrast concepts and show the relationship between the two concepts. We will learn to construct one later in this presentation. (Display the accordion overlay organizer.)



Basic chevron process is used to show a progression; a timeline; sequential steps in a task, process, or workflow; or to emphasize movement or direction. In this graphic organizer, the writer added an additional shape to allow the students to insert their information.

Radial list is used to show relationships to a central idea in a cycle. The center shape can contain a picture.

Lesson: Both graphic organizers are from lesson-- Where Will We Go From Here? Instructional Practices in Education and Training.

Clustering Web

Name _____ Period _____ Date _____

Instructions: In the boxes below, write down brief descriptions of project options of interest. Evaluate your options and write down the project you select.

MY END OF COURSE PROJECT OPTIONS

Project proposal

End of Course Project Options
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A clustering web generates ideas, images, and feelings around a stimulus word. One idea builds on another, enabling students to enlarge or categorize their ideas for writing and to see patterns in their thoughts.

In this graphic organizer the teacher is asking the students to write in the boxes, brief descriptions of project options of interest. Then they are to evaluate their options and write down the project they selected. We created this graphic organizer for the End of Course Project Options lessons for all our courses.

KWL Charts

KWL Chart: What Do You Know About Quality Child Care?

K What do I know about quality child care?

↓

W What do I want to know about quality child care?

↓

L What did I learn about quality child care?

KWL Chart: Anxiety Disorders

K What do I know about anxiety disorders?

W What do I want to know about anxiety disorders?

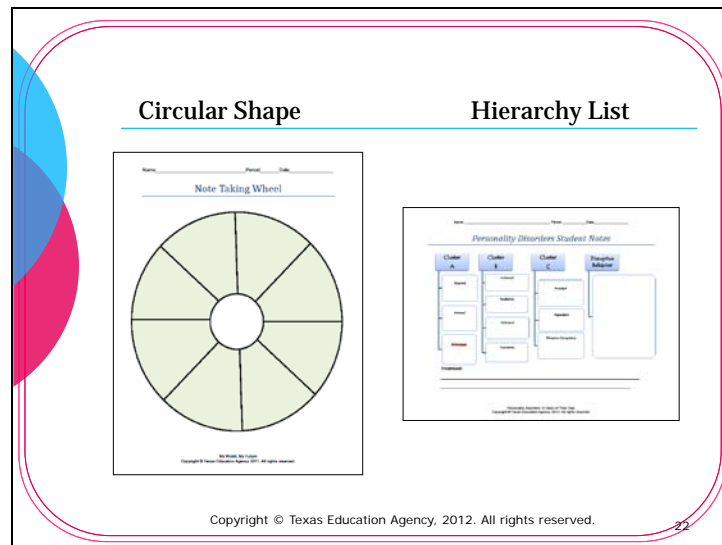
L What did I learn about anxiety disorders?

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A segmented process is used to show a progression or sequential steps in a task, process, or workflow.

KWL charts activate students' prior knowledge by asking them what they already **Know**; then students set goals specifying what they **Want** to learn; and after reading students discuss what they have **Learned**.

Lesson: Selecting Quality Child Care in Child Guidance
Lesson: Stop the Anxiety! in Counseling and Mental Health

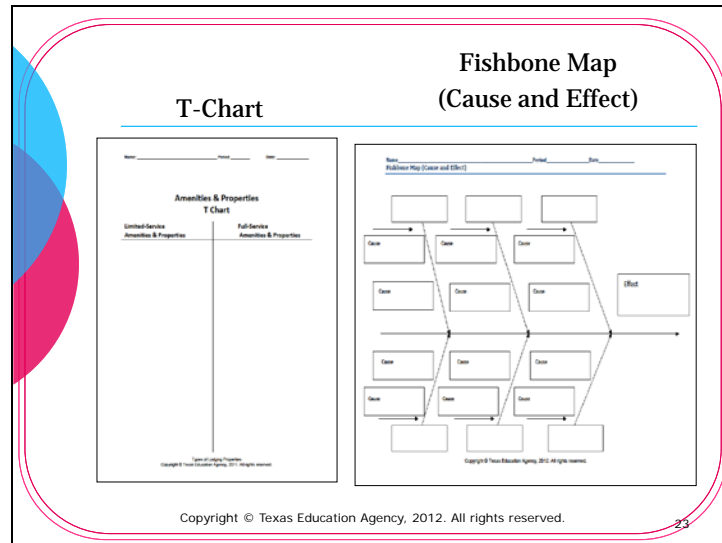


The circular shape can be used in many different ways and lessons. You can use Microsoft Smart Art and Shapes to design a circular shape graphic organizer.

The hierarchy list is used to show hierarchical relationships progressing across groups. Patterns organize information into general statements with supporting details. It can also be used to group or list information.

Lesson: My World, My Future in Dollars and Sense course

Lesson: Personality Disorders: A Class of Their Own in Counseling and Mental Health course.



The t-chart can be used to examine two facets of an object, situation, or event and to make comparisons related to a variety of subjects and content areas. The T-Chart is a handy graphic organizer students can use to compare and contrast ideas in a visual representation. Students will enjoy the easy format in which they can list similarities and differences between two different kinds of events or ideas. T-charts can be used such as the pros and cons associated with it, its advantages and disadvantages, facts vs. opinions, etcetera.

Lesson: Types of Lodging Properties for Hotel Management course.

A fishbone map (sometimes called a herringbone map) is a type of graphic organizer that is used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in a simple, visual way. The use of color helps make a fishbone map clearer and easier to interpret.

If the topic at hand involves investigating attributes associated with a single, complex topic, and then obtaining more details on each of these ideas, use a fishbone diagram as your graphic organizer. The fishbone diagram is like a spider map, but it works for more complex topics - topics that require more details to be cited.

The process of creating fishbone diagram helps the student focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas

where the student must investigate more (where the fishbone is difficult to fill out). For example, a fishbone diagram can be used to prepare for a writing assignment; the student must concentrate on the main topic, list the big ideas concerning the topic, and think of the attributes/qualities/functions/effects associated with each of these ideas.

Basic Cycle

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The basic cycle is used to represent a continuing sequence of stages, tasks, or events in a circular flow. It emphasizes the stages or steps rather than the connecting arrows or flow.

Lesson: Hidden Epidemic in Child Development

Lesson: Careers in the Restaurant Industry: Connecting Education and Employment in Restaurant Management

Basic Cycle

Name _____ Period _____ Date _____

Nutrition Facts to Eat Healthier

Identify the seven items of the Nutrition Facts Label.
Provide examples.

Check the serving size and number of servings.

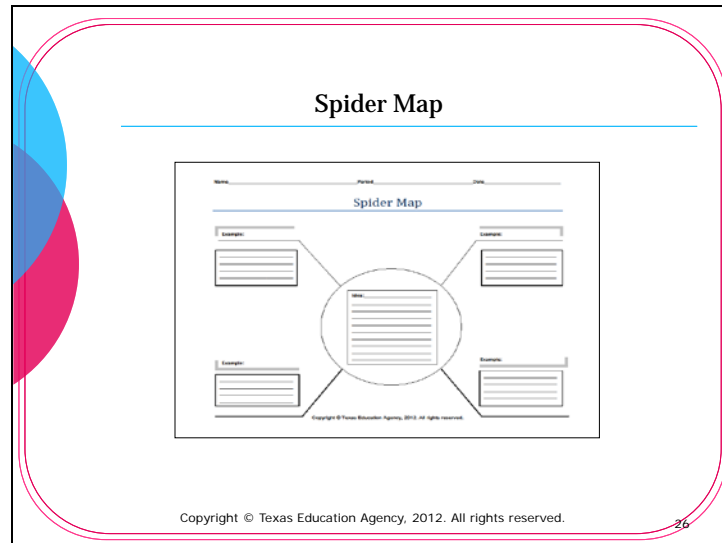
Nutrition Facts Label

From the Package: Understanding the Nutrition Facts Label
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Lesson: Inside the Package: Understanding the Nutrition Facts Label for Lifetime Nutrition and Wellness

Additional graphic organizers can be located on our website www.cte.sfasu.edu. Click on Classroom Essentials, then click on Instructional Practices.



A Spider map (sometimes called a semantic map) is a type of graphic organizer that is used to investigate and cite various aspects of a single theme or topic, helping the student to organize their thoughts. It looks a bit like a spider's web, hence its name.

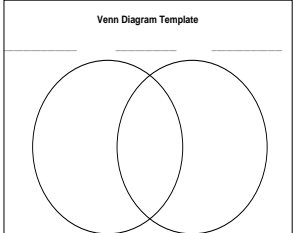
The process of creating a spider diagram helps the student focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas where the student must investigate more (where the web is hard to fill out).

If the topic at hand involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use a spider diagram as your graphic organizer. The spider diagram is like a star graphic organizer with another level of detail.

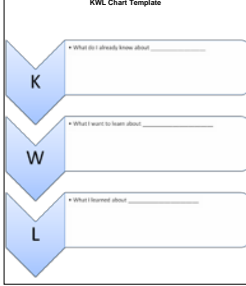
Basic Templates

Venn Diagram **KWL Charts**

Venn Diagram Template



KWL Chart Template




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Basic templates can be found on our website under Classroom Essentials then click on Instructional Strategies at <http://cte.sfasu.edu/classroom-essentials/instructional-strategies>

How To Make a Graphic Organizer

Create a SmartArt graphic and add text to it

1. On the **Insert** tab, in the **Illustrations** group, click **SmartArt**.




An example of the **Illustration** group on the **Insert** tab, in **PowerPoint 2010**.

2. In the **Choose a SmartArt Graphic** dialog box, click the type and layout that you want.
3. Enter your text by doing one of the following:
 - Click **[Text]** in the **Text pane**, and then type your text.
 - Copy text from another location or program, click **[Text]** in the **Text pane**, and then paste your text.

NOTES

- If the **Text pane** is not visible, click the control.




Resource: Microsoft Smart Art

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Slide Needs Resource: Microsoft Smart Art



How To Make a Graphic Organizer

Add or delete shapes in your SmartArt graphic

1. Click the SmartArt graphic that you want to add another shape to.
2. Click the existing shape that is located closest to where you want to add the new shape.
3. Under **SmartArt Tools**, on the **Design** tab, in the **Create Graphic** group, click the arrow under **Add Shape**.


If you don't see the **SmartArt Tools** or **Design** tabs, make sure that you've selected the SmartArt graphic. You may have to double-click the SmartArt graphic to open the **Design** tab.

4. Do one of the following:
 - To insert a shape after the selected shape, click **Add Shape After**.
 - To insert a shape before the selected shape, click **Add Shape Before**.

NOTES

- To add a shape from the **Task pane**, click an existing shape, move your cursor before or after the text where you want to add the shape, and then press **ENTER**.
- To delete a shape from your SmartArt graphic, click the shape you want to delete, and then press **DELETE**. To delete your entire SmartArt graphic, click the border of your SmartArt graphic, and then press **DELETE**.

[TOP OF PAGE](#)

Resource: Microsoft Smart Art


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How To Make a Graphic Organizer

Change the colors of an entire SmartArt graphic

You can apply color variations that are derived from the theme colors to the shapes in your SmartArt graphic.

1. Click your SmartArt graphic.
2. Under **SmartArt Tools**, on the **Design** tab, in the **SmartArt Styles** group, click **Change Colors**.




If you don't see the **SmartArt Tools** or **Design** tabs, make sure that you've selected a SmartArt graphic. You may have to double-click the SmartArt graphic to open the **Design** tab.

3. Click the color variation that you want.

Resource: Microsoft Smart Art

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How To Make a Graphic Organizer

- <https://bubbl.us/>
- Easy way to create a graphic organizer and brainstorm ideas

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Bubbl.us is a free online brainstorming application. Students can create concept maps (webs) or flow charts using this program. There are options available to save and to print your maps. The program is kid friendly with fun colors and transitions. The program allows students to create as many bubbles as they need to complete their project. They can connect and move the bubbles in various ways. Bubbles can be connected using either arrows or lines, and can be moved above, below, or at the same level as other bubbles in the maps. The students can create a new graphic organizer without signing in. A teacher can also use this to introduce new vocabulary words and topic information.




Free Graphic Organizer Templates

- http://www.educationworld.com/tools_templates/index.shtml#graphicOrganizers
- <http://www.worksheetworks.com/miscellanea/graphic-organizers.html>

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Education World: The Educator’s Best Friend offers a variety of free graphic organizers, tools and templates.

Worksheet Works.com you can create twelve different graphic organizers. It is free and worksheets may be used for educational and non-commercial purposes only.



What are Manipulatives?

- manipulatives are student-made graphic organizers, interactive, and three-dimensional
- they can be used for in-depth studies of an idea, concept, opinion, event or question




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Manipulatives help students learn and remember the important concepts. The students use both the left and right brain hemispheres when developing manipulatives. They are able to sort, categorize, remember and creatively interact with the information they learn in your class. Manipulatives can be used in any content area and with any topic.


These student created projects are visual and kinesthetic activities that assist with organization and retention of information.

Manipulatives can be used for in-depth studies of an idea, concept, opinion, person, place, event, investigation, theory, or question. What can Manipulatives be used for? They can be used for note-taking, journaling, cause- and effect, comparing and contrasting, vocabulary development, sequencing, concept mapping, tables, charts, graphics, cumulative study aids, diagrams, and as an alternative form of assessment.



How to Make a Six Door Note Organizer

<http://youtu.be/zSHi7QHZLRc>



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You can create this organizer to be a four-to-eight door organizer depending on your content. If you are going to glue this to notebook paper, remember to glue it to notebook paper first then cut it into the desired sections.



How to Make a Booklet

http://youtu.be/ppZ_6PdH7Ck



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How to Make an Accordion Overlap

<http://youtu.be/j6SWYnrbmo8>



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How to Make a Six Panel Overlap


<http://youtu.be/UIlX5mMhXyA>



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How to Make a Picture Door Organizer


<http://youtu.be/weY4PtrfM3o>



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Tips for Using Manipulatives and Graphic Organizers in the Classroom

- have all materials ready; pre-cut paper, glue, scissors, tape, rulers and markers
- create a sample for the students to view
- display manipulatives and graphic organizers in the classroom



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Remember, these are not scrapbooking projects. If students want to embellish their projects, they can take them home to work on them. Do not allow class time for this. Manipulatives and graphic organizers can be used as study guides, illustrate key points, generate ideas and concepts and most of all, help students organize the information on hand. Students can glue the graphic organizers and manipulatives in a notebook or binder along with additional information pertaining to the lesson or unit. A zip lock bag with can also be used to keep the organizers together. Punch holes on the left side for easy storage in a binder. Keep all supplies in a bin and assign one student to be in charge of taking the bin to the table, collecting the items at the end of the lesson and returning the bin to its designated area.




Review

“The first objective of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily”--Jerome Bruner

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Remember, graphic organizers and manipulatives will help the students comprehend the information and understand the relationship between different pieces of information. Asking students to complete a graphic organizer to evaluate the student’s prior knowledge will assist the teacher making decisions on how to present additional information to the students. Graphic organizers and manipulatives can enhance learning by stimulating a student's interest and retaining his attention. In order to maximize the potential benefits of the use of graphic organizers, teachers should verbalize the relationships that exist between concepts outlined in the organizer, should help students to contribute their ideas, and should establish a connection between currently learned material, and past learning.



YOUR TURN!


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Question/Answer Session



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References and Resources

Books:

Chow, A., Woodford, K., & Maes, J. (2010). *Deal or No Deal: using games to improve student learning, retention and decision-making*. (Vol. 42). Mobile: Taylor and Francis Group.

International Center for Leadership in Education. (2000). *Instructional Strategies: How to Teach for Rigor and Relevance*. (pp. 109-122). Rexford: Leadership Media.


McTighe, J. (1992). *Graphic Organizers: Collaborative Links to Better Thinking in Enhancing Thinking Through Cooperative Learning*. New York. : Teacher's College Press.

Seidlitz, J. (2010). *ELPS Flip Book: A User Friendly Guide for Academic Language Instruction*. Canter Press.

Websites:

Bubbe.us/
An easy way to create a graphic organizer and brainstorm ideas.
<https://bubbl.us/>

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References and Resources

Websites:


The Distance Learning Technology Resource Guide by Carla Lane
<http://www.tecweb.org/styles/gardner.html>

The Education World
The site offers a variety of free printable graphic organizers, including Venn Diagrams, Comparison Charts, Concept Maps, Fishbone Diagrams, Family Trees, KWL Charts, Life Cycle Charts, Spider Maps, Story Maps, and T-charts.
http://www.educationworld.com/tools_templates/index.shtml#graphicOrganizers

The Graphic Organizer
For teachers who wish to learn more about powerful strategies to employ Graphic Organizers in their teaching, this new web site is the single most comprehensive site on the Net
<http://www.graphic.org/>

Worksheet Works
You can create twelve different graphic organizers. It is free and worksheets may be used for educational and non commercial purposes only.
<http://www.worksheetworks.com/miscellanea/graphic-organizers.html>

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Questions regarding education laws and rules:

Diane Salazar
Statewide CTE Coordinator
Business Management and Administration
Education and Training
Finance
Hospitality and Tourism
Human Services
Texas Education Agency
diane.salazar@tea.state.tx.us
512-463-9581

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Contact Information

Deborah Woodward
Curriculum Specialist
Statewide Instructional Resources
Development Center
Stephen F. Austin State University
debrwood2001@yahoo.com

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