Lesson Plan

Title of Lesson: Graphic Organizers

Length of Lesson: 20-25 minutes

Grade Level: Graphic organizers can be used in all grade levels

Academic Standard: 1.3.1 Analysis of Grade-Level-Appropriate Literary Text: Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

Performance Objective: Given a variety of children’s books and graphic organizers, teacher candidates will complete the graphic organizers and present to the class the positives and negatives about the graphic organizer.

Assessment: Presenters will walk around to make sure that each group is on task, and filling out their graphic organizers correctly.

Advance Preparation by the Teacher:
- Obtain 7 different children’s books
- Obtain 7 different graphic organizers
- Print out copies of handout for each teacher candidate
- Prepare Powerpoint

Lesson Plan

Introduction/Motivation: Ask students if any of them have ever used graphic organizers before. Do they find them useful? Why or why not? (Blooms, Application)

Step-by-Step:
1. Talk about what graphic organizers are and why they are useful in the classroom setting.
   - They allow children to make sense of information
   - They are great for visual learners
   - They provide children with a place to start
   - They help children focus on key points and structures their thinking
   - They help children organize ideas and concepts into a visual, making it easier to remember than a long piece of text
   - They are useful in group discussion
   - They can be used with almost any book
2. Show examples of different types of graphic organizers from the PowerPoint (Gardner, Visual/Spatial).
3. Split teacher candidates into groups of three or four (Gardner, Interpersonal). Have each group choose a children’s book and a graphic organizer. Have one student in the group read the book and another student fill out the graphic organizer.

Closure: The other student in the group will present the graphic organizer used to the rest of the class. He or she will discuss with the class what was helpful about the graphic organizer and anything that the group didn’t like about the graphic organizer. (Bloom, Analysis)

Adaptations/Enrichments:

Student with ADHD: This student will pass out the children’s books and graphic organizers to the groups.

Student with Autism: This student will be allowed to choose whether he or she wants to work in a group or work independently.

Student with Visual Impairment: Sit student at the front of the class so that he or she can view the PowerPoint.

Student with Orthopedic Impairment: Don’t make this student be the recorder. Instead let another group member record this student’s ideas.

Self-Reflection: Did the students meet performance objectives? Did the students enjoy this activity? Were students actively involved in the lesson? What could I do to improve this lesson the next time I teach it?