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EDUC 301
Mrs. Eastman
October 30, 2009

Graphic Organizers Lesson

Working in groups is something that people do all of the time. Being a teacher, I will always be working with the other teachers and administrators in my building. However, to be honest group work at Manchester has always been something that I have struggled with. I find it extremely difficult to put my grade in someone else's hands. Another thing that I have experienced is people not carrying their weight in the project and often times one person does all of the work. This, however, was not the case at all for this project.

Derek and I got together on several occasions working to put this lesson together. We took turns voicing our own opinions and ideas about the project and then together we decided which ones we thought would work best for the lesson that we were trying to write. Then we decided that in order to get the project done we would split the load in half. I wrote the lesson plan, based on the ideas and conversation that we had. Then Derek was going to create the posters to use in the lesson as well as adapting the assessment to make sure that our classmates comprehend the information being taught.

Then the night before the presentation, Derek and I got together to go through the presentation and made sure that we were on the same page. This was important to make sure that we knew what one another was going to say and make smooth transitions. We also took this time to make our grouping cards. This was one thing that we found important, mixing up the groups and breaking up the clicks in the class and work with new people.

On the day of the presentation, we made sure that we were dressed alike, so that the class would know who the teachers were. When it came to the presentation itself, we made sure that

we were both teaching an equivalent amount. We also found it important that when teaching the lesson we went back and forth talking. Overall, I feel that the presentation went fairly well. I will admit that we flew through the explanations of the six selected graphic organizers, but that was simply due to the time constraints. I also think that a couple of the explanations were not as clear as they could have been. But I think that overall the lesson flowed together.

In order to tell how successful a lesson was, it greatly depends on how well the class retained the information that was taught. It is also important for the students to be able to apply the new skill. At the end of the lesson, when we put the students in groups they were able to use the assigned graphic organizers correctly with the given topic. In fact, I was quite impressed with the posters that were created.

In order to make sure that the students understood the material being taught in the lesson we decided to administer a written assessment. On this assessment, it had all of the graphic organizers that were used and asked the students to recall the names and or the purpose of the provided graphic organizers. Overall, Derek and I were impressed with the results of this assessment. Out of fourteen tests, twelve of them were perfect. However, we did have two that missed some of the problems; in these cases both the bridge map and the multi-flow map were unclear to two students. This shows us that in a future lesson, we might need to spend more time explaining these two organizers.

I firmly believe that graphic organizers are a very valuable tool that students need to be taught to take advantage of. I also think that the lesson that we taught could be taught to students at any grade level. Once this skill has been taught, the students can apply these skills in almost any activity in any subject.