Partially-completed Graphic Organizers: Blanks for key words

What is this whole idea about?

Mental illness

What are the main ideas and details?

Main idea	Main idea	Main idea
N_____	P_____	D_____

Supporting points

Usually _____	Loses touch with _____	Can be _____ or have biological base
Most common symptom is severe worry or _____	_____ - many symptoms - person is in world of his own	Often doesn't like _____
Feel like something _____ is going to happen	Biological bases * brain chemical _____ * sometimes inherited	Low energy low motivation radical change in_____ forgetful highly emotional
_____ - strong fear of something / little or no reason	Some persons may be _____	Long term vs._____
_____ - afraid someone is trying to hurt them	Sometimes_____	1 in 5 teenagers suffer from depression - leading cause of _____

So what? What is important to understand about this?

Mental illness can be learned or have a biological basis   Can get help from friends, family, psychologists, & psychiatrists   Symptoms overlap   Important to recognize symptoms

This teaching routine involves providing students with copies of partially completed graphic organizers that contain blanks in lieu of key words. Providing students with partially completed graphics can be more advantageous that simply providing them with complete versions. This method allows them to be more active as you are explaining the key information because they must take a limited amount of notes as they fill in blanks with key words. The method also causes students to more carefully attend to many of the most important key words associated with each idea because they have to write them in the blanks.

Accommodating the needs of students who are poor writers. You may be tempted to provide students with blank frames where they have to take a more complete set of notes during the presentation. While this methods may be appropriate in some circumstances, its not very desirable for students who experience physical constraints that prevent them from

writing quickly or legibly. Providing students who are poor at scripting with partially completed graphics containing blanks helps accommodate their needs while at the same time, allows you to cover more content in an organized, meaningful way. This way, all they have to do is write one or two words per idea presented on the graphic organizer.

The partially completed graphics with blanks for key ideas can be used anytime you are explaining the ideas presented on the graphic Thus, you can use it with IED or EDC teaching routines. The following tactics are suggested:

Teaching Tips

Step 1: Develop a complete version of the graphic organizer containing all main-ideas and details; make an extra copy.

Step 2: Decide on the most important words in each space on the graphic; substitute blanks for them.

Step 3: Make copies of the partially completed graphic with blanks and distribute them to students.

Step 4: Explain the content presented on the graphic.
* Use an overhead transparency of the partially completed graphic when explaining the information depicted on the graphic
* Explain, discuss and ask questions about main-ideas and pertinent details.
* Model note-taking by writing key words on your overhead transparency.
* Cue students to take notes as you address key words that go in each blank.
- Facilitate student reflection (e.g., you might use one of the Think Back activities such as *What?, So what, Now what?* or *CROWN.*

INSTRUCTIONAL ROUTINES MENUE