

Information from:

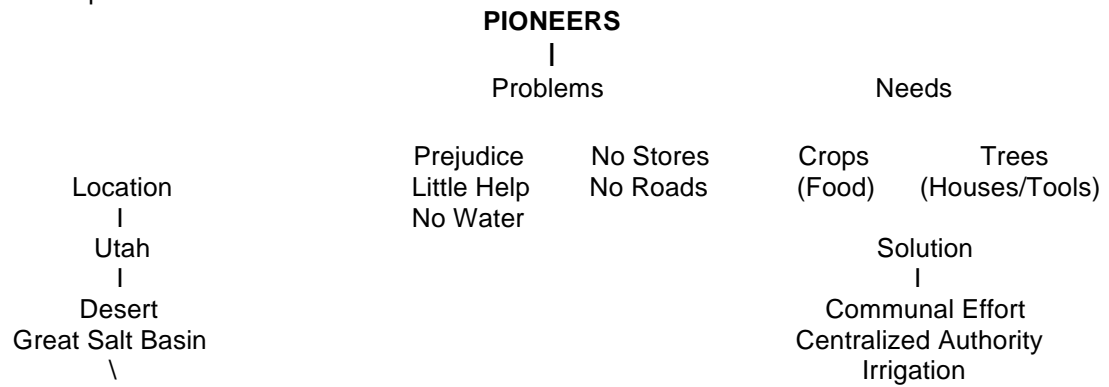
Damico, J.S. (1992). *Whole language for special needs students*. Chicago, IL: Riverside Publishing Co.

Strategy Number Ten Flow Charting

(Adapted from Geva, 1983)

1. Flow charting is a strategy that enables the interventionist to scaffold ideas and concepts for the student through a set of visual diagrams that act as external organizers.
2. The diagrams enable the demonstration of thinking skills, organizational skills, alternative ways of organizing information, and strategies that the student can implement.
3. Flow charting enables the interventionist to encourage the participation of the students in a less demanding and (frequently) a non-threatening manner.
4. Flow charting works most effectively as a supplemental strategy to theme building or shared book experiences.
5. The primary goal of flow charting is to generate and demonstrate the inter-relationship between ideas and concepts contained in a story or piece of text.
6. After a text is read or spoken, the interventionist asks the students for the major points or main ideas of the text. As the students provide ideas, they are written down and then incorporated into a flow chart that shows the interactions between these ideas and concepts.
7. The interventionist may either create the flow chart as the students call out the ideas or he/she may write the points down and then draw from the list to create the flow chart. Many interventionists believe that this second strategy is most effective and allows a ready break between the generation of ideas and the organization of those ideas.
8. It is important that the following occur during flow charting:
 - Encourage the students to participate
 - Continually acknowledge the students' attempts
 - Continually verbalize your decisions-making and organizing of the flow chart
 - Return back to the text to help in idea generation and organizing
 - Work to move the students to independence

9. Examples of a flow chart:



- Step 1: Select a word or category from the material that the students have read. As students progress, they can start choosing their own words and categories.
- Step 2: Ask the student to think about the word selected and to tell you as many words as they can that are related to the word. List all the words on the board.
- Step 3: Write the category word in the center of the chalkboard, a large sheet of paper, or a bulletin board display. Then ask the students to look at the words they listed and group the ones that are alike. In some instances, it might be necessary to give the students labels for the various categories of words.
- Step 4: Proceed by discussing the words and having the students explain how each is related to the main word. As each word is added to the map, cross it off the main list.

4. As the interventionist works with the students in developing the map, he or she can provide other words and categories of words to help expand the students' thinking. As the students progress in this activity, they can begin to work on their own, in pairs, or in small groups.
5. The most important aspect of this activity is the discussion that takes place between the interventionist and the students and among the students. Mediation is the key here.
6. As words for the map are discussed, students become aware of new relationships among words and learn new words. It aids in the creation and expansion of the students' semantic field.
7. The interventionist should freely prompt students to focus on particular words or ask questions that will lead students to identify new words for the map. The expansions, elaborations, and consequences listed under Mediation may be implemented here.
8. Semantic maps are never completed. However, when the class reaches a point at which work on a map is to be discontinued, the map can be used for other purposes:
 - Students can select a particular map as a focus for a piece of writing. They can incorporate words and category ideas into their writing.
 - Students can put maps in their vocabulary notebooks and add to the maps as they encounter new words. Students can also make their own maps for their notebooks.

-- Semantic maps can be placed on bulletin boards and students can add to them throughout the year.

-- Students and teachers can use maps made from science, social studies, or other content chapters to review the content of chapters before a test.

9. It should be stressed that Semantic Word Maps are more than just working of vocabulary.

Semantic Word Maps:

-- Increase a student's understanding of the inter-relationships between words and between words and concepts

-- Build a bridge between direct experience and mediated experience through Verbalization

-- Provide an opportunity to discuss various concepts and expand on those concepts through scaffolding with the map

-- Provide the student an opportunity to share and compare his/her knowledge base, experiences, and perspective with others. This provides an opportunity to expand one's base and experience

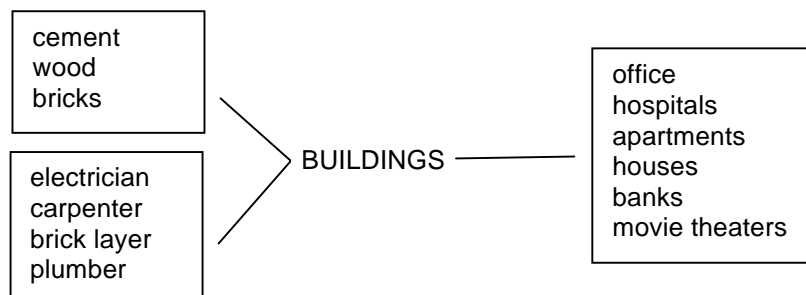
-- Provide an opportunity to increase meta-linguistic abilities through mediation.

10. Examples are provided below for partial semantic word maps. In the first example, the interventionist might ask the students what they would call the category including an electrician, carpenter, brick layer, and plumber. The students might come up with such labels as workers or construction crew. The interventionist could then ask what other types of workers could be included in this category. If students cannot answer, the teacher could suggest architect, interior designer, landscape architect, and so forth, and then discuss what each of these persons might do in relation to buildings. Scaffolding techniques such as Schema focusing, preparatory prompts, binary choices should be utilized to help "bridge the gap".

Example 1: Topic: Buildings

List of words generated by students:

office	wood	hospitals	electrician	bricks
carpenter	elevator	brick layer	apartments	windows
houses	banks	doors	movie theaters	stairway
wire	carpet	pipes	cement	plumber



Example 2: Topic: Coyotes

List generated by students

wily
hungry
desert
runs
moon
grey
canyons

trickster
fast
wolf
eats
skinny
big ears
mesas

brown
dog
howls
roadrunner
plays

Strategy Number Twelve Webbing

(Adapted from Alvermann, 1991; Duthie, 1986; Reutzel & Fawson, 1989)

the opportunity to demonstrate and discuss the Web is important, however, the strategy is most effective in a group setting. These can be used not only as post-reading activities but also as pre-reading and general discussion activities that don't even involve printed text.

4. There are several types of Webbing strategies. The Discussion Web is discussed in length:

