

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Science	Cognitive Skill Level - Analysis	Correlation to Science Framework - 03.02/03.06	Lesson Number - 16
<p><b>Activity Title - Interpreting a Flowchart</b></p> <p><b>Goal/Objective</b></p> <p>To interpret information on a flowchart and make a presentation on that information.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>The insect world has a very simplistic way of life. Each insect has an assigned position within a community. In the ant world, there may be several ways in which a colony can be established. The establishment of that colony depends on the different factors that are connected to its makeup.</p> <p><b>Activity</b></p> <p>Provide students with a handout on the insect way of life. Discuss the reading selection. Next supply the students with a copy of a flowchart that shows one way that an ant colony can be established. The students will then break into small groups to discuss that information. Students will present the information that they gather from the flowchart to the class. A large group discussion will be held as to whether the flowchart presents understandable information.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have the students discuss the importance of being able to interpret information visually. Discuss the need for the students to be able to apply information found visually in charts, graphs and even through photos in their every day live and in the completion of the GED Tests.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout - Myrmecology – The Study of Ants</li> <li>• Handout - Flowchart</li> <li>• Chart paper, markers</li> </ul>	
		<p><b>Extension Activity</b></p> <p>Have students bring in the directions from some item they bought. In small groups, have them discuss if the directions include flowcharts. Next, have the students discuss if these flowcharts make it easier to construct, install or use the item. Finally, have the students share their findings with the whole class.</p>	
<p><b>Real-Life Connection</b></p> <p>Ask if any students have to use a flowchart in their jobs or at home. If they say yes, ask them to share what types of flowcharts they use. If they say no, ask them if they have ever used directions to put together an item they bought. Could the diagrams on the directions be considered a flowchart?</p>		<p><b>ESE/ESOL Accommodations</b></p> <ul style="list-style-type: none"> <li>• Have students tell or write the important information that was included in the lesson.</li> <li>• Provide structured organizers with some of the information already included for the flowchart.</li> <li>• Provide an audio version of the material.</li> <li>• Provide an overview of the content at the beginning or the lesson.</li> <li>• Use advance organizers to alert students as to what is expected in the lesson.</li> </ul>	

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p data-bbox="58 224 646 256"><b>Activity Title - Interpreting a Flowchart</b></p> <p data-bbox="58 289 235 321"><b>Introduction</b></p> <p data-bbox="58 357 2032 422"><i>Ask:</i> How many of you have ever used a flowchart before? Answers should include any type of flowchart that the students may have seen or used before. Discussion should include the types of information that one can get from a flowchart.</p> <p data-bbox="58 457 247 490"><b>Main Activity</b></p> <p data-bbox="58 522 2032 620"><i>Say:</i> Today, we are going look at a flowchart and make interpretations as to what we think is happening in the chart. Pass out a flowchart and break the students into smaller groups of 3-4. The students will work together to understand and interpret the information on the chart. Each group will put their interpretations on chart paper and present it to the class.</p> <p data-bbox="58 656 340 688"><b>Closure/Conclusion</b></p> <p data-bbox="58 721 2032 786"><i>Ask:</i> Was this flowchart presented in such a way that you could understand and gather information that you needed? Explain your answer. How might this flowchart be improved to make it better?</p> <p data-bbox="58 821 470 854"><b>Follow-Up Lessons/Activities</b></p> <p data-bbox="58 886 2032 951">Have students create a flowchart to explain how they do something in their daily life. Students should present their flowcharts to the class. The activity can be expanded by having students follow the steps in a flowchart to complete a specific task.</p>			

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Science Lesson Plan Handout

**Flowchart**

**Myrmecology – The Study of Ants**

Retrieved from the World Wide Web on April 18, 2001. <http://www.myrmecology.org>

