

## Process Grid

*Bechtel, M. 2001. Bringing it all together: Language and literacy in the multilingual classroom. Carlsbad, CA: Dominie Press.*

Process Grids are a variation on Sharon Bassano's wall grid. Hers was an excellent, mostly oral language grid. We have adapted it to all content areas. As its name implies, it is a grid with categories across the top and down the side. It is primarily a note-taking device. The grids are easily adapted to meet different needs depending on what you want students to accomplish. It is important to model how to use the grid. It lends itself to be coupled with cooperative structures. It may also be used to access prior knowledge on the topic being introduced. A grid can be used to summarize, synthesize or just bullet key data in each cell.

| <b>MAMMALS</b>      | <b>Habitat</b> | <b>Food</b> | <b>Enemies</b> | <b>Life Cycle</b> |
|---------------------|----------------|-------------|----------------|-------------------|
| <b>Tiger</b>        |                |             |                |                   |
| <b>Hippopotamus</b> |                |             |                |                   |
| <b>Elephant</b>     |                |             |                |                   |
| <b>Giraffe</b>      |                |             |                |                   |

### Model:

- start with a class grid
- set up the categories to focus on what students need to learn from the information
- provide the information via a text, video, expert interview, teacher presentation ...
- after the presentation ask the class to suggest what you should include in each cell. This can be accomplished thru a whole class discussion or by using *Numbered Heads Together* to foster interdependence and increase student engagement.
- use *Strip Sentence Paragraph* strategy to write a summary about one of the animals. You may use *Jigsaw*, to have students write a summary for the other animals.

Once students learn how to use the *Process Grid* to take notes, have them work independently or in small groups. Below are some ways it can be used with other strategies.

### *Jigsaw*

- at the beginning or with younger students, you may want to set the categories in advance and identify the resources to be used. With older or proficient users, they can identify their own categories based on what is required in the assignment. They may also find their own sources for the information.
- in groups of four, the "Team" will have each member become an expert on one animal. Expert groups would focus on their assigned topic and meet with the same-topic "experts" in the class. (Note: each student would have a copy of the grid.)
- each group will conduct their research and take notes on the *Process Grid* for their animal. Once they have the information needed, they will return to their Team.

- in the Team, each expert will teach the other Team members about their assigned topic (in the example above, about their animal). Team members take notes on their own personal grid.

Possible Closure Activities:

- teams writes an essay or creates an oral presentation on their favorite animal
- teams may contrast and compare two of the animals
- create a Venn Diagram, comparing and contrasting two animals
- write about the relationship between the habitat and food.
- create a Diorama for one of the animals

Digital Tools:

- Google Sheets to create the *Process Grid*
- Google slides for the presentation
- create a padlet ([www.padlet.com](http://www.padlet.com)) for each animal or just for the Team's favorite animal, and have a virtual *Gallery Walk*