

		Act: 8R5
Grade: 8	Strand: Reading	Concept: Concept mapping
Description of Task:	Students use a concept map to demonstrate understanding of important ideas and their connections.	
Expectations:	8e24 • read a variety of fiction and non-fiction materials for different purposes; 8e26 • read independently, selecting appropriate reading strategies; 8e27 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience; 8e32 – identify the main ideas in information materials, explain how the details support the main ideas, and question and evaluate the ideas in the material; 8e33 – make judgments and draw conclusions about ideas in written materials on the basis of evidence; 8e35 – select appropriate reading strategies	
Software Type:	Concept Mapping	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"><li>• Access and run the program.</li><li>• Use a mouse to select shapes and connectors.</li><li>• Use a keyboard to add text to the diagram.</li><li>• Print and save their work.</li></ul>	
Student Instructions: (for teacher)	<ol style="list-style-type: none"><li>1. Review features of concept maps with students (Refer to the concept map activity in “<i>Think Literacy: Cross-Curricular Approaches, Grades 7 – 12, pp.50 – 54</i>” for an example).</li><li>2. Remind them that concept maps go “in order of importance”.</li><li>3. Remind them that they may move symbols and text around while they work.</li><li>4. Refer them to previously constructed models for suggestions and organizational strategies.</li><li>5. Explain which text they will be using to create the concept map.</li><li>6. Have them begin reading the material. They may wish to make notes as they go to help them construct their concept maps.</li></ol>	
Teacher Notes:	<p>Concept mapping is a visual strategy [that] shows various relationships among concepts and indicates the order and sequence of the concepts. It is useful as an organizer to identify the key concepts that were presented in a lecture or a text. A concept map is created as a tree-like structure, with the most inclusive concept at the top and the most general ones connected with lines to the first concept. (<i>Teaching/Learning Strategies Teacher Companion, Ontario Curriculum Unit Planner, Ontario Ministry of Education, 2002</i>)</p> <p>Concept maps can be used to activate prior knowledge, review the main concepts in a chapter or unit of study, make effective study notes, or diagram research from a particular source for a project. Students may work individually or in small groups to prepare their concept maps. To assist student with organizational difficulties, you may provide an activity with the concepts typed into symbols, and ask students to use connecting arrows to organize the concepts in a logical manner.</p> <p>Related offline activities: Teachers can use the program to create a blank outline of a concept map, with the appropriate empty structure. This can be photocopied and provided to students to complete as an activity to accompany the reading of a passage.</p>	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> (two samples provided)    Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Is the student able to identify the main ideas and related supporting details in the text? (curriculum) Does the student identify appropriate connecting words/ideas between the concepts? (curriculum) Does the student use the features of the program effectively to create a hierarchical structure? (ICT) Does the student contribute information and ideas and prompt others to contribute? (learning skills) Does the student effectively interpret and synthesize information? (learning skills) Does the student read, understand and use written materials effectively? (CGE)	