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|-------------------------------------|---|---|
| Grade: 4                            | Strand: Writing   | Concept: Brainstorm ideas at the beginning of the writing process |
| Description of Task:                | Students create a web to record ideas they brainstorm in preparation for a writing activity.  |   |
| Expectations:                       | 4e1 communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);<br>4e2 begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);<br>4e20 introduce vocabulary from other subject areas into their writing;<br>4e22 choose words that are most effective for their purpose (e.g., to describe vividly);<br>4e25 label and use pictures and diagrams appropriately;   |   |
| Software Type:                      | Concept Mapping (Smart Ideas)   |   |
| Computer Skills Prerequisite        | Students must be able to: <ul style="list-style-type: none"> <li>• Access and run the program</li> <li>• Create symbols and lines to record ideas</li> <li>• Move and delete symbols</li> <li>• Save and print the file</li> </ul>  |   |
| Student Instructions: (for teacher) | <ol style="list-style-type: none"> <li>1. Ask students to select a topic of interest for their written work.</li> <li>2. Review the stages of the writing process and tell students that this activity addresses the first stage, the brainstorming of ideas.</li> <li>3. Remind students to record every idea they can think of that is related to the topic. They should wait until the end of the exercise before eliminating weaker ideas and organizing their remaining ones.</li> <li>4. Encourage students to look for connections among related ideas and organize them by category. They should organize ideas within categories from strongest to weakest to help them begin to write.</li> </ol>   |   |
| Teacher Notes:                      | <p>This activity can be used to begin any piece of writing in different subject areas. Students may use brainstorming to begin drafting the piece on the computer. They can continue the process (e.g. first draft, etc.) on the computer, or by hand. Students may wish to refer to previous examples kept in a dedicated file to see how others organize their work or to help them gain new ideas.</p> <p>Posters displaying the stages in the writing process would be an excellent reference for students.</p> <p>A sample web is included in the student instruction BLM. This activity could be used as a pre-writing preparation for the Medieval Ad activity, 4W6.</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> <li>• Students share completed charts or webs with one another</li> <li>• Students combine charts or webs collaboratively</li> <li>• Students begin writing using the chart or web</li> </ul> |   |
|                                     | Activity Template File: Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>  |   |
| Assessment:                         | Do students demonstrate thoughtful reflection to evaluate their ideas and solve problems? (CGE)<br>Do students generate an appropriate quantity of varied ideas? (curriculum)<br>Are they waiting until the end of the exercise to judge their ideas' quality? (curriculum)<br>Do their categories make sense? (curriculum)<br>Are the connections among the ideas in the categories clear? (curriculum)<br>Are their webs or charts well organized? (curriculum)<br>Do they use the functions of the program to visually support the organization of their ideas (e.g. use of colour to distinguish categories)? (ict)   |   |