

		Act: 7R4
Grade: 7	Strand: Reading	Concept: Responding to informational text
Description of Task:	Students read a passage of informational text, create an organizer showing the main ideas and the supporting details, and use the organizer to support their responses to the text.	
Expectations:	<p>7e25 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;</p> <p>7e28 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;</p> <p>7e30 • understand the vocabulary and language structures appropriate for this grade level;</p> <p>7e33 • identify the main ideas in information materials, and explain how the details support the main ideas</p> <p>7e34 • make judgments and draw conclusions about ideas in written materials on the basis of evidence;</p> <p>7e35 • clarify and develop their own points of view by examining the ideas of others;</p> <p>7e36 • select appropriate reading strategies (e.g., skim text for specific information; record key points and organize them in a sequence);</p> <p>7e42 • use a variety of strategies to determine the meaning of unfamiliar words (e.g., use word-analysis techniques; use knowledge of word origins and derivations; consult dictionaries);</p> <p>7e44 • use the special terminology in a particular area of study, as necessary.</p>	
Software Type:	Concept Mapping	
Computer Skills Prerequisite	<p>Students must be able to:</p> <ul style="list-style-type: none"> <li>• Access and run the program.</li> <li>• Click in a shape and type text.</li> </ul>	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> <li>1. Read aloud a passage of informational text as the class follows along.</li> <li>2. Identify and discuss the main ideas and supporting details.</li> <li>3. Model the creation of a web based on the discussion using the <i>Smart Ideas</i> program.</li> <li>4. Emphasize the different ways that ideas may be connected and how to show them using the program.</li> <li>5. Remind them that they will need to use their webs to write responses to the piece and that they must include detail and relevant vocabulary from their reading in their responses.</li> <li>6. After modeling the creation of a web using <i>Smart Ideas</i>, tell students that they will complete a similar activity independently at the computer.</li> </ol>	
Teacher Notes:	<p>Students benefit from examining the connections among ideas in many subject areas. This activity can be used at the beginning of a chapter and revisited during the unit of study to make changes or add new thoughts and ideas.</p> <p>You will need two passages of informational text to be analysed: one for the whole class lesson, and one to be completed individually for follow-up.</p> <p>Related offline activities:          You may choose to print and photocopy the web created with the class, and have students write their reactions on the page.          Teachers may also provide a partially completed web and have students fill in missing main and supporting ideas.</p>	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	<p>Have students identified the main points and supporting details? (curriculum)</p> <p>Have they found connections among them? (curriculum)</p> <p>Have they included details from the text in their responses? (curriculum)</p> <p>Have they used relevant vocabulary? (curriculum)</p> <p>Have they used it correctly? (curriculum)</p> <p>Are students able to create shapes, add text to shapes, and connect shapes using arrows? (ict)</p>	