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| | | Act: 7W9 |
| Grade: 7 | Strand: Writing | Concept: Organizing information to write a report |
| Description of Task: | Students organize information they have researched, in preparation for writing a report. (This activity may be completed as a component of a series of activities that support the research process: 7R6 (Creating a K-W-L Chart), 7W10 (Drafting a report) and 7OVC4 (Presenting a research project). | |
| Expectations: | 7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology); 7e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions); 7e3 • organize information to develop a central idea, using well-linked and well-developed paragraphs; | |
| Software Type: | Concept Mapping | |
| Computer Skills Prerequisite | Students must be able to: <ul style="list-style-type: none">• Run <i>Smart Ideas</i>• Use the program functions to organize their information using subheadings• Save and print completed work | |
| Student Instructions: (for teacher) | <ol style="list-style-type: none">1. Ask students to have their charts and research ready.2. Explain that they will use the computer to help them organize their information into topics and related key points.3. They should look for related ideas and information and try to group them together.4. They should begin to see subtopics emerge and they can list related ideas and information with them.5. They might also want to begin listing the ideas in order from least to most important under each subheading. | |
| Teacher Notes: | <p>This activity helps students organize their research. The software allows them to arrange their ideas and information and to develop the connections among them. Teachers can assess the organization and connections before the students begin writing. It is an opportunity to see where more work needs to be done before writing. The instructions that accompany this activity explain how to record points in symbols, and how to organize the ideas into sub-topics and related facts. Alternatively, the student may use the template file which is provided.</p> <p>Related offline activities:</p> <ul style="list-style-type: none">• Students can continue to read and research their topics.• Students can create their organizational webs on paper, using a sample as a guide.• They can begin writing introductions to their essays or reports.• They can exchange webs and make suggestions for revision and improvement. | |
| | 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>Does all of the information relate to the students' topics? (curriculum)</p> <p>Does the information support each of the main points? (curriculum)</p> <p>Are their ideas organized logically? (curriculum)</p> <p>Are their ideas expressed clearly? (curriculum)</p> <p>Are the connections among their ideas and information clear? (curriculum)</p> <p>Do they need to do more research before beginning to draft their projects? (curriculum)</p> | |