

Grade: 6	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:	6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology); 6e2 use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions); 6e3 organize information to convey a central idea, using well-linked paragraphs; 6e19 frequently introduce vocabulary from other subject areas into their writing;	
Software Type:	Concept Mapping (Smart Ideas)	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> • Access and run the program • Create symbols and lines to record ideas • Move and delete symbols • Save and print the file 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Ask students to select a topic of interest for their written work. 2. Review the stages of the writing process and tell students that this activity addresses the first stage, the brainstorming of ideas. 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. 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. 	
Teacher Notes:	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. Posters displaying the stages in the writing process would be an excellent reference for students. Related offline activities: <ul style="list-style-type: none"> • Students share completed charts or webs with one another • Students combine charts or webs collaboratively • Students begin writing using the chart or web 	
	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) Do students generate an appropriate quantity of varied ideas? (curriculum) Are they waiting until the end of the exercise to judge their ideas' quality? (curriculum) Do their categories make sense? (curriculum) Are the connections among the ideas in the categories clear? (curriculum) Are their webs or charts well organized? (curriculum) 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)	