W

Developing and Organizing Ideas: Webbing, Mapping and More

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Purpose
- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

Payoff
Students will:
- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread notes, gathered information and writing that are related to a specific writing task.
- organize ideas and information to focus the writing task.

Tips and Resources
- Strategies for webbing and mapping include:
  - *Clustering* – looking for similarities among ideas, information or things, and grouping them according to characteristics.
  - *Comparing* – identifying similarities among ideas, information, or things.
  - *Contrasting* – identifying differences among ideas, information, or things.
  - *Generalizing* – describing the overall picture based on the ideas and information presented.
  - *Outlining* – organizing main ideas, information, and supporting details based on their relationship to each other.
  - *Relating* – showing how events, situations, ideas and information are connected.
  - *Sorting* – arranging or separating into types, kinds, sizes, etc.
  - *Trend-spotting* – identifying things that generally look or behave the same.
- See Student/Teacher Resource, *Webbing Ideas and Information*.

Info Tasks for Successful Learning, pp. 23-32, 87, 90, 98.

Further Support
- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes- e.g., cluster (webs), sequence (flow charts), compare (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick-on notes. Display the groups' thinking.

Developing and Organizing Ideas: Webbing, Mapping and More

What teachers do	What students do
Before - Select a current subject-specific writing task. - Prepare an overhead transparency sample or chart-paper sample of possible ideas and information gathered on the topic (e.g., point-form notes for a report on the uses of lasers in the medical field). - Using a marker, model for students how to make connections among the ideas and information (e.g., number, circle, colour-code, draw arrows). - Using a strategy such as webbing or map ping makes it easier to see connections and relationships. Writers often create a graphic organizer to manipulate and group their information into meaningful clusters. - Use a web to demonstrate the process of rereading notes and arranging key points to show the connections and relationships. See Student/Teacher Resource, *Webbing Ideas and Information*.	- Recall what they already know about the topic and writing task. - Make connections to own notes. - Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences of their own thinking. - Recall past use of a webbing strategy to record or organize thinking.
During - Ask students to contribute to the web by identifying important ideas and key infor-mation and by suggesting how to place the points to create a web. - Ask students questions to clarify the decisions. For example: – What does this mean? – Is this important? Why? – Is there another way to sort my notes? - Model for students how to use the web to create a possible outline or template for writing a first draft. Consider the generali-zations and/or categories that emerge from the connections and relationships, to help identify subtopics, headings and structure.	- Contribute to the discussion. - Note the similarities and differences in responses.
After - Have students refer to their notes for the writing task. - Ask students to create a web by sorting and organizing their ideas and informa-tion. - If appropriate, consider having students who are writing on a similar topic work in pairs to create a web for their combined notes. Some students may prefer to use scissors to cut-and-paste their web. - Ask students to reread their webs and use them to create an outline for writing.	- Reread notes and identify important informa-tion and ideas. - Use the question prompts to re-phrase notes, identify key points, and group the ideas and information to create a web. - Share and compare webs. - Make the connection between the web and possible ways of organizing the information and ideas into a template for writing.

Notes

Webbing Ideas and Information

W
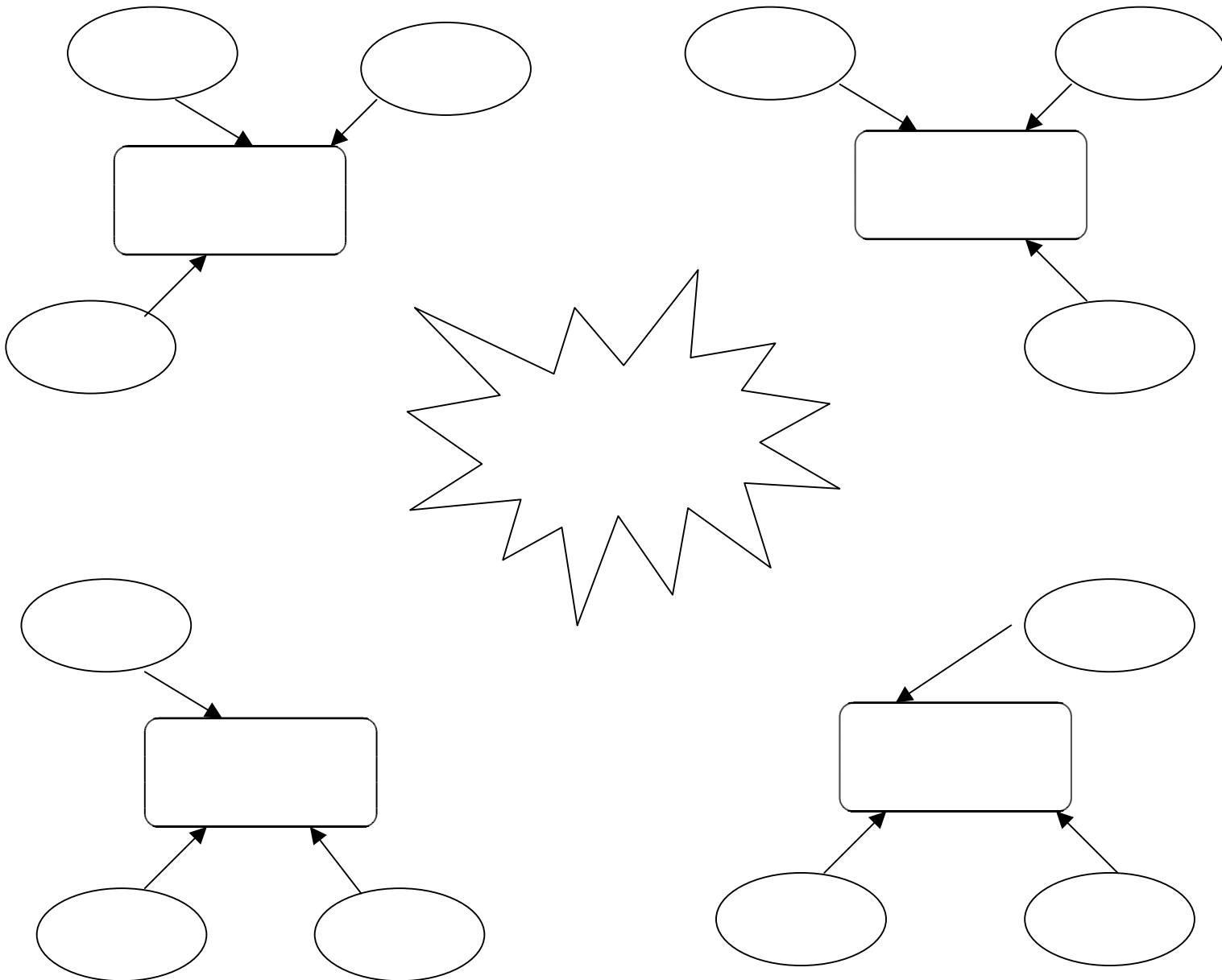
What are the big ideas?
Can you identify any patterns and trends?
How are the ideas and information connected?
What evidence or information is missing?
Is a particular viewpoint suggested?
Does the web suggest a writing outline?

Grade 9 Open Jazz Band Music AMH-10 Lesson 1
Ontario Music Educators' Association www.omea.on.ca