
Developing and Organizing Ideas: Webbing, Mapping and More

MUSIC and SOCIAL STUDIES Grade 2

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.
 - Use the “increase indent” button to create a second level of bullets, which should be dashed.

Payoff

- Students will:
 - Model critical and creative thinking strategies.
 - Learn a variety of strategies that can be used throughout the writing process.
 - Reread notes, gather information and writing that are related to a specific task.
 - Organize ideas and information to focus the writing task.

Tips and Resources

- The *Think Literacy Music* resource for Grade 2 Has been developed as a contributor to an integrated unit with Social Studies to help students gain a deeper understanding of world communities. It is assumed that the students have completed the Grade 2 *Reacting to Reading: I Read/I Think/Therefore* activities before completing this writing activity.
 - *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*.

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OXFAM. *Wake Up World*

Further Support

- Provide students with sample graphic organizers that guide them in sorting and organizing their information – e.g. cluster (webs), compare (Venn Diagram)
- Create a class set of graphic organizers for students to refer to and use.
- Select a familiar topic. Ask students to recall what they already know about the topic, and questions they still have about the topic. Taking turns, students record one idea or question on 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-n notes into meaningful clusters on chart paper. Display the groups’ thinking.

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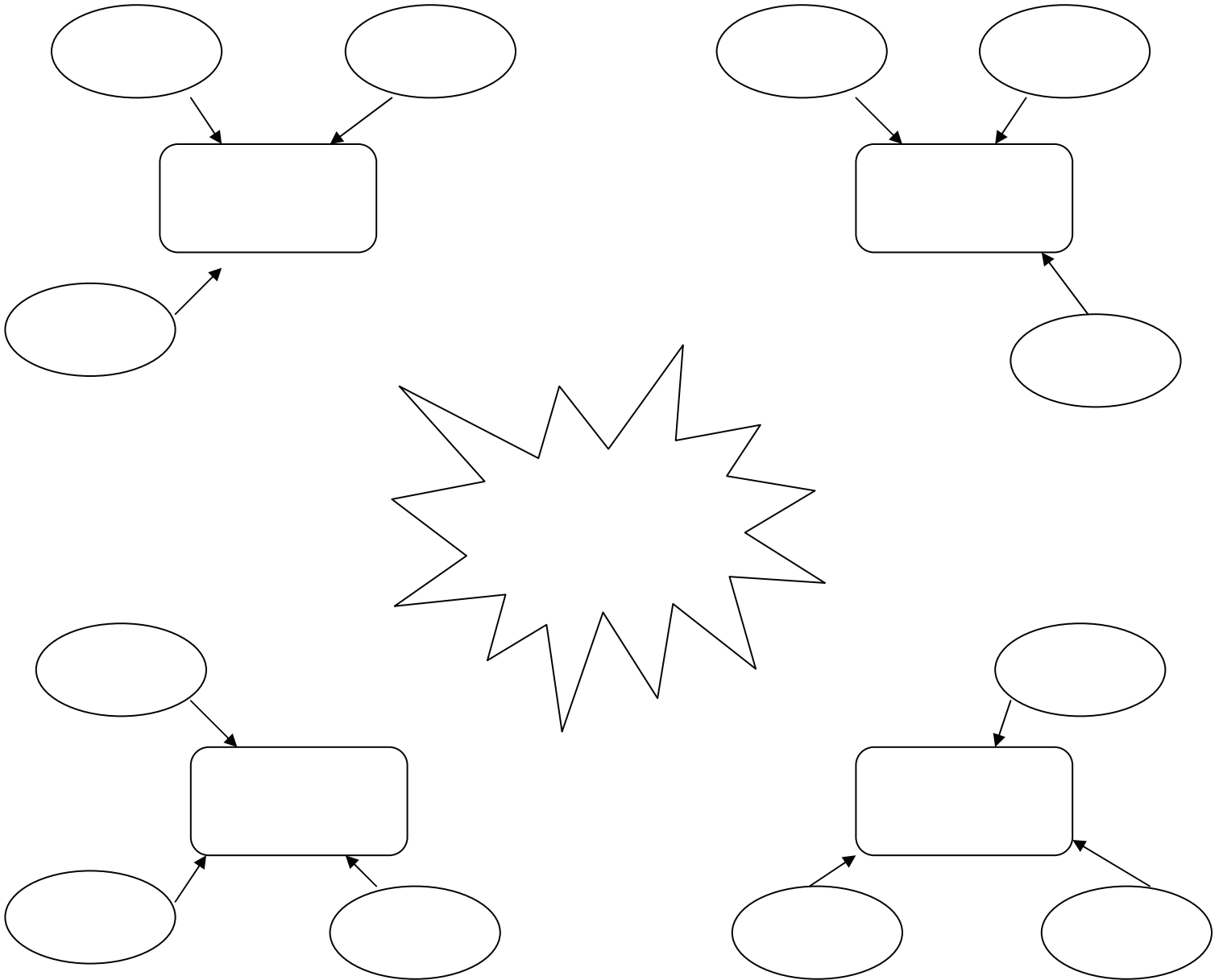
MUSIC and SOCIAL STUDIES Grade 2 (Communities Around the World)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select one or more songs, pictures and/or stories that relate to the daily life of a child from another community in the world (see <i>Tips and Resources</i>). • Prepare an overhead transparency or chart paper sample of possible ideas and information gathered on the topic from previous discussions (see <i>Grade 2 Reacting to Reading: Responding to a Text (I Read/I Think/Therefore)</i>). • Using a marker, model for students how to make 'big idea' connections among the ideas and information (e.g. number, circle, colour-code, draw arrows). • Using a strategy such as webbing or mapping makes it easier to see connections and relationships. See Student/Teacher Resource, <i>Webbing Ideas and Information</i>. 	<ul style="list-style-type: none"> • Recall what they already know about the topic by singing a familiar song, looking at a storybook, looking at pictures. • Note the links and connections that the teacher makes among ideas and information. • Recall past use of webbing strategy to record and organize thinking.
<p>During</p> <ul style="list-style-type: none"> • Ask the students to contribute to the web by identifying important ideas related to the daily life of a child from another community in the world. Have students begin by suggesting 'big ideas' related to the topic i.e. school/"play"/work, clothing, food, shelter and discuss where to put this information into the web. • Using the songs, pictures, storybooks as a resource, ask the students to extend each of the 'big ideas'. See Student/Teacher Resource, <i>Sample 1 – Webbing Ideas and Information, The Daily Life of A Child From...</i> • Model for students how to use the syllables of the words to create simple rhythmic patterns in order to create a short rhythmic chant (See Teacher Resource, <i>Sample 2 – Creating a Rhythmic Chant</i>). 	<ul style="list-style-type: none"> • Contribute to the discussion.
<p>After</p> <ul style="list-style-type: none"> • Have students refer to the completed web. • Ask students to work in pairs to create an eight-beat chant based on the words from the web. • Students can continue to generate new words to add to the web or create another web about a different community by sorting and organizing information. 	<ul style="list-style-type: none"> • Reread web and identify important information and ideas. • Make the connection between the words and possible ways of organizing the information to create a short rhythmic chant based on one 'big idea' i.e. games – soccer, hand-clapping, skipping.

Notes



Webbing Ideas and Information

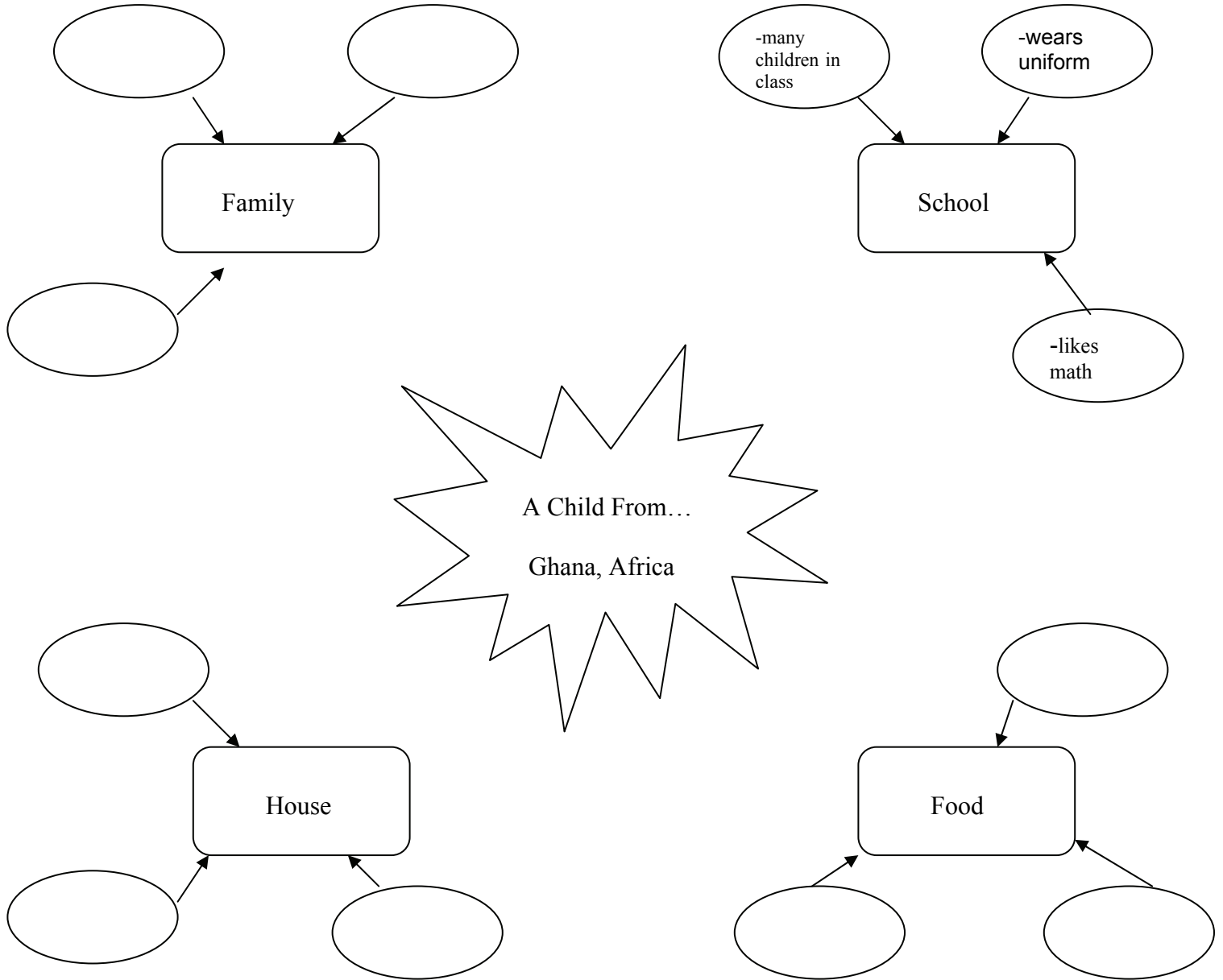


What are the big ideas?
Can you identify and patterns and trends?
How are the ideas and information connected?
What evidence or information is missing?
Is a particular viewpoint suggested?
Does the web suggest a writing outline?



Teacher Resource

Sample 1 - Webbing Ideas and Information



What are the big ideas?
Can you identify and patterns and trends?
How are the ideas and information connected?
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Is a particular viewpoint suggested?
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Sample 2 – Creating a Rhythmic Chant



Life of a Child From Af - ri - ca



Swe-eping, fetch-ing, help-ing fam-ily car - ry wa - ter to my home

Provide students with possible rhythm and words combinations to assist them in a short 8-beat rhythmic chant based on the words from the web:



play-ing



shel- ter



soc-cer



sing-ing



por-ridge



wash-ing



farm-ing



read-ing



fun



play



ted-dy



friends



In -di- a



meat and rice



vil- lage



games