Video 3 Lesson Guide: Brainstorm

WHEN?

After assessing student writing, when might you assign this video?

* This video should be assigned when student(s) appear to have either (a) limited ideas or (b) ideas that are not centered around a single topic.

* The student(s) writing does not appear to have many "reasons."

* The student(s) writing does not demonstrate the possibility for elaboration.

* The student(s) writing strays from the topic or prompt.

IMPORTANT

1 vocabulary

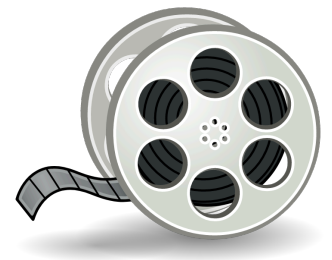### Pre-teaching: A Glossary

* Prompt- a topic to focus on as you write

* Visualizing- making pictures or images in your mind.

* Brainstorm- thinking and writing down what you know about a topic

* Graphic organizer- a way to organize your thoughts/ideas for writing

* Opinion- what you think about a topic (not about being right or wrong)

These words from the video may be unfamiliar to students. Consider pre-teaching or reviewing these words.
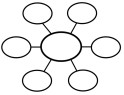
2

Show Video 3 (Brainstorm) to students who would benefit from this instruction. This video can be presented to a small group or to individual students.

3 **Activities**

Below are strategies to help students generate ideas and brainstorm:

Visualize Images	**Imagine images, words, and ideas connected to the topic** *Strategy*: Step Into Someone Else's Shoes: Pretend you are someone else. What ideas would that person have? For example, what ideas would your best friend have? Your teacher? Your parent(s) or sibling(s)?
Search Images	**Search the internet or relevant books for images to inspire their thinking** *Strategy*: Students can use key words in the prompt as search terms. A picture might inspire new thinking! Then, students can organize pictures to identify the best (first) reason.
Draw a Picture	**Draw images to activate prior knowledge (could be a second step to visualizing or talking)** *Strategy*: Students can label the picture(s) drawn and/or identify the first (best) reason. Can students add additional details to their picture(s) to "explain why or say more?"
Make a Web	**Generate multiple ideas about the topic** *Strategy*: Students may benefit from adding images, pictures, or labels. Encourage students to use a web to connect their reasons to "explain why or say more" ideas.
Make a List	**Identify and rank ideas in order of importance** *Strategy*: Use the Alphabet: Try to think of an idea related to the writing prompt that begins with each letter. Encourage students to perform an "information dump" to expand on the prompt.
Talk about it	**Talk to self, peer, or teacher to generate and elaborate on ideas** *Strategy*: If students are in small groups, encourage collaboration with peers. Students may benefit from whispering to themselves to hear their ideas aloud. Students could use the Step into Someone Else's Shoes as a dialogue or skit.

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Check the writing that students created in the technology–based graphic organizer and consider:

* Have they expanded on their ideas? Are the "new" ideas relevant to the prompt?

*Offer suggestions for how student(s) might expand or elaborate.

* Have they committed to one side or the other or taken a position on the given prompt?

*Consider which student(s) were able to elaborate independently or with little guidance.

Teacher Tips

*Have students share with you what their brainstorming preferences are within the TBGO. Would a different strategy better suit their learning needs? Do they use several brainstorming strategies or just one?

*Drawings, webs, and lists will be useful as students move to the TBGO and for teacher check-ins. Encourage students (or transcribe) to record ideas generated from visualizing, image searching, and talk about it.

*Students can combine strategies. Students who use "visualize images," "search images," or "talk about it," students may benefit from a web or list to organize ideas. Students who start with a web or list may benefit from visualizing, searching, or talking about it, in order to generate additional brainstorming ideas.

Other Considerations...

If students are struggling to brainstorm ideas or are generating irrelevant ideas, offer sentence stems, sub-questions, or sub-topics to help focus thoughts.

Encourage students to consider the options in the prompt selection portion of the graphic organizer. Can they answer "why" for these cues? (e.g., I can pick a side, I am interested in writing about this prompt, I chose this prompt).

Connection to the TBGO!

🔊 3💡 Brainstorm:	Visualize Images ☐	Search Images ☐	Draw a Picture ☐	Make a Web ☐	Make a List ☐	Talk About It ☐

🔗 **Ensure that students have completed this box by selecting an appropriate brainstorming strategy or strategies.**

🔊 3💡 Brainstorm:

🔗 **Aid students with locating video 3 for further guidance on brainstorming.**

🔗 **Utilize the audio comments feature to aid with student understanding of brainstorming.**

🔊 Key Words

🔗 **Check student's graphic organizer to ensure that brainstorming ideas are inserted as "Key Words."**