

Reading Lesson Plan – Concept Map (Clustering, Webbing)

Standard

CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Objective

Organize information to address a question

Strategy

Concept Map--also known as clustering or webbing, a diagram that depicts suggested relationships between concepts

Phases of Reading

During, After

Skill Review

None required.

Definitions

Main Idea--most important or central thought of a paragraph or larger section of text

Supporting Detail--a fact, description, example or other item of information used to back up a thesis or topic sentence

Hierarchy--an arrangement or classification of things according to relative importance

Focus Question--question that clearly specifies the problem or issue the concept map will address

Lesson Preparation

If desired, make copies of a concept map. However, since the number of elements may vary, it will be more efficient to demonstrate a web rather than make template copies.

Ensure that you are able to demonstrate a web on a board, using a document camera or an electronic template. Microsoft Word has a webbing template in SmartArt graphics.

Lesson

Whole Group Instruction

Review with students how important it is to differentiate among main ideas and supporting details. This is critical in both reading and writing. Explain that there are many ways to organize information, but that the concept map of clustering or webbing clearly shows

relationships. Show an example of a cluster map and lead a discussion on how to determine which ideas are most important or higher on the hierarchy.

Provide students with the focus question: What traits do employers value?

Then show them a list of items related to the focus question. These items are located in a “parking lot” until they are placed in a map.

Traits Valued by Employers			
On time	Responsible	Friendly	Clean
Learner	Smiles	Good grammar	Follows rules
Efficient	Finishes tasks	Focused	Good manners
Respects authority	Skillful	Listens well	Works hard
Soft skills	Good worker	Good with customers	

Ask students to identify terms that could serve as group headings for others. While there are multiple answers, some could include responsible, soft skills and good worker. Then have students group the remaining terms under one of the main points. Students should be able to transfer this information to a web at this point with a central circle (valued traits), three to four main ideas and the remaining details spread out from each main idea.

Guided Practice

Divide students into two or more groups. Provide each group with an article that is clearly organized. Articles should be related to the same topic. Consider trade publications related to your program.

Have students use sticky notes to arrange the points in hierarchal fashion. Once they are satisfied with their organization, have them transfer to a web. Have students compare their webs to create one web that covers both articles. This may involve adding points or paraphrasing others. Have students number their articles and use that numbering to note the source for items on the web.

Review webs with students by asking the following questions:

- Are the concepts and relationships correct?
- Are important concepts missing?
- Are any misconceptions apparent?
- Was the map laid out in a way that higher order relationships are apparent and easy to follow?
- Is it neat and orderly?

Application

As students locate articles related to the assigned task, they develop a concept map. Students add to maps or make additional connections as they continue to research. Well-organized maps will facilitate students completing the writing task as the organization is already evident.

Extensions/Notes:

- Clustering appeals to visual learners. They may, however, change the shapes of the visuals (e.g., stars, rectangles) without having an impact on the learning.
- Some students may benefit from using colors to help differentiate the levels of answers.

- Students can integrate old and new knowledge by starting with what they already know and adding new information as it is acquired.
- Concept maps provide an easy transition to writing. Students will have mapped important information and relationships and thus be able to write informative/explanatory pieces easily.
- If students use a single concept map with multiple sources, they will need a system to identify the information sources. This can be done by numbering sources from a working bibliography.
- Concept maps can be used as formative assessment to determine if students comprehend relationships between facts.
- There are a number of online templates that make it easy for students to create concept maps, including Inspiration and LucidChart.
- In larger webs, sometimes sub-points have relationships as well. They can be cross-linked to show connections to multiple points.

For More Information on Strategy

[Inspiration, Concept Mapping](#). (n.d.) Retrieved May 18, 2017.

[Carnegie Mellon, Concept Maps](#). (n.d.) Retrieved May 18, 2017.

[LucidChart, Concept Map](#). (n.d.) Retrieved May 18, 2017.

Example:

