

Teacher Lesson Plan
Prewriting Activity
Brainstorming and a Gallery Walk

Introduction

Many prewriting techniques are available to help writers get started. One such technique, brainstorming, can be found on The Owl at Purdue writing lab website under Owl Materials: Invention Presentation where it discusses ideas for prewriting. <http://owl.english.purdue.edu/owl/resource/695/01>.

Other websites about brainstorming:

<http://www.uoflife.com/wc/process/process1.htm>

<http://www.unc.edu/depts/wcweb/handouts/brainstorming.html>

This is a brainstorming activity using the whole class first to generate ideas. Students then work in small groups brainstorming.

Objective: Students will generate ideas in the form of brainstorming that could be used for ideas when writing a rough draft of a piece of writing.

TEKS: 7, 13A, 24A

CRS: 1 A2

Supplies Needed:

- A white board and dry markers or chart paper when this is done in small groups
- Markers for each member of the groups
- Wall space around the room for the gallery walk

Step by Step:

1. Either have a predetermined topic to begin the brainstorming, or allow students to choose the topic.
2. Appoint or ask for a student volunteer to write the responses on the board.
3. The topic should be written near the center of the board and then the student scribe writes the class contributions-words, phrases, and examples. Spelling or punctuation is not important at this point, but generating a lot of ideas on the board as the teacher facilitates is important.
4. After a sufficient amount of ideas are written on the board, divide the students into small groups of 3-5 students. Each group will need a piece of chart paper and each member a marker.
5. The group then chooses one of the subtopics from the board and begins to do their own brainstorming on the new topic. Each student should be encouraged to participate and write responses on the chart paper. Teacher walks around the room monitoring the groups.
6. After it looks like each group has filled the paper, instruct each group to hang their chart paper on the walls or boards around the room and stand by their brainstorming.

7. When all the groups have positioned themselves by their brainstorming, instruct the groups to all move at the same time- one group to the right or in a clock-wise motion. When they get to the each group's brainstorming, the students should read the chart and discuss what they notice about each group's brainstorming-what is the same, different, what are some powerful words, what did they learn, etc.
8. As the groups return to their original brainstorming, ask them to take their seats and lead a whole class discussion about the process.
9. Mention that brainstorming could be used to help write a rough draft of a piece of writing.
10. Remind students that they all really do have great ideas; sometimes they just need the opportunity to write them out on paper in a messy fashion.

Work Cited

University of Life Writing Center 98, "Brainstorming." 2004. University of Life, Utah. July 2009.

University of North Carolina at Chapel Hill Writing Center, "Brainstorming." 2007. University of North Carolina at Chapel Hill, Chapel Hill, NC. July 2009.