Getting to the Core
Superior standards
Supportive school climate
Successful students

THINKING MAPS REVIEW

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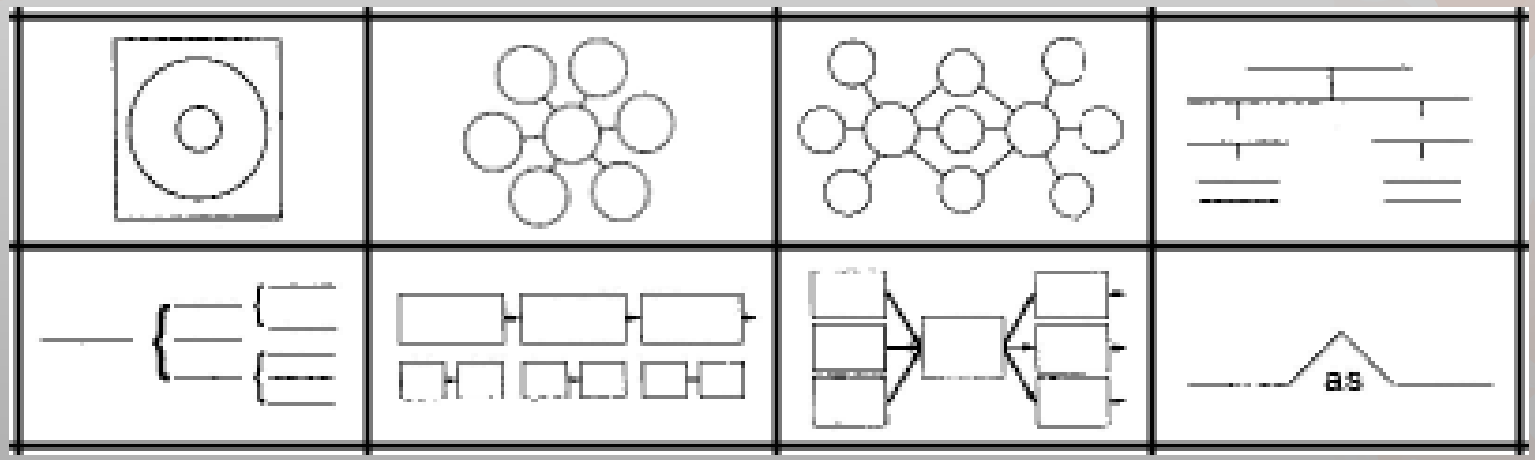
JUDITH BARDEN, DIRECTOR
NOVEMBER 7, 2012

Objectives:

- Review and practice all 8 maps
- Focus on EL support using the maps



Common Core and Thinking Maps

- Common Core standards include "rigorous content and application of knowledge through higher order skills"
- Common Core requires students to use evidence to support their findings
- Reading and Writing standards are included for each content area
- Thinking Maps are visual tools used to represent the critical thinking required to access rigorous content and apply higher order skills
- Students provide evidence and cite their sources of information on the Frame of Reference
- Thinking Maps are tools used to break down complex text, orally summarize information, and take it to writing.

Sorting Activity

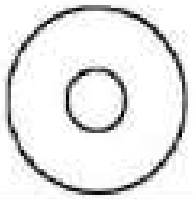
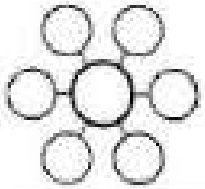
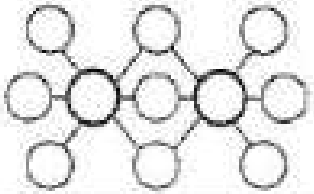
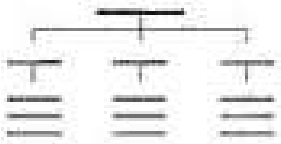
Directions:

With a partner or group, separate and categorize the cards.

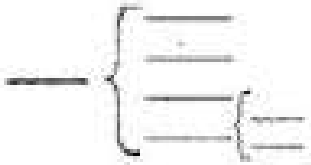
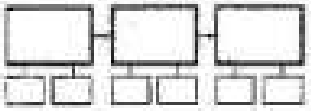
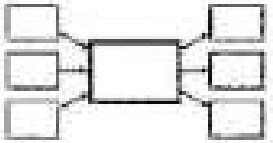
***Don’t look in your binder!! ☺

Let's Go!

Thinking Maps Review

Questions from Texts, teachers and Tests	Thinking Processes	Thinking Maps as Tools	
How are you defining this thing or idea? What is the context? What is your frame of reference?	**DEFINING IN CONTEXT**	Circle Map	
How are you describing this thing? Which adjectives would best describe this thing?	**DESCRIBING QUALITIES**	Bubble Map	
What are the similar and different qualities of these things? Which qualities do you value most? Why?	**COMPARING AND CONTRASTING**	Double Bubble Map	
What are the main ideas, supporting ideas and details in this information?	**CLASSIFYING**	Tree Map	

Thinking Maps Review

What are the component parts and subparts of this whole physical object?	**PART-WHOLE**	Brace Map	
What happened? What is the sequence of events? What are the substages?	**SEQUENCING**	Flow Map	
What are the causes and effects of this event? What might happen next?	**CAUSE AND EFFECT**	Multi-Flow Map	
What is the analogy being used? What is the guiding metaphor?	**SEEING ANALOGIES**	Bridge Map	

Frame of Reference

Turn to pp. 72-75

- Promotes reflective thinking and metacognition: "thinking about their thinking"
- 4 Ways to use the frame of reference:

-**Identify their prior knowledge:** "How do you know that information?"

-**Site sources:** "Where did you gather your information from?"

-**Addressing Point of View:** "Who or what is influencing the information on your map?"

-**Summarizing:** "Why is this important? What have you learned?"

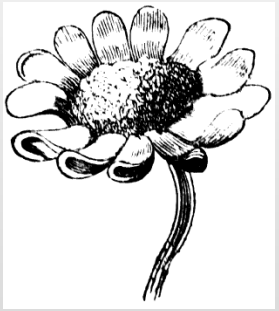
Circle Map p. 98

- Used for brainstorming/ defining in context
- Phrases, words, and/or pictures may be used
- Vocabulary development

Key words

Describe, list, define, tell everything, brainstorm, discuss, identify

Pictures



Definition

Plants that have pipes or tissues made of cells that transport water and nutrients through the plant.

Examples

bushes, trees, grass

Vascular Plants

Types

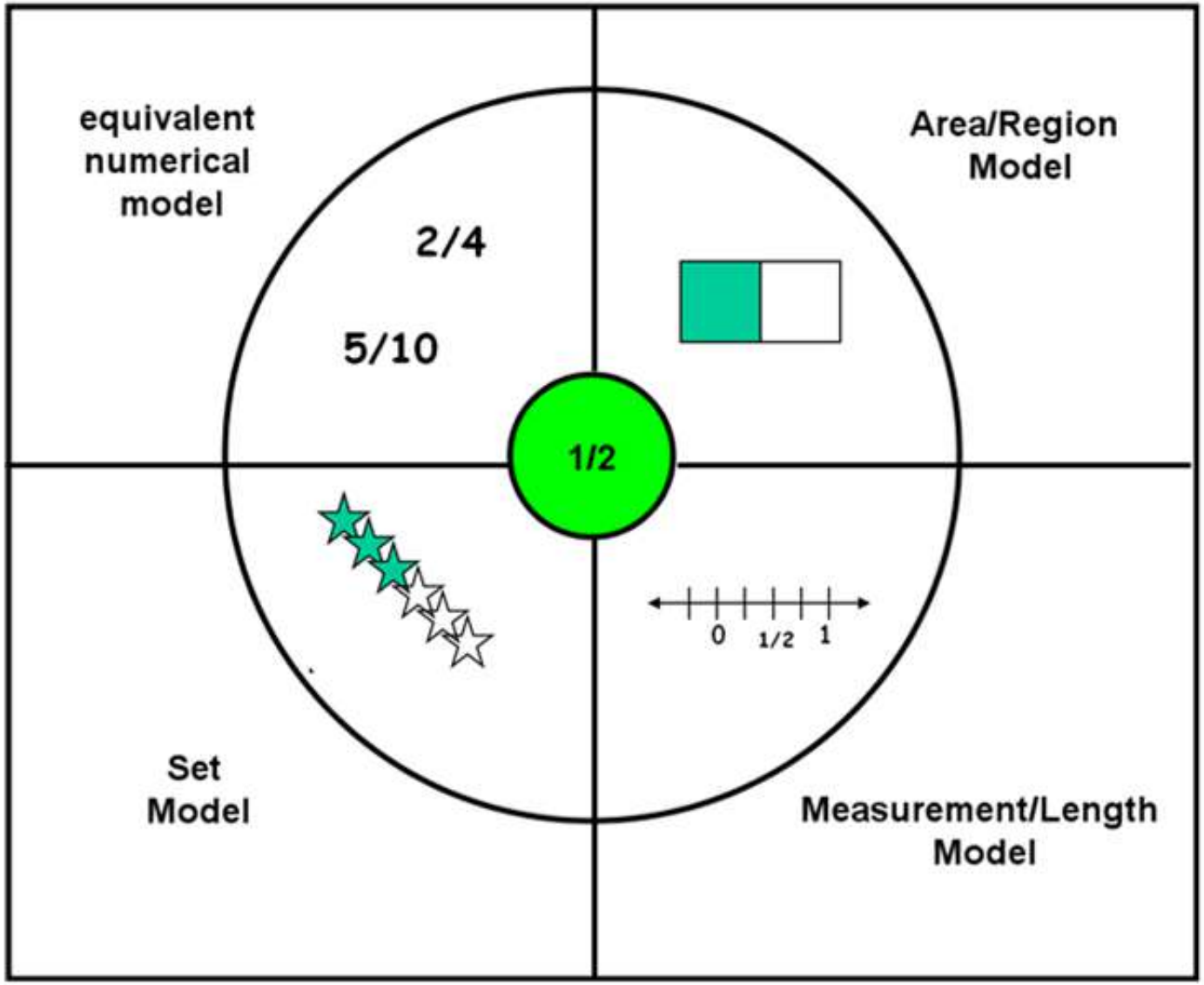
gymnosperms and angiosperms

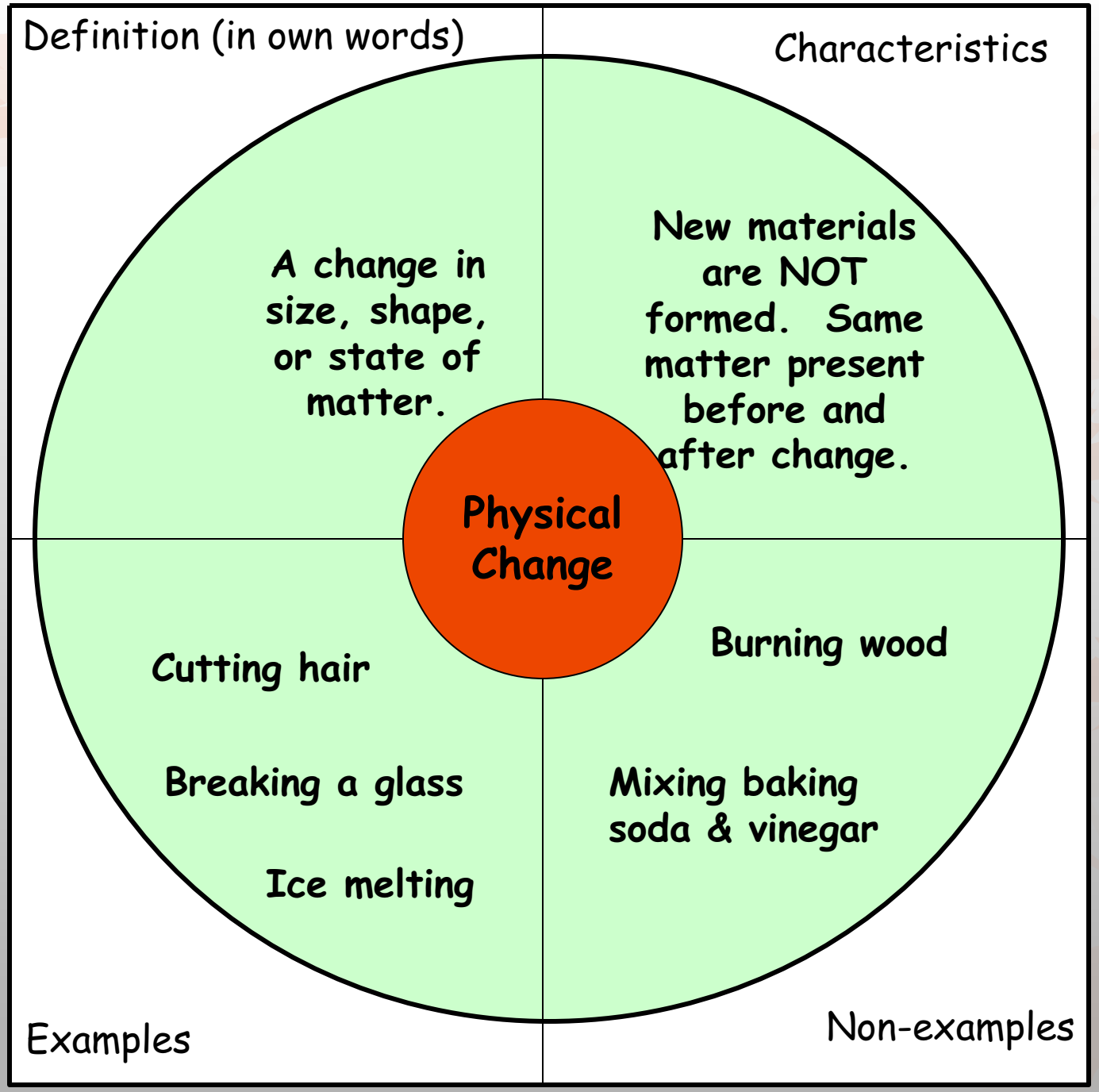
Contains xylem and phloem

Reproduces by spores or seeds

Large or Small

Essential Characteristics


equivalent numerical model
2/4
5/10
Area/Region Model
1/2
0
1/2
1
Set Model
Measurement/Length Model


Definition (in own words)
Characteristics
A change in size, shape, or state of matter.
New materials are NOT formed. Same matter present before and after change.
Physical Change
Cutting hair
Breaking a glass
Ice melting
Burning wood
Mixing baking soda & vinegar
Examples
Non-examples

Bubble Map pp. 100-102

- Used to describe-can only use adjectives or adjective phrases
- Common core requires students to "value evidence": Ask students to provide their evidence/justification for their adjectives
- Can be used for:

  -characterization

  -attributes (math and science)

  -describing real people, places, and events

Key words

describe, use vivid language, observe, characteristics
Properties, adjectives, qualities

How would you describe this person, place, thing, idea or picture?

always asking questions

curious

caring

Takes care of his baby sister

In kinder and can read 1st grade decodables

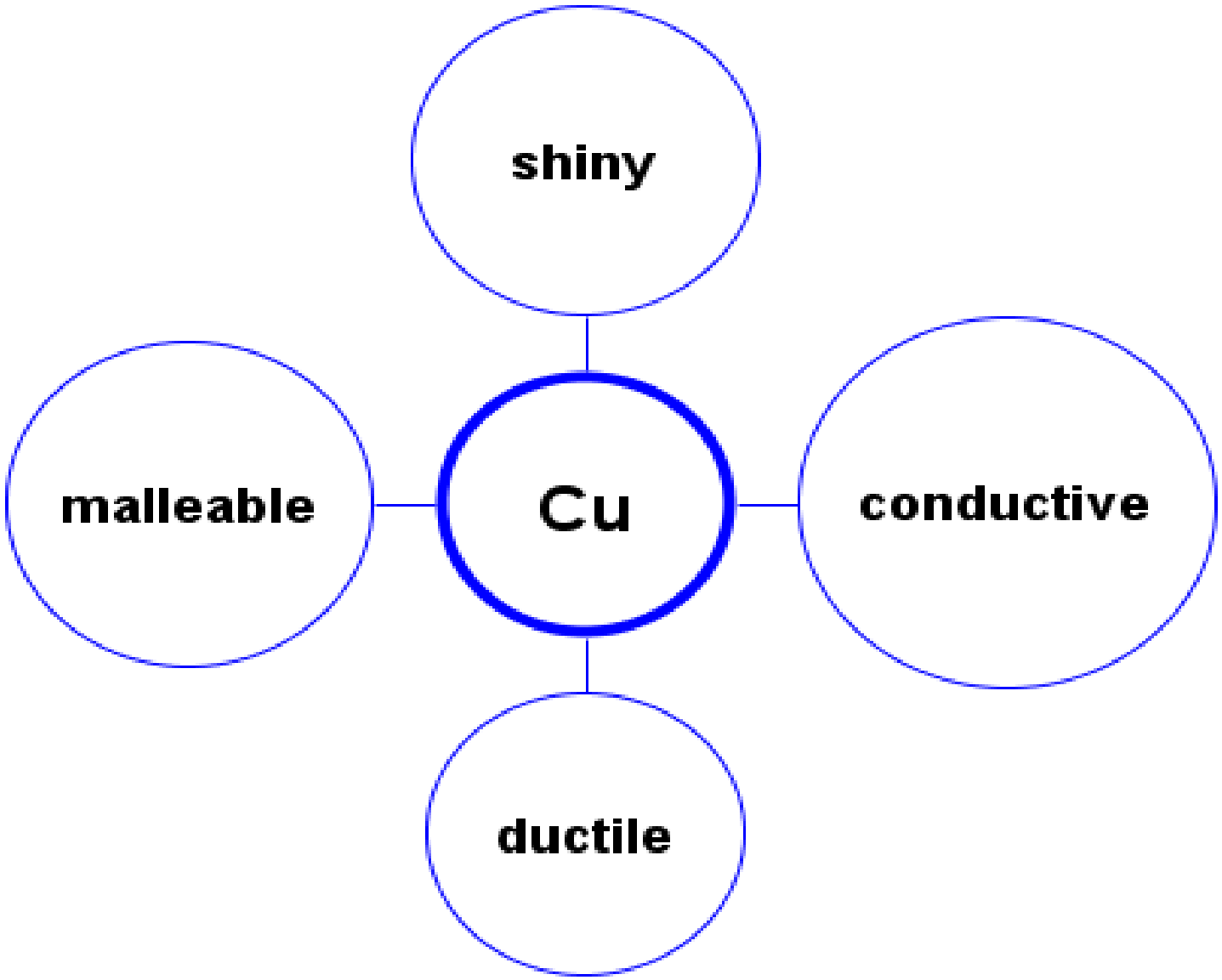
smart

funny

Makes up his own jokes

Describe someone important in your life?

Extend Page


shiny
malleable
Cu
conductive
ductile

Double-Bubble Map pp.103-105

- Used to compare and contrast
- Can be completed with only the middle (comparing) filled in or only the outside (contrasting)
- Outside bubbles MUST correspond-create a "but arc"

*include key words used for contrasting that can be transferred to writing

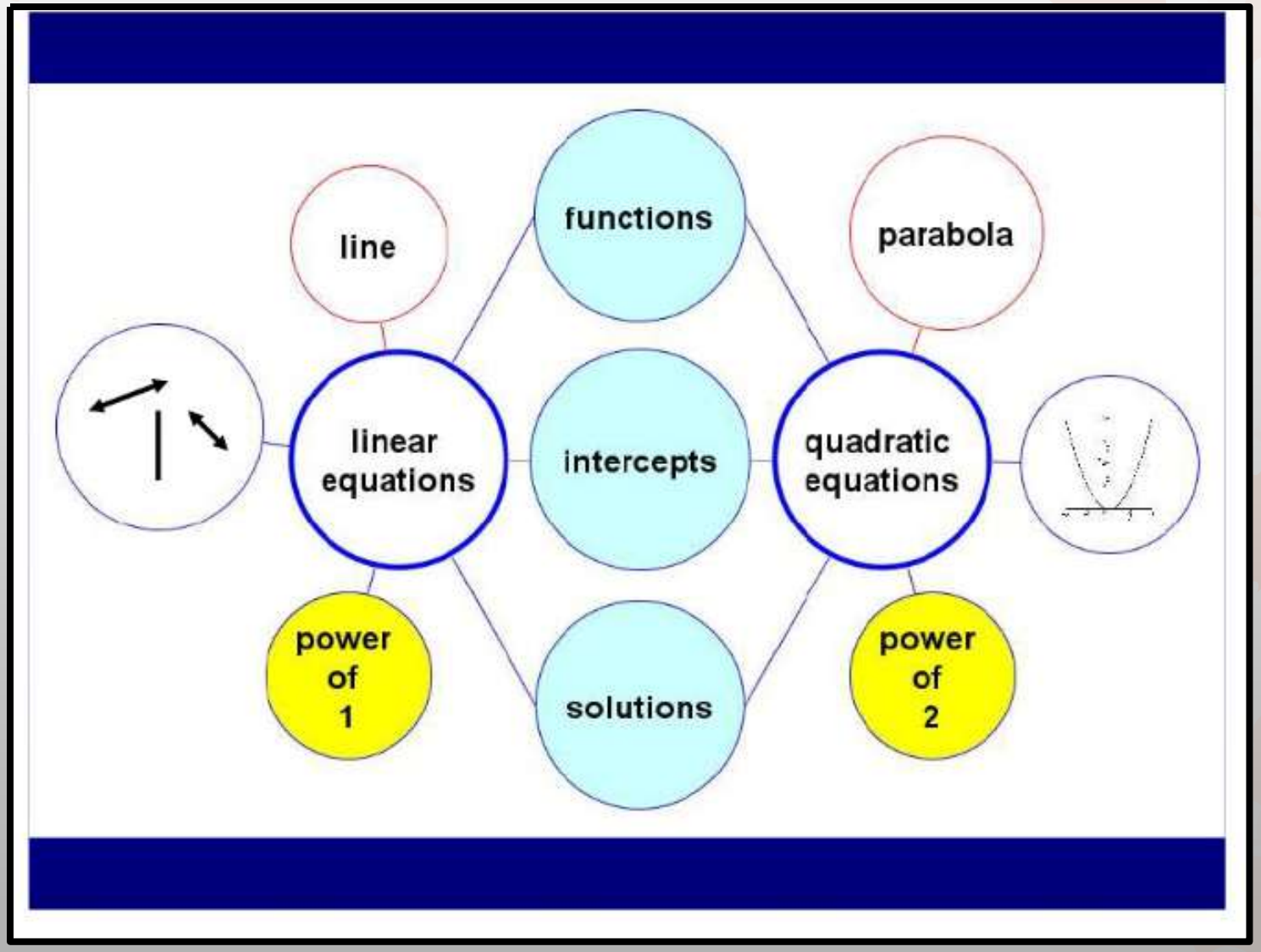
Take it to writing! Compare and contrast essays or paragraphs, summaries of text comparing events, historical figures, math concepts, science concepts…

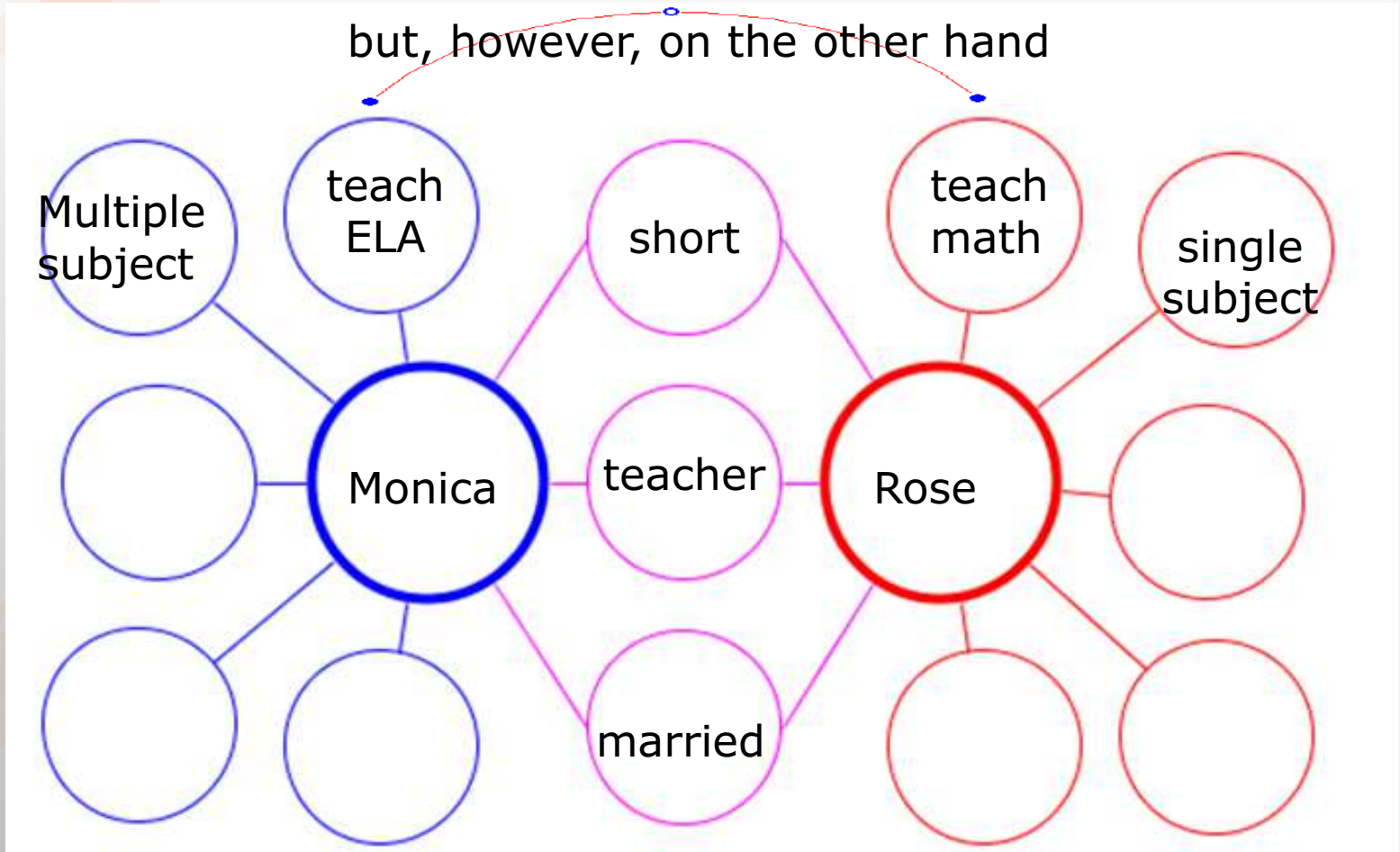
Key words:

Compare:
similarly, likewise, just like,
also, to compare, in the same way
both, too

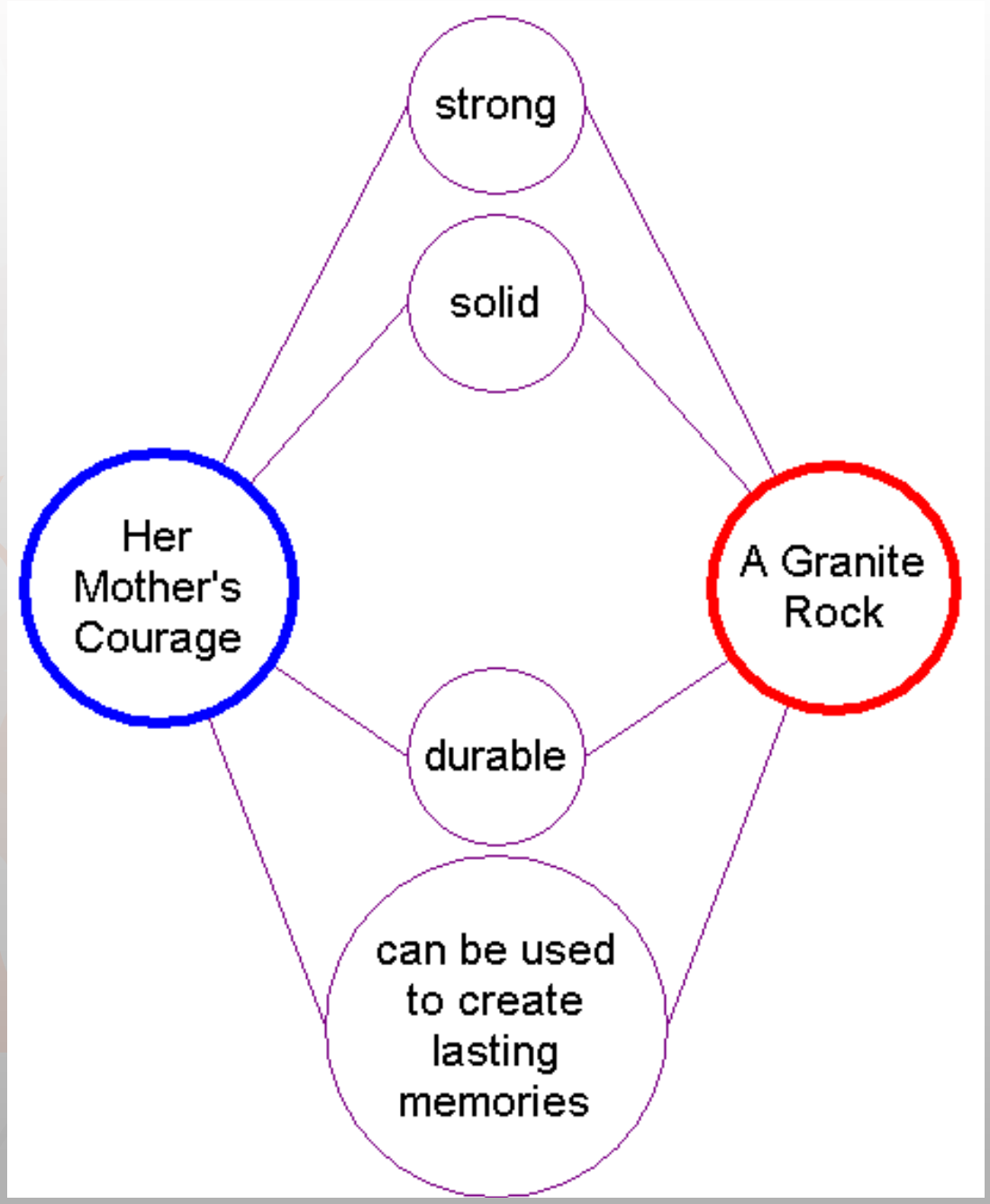
Contrast:
although, however, but,
on the other hand, unlike,
in contrast, yet

Compare terms





Monica and Rose have some similarities. For example, they are both teachers. They are also both married and are kind of short.
These two ladies are also very different. Monica teaches ELA, while Rose teaches Math.



WORD

ANALYSIS

STRAND

Similes and Metaphors

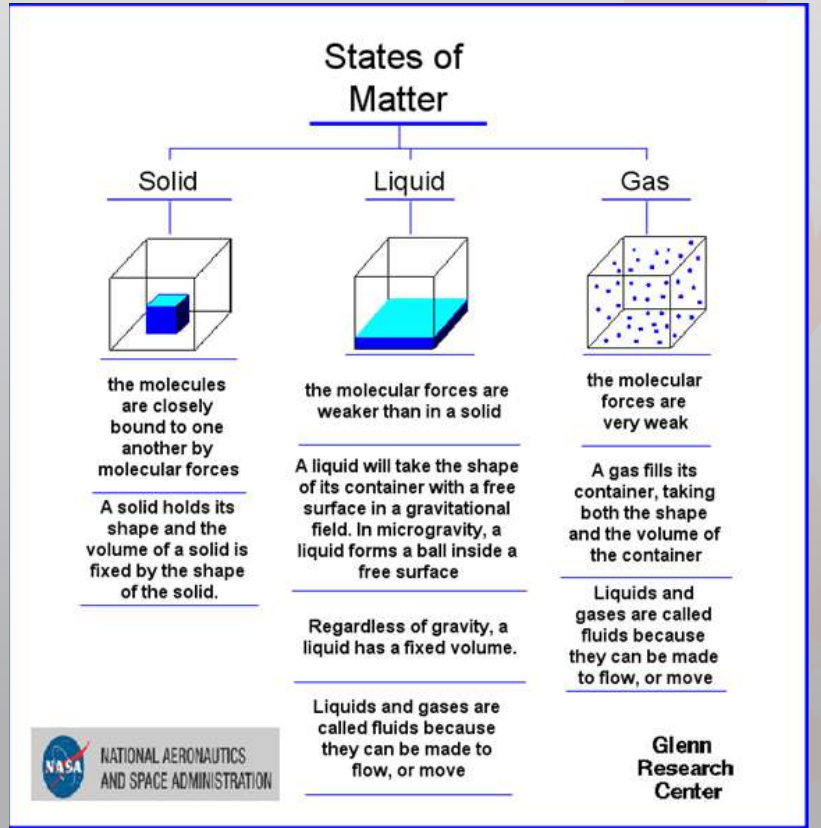
Figurative and Literal Language

Tree Map pp. 106-108

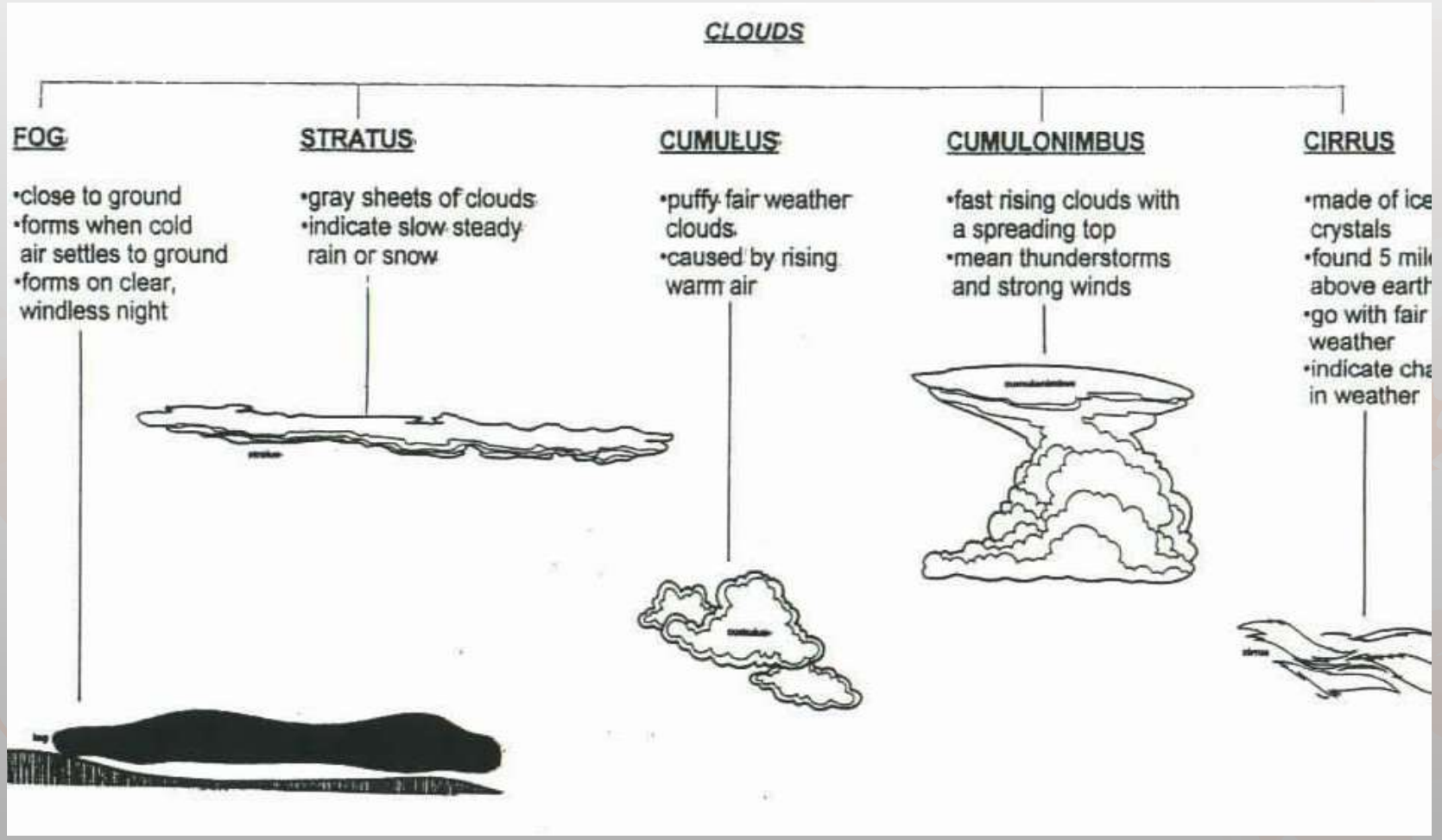
- Used for classifying and categorizing
  - Example: Classify the following scientific ideas into 3 categories. Label the categories.

Key words

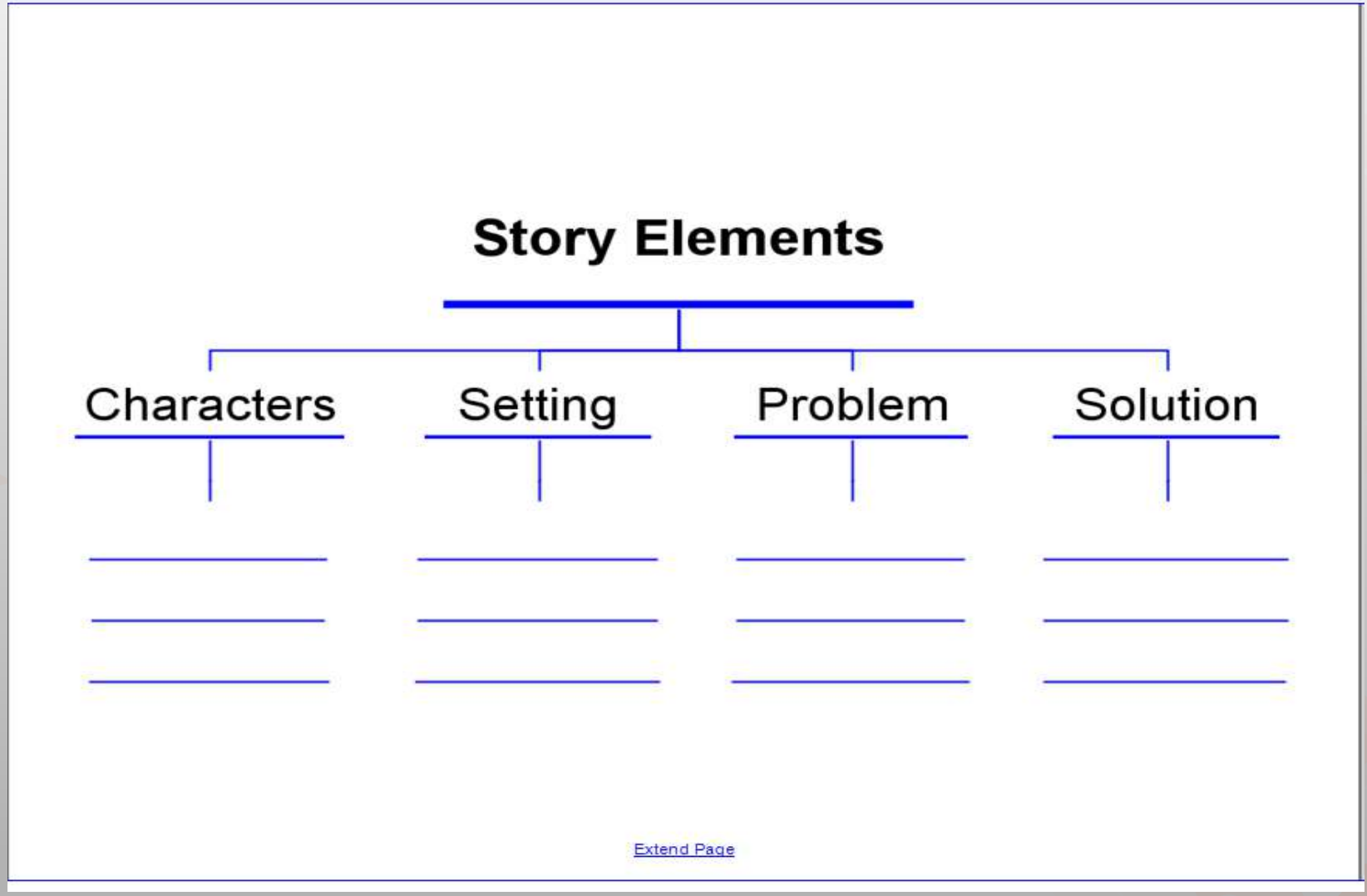
Classify, sort, group, categorize, types of, main idea and details, taxonomy



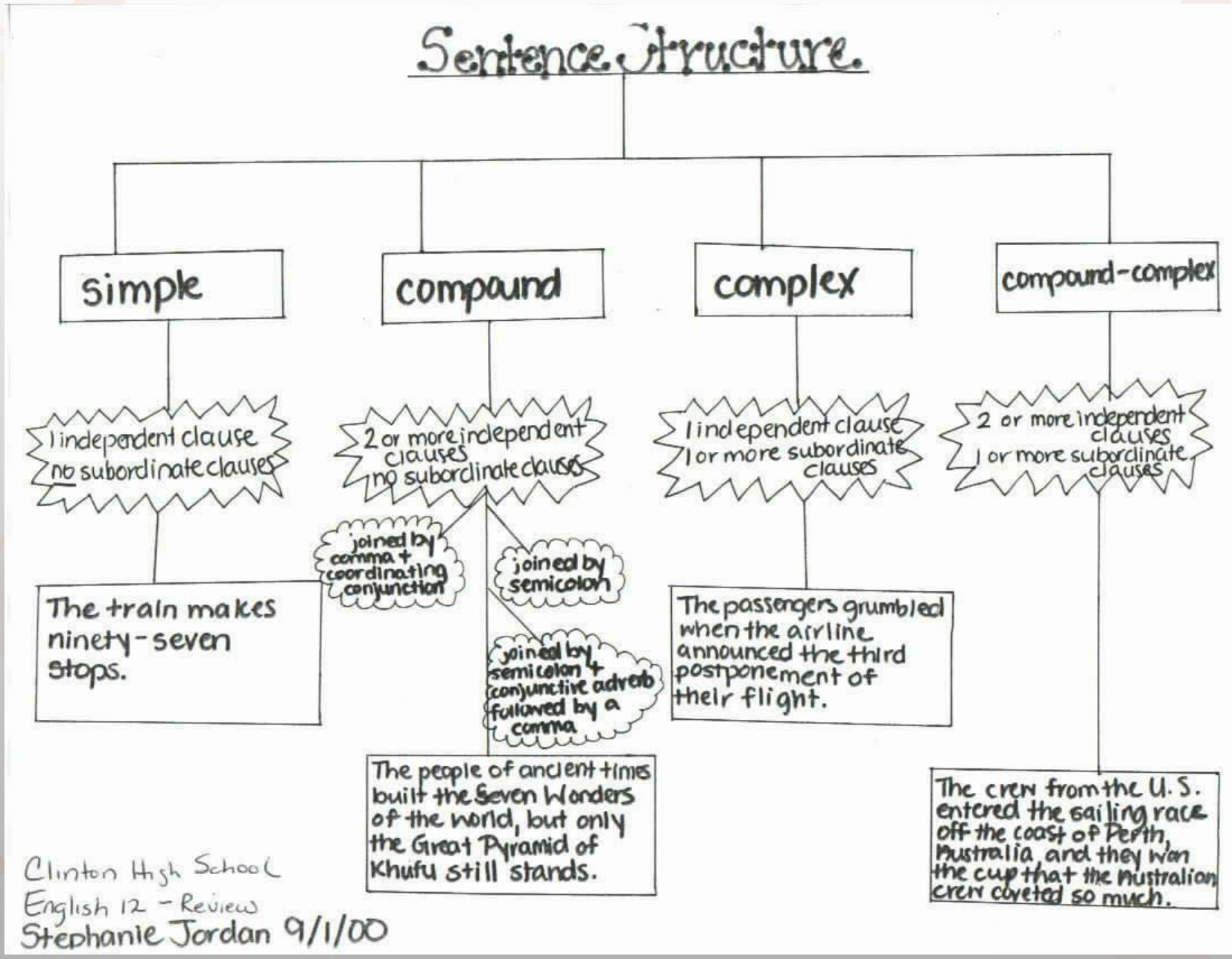
Vocabulary and note-taking:



Tree Map in ELA:



Sentence Structure



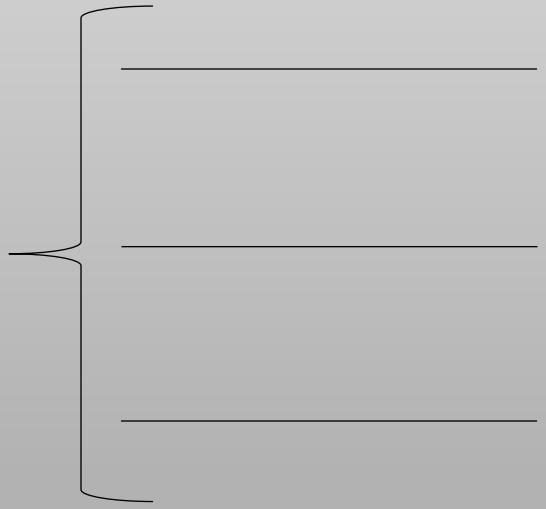
Clinton High School
English 12 - Review
Stephanie Jordan 9/1/00

Brace Map pp. 109-111

- Used to represent whole to part relationships
  - Only list the parts on a Brace Map-NO EXPLANATIONS OR EXAMPLES

Key words

Parts of, show structure, physical components, anatomy

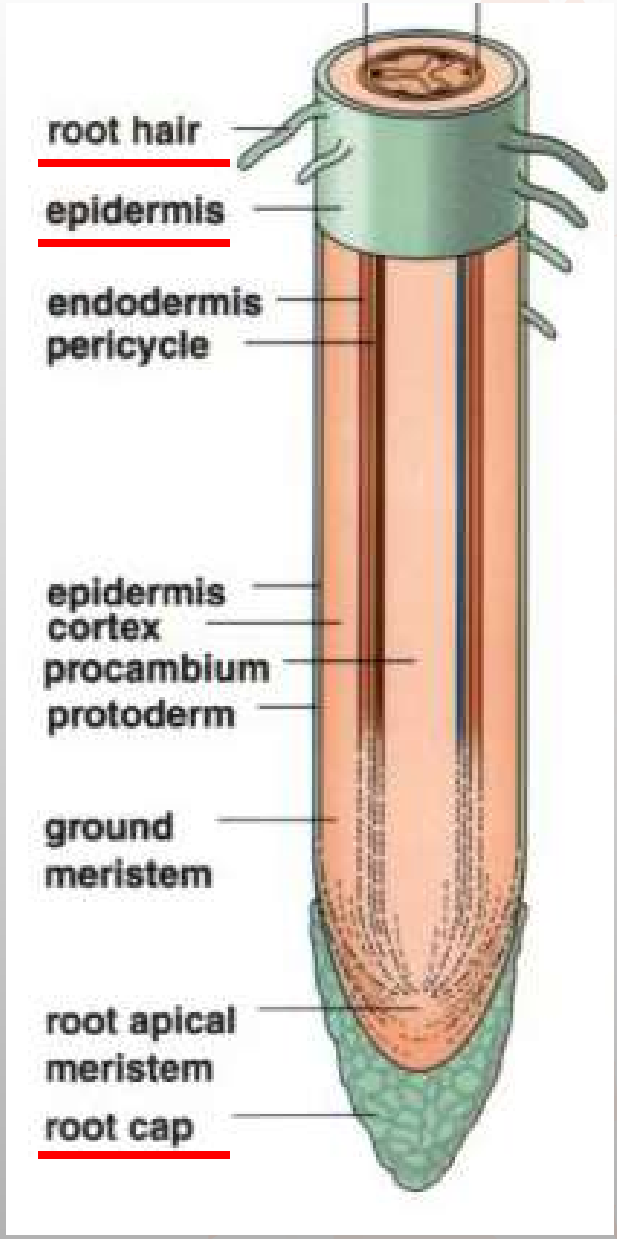


Root Structures

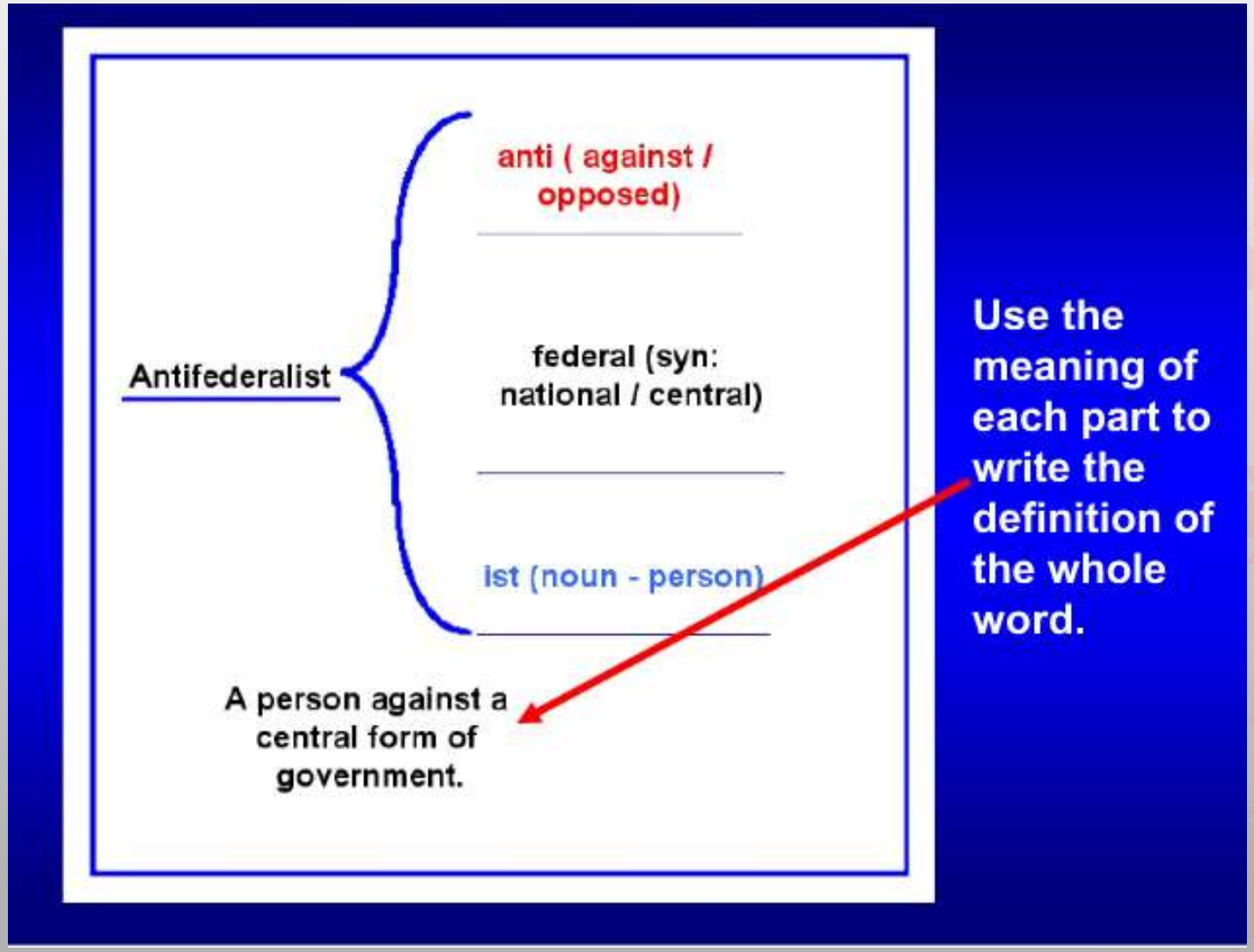
Root Epidermis

Root Hairs

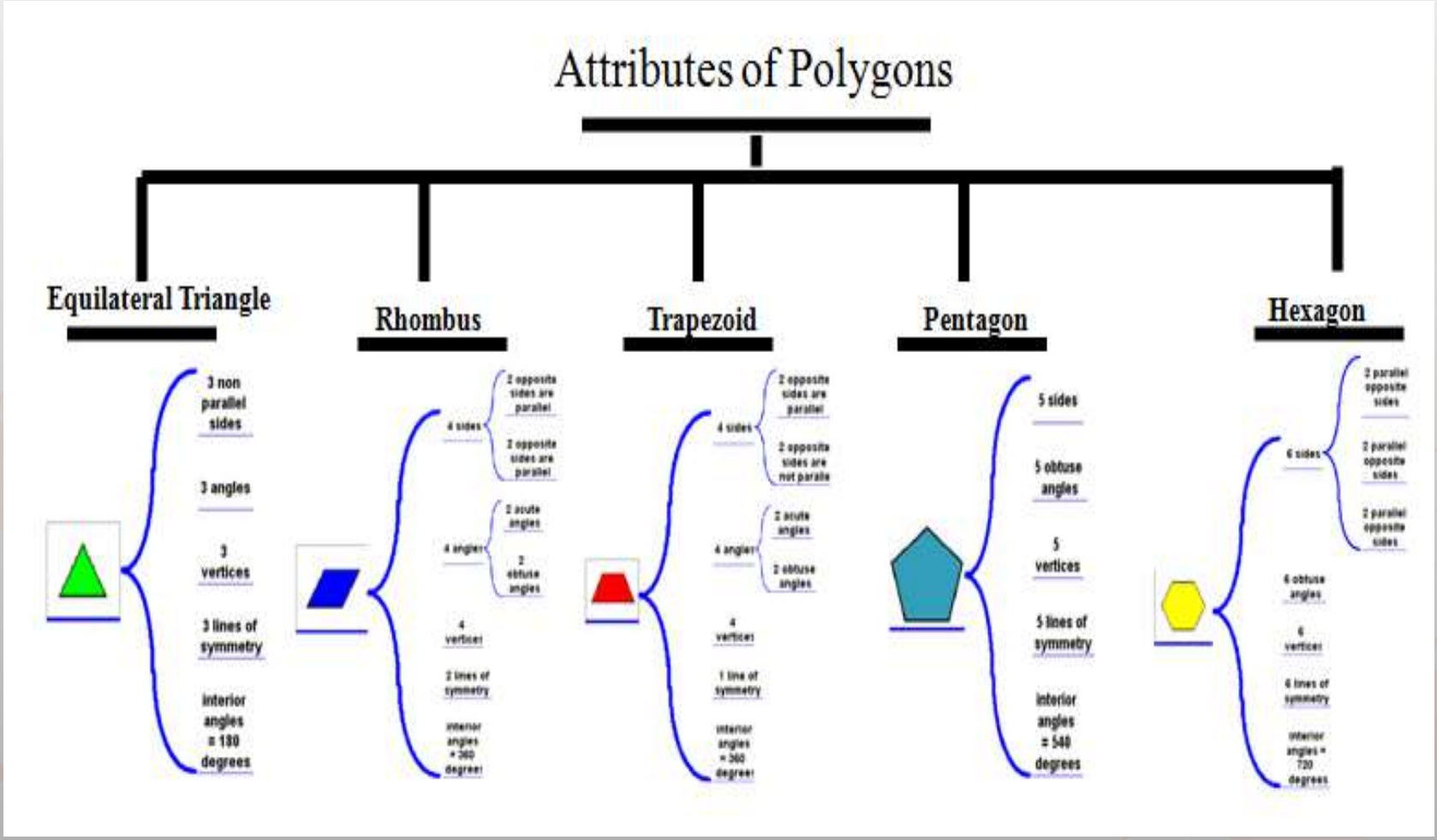
Root Cap



Break up word parts with a Brace Map



Combining maps for depth:



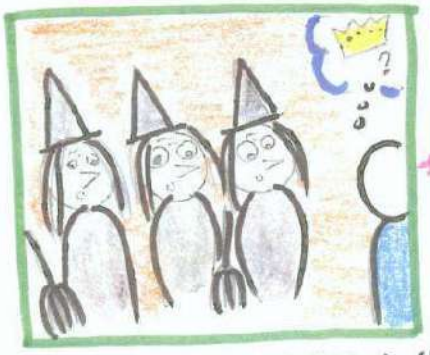
Flow Map pp. 112-114

- Use to show sequencing
- Can be combined with the Tree Map for writing by adding details below the sequence box

Key words

sequence, put in order, retell, patterns, cycles, multi-step, process

FLOW MAP ~~act one~~ ACT ONE I



- the three witches tell Macbeth that he's going to be a king.
  - (Banquo's sons will be king)

- Macbeth becomes a war hero (Thane of Cawdor)

- Macbeth sends a letter to Lady Macbeth saying that the witches said he's going to be king!

- Lady Macbeth forcefully wants to kill the king & tells Macbeth that she's going to do the murder.

- Macbeth talks to the king about coming over to their house.

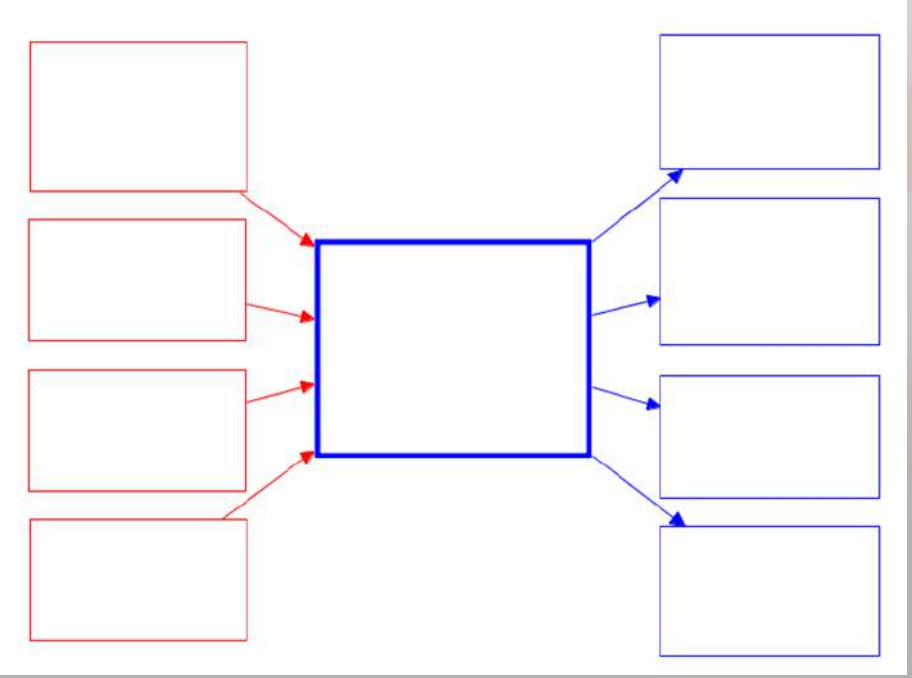
- King plans to come over!
- Macbeth's perfect set up!!

Multi-Flow Map pp. 115-117

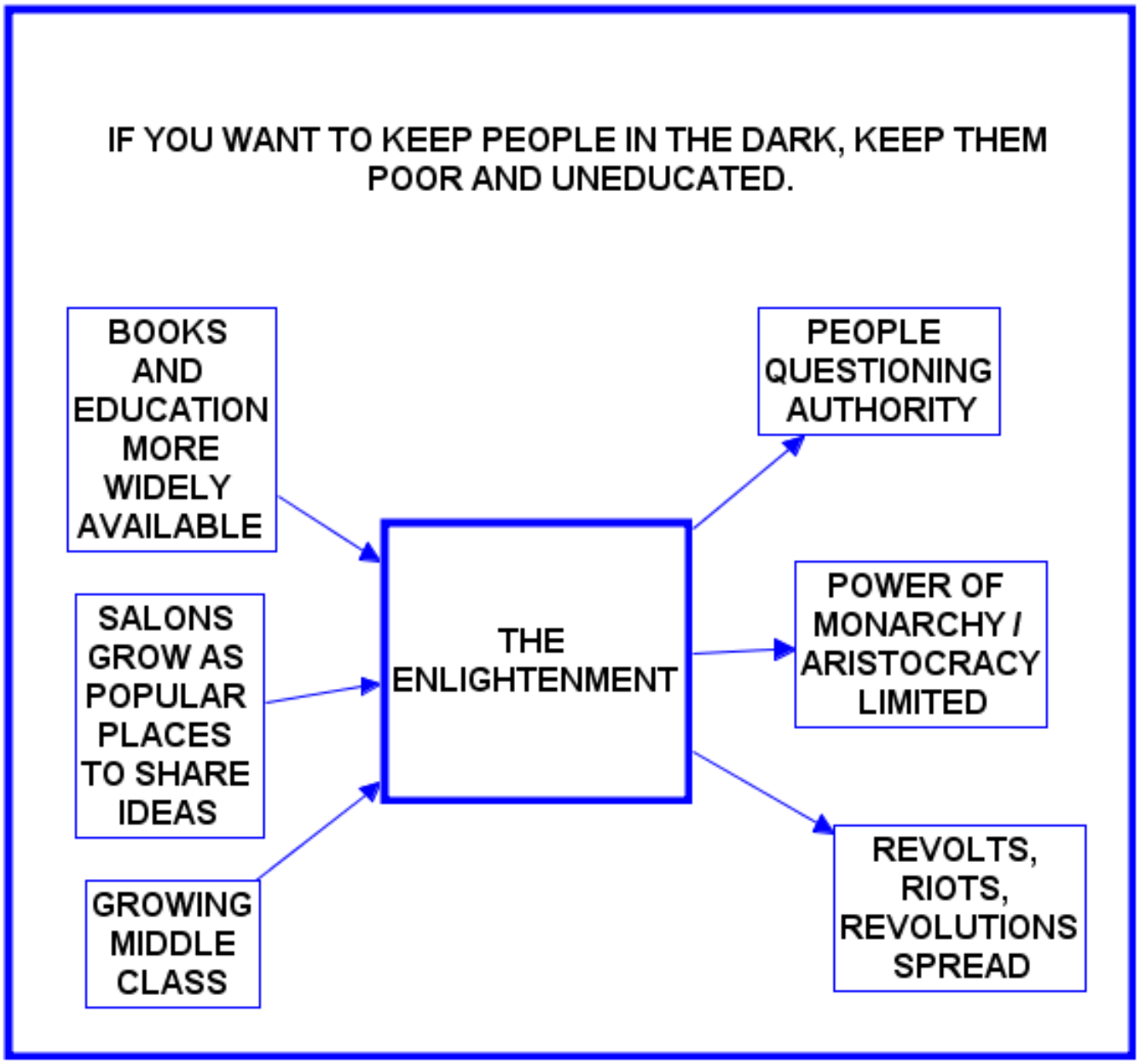
- Used to show cause and effect
- Can be made as a one-sided Multi-Flow with only the causes or only the effects
- Opposite sides DO NOT have to match

Key words

cause and effect, discuss consequences, if/then, predict, results, outcomes



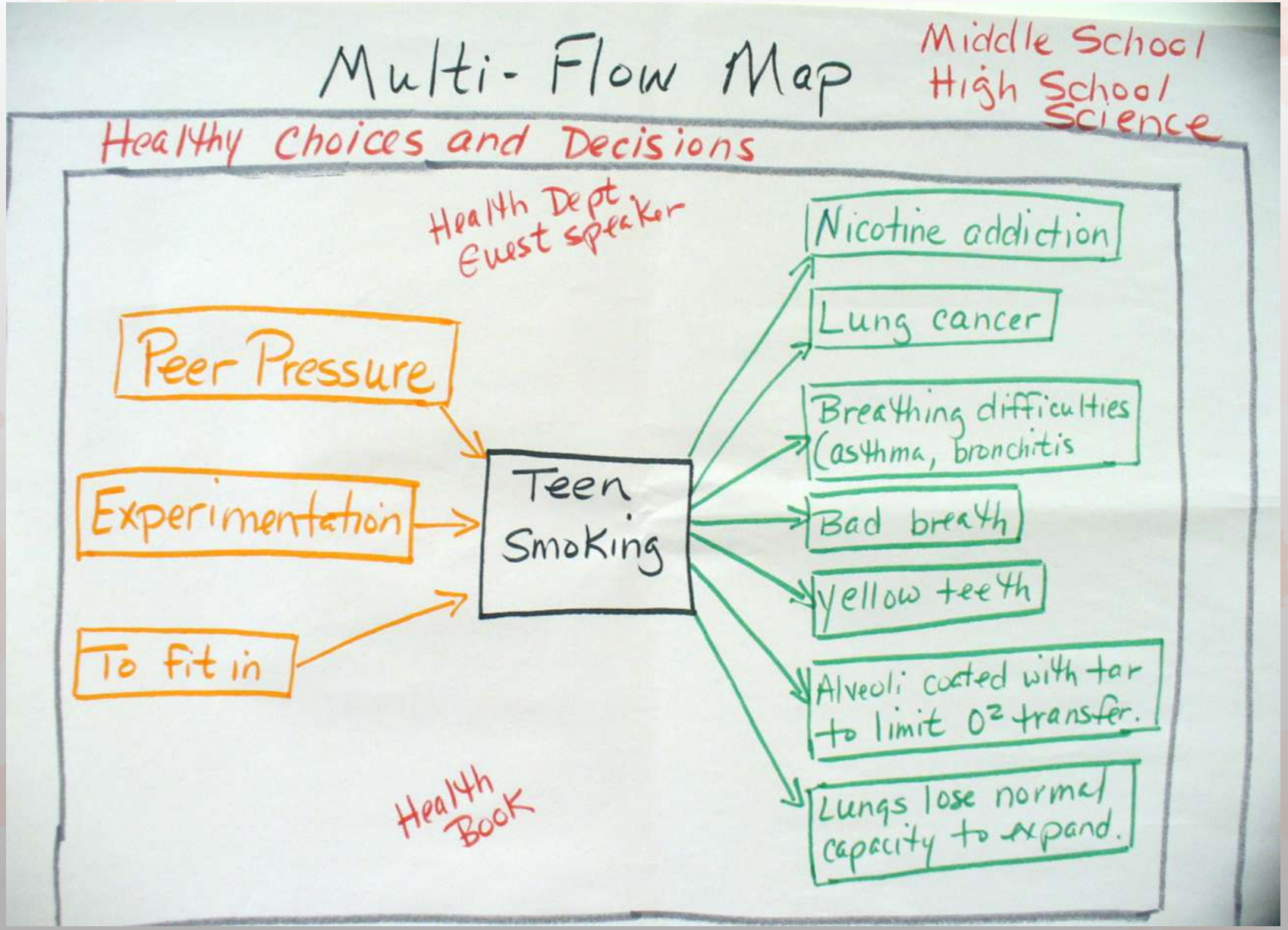
IF YOU WANT TO KEEP PEOPLE IN THE DARK, KEEP THEM POOR AND UNEDUCATED.



Multi-Flow Map

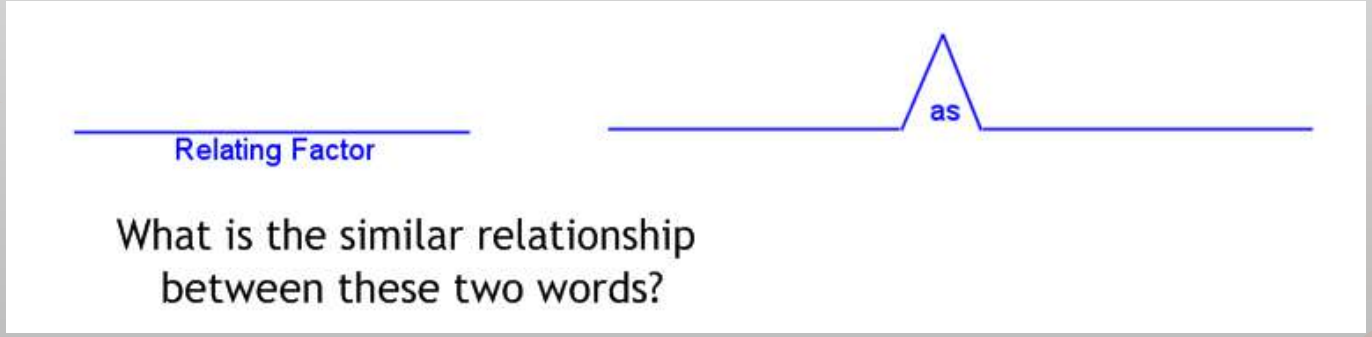
Middle School
High School
Science

Healthy Choices and Decisions



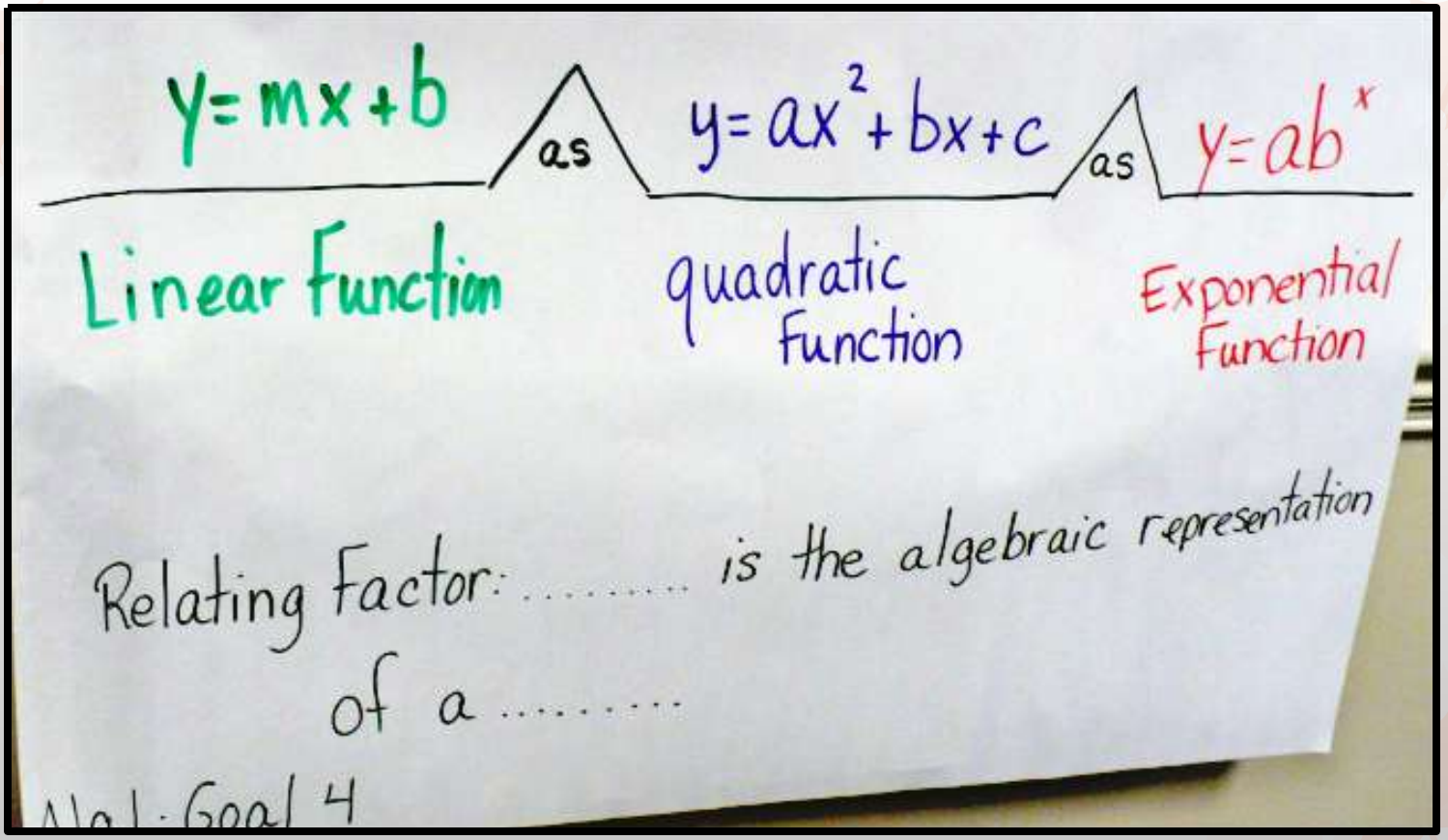
Bridge Map pp. 118-120

- Used to represent analogies-show relationships
- Must have a relating factor that links the concepts being compared



4.*Dog* is to *leash* as *balloon* is to _____.

cloud branch helium string



Key words

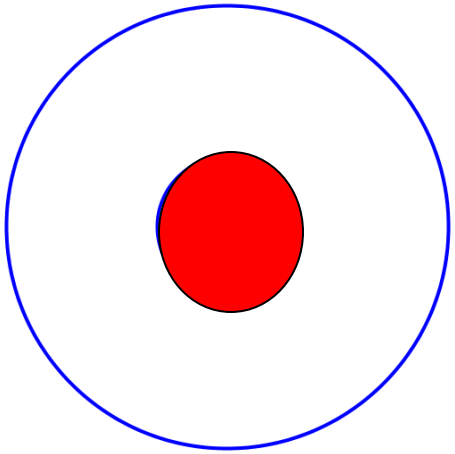
identify the relationship, simile, metaphor, ratio
Interpret symbols, guess the rule

The Impact of Inventions on Society

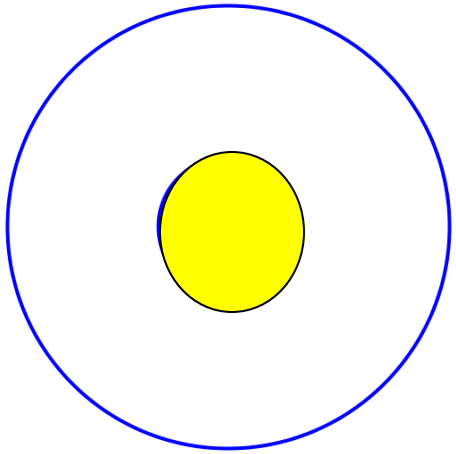
Cotton Gin	as	Spinning Jenny	as	Telegraph	as	Steel Plow	as	Steam Engine
impacted society by increasing		demand for slave labor		demand for female labor		ability to communicate		productivity of farmland		distribution of goods
Relating Factor								

100 Inventions That Changed the World

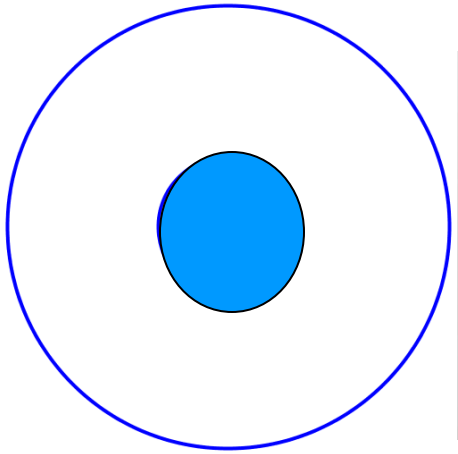
DIGESTION → ABSORPTION → ELIMINATION



DIGESTION PARTS



ABSORPTION PARTS



ELIMINATION PARTS

Chapter 3: Literacy Links pp. 127-168

- Vocabulary Development
  - Direct and indirect teaching of vocabulary
  - Interaction with academic vocabulary words at a complex level
- Reading Comprehension
  - Identifying and understanding text structures
  - Organizing key information
  - Author's purpose
  - Previewing text
  - Making inferences
- Writing
  - USE OF SENTENCE FRAMES-SO IMPORTANT p. 161
  - Pre-writing tools

Exit Slip:

- Do a Close Reading of the article
- Determine what thinking process or processes are required when reading this passage
- Create at least two Thinking Maps to represent the key information in the article.