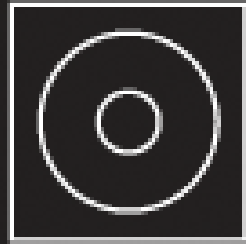


THINKING MAPS

Using Visual Patterns to
Facilitate Learning

EIGHT DIFFERENT MAPS

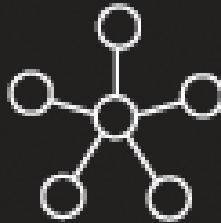
Circle Map



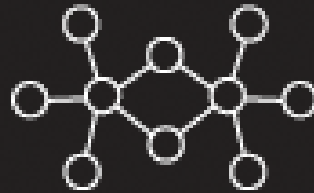
Tree Map



Bubble Map



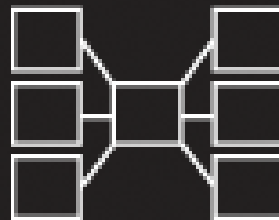
Double Bubble Map



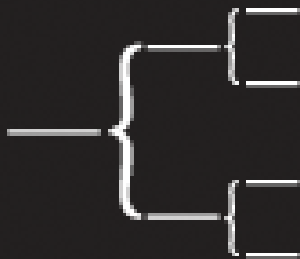
Flow Map



Multi-Flow Map



Brace Map



Bridge Map



WHAT ARE THINKING MAPS?

- Developed in 1988 by Dr. David Hyerle.

- **A common visual language for learning.**

They have a consistent design and are used at all grade levels.

- **Non linguistic representation of 8 thinking skills:**

defining

describing

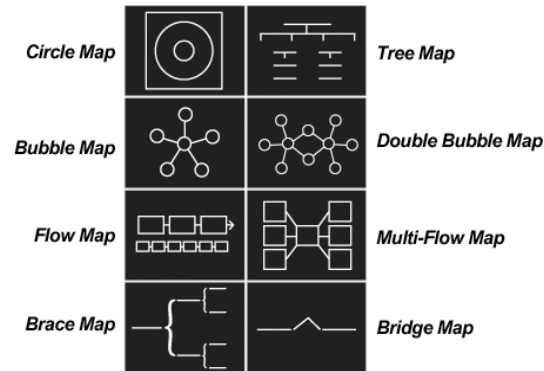
sequencing

classifying

comparing and contrasting

analogies

recognizing part whole relationships



With consistent use, the brain develops a pattern that connects the process to a specific Thinking Map.

- 8 Maps that are used by teachers and students for reading comprehension, writing process, problem solving and thinking skills

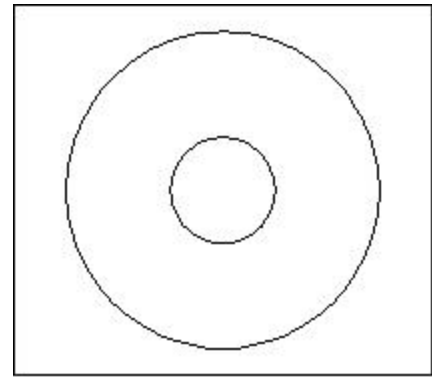
FIVE QUALITIES OF THINKING MAPS

- ◉ *Consistent*. The maps are a visual for thinking skills
- ◉ *Flexible*. The learner—and the content determines the complexity of the ma
- ◉ *Developmental*. Based on primitive graphics
- ◉ *Integrative*. 1 topic + multiple perspectives= different maps.
- ◉ *Reflective*. Think about your thinking. Maps become life-long tools.

Why use Thinking Maps?

BRAIN RESEARCH

CIRCLE MAP



Thinking Process: Defining in Context

Key Question: How are you defining this thing or idea?

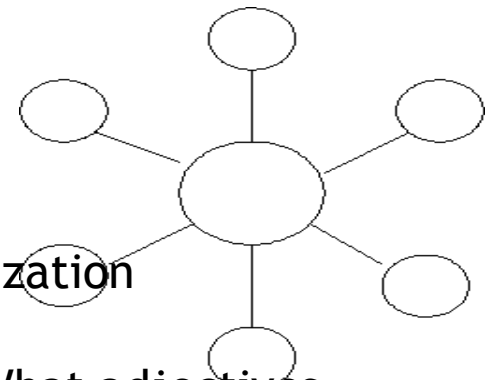
Key Words and Phrases: List, define, tell everything you know, brainstorm, identify, relate prior knowledge, describe, explore the meaning

Common Uses: Brainstorm for writing, used as a starting point during the prewriting stage, defining words, identifying audience and author's point of view

DEFINE IN CONTEXT



BUBBLE MAP

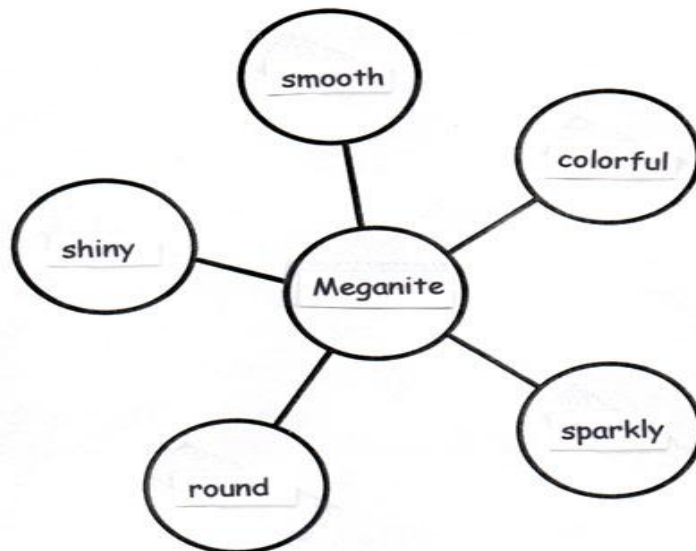


Thinking Process: Describing Qualities; Characterization

Key Question: How are you describing this thing? What adjectives best describe it?

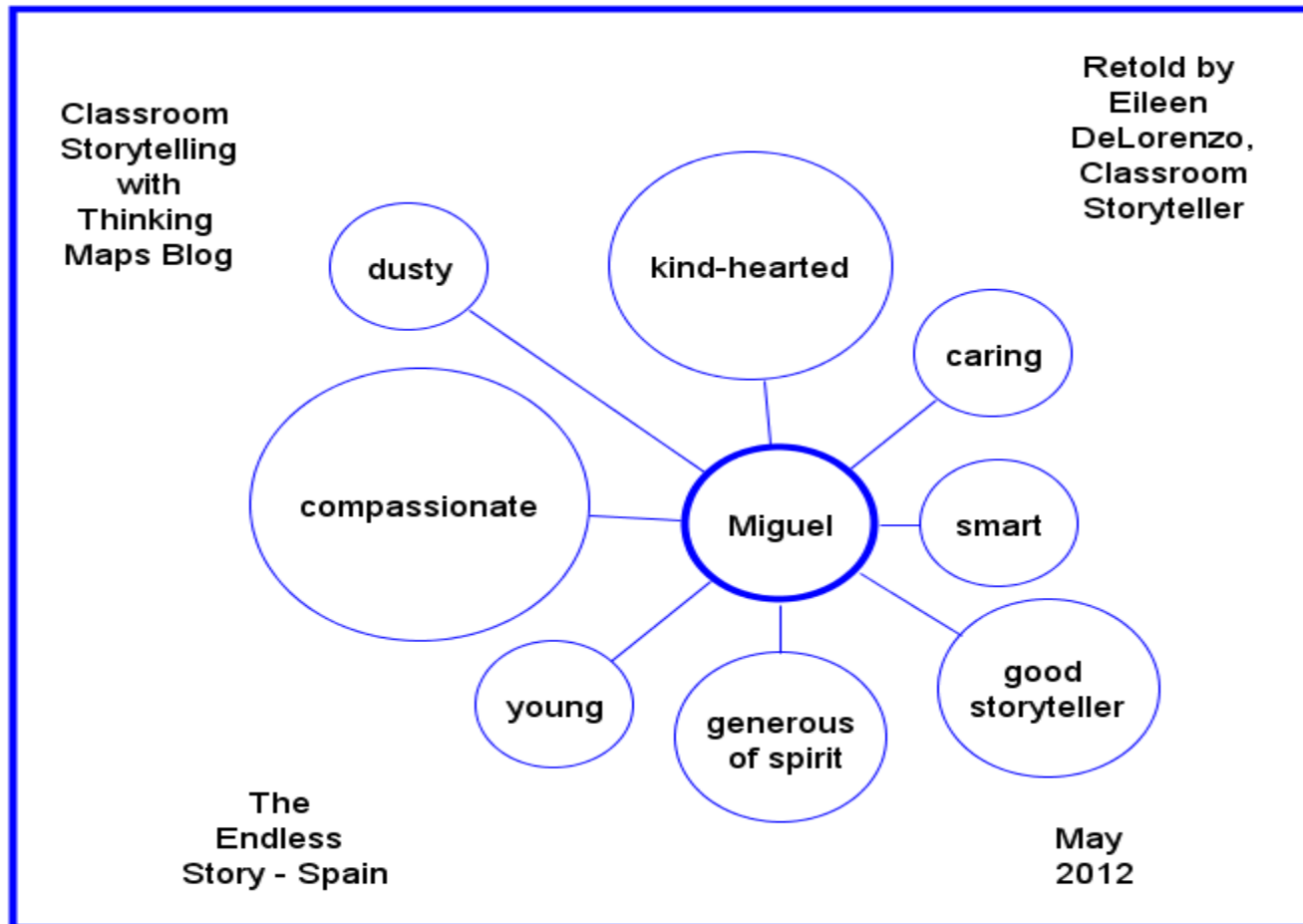
Key Words and Phrases: Describe, use vivid language, describe feelings, observe using the five senses

Bubble Map
(Sample)

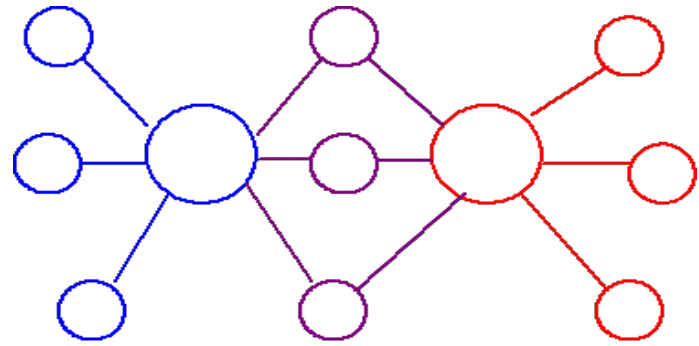


DESCRIBE

Bubble
Map



DOUBLE BUBBLE

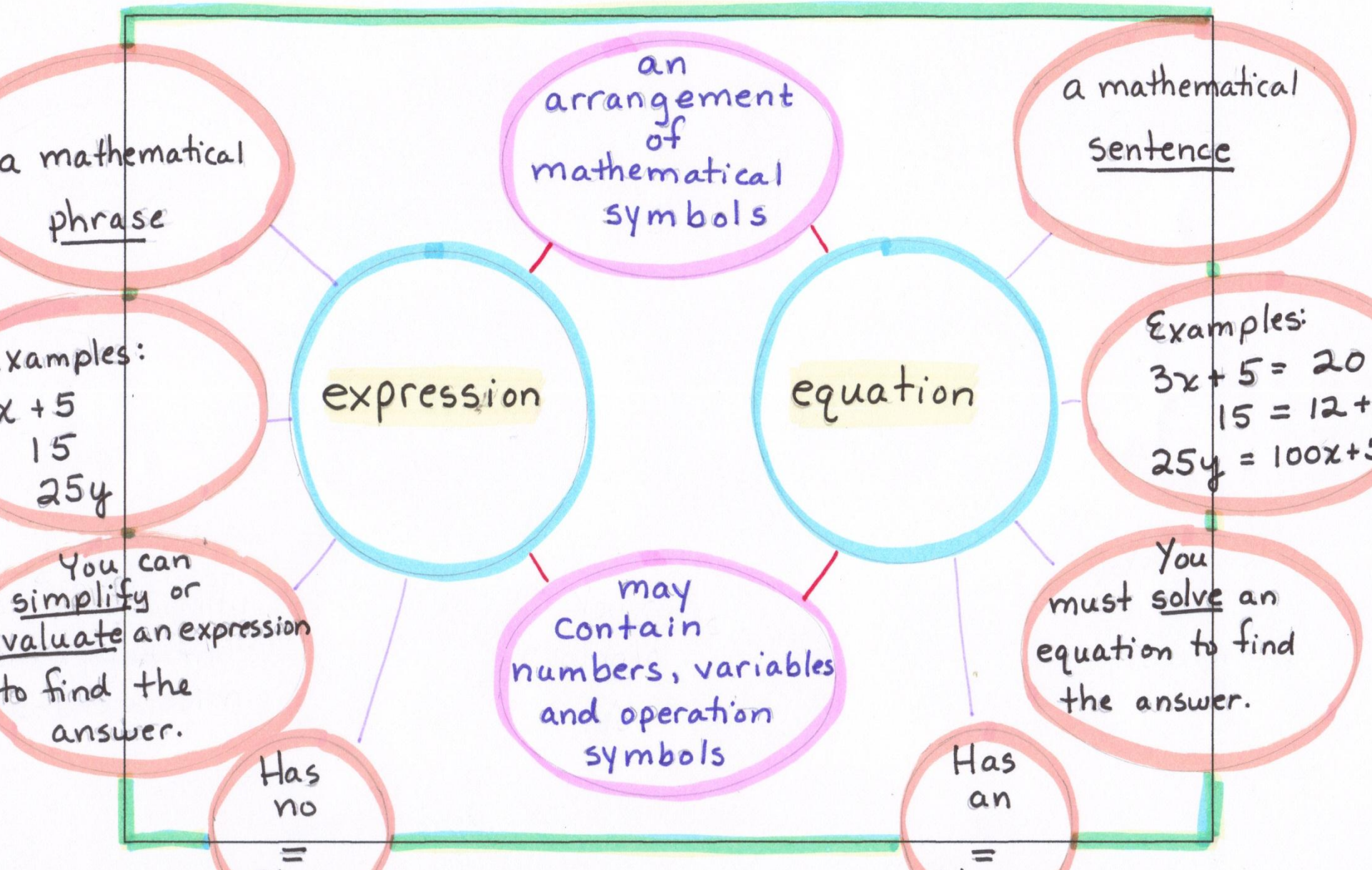


Thinking Process: Comparing and Contrasting

Key Question: What are the similar and different qualities of these things?

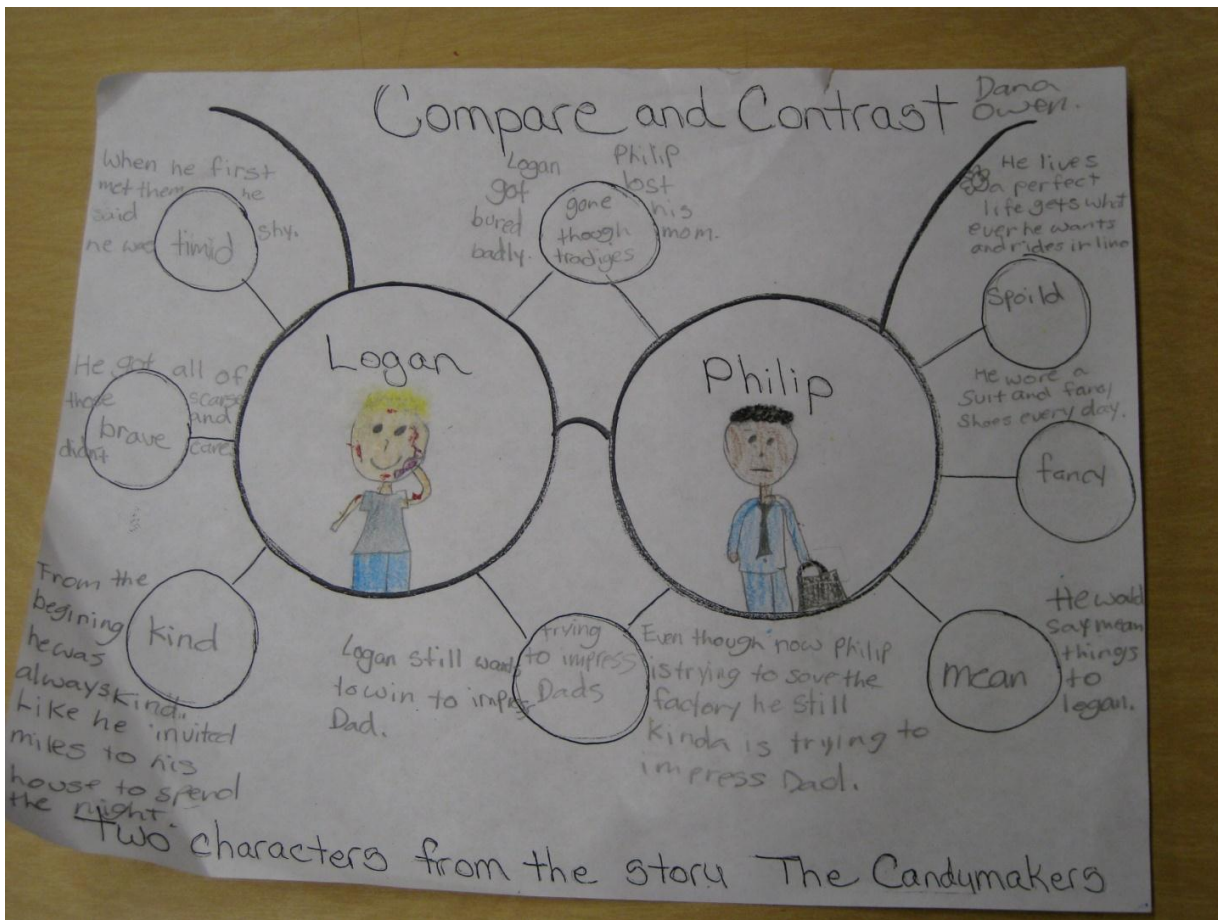
Key Words and Phrases: Compare/contrast, discuss similarities and differences, prioritize essential characteristics, distinguish between, differentiate

Expression vs. Equation

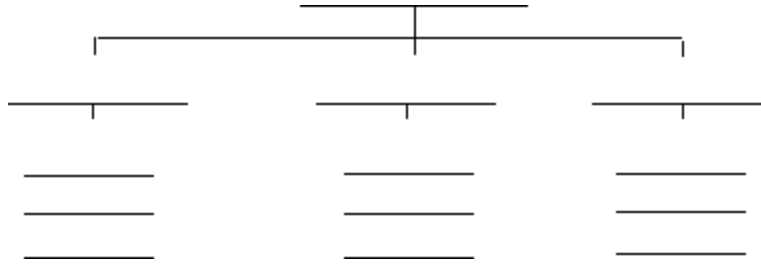


EXAMPLE: COMPARE AND CONTRAST 2 CHARACTERS FROM THE STORY. SHOW EVIDENCE TO SUPPORT YOUR OPINION. THE

A bubble map show helps the student use adjectives. Evidence is written outside the bubble.



TREE MAP



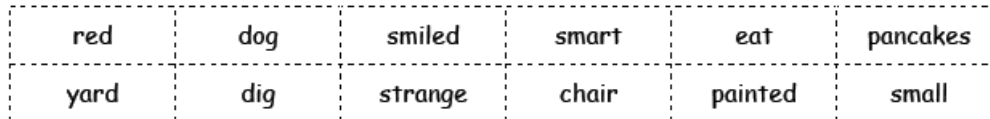
Thinking Process: Classifying

Key Question: What are the main ideas, supporting ideas, and details in information?

Key Words and Phrases: Classify, sort, group, categorize, give sufficient and related details

Name _____

Parts of Speech



Sentences

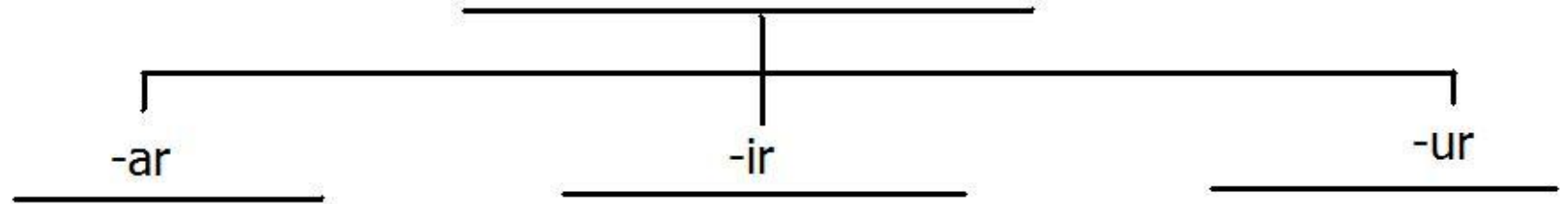
Subject (noun)

dog	cat
boy	girl
house	car
tree	flower
bird	fish
apple	orange
banana	grape
milk	juice
sugar	salt
pepper	oil

Predicate (verb)

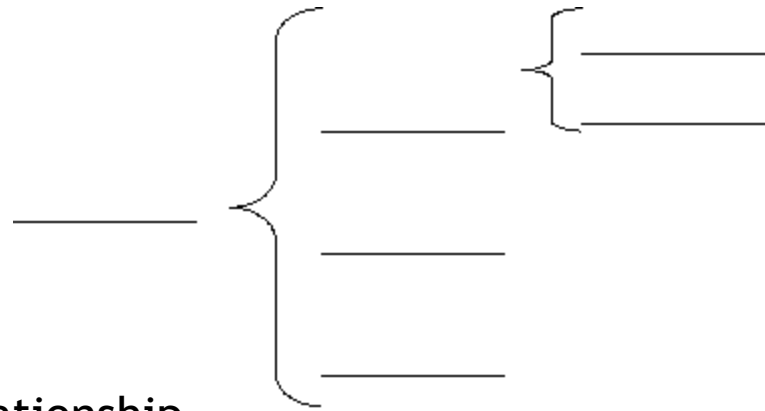
is	was
are	were
do	did
play	run
jump	swim
fly	sing
dance	eat
sleep	wake up
study	work
rest	exercise

ar/ir/ur Words



fur	sir	car	surf	bird	jar
tar	turn	first	far	dirt	turtle

BRACE MAP

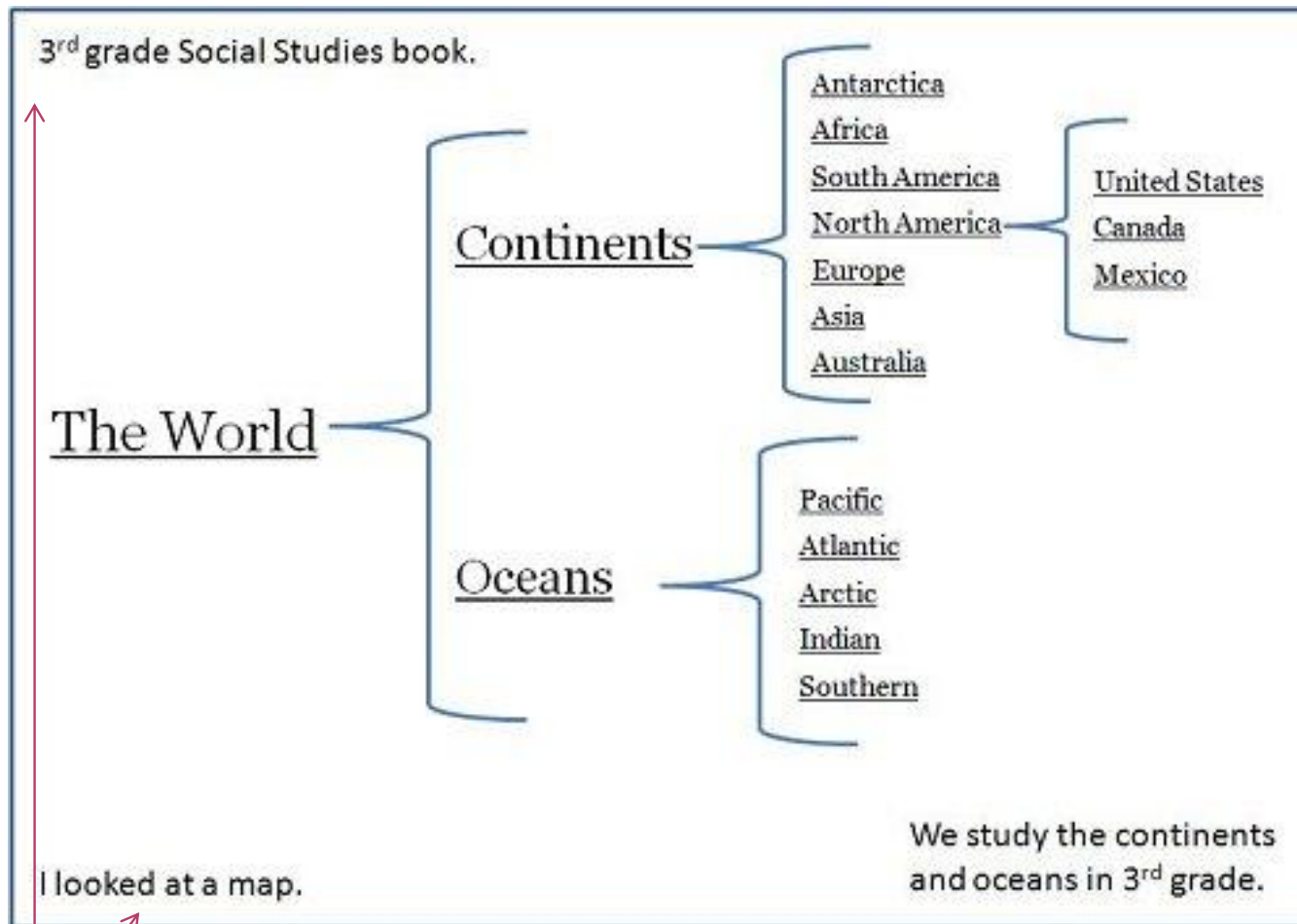


Thinking Process: Part to whole relationship

Key Question: What are the parts and subparts of this whole physical object?

Key Words and Phrases: Part of, take apart, show structure

It is for parts only, for “types” of things, a Tree Map should be used.



FRAME OF REFERENCE:
SHOWS SOURCES FOR INFORMATION AND THE BIG IDEA

Name: _____ Date: _____

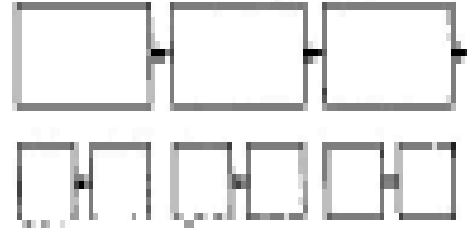
Visualizing the Setting

Directions: Write down the part of the setting. Then, tell why the setting is important.

Setting

The setting is important because _____

FLOW MAP



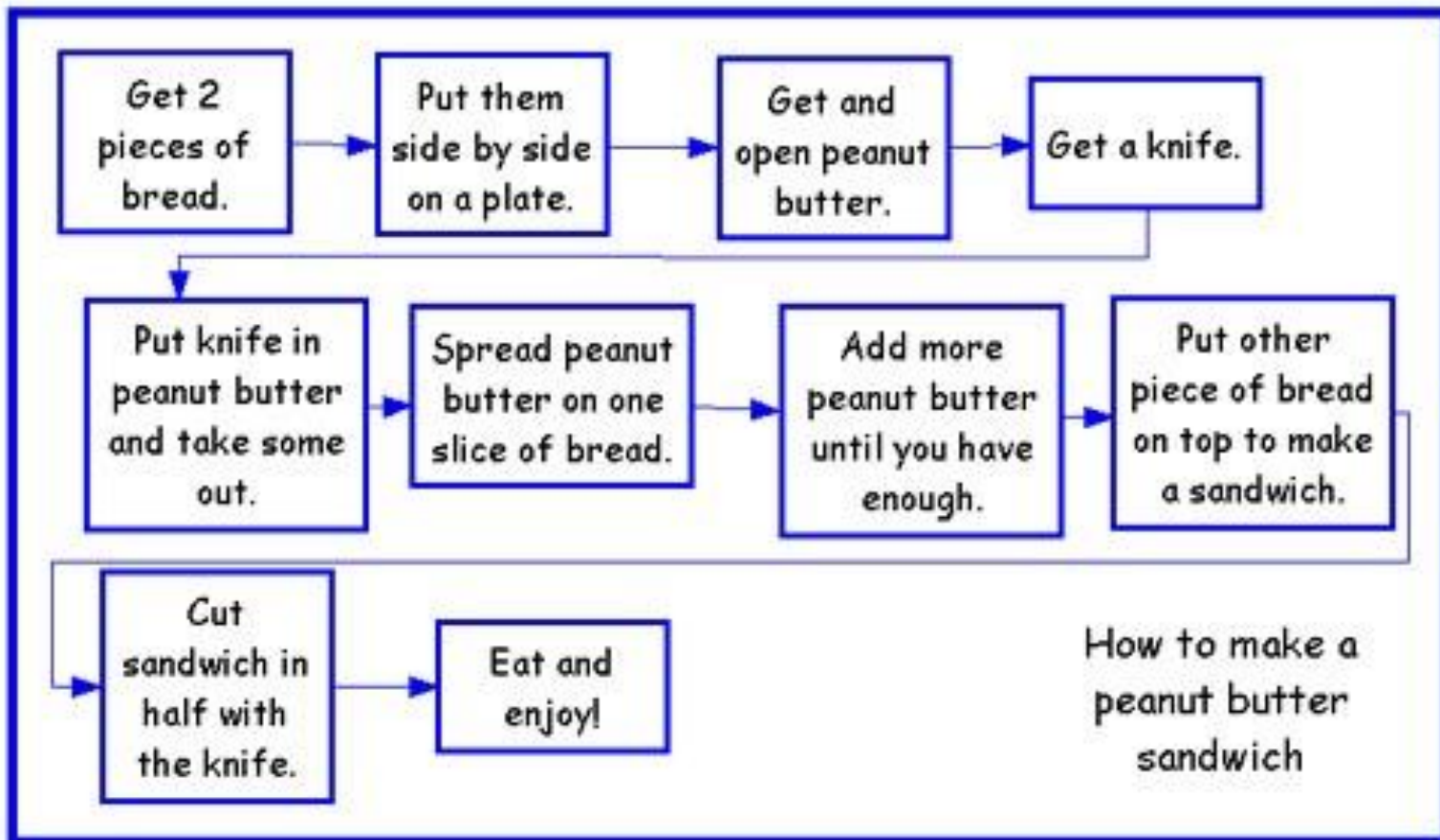
Thinking Process: Sequencing

Key Question: What happened? What is the sequence of events?
What are the sub-stages?

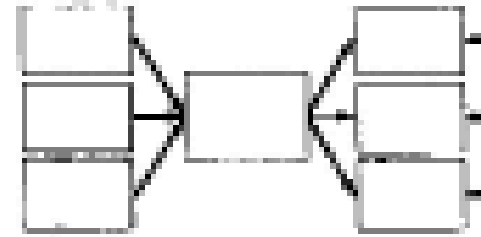
Key Words and Phrases: Sequence, put in order, order, recount, retell, what happens next, cycles, patterns, describe processes, describe change, solve multi-step problems

EXPLAIN THE STEPS

SEQUENCING



MULTI FLOW MAP



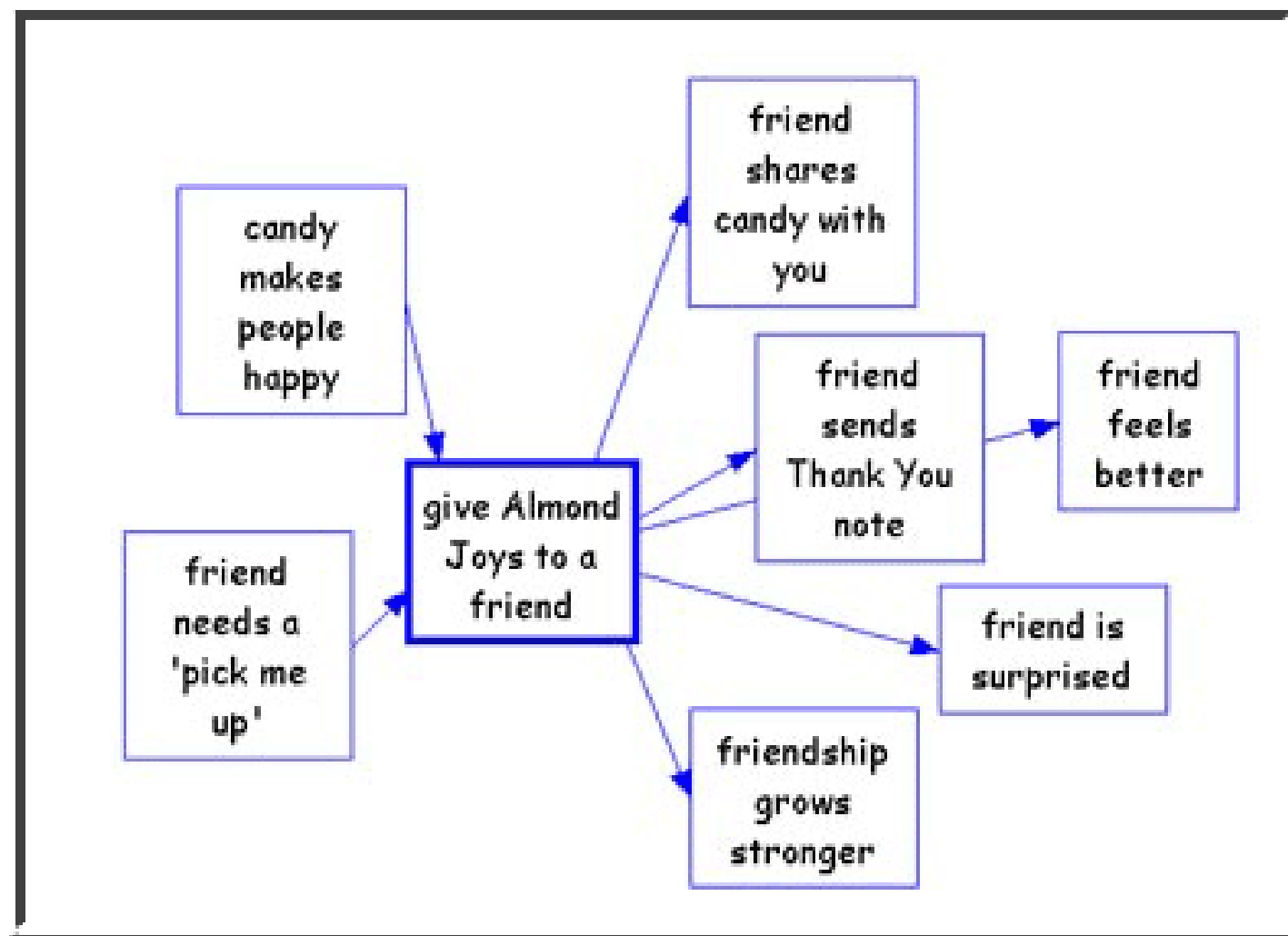
Thinking Process: Cause and Effect; Problem-Solution

Key Question: What are the causes and effects of this event? What might happen next?

Key Words and Phrases: Causes and effects, discuss consequences, what would happen if, predict, describe change, identify motives, discuss strategies

Common Uses: Used to show and analyze cause and effect relationships. It can also be used with only part of the map showing, such as predicting outcomes.

WHAT HAPPENS IF YOU...

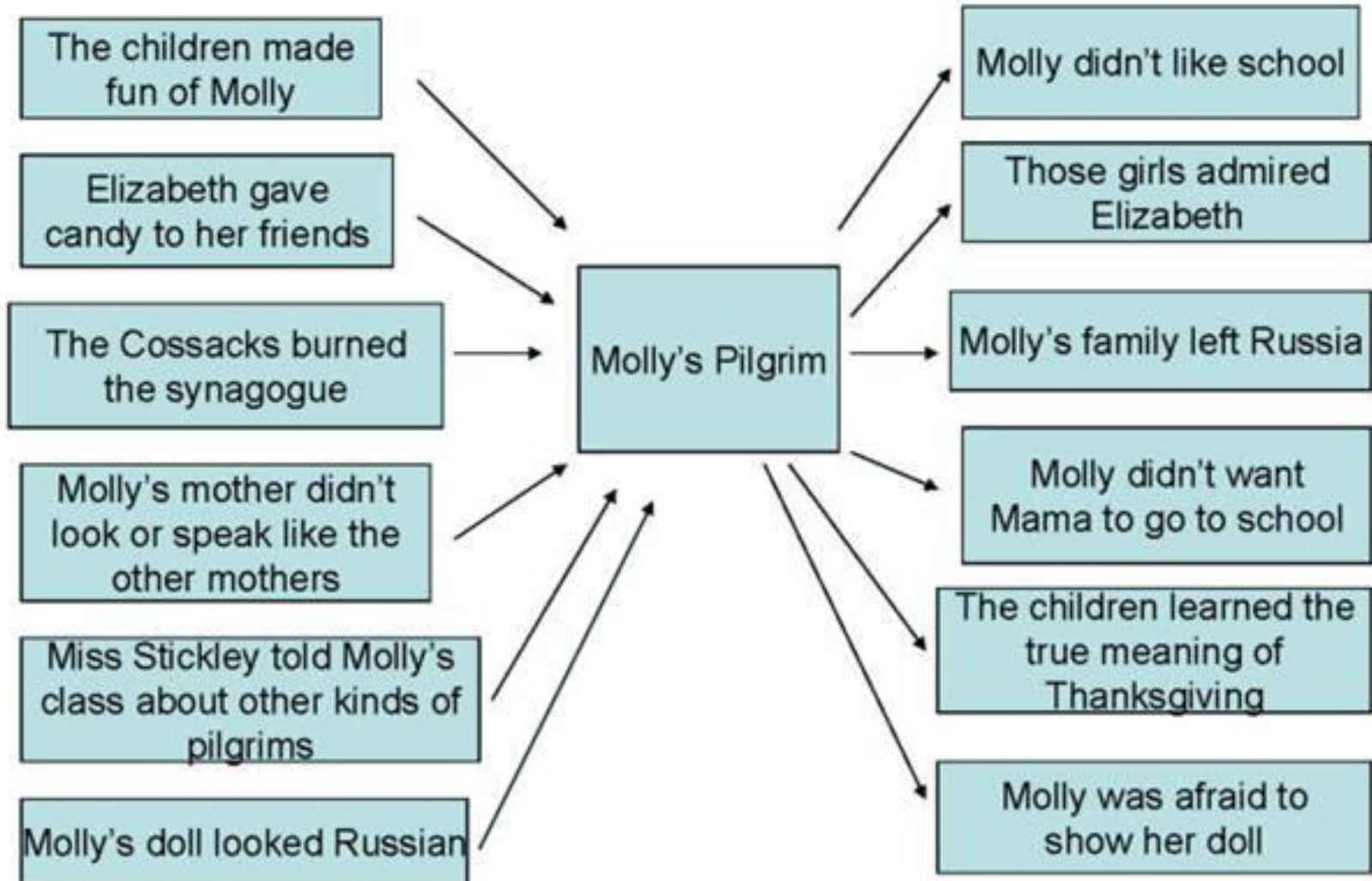


What caused you to do it?

Causes

Multi Flow Map

Effects



BRIDGE MAP

just
like

Thinking Process: analogies

RF: _____

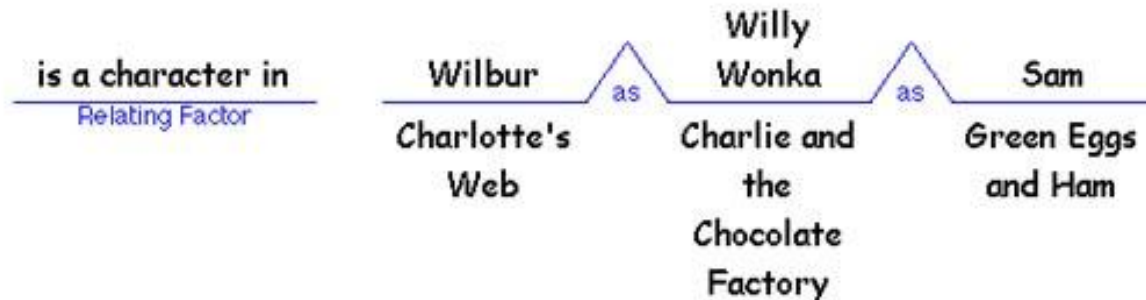
Key Question: What is the analogy being used?

Key Words and Phrases: Identify the relationship, guess the rule, interpret symbols

Relating Factor:

How are they connected?

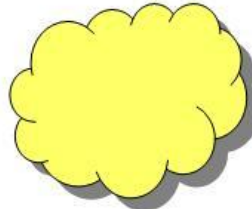
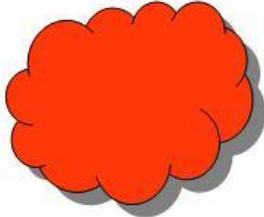
Identifies similarities between relationships. The relating factor answers “How are they related?” The Bridge Map should be able to be read as a complete sentence.



My name is: _____

Directions: Use words and/or pictures to compare ideas for the different colors.

Matching Colors



as

as



Relating factor: _____ is the color of _____

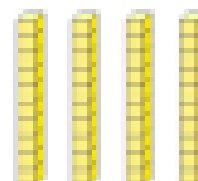
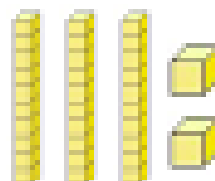
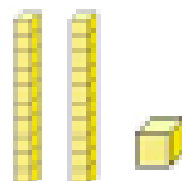
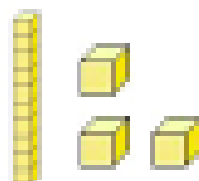
Place-Value BRIDGE MAP Name _____

R.F. _____ tens and _____ ones equals _____.

6 tens 2 ones 7 tens 8 ones tens ones tens ones

85

94



Why is this important?

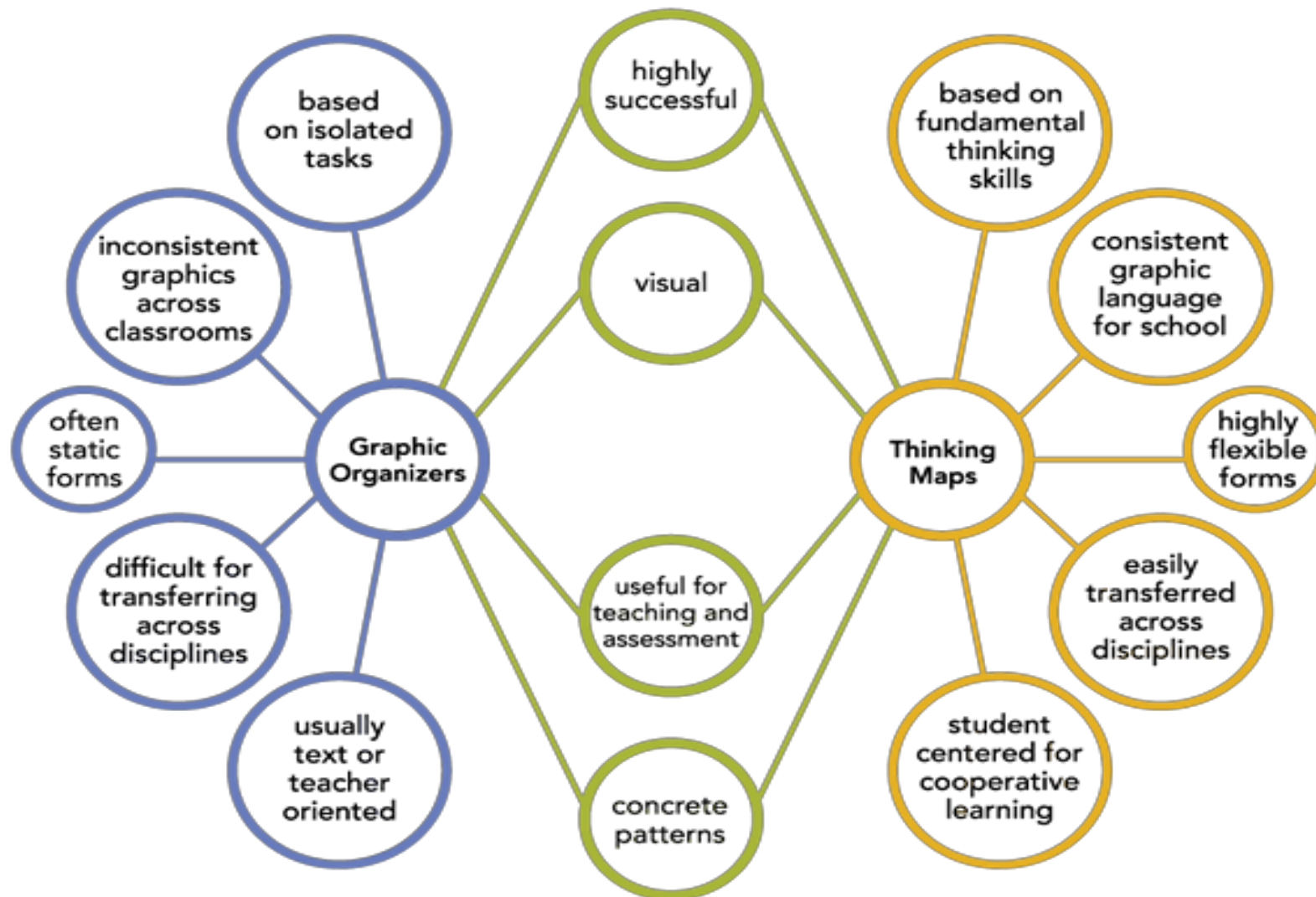


EXAMPLE

- ◎ **Directions: Compare and contrast** Thinking Maps with other graphic organizers.
- ◎ I ask myself, “*what map helps me compare and contrast?*”

I VISUALIZE A DOUBLE BUBBLE TO COMAPARE AND CONTRAST?

Thinking Maps vs. Task-Specific Graphic Organizers



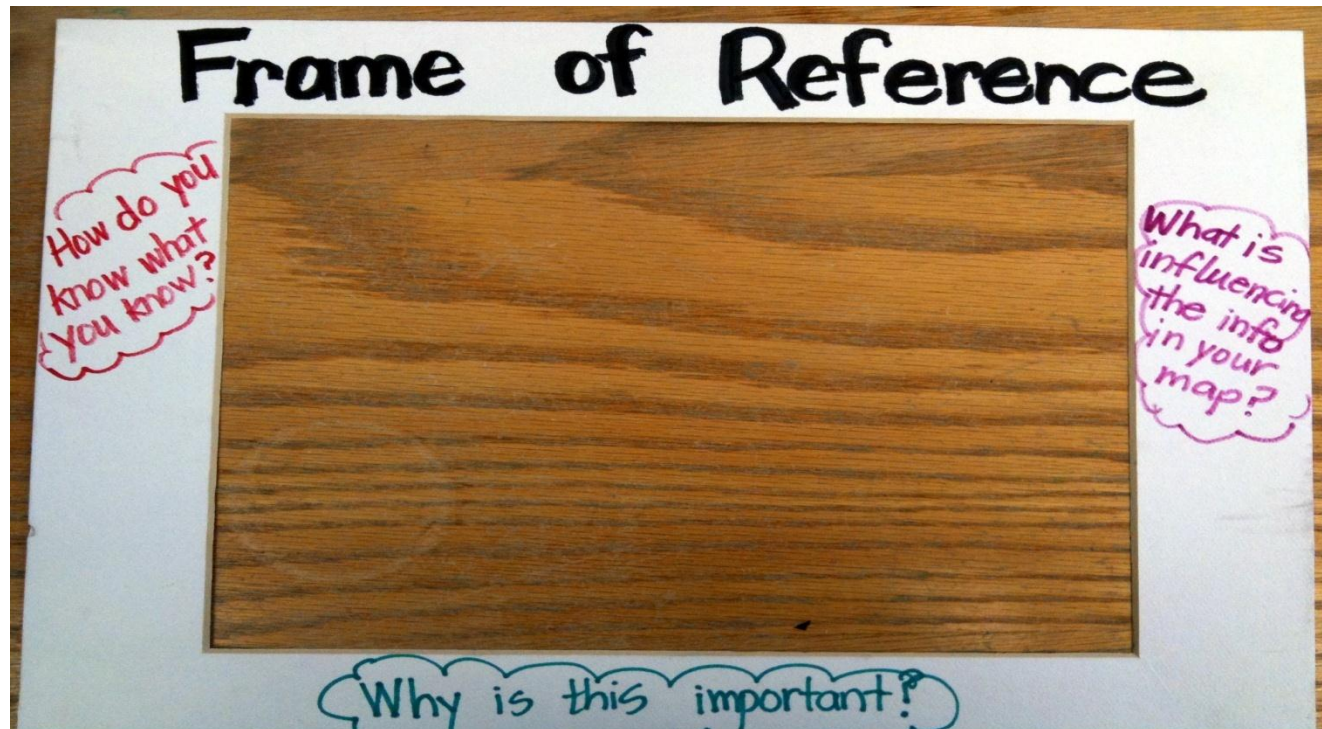
FRAME OF REFERENCE

What is the Frame of Reference?

The Frame of Reference can be used with any of the eight maps.

It provides an area for students to

- synthesis information
- think more deeply
- support their reasoning (evidence)



FRAME OF REFERENCE

Elaborating with the Extras (The E's)	Interpreting Information (The I's)
Include your own personal experiences .	What is the importance of this information?
Use supporting examples from the text.	What inferences can be made?
Incorporate evidence from text/world.	What influences affect this information?
What historical/literary events support your ideas?	
Include further explanation on the subject.	
Elaborate on your thinking and reasoning.	
What expert "opinions" can you find as support?	
Include excitement or personal feelings about the topic.	

PREWRITING EXAMPLE

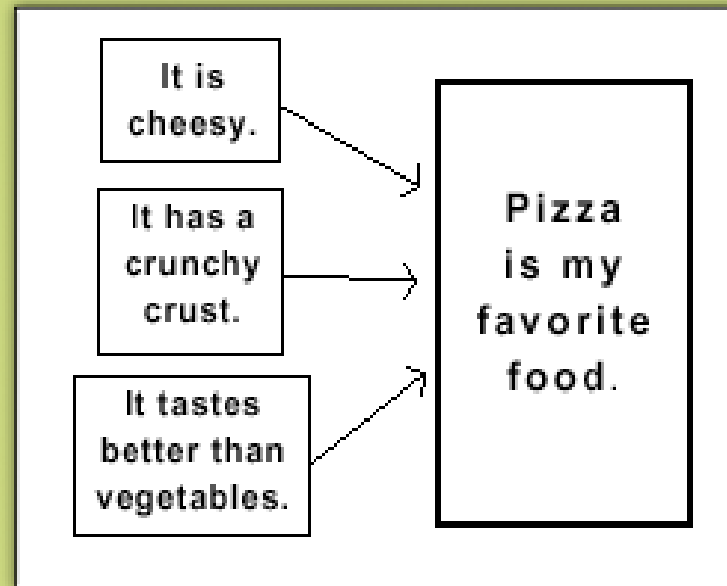
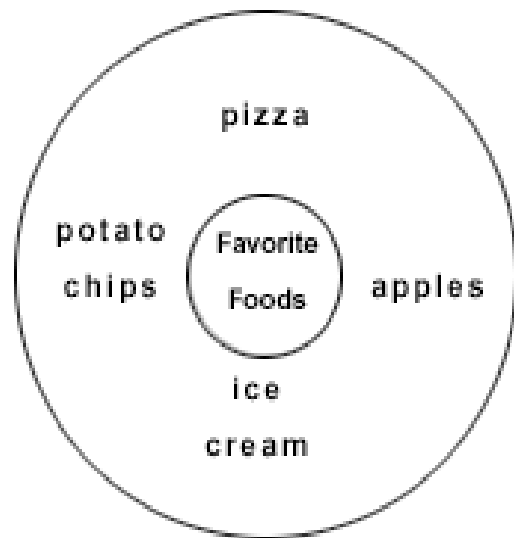
◎ *Assignment:*

Think about your favorite food. Write a paragraph explaining why you like it.

THINKING MAPS AND WRITING

Sample: Writing to Explain Why (First grade)

The following maps were created as part of a discussion of favorite foods. The circle map shows the student's brainstorming thoughts about his or her favorite foods. The one-sided multi-flow shows the student's reasons for why pizza is the food he or she likes the most. The student then uses this information to write about what his or her favorite food is and why.



USEFUL WEBSITES

Examples of each map grades K-6

<http://fdlrs.brevard.k12.fl.us/ThinkingMaps/default.html>

Newsletters devoted to each Thinking Map

<http://www.kcclc.org/thinkingmaps2?print-friendly=true>

Chippewa Valley ELA Website

<http://chippewavalleyela.pbworks.com>

