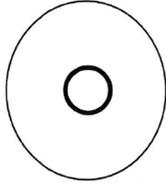


THINKING MAPS® NOTES

Circle Map

Looks like:



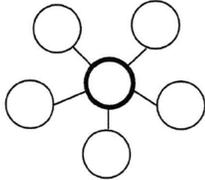
Process: brainstorming, defining

Purpose:

- It is a great pre-reading activity. Students can brainstorm what they already know about a topic.
- Students can assess what they have learned from a unit or lesson.
- Don't forget the frame of reference!

Bubble Map

Looks like:



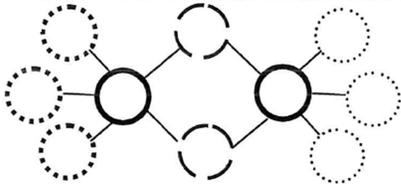
Process: describing (adjectives only)

Purpose:

- Students can describe a person, place, thing or idea.
- Using adjectives requires them to be more creative than just letting them write any words or phrases.
- Color-coding or using other ways to differentiate can enhance the level of critical thinking.

Double-Bubble Map

Looks like:



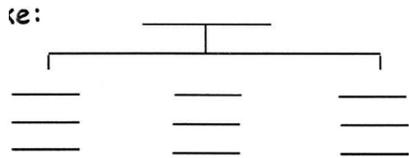
Process: compare and contrast; similarities and differences

Purpose:

- It is like the Venn diagram, but allows for flexibility.
- Students can compare and contrast characters, places, ideas, concepts, objects or topics.
- There are no limits to the amount of information that can be shared.
- Color-coding can help keep students organized.

Tree Map

Looks like:



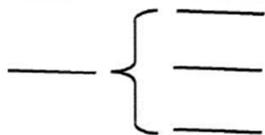
Process: classify or categorize

Purpose:

- This is a great listing tool.
- It is useful for students to categorize or list information into groups.
- This map is a great post-reading note-taking strategy. Students can break a chapter down into units and then list the main ideas.
- All content areas can consistently use this map.

Brace Map

Looks like:



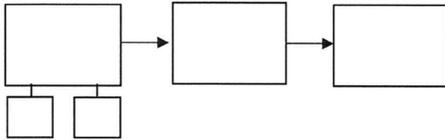
Process: part to whole

Purpose:

- This map allows students to take a whole object and break it down into each part.
- It should represent a physical object.

Flow Map

Looks like:



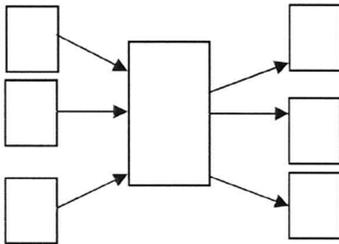
Process: sequencing

Purpose:

- Students can break down an event from beginning to end.
- This is excellent for summarizing.
- Students learn how to factor down to the most important information.
- One way to enhance the level of critical thinking is to use sub-stages.

Multi-Flow Map

Looks like:



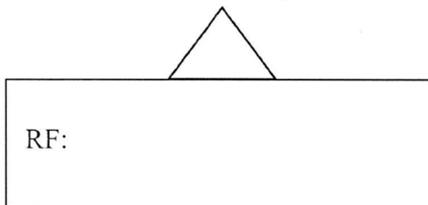
Process: cause and effect

Purpose:

- This map is similar to the Flow Map since it shows a sequence, but the Multi-Flow allows students to show that there are often a combination of causes and effects for one event.
- Not all events have the same number of causes and effects, so the flexibility of the Multi-Flow works very well.
- It can be one-sided or even become a chain of causes and effects.
- Color-coding is often helpful.

Bridge Map

Looks like:



Process: analogies

Purpose:

- The Bridge Map is better than the traditional analogy because it forces students to understand the reason the topics are being compared in the first place.
- This map is great for vocabulary, but can be used to illustrate other relations as well.
- The Relating Factor (RF) is the key in making the analogy make sense. Students should be able to “read” the Bridge Map like a sentence. This increases the critical thinking and requires students to “think outside of the box”.

Frame of Reference

Looks like:



Process: identify source of knowledge

Purpose:

- The frame of reference is where students note the source of their knowledge (i.e., textbook, TV, Internet, class discussion...).
- Students can be very general (my mom) or very specific (page 25).
- The frame is an important tool in helping students understand that information comes from many sources and they will learn from them in different ways.