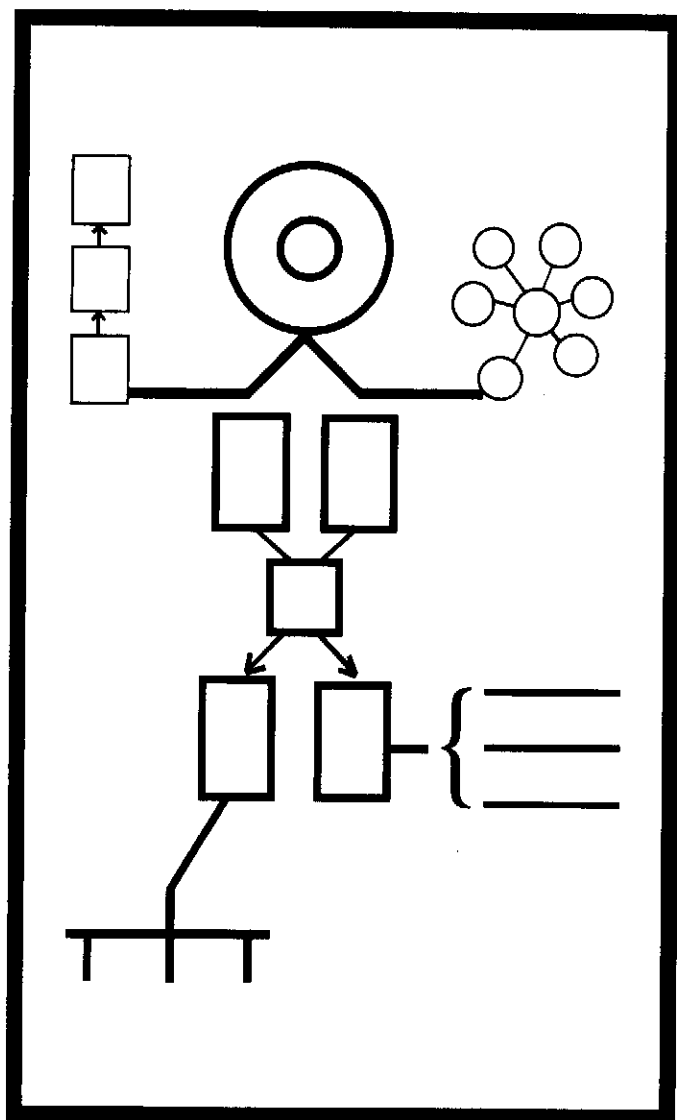
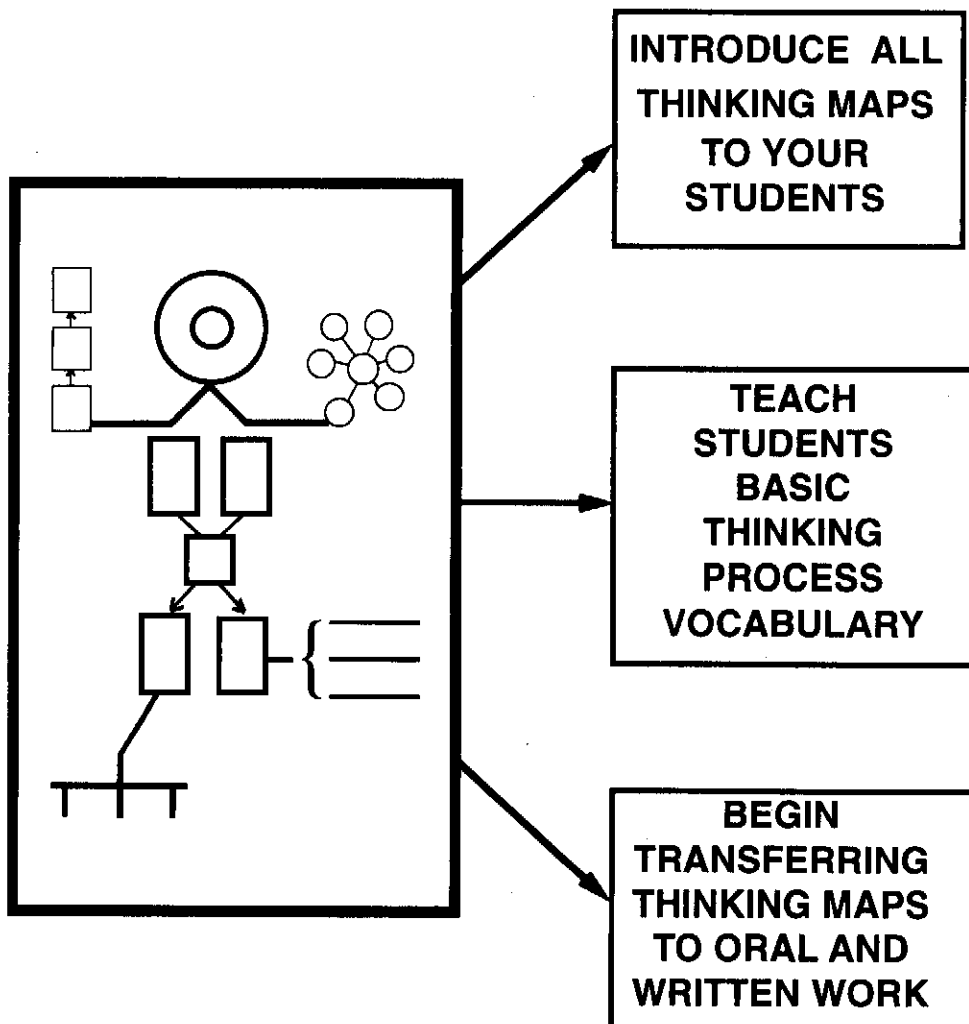


TEACHING THINKING MAPS®



**TEACHING
THINKING MAPS
SECTION**
You will be able to...



Introduction to TEACHING Section

Now that you have been introduced to the Thinking Maps it is time to introduce your students to each Map. This section is a sequence of eight activities, one for teaching each Thinking Map. **If you have the grade-level specific materials--Draw (Pre-K-K), Show (gr. 1-2), Map (gr. 3-4), or Expand Your Thinking (gr. 5-up)--refer to the Modules Section for further instructions for using these materials.**

The activities in this section are linked together by an autobiographical theme called "MySTORY." The outcome is for students to learn how to use each Map with information that they already know about: *themselves*. Each activity takes about 20 minutes and supports oral language, writing processes, and reflective thinking.

By using these activities your students will learn about each Thinking Map and how to apply the Maps to create final products, such as:

- making an eight-panel mural Grades Pre-K - 2
- giving an oral presentation Grades 3 - 4
- writing a short autobiographic sketch Grades 5 - 8
- writing a reflective thinking essay Grades 9 - 12

On the following page are instructions for creating these products. Here is a quick overview for introducing one Thinking Map each week:

Step 1: IDENTIFYING RESOURCES

- Briefly preview the eight lessons
- Duplicate the 8 Thinking Map pages for each student
- Locate the 8 Thinking Maps posters in the front flap of this binder

Step 2: CONDUCTING EACH ACTIVITY

- Introduce the Thinking Map and the related thinking process
- Permanently display the Thinking Map poster in the front of the classroom
- Conduct interactive lesson and introduce the grade-level final product

Step 3: FOLLOWING-UP

- Save work for creating final product (and later add to portfolio, p. 5-15)
- Model and reinforce use of Map (distribute Summary Page, p. 2-38 : 2-39)
- After all activities are complete, culminate the unit with a final product!

Teaching Thinking Maps Using MySTORY

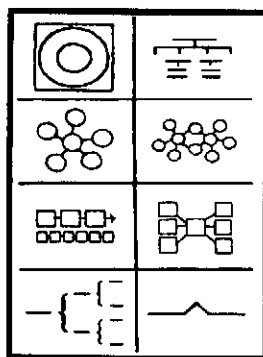
Elementary Suggestions

On the following pages are instructions and blackline masters for introducing each Thinking Map using the MySTORY activity. **For each Thinking Map there is a blackline duplication master for grades Pre-K-2 and a non-grade level master for grades 3-5.** Here are *general* instructions for creating final products for each level using all of the completed activities. Make changes as required for your students. You may wish to incorporate ideas from both levels, depending on the capabilities of your students. For grades 3-5 use the grades 6-8 suggestions for linking the oral presentation with writing.

Gr. Pre-K-2

Making Map Murals

- Introduce each of the Maps using the eight activities. Save each page for students (if the activities were done by individuals).
- After all pages are complete, tape each Map on large poster-board, as in the design at right. Title the Mural: MySTORY.
- Display these murals around the room; later add the pages to student folders.



Grades 3-5

Making Oral Presentations

- Introduce each of the Maps using the eight activities. Save each page for students.
- After all of the Maps have been introduced, have the students review their eight Maps. Ask students to decide which of the Maps show(s) the most about who they are.
- Ask students to create a short oral presentation introducing themselves to the class. Students may use several of the Maps as visual props and/or guides for speaking.
- **Optional:** For improving writing performance, have students create an accompanying written autobiography (see grades 6-8).

Teaching Thinking Maps Using MySTORY

Secondary Suggestions

On the following pages are instructions and blackline masters for introducing each Thinking Map using the MySTORY activity. **For each Thinking Map there is a non-grade level blackline duplication master.** Here are *general* instructions for creating final products for each level using all of the completed activities. Make changes as required for your students. You may wish to incorporate ideas from both levels, depending on the capabilities of your students. See pp. 3-17 to 3-23 for ideas for organizing this piece of writing.

Grades 6-8

Writing an Autobiography

- Introduce each of the Maps using the eight activities. Students should save all work.
- After each introduction, ask students to write short paragraphs from their Maps. These pages are reviewed and become the ideas for writing a multi-page autobiography.
- Ask students to decide which of the Maps show(s) the most about themselves. This is one starting point for writing a short autobiography.

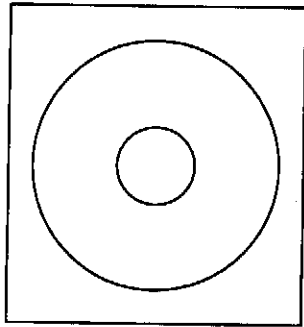
Grades 9-12

Reflective Thinking Essay

- Introduce each of the Maps using the eight activities. Students should save all work.
- After each introduction, ask students to write short paragraphs from their Maps. These pages are reviewed and become the ideas for writing an essay about the influences on each of their personal qualities, actions, and futures.
- Ask students to review the eight Maps and develop the short paragraphs they have drafted. Assign an essay prompt similar to this one: "Write a 2-3 page essay on the major influences on your character and life."

NOTE: The Frame is used around each of the Thinking Maps as a tool for identifying background influences on ideas, opinions, attitudes, and behaviors. In this activity, students are being asked to identify and think about the influences which have affected who they are as young adults. For more information about the Frame and samples, scan Section 1, p. 1-20 : 1-51.

MySTORY: My Life



Teaching the Circle Map *Elementary Level*

Key Terms:

- **define**
- **context**
- **frame of reference**

Gr. Pre-K-2

Drawing Using Circle Maps

- Step 1: Distribute Circle Maps and ask students to draw a picture of themselves in the center.
- Step 2: Within the outside circle, students draw pictures of their lives (games, places, etc.).
- Step 3: Ask students to draw within the "Frame" pictures of people who are important to them.
- Step 4: Go around the class and ask each student to share one important drawing from their Map.

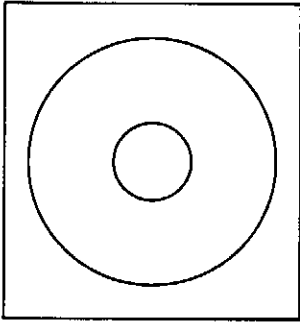
NOTE: Please adapt this activity for *your* students. For pre-K and kindergarten students it may be developmentally appropriate to conduct this activity in small groups or with the whole class. You may want to lead a discussion and collect ideas from all students on large paper.

Grades 3-5

Speaking Using Circle Maps

- Step 1: Distribute the Circle Map and ask students to write their name in the center.
- Step 2: Within the outside circle, ask students to draw and write words that show all about who they are: places, books, toys, food, etc.
- Step 3: Ask them to write names within the "Frame" of people who are important to them.
- Step 4: Organize students into pairs for sharing ideas. Give each member 5 minutes to speak about their drawings and words.
- Step 5: **Optional:** Ask students to write a paragraph using the information they have shared.

MySTORY: My Life



Teaching the Circle Map *Secondary Level*

Key Terms:

- **define**
- **context**
- **frame of reference**

Grades 6-8

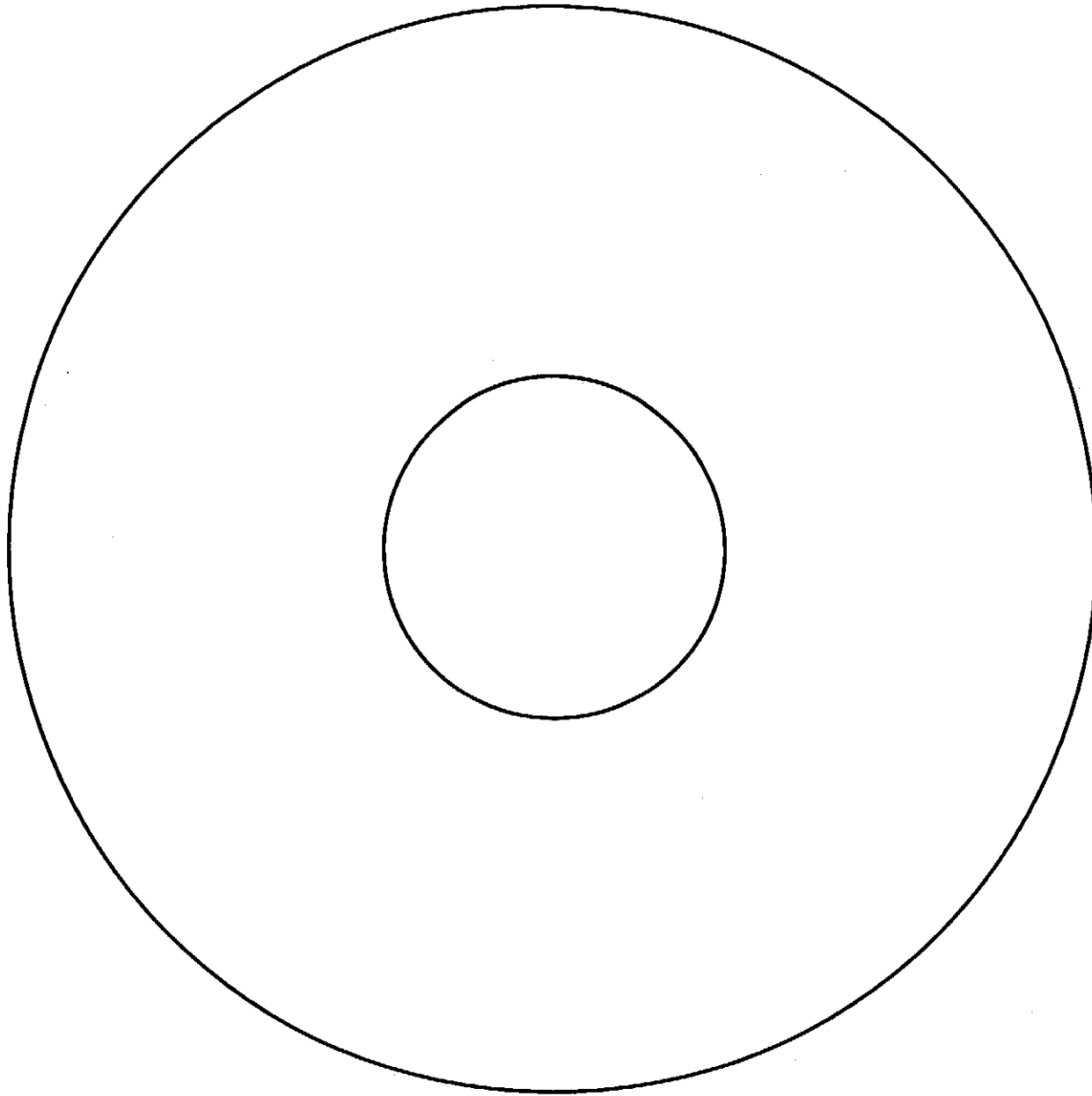
Writing Using Circle Maps

- Step 1: Distribute the Circle Map and ask students to write their name in the center.
- Step 2: Within the outside circle, guide students to brainstorm as many ideas that show others who they are: places, books, food, hobbies, television, music, experiences, etc.
- Step 3: Ask students to write names within the "Frame" of people who influence who they are and how they act.
- Step 4: Ask students to write a short draft paragraph using the information from their Map.

Grades 9-12

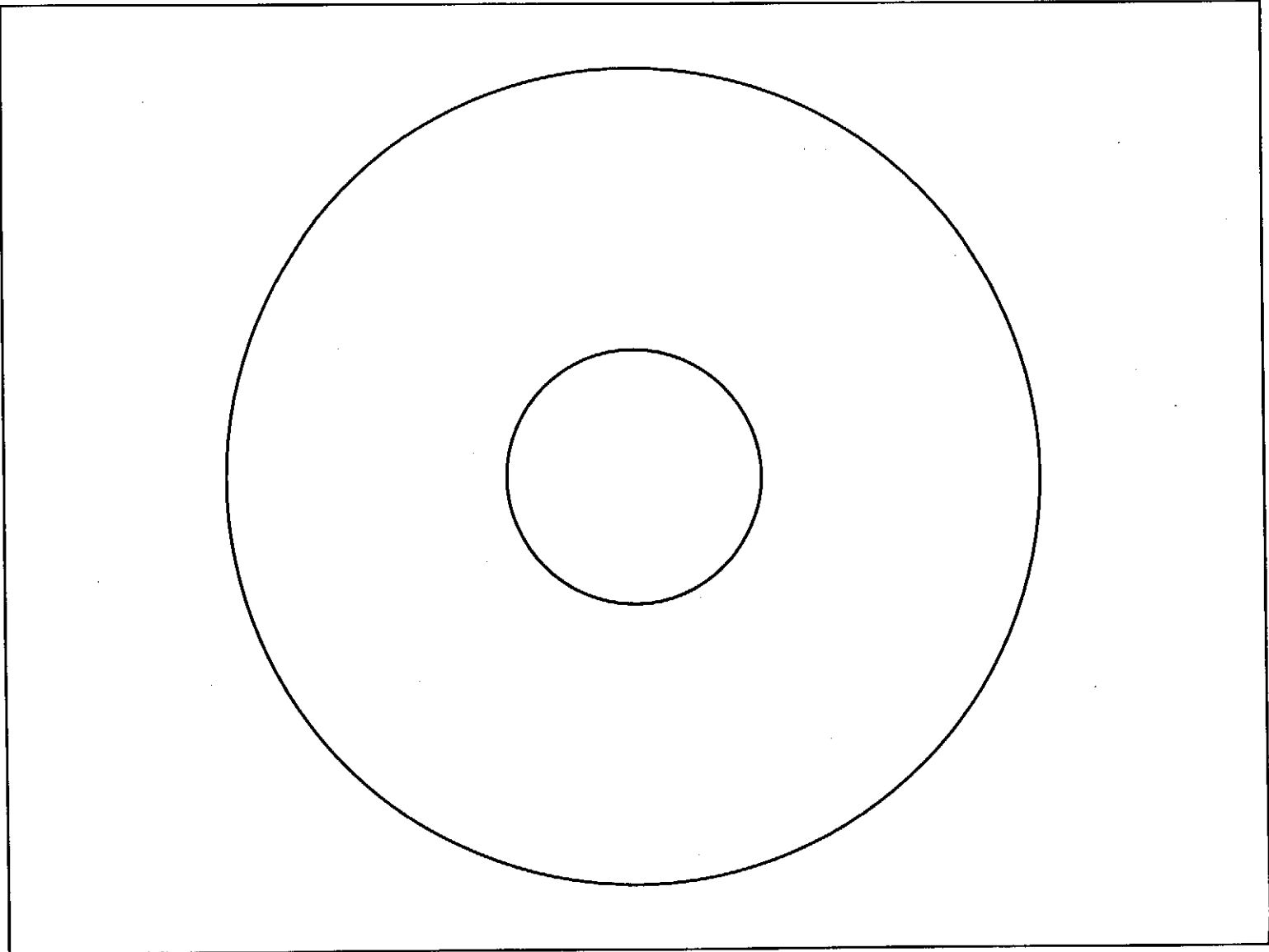
Reflective Thinking Using Circle Maps

- Step 1: Distribute the Circle Map and ask students to write their name in the center.
- Step 2: Within the outside circle, guide students to brainstorm as many ideas that show others who they are: places, books, food, hobbies, television, music, experiences, dress, etc.
- Step 3: Ask students to write within the "Frame" the experiences, people (parents, peers, siblings, teachers, etc.), books, movies, and music that influence their lives.
- Step 4: Ask students to write a short draft paragraph about an experience identified in their Map that has greatly influenced their life.



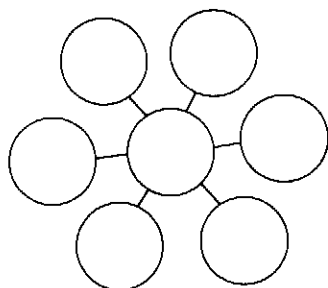
Circle Map and Frame

Name _____



Circle Map for Defining in Context • Frame for Frame of Reference

MySTORY: My Character Traits



Teaching the Bubble Map *Elementary Level*

Key Terms:

- **adjectives**
- **describe**
- **qualities**
- **characteristics**
- **attributes**

Gr. Pre-K-2

Drawing Using Bubble Maps

- Step 1: Distribute the Bubble Map and ask students to draw a picture of themselves in the center.
- Step 2: In the outside bubbles, guide students to draw pictures that describe how they look (brown eyes, small fingers, short hair) or feel (happy, sad, etc.).
- Step 3: Go around the class and ask each student to share one important drawing from their Map.

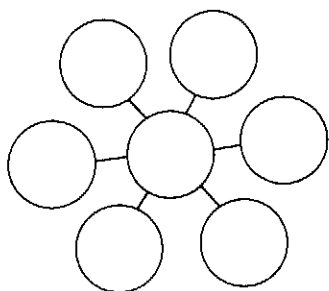
NOTE: Please adapt this activity for *your* students. For pre-K and kindergarten students it may be developmentally appropriate to conduct this activity in small groups or with the whole class. You may want to lead a discussion and collect ideas from all students on large paper.

Grades 3-5

Speaking Using Bubble Maps

- Step 1: Distribute the Bubble Map and ask students to write their name in the center.
- Step 2: In the outside bubbles, ask them to write words that describe themselves (brown eyes, long legs) and their personality traits (thoughtful, cheerful, etc.).
- Step 3: Organize students into pairs for sharing ideas. Give each member 5 minutes to talk about their descriptions.
- Step 4: **Optional:** Ask students to write a paragraph using the information they have shared.

MySTORY: My Character Traits



Teaching the Bubble Map *Secondary Level*

Key Terms:

- **adjectives**
 - **describe**
 - **qualities**
 - **characteristics**
 - **attributes**
-

Grades 6-8

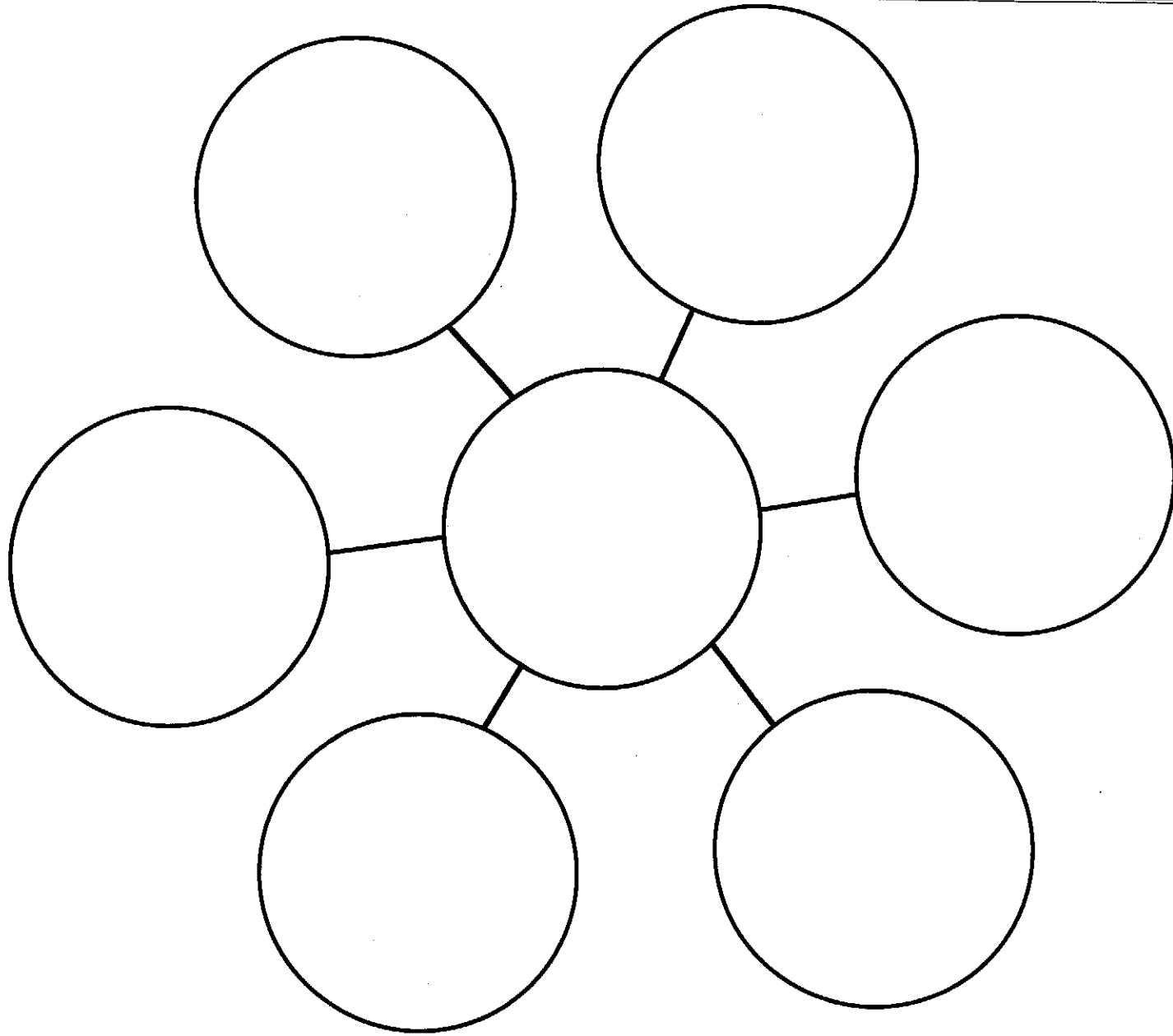
Writing Using Bubble Maps

- Step 1: Distribute the Bubble Map and ask students to write their name in the center.
- Step 2: In the bubbles, guide students to write down as many descriptive words (adjectives and adjective phrases) which show others who they are: feelings, colors, size, personality traits (carefree, grumpy, generous, mixed-up, curious, intelligent, etc.).
- Step 3: Ask students to write a short character sketch describing their traits using the information from their Map.
-

Grades 9-12

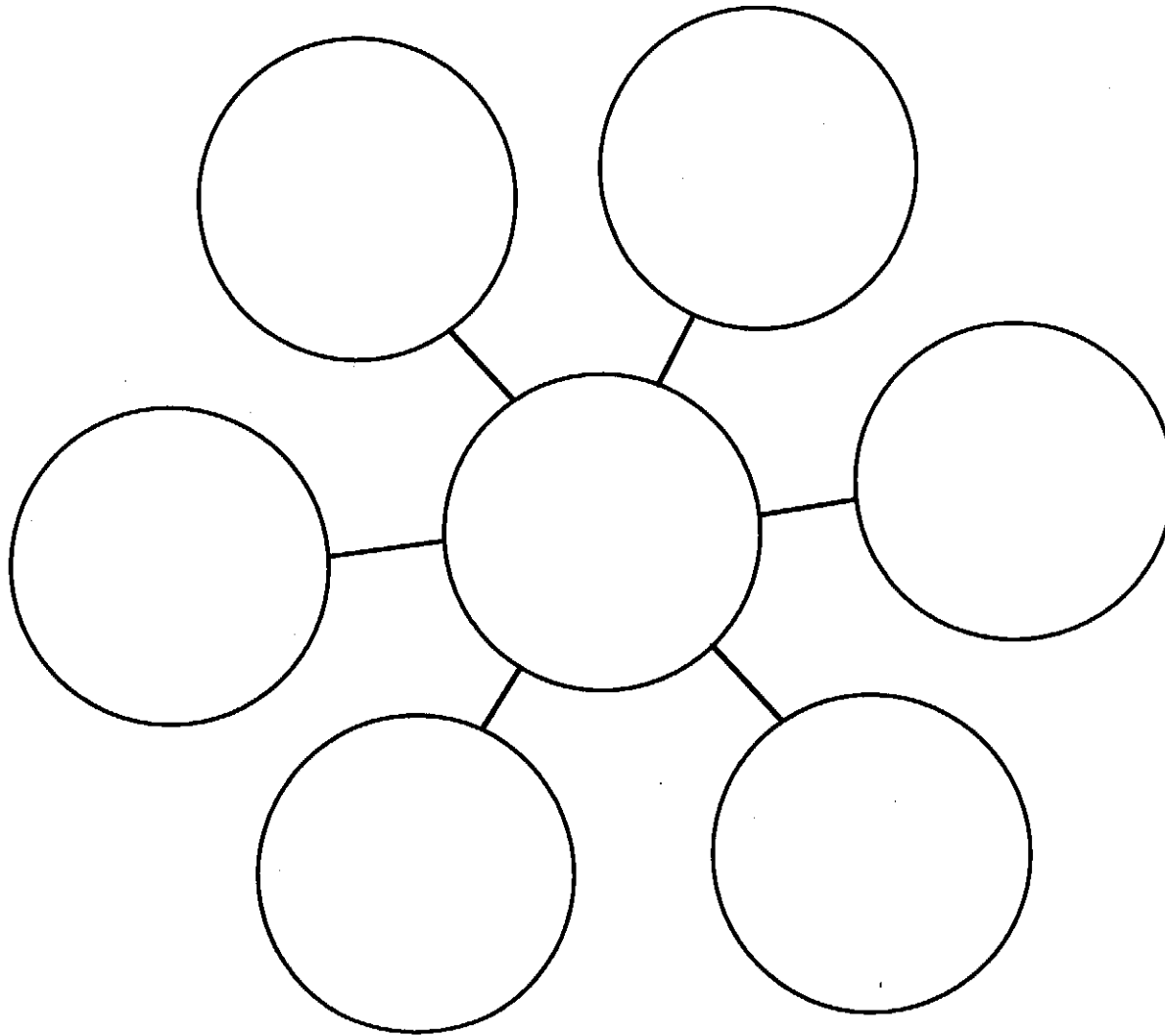
Reflective Thinking Using Bubble Maps

- Step 1: Distribute the Bubble Map and ask students to write their name in the center.
- Step 2: In the bubbles, guide students to write down as many descriptive words (adjectives) which show their personality traits (serious, willful, generous, curious, creative, caring, etc.).
- Step 3: Ask students to draw a Frame around the Map and write within the "Frame" the experiences that have influenced specific character traits they identified.
- Step 4: Ask students to write a short draft paragraph showing how one of these specific traits was influenced by experiences and people.

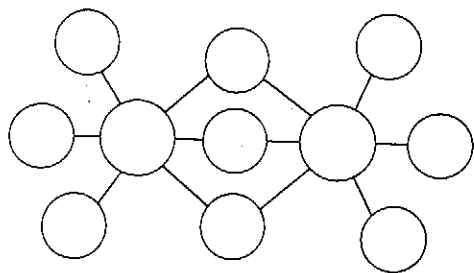


Bubble Map

Name _____



MySTORY: My Friends



Teaching the Double Bubble Map *Elementary Level*

Key Terms:

- **comparing**
- **contrasting**
- **similarities**
- **differences**

Gr. Pre-K-2

Drawing Using Double Bubble Maps

- Step 1: Distribute the Double Bubble Map and ask students to draw a picture of themselves and a friend in the two larger center circles.
- Step 2: In the middle bubbles, students draw pictures describing how they are like their friends (characteristics, things they do, etc.).
- Step 3: In the outside bubbles, students draw pictures describing how they are different.
- Step 4: Go around the class and ask each student to share one important drawing from their Map.

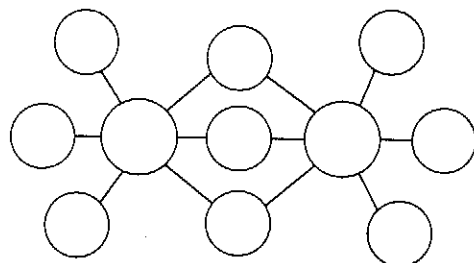
NOTE: Please adapt this activity for *your* students. For pre-K and kindergarten students it may be developmentally appropriate to conduct this activity in small groups or with the whole class. You may want to lead a discussion and collect ideas from all students on large paper.

Grades 3-5

Speaking Using Double Bubble Maps

- Step 1: Distribute the Double Bubble Map and ask students to write their name and the name of a friend in the two larger center circles.
- Step 2: In the middle bubbles, students write words describing how they are like their friends.
- Step 3: In the two sets of outside bubbles, students write words that describe how they are different, respectively.
- Step 4: Organize students into pairs for sharing ideas. Give each member 5 minutes to share Maps.
- Step 5: **Optional:** Ask students to write a paragraph using the information they have shared.

MySTORY: My Friends



Teaching the Double Bubble Map *Secondary Level*

Key Terms:

- **comparing**
- **contrasting**
- **similarities**
- **differences**

Grades 6-8

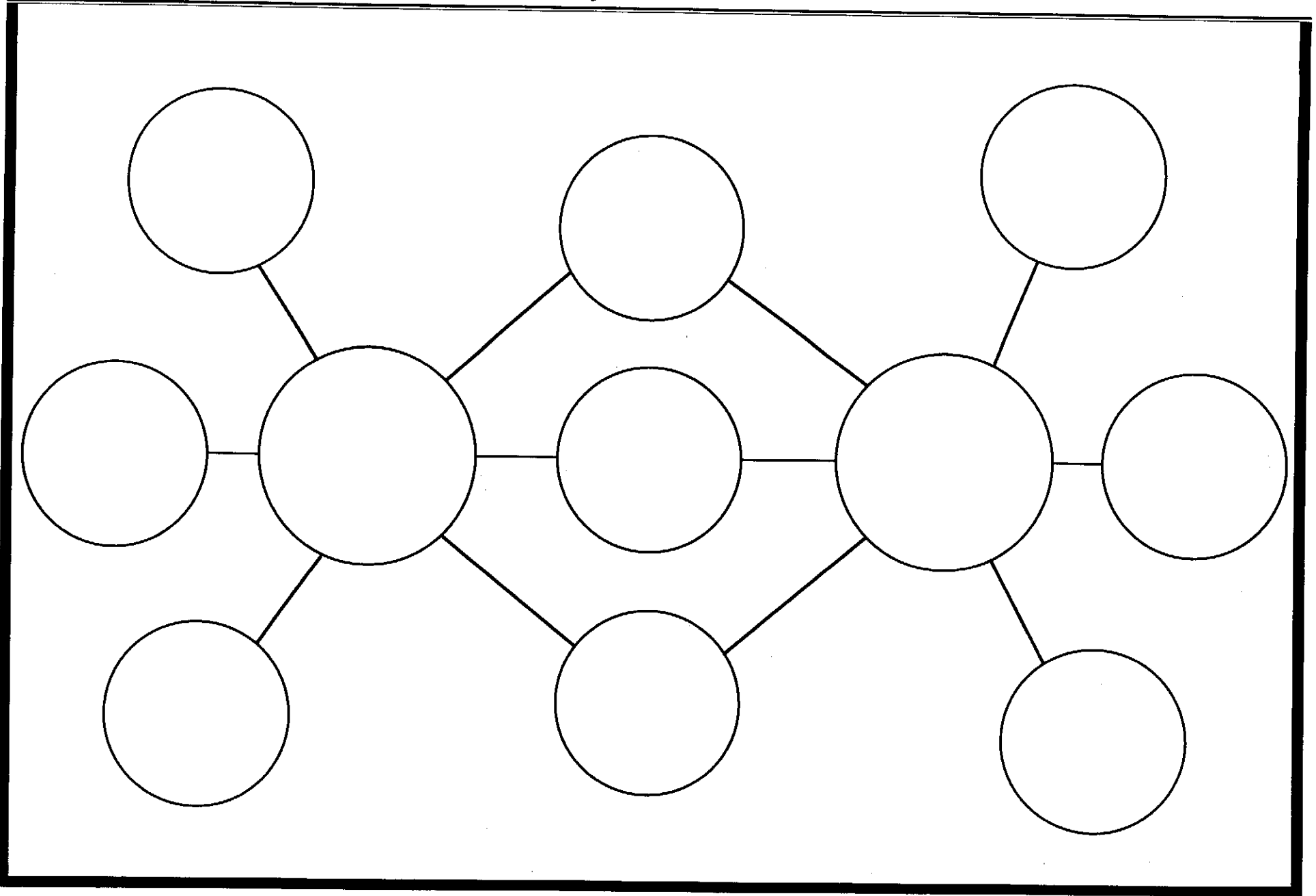
Writing Using Double Bubble Maps

- Step 1: Distribute the Double Bubble Map and ask students to write their name and the name of a friend, in the two larger center circles.
- Step 2: In the middle bubbles, students write words that describe their similarities.
- Step 3: In the outside bubbles, students write words that describe how they are different.
- Step 4: Ask students to write a draft paragraph about these similarities and differences using the information from their Map.

Grades 9-12

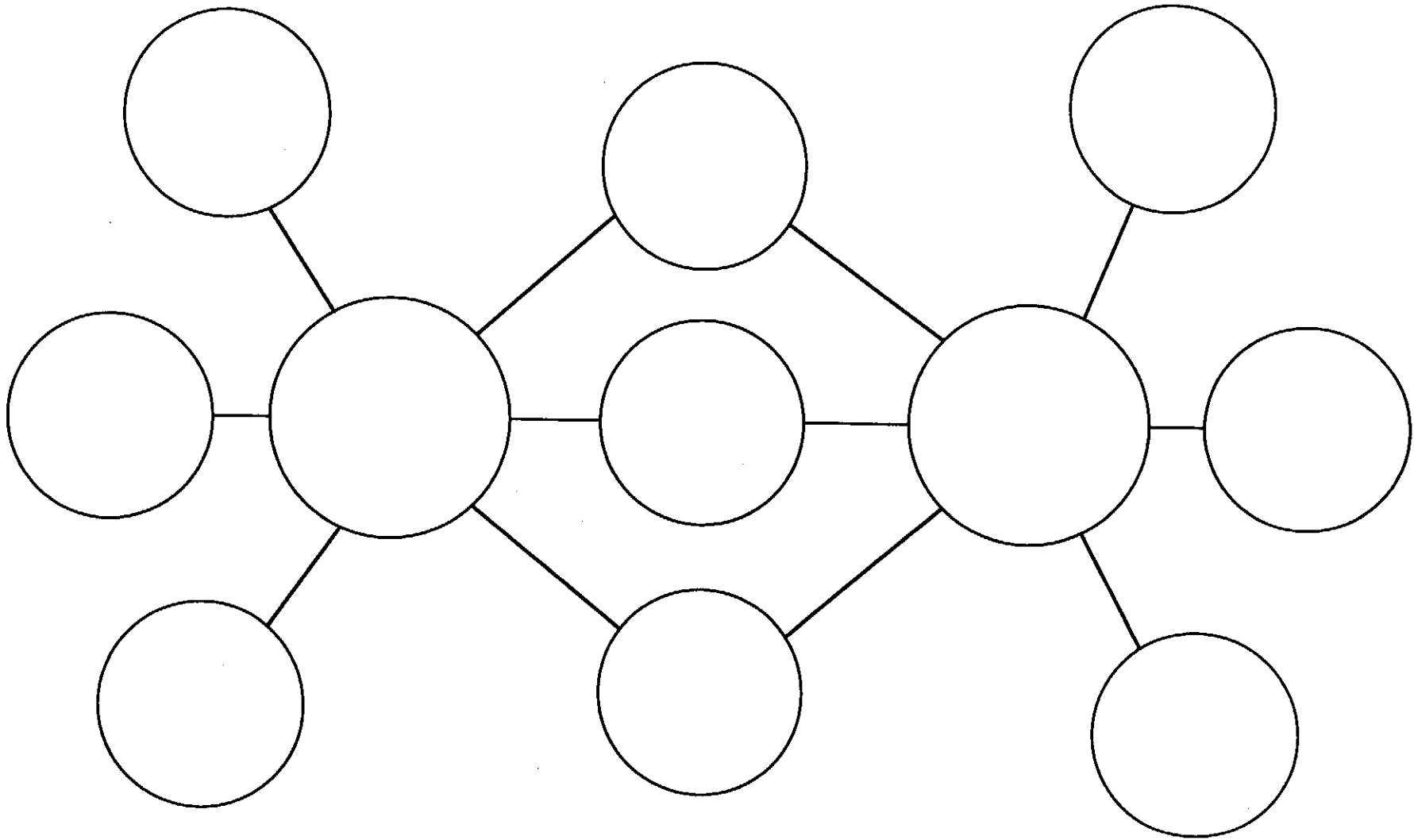
Reflective Thinking Using Double Bubble Maps

- Step 1: Distribute the Double Bubble Map and ask students to write their name and the name of a friend, in the two larger center circles.
- Step 2: In the middle bubbles, students write words that describe their similarities.
- Step 3: In the outside bubbles, students write words that describe how they are different.
- Step 4: Ask students to draw a Frame around the Map and write within the "Frame" who and what have influenced the common character traits they identified.
- Step 5: Ask students to write a short draft paragraph showing how one of these specific traits was influenced by experiences and people.



Double Bubble Map

Name _____



MySTORY: My Favorite Things



Teaching the Tree Map *Elementary Level*

Key Terms:

- **classifying**
- **sorting**
- **main idea and supporting details**

Gr. Pre-K-2 Drawing Using Tree Maps

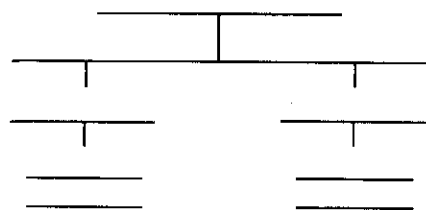
- Step 1: Before distributing the Tree Map, ask students: "What are your favorite things?"
- Step 2: Distribute the Tree Map and ask the class to choose two types of things (food, toys, clothes, games, etc.) and have all students write the terms on the two middle lines.
- Step 3: Then ask students to draw examples under each type of favorite thing.
- Step 4: Go around the class and ask each student to share one important drawing from their Map.

NOTE: Please adapt this activity for *your* students. For pre-K and kindergarten students it may be developmentally appropriate to conduct this activity in small groups or with the whole class. You may want to lead a discussion and collect ideas from all students on large paper.

Grades 3-5 Speaking Using Tree Maps

- Step 1: Before distributing the Tree Map, ask students: "What are your favorite things?"
- Step 2: Distribute the Tree Map and ask students to choose four types of things (food, toys, clothes, games, etc.). Have them write the terms on the four lines.
- Step 3: Then ask students to write examples under each type of favorite thing.
- Step 4: Organize students into pairs for sharing ideas. Give each member 5 minutes to share Maps.
- Step 5: **Optional:** Ask students to write a paragraph using the information they have shared.

MySTORY: My Favorite Things



Teaching the Tree Map *Secondary Level*

Key Terms:

- **classifying**
- **sorting**
- **main idea and supporting details**

Grades 6-8

Writing Using Tree Maps

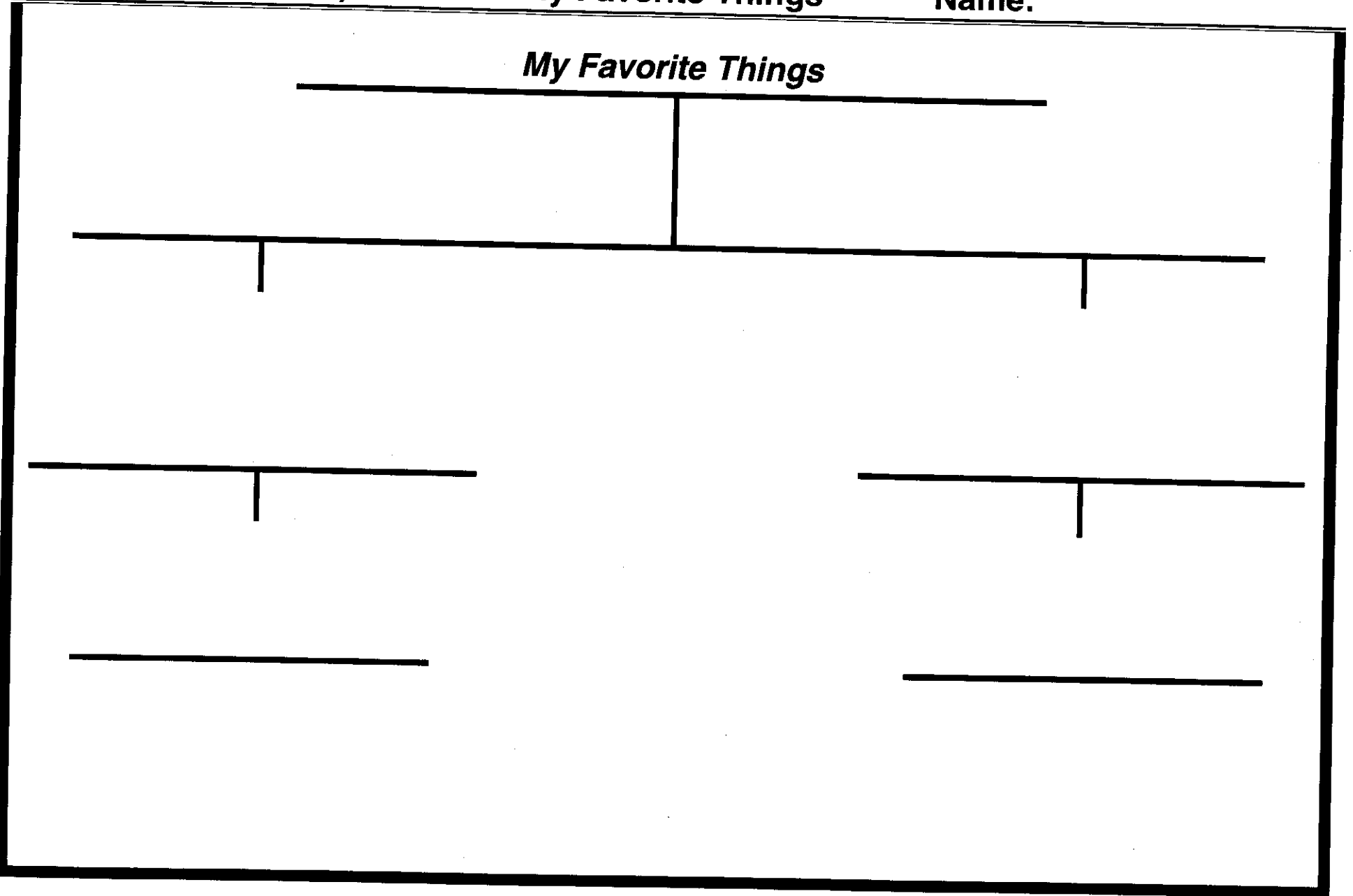
- Step 1: Before distributing the Tree Map, ask students: "Who and what are your favorite people, places, and things?"
- Step 2: Distribute the Tree Map and have students write at least three headings as supporting ideas in the Map.
- Step 3: Then ask students to identify specific examples of each and write the terms on the bottom lines. Also, ask students to add their own title at the top of the Tree Map.
- Step 4: Ask students to write a draft paragraph about these favorite things using the information from their Map.

Grades 9-12

Reflective Thinking Using Tree Maps

- Step 1: Distribute the Tree Map and have students write "people", "places", "things" as supporting ideas in the Tree Map.
- Step 2: Ask students to identify examples of each and write the terms on the bottom lines. Also, ask students to add a title at the top of the Map.
- Step 3: Then ask students to draw a Frame around the Map and write within the "Frame" the experiences that have influenced their choices of "favorite things."
- Step 4: Ask students to write a draft paragraph about these favorite things using the information from their Map.

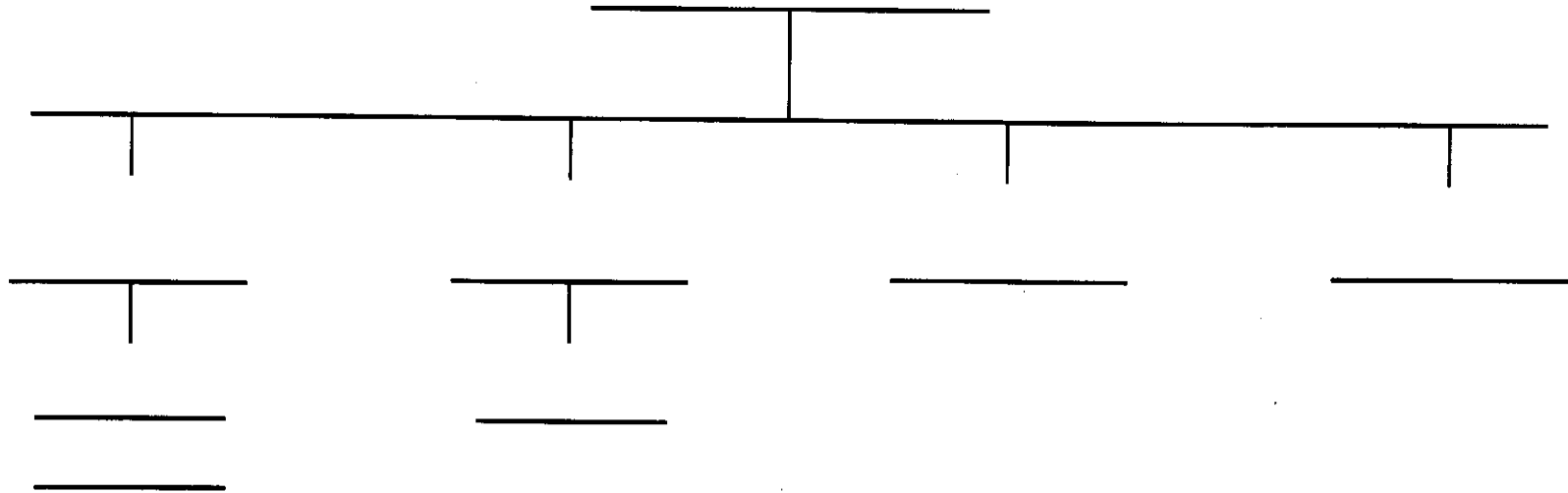
My Favorite Things



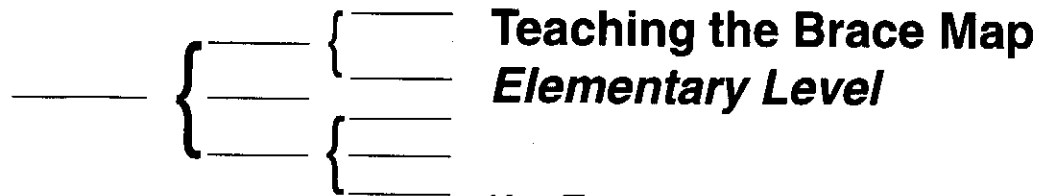
Tree Map for Classifying and Grouping

Tree Map

Name _____



MySTORY: My Best Clothes



Key Terms:

- physical objects
- whole
- parts
- subparts

Gr. Pre-K-2

Drawing Using Brace Maps

- Step 1: Before distributing the Map, ask students: "If you were to put on your 'best' clothes, what would be all of the parts and pieces?"
- Step 2: Distribute the Brace Map and have students draw pictures of three major parts.
- Step 3: For each major part, ask students to draw the minor parts.
- Step 4: Go around the class and ask each student to share one important drawing from their Map.

NOTE: Please adapt this activity for *your* students. For pre-K and kindergarten students it may be developmentally appropriate to conduct this activity in small groups or with the whole class. You may want to lead a discussion and collect ideas from all students on large paper.

Grades 3-5

Speaking Using Brace Maps

- Step 1: Before distributing the Brace Map, ask students: "If you were to put on your favorite outfit of clothes, what would be all of the parts and pieces?" Ask for sample responses.
- Step 2: Distribute the Brace Map and have students draw pictures of three major parts.
- Step 3: For each major part, ask students to write down and draw pictures of minor parts.
- Step 4: Organize students into pairs for sharing ideas. Give each member 5 minutes to share Maps.
- Step 5: **Optional:** Ask students to write a paragraph using the information they have shared.

MySTORY: My Best Clothes



Teaching the Brace Map Secondary Level

Key Terms:

- physical objects
- whole
- parts
- subparts

Grades 6-8

Writing Using Brace Maps

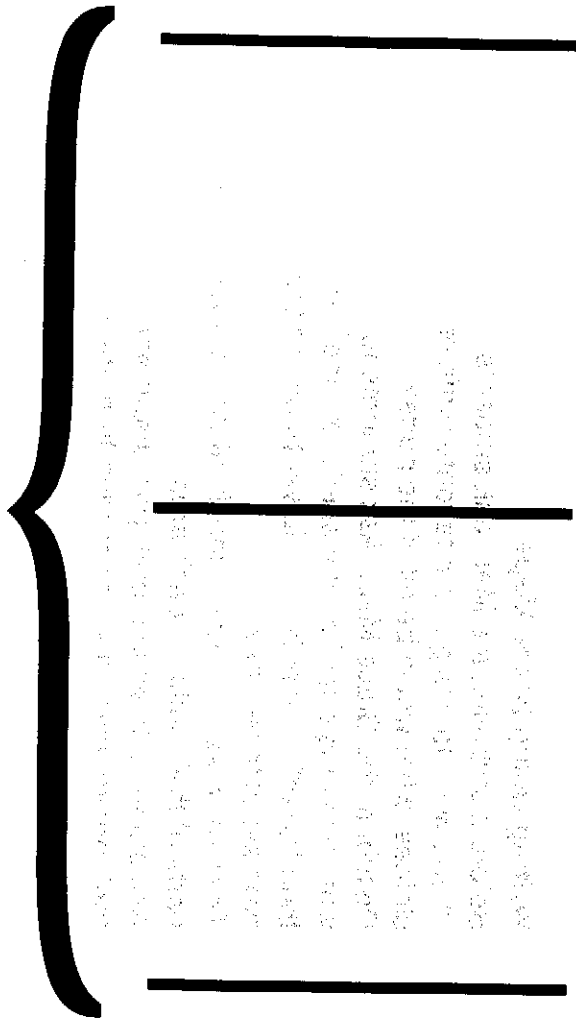
- Step 1: Before distributing the Map, ask students: "If you were to design your favorite outfit of clothes, what would be all of the parts?"
- Step 2: Distribute the Brace Map. Ask students to write "clothing outfit" on the single left line, and then "head", "upper body", "lower body" on the next set of three lines.
- Step 3: Then have each student identify all of the subparts of their outfit for each area.
- Step 4: Ask students to write a draft paragraph about their design using the information from their Map.

Grades 9-12

Reflective Thinking Using Brace Maps

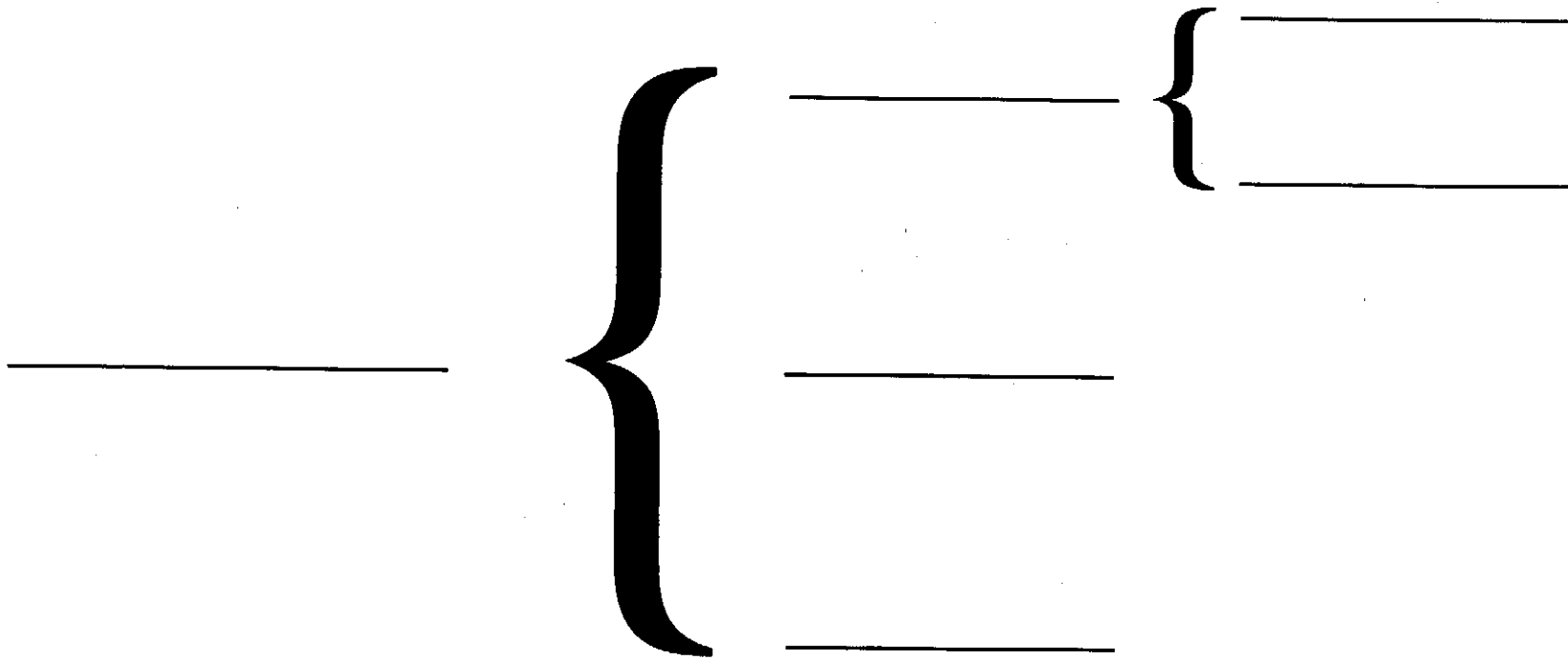
- Step 1: Before distributing the Brace Map, ask students: "If you were to design your favorite outfit of clothes, what would be the parts?"
- Step 2: Distribute the Brace Map. Ask students to write "clothing outfit" on the single left line, then "head", "upper body", "lower body" on the next set of three lines.
- Step 3: Then have each student identify all of the subparts of their outfit for each area.
- Step 4: Ask students to draw a Frame around the Map and write within the "Frame" the fashion styles influencing their design.
- Step 5: Ask students to write a paragraph about their design using the information from their Map.

My Best Clothing

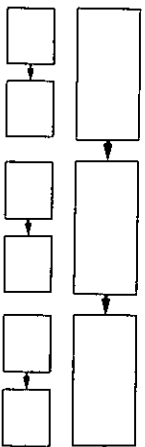


Brace Map

Name _____



MYSTORY: My Dream Day



Teaching the Flow Map Elementary Level

Key Terms:

- sequencing
- ordering
- steps
- stages
- substages

Gr. Pre-K-2

Drawing Using Flow Maps

- Step 1: Distribute the Flow Map to students and ask: "What is your favorite activity in the morning? In the afternoon? In the evening?"
- Step 2: Ask students to draw pictures of each activity in the appropriate boxes of the Flow Map labeled "My Dream Day."
- Step 3: Go around the class and ask each student to share one important drawing from their Map.

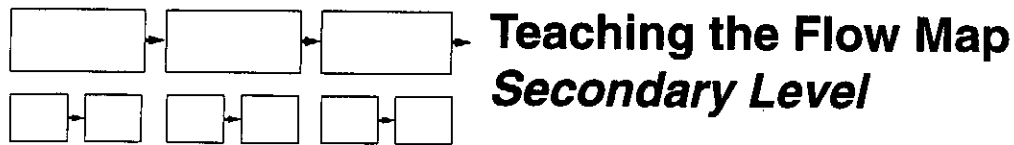
NOTE: Please adapt this activity for *your* students. For pre-K and kindergarten students it may be developmentally appropriate to conduct this activity in small groups or with the whole class. You may want to lead a discussion and collect ideas from all students on large paper.

Grades 3-5

Speaking Using Flow Maps

- Step 1: Distribute the Flow Map to students and ask: "What is one activity you like to do in the morning? In the afternoon? In the evening?"
- Step 2: Ask students to write and draw pictures of each activity in the Flow Map for a "Dream Day."
- Step 3: Organize students into pairs for sharing ideas. Give each member 5 minutes to share Maps about their Dream Day.
- Step 4: **Optional:** Ask students to write a paragraph using the information they have shared.

MySTORY: My Dream Day



Key Terms:

- sequencing
- ordering
- steps
- stages
- substages

Grades 6-8

Writing Using Flow Maps

- Step 1: Distribute the Flow Map to students and ask:
"If you had a Dream Day, what are the activities you would like to do in the morning, afternoon early evening, and late evening?"
- Step 2: Ask students to write a phrase representing these activities in sequence in the Flow Map.
- Step 3: Then ask students to identify minor events that happen during each of the activities and write these events in the smaller boxes.
- Step 4: Ask students to write a draft paragraph about this flow of activities for a Dream Day using the information from their Map.

Grades 9-12

Reflective Thinking Using Flow Maps

- Step 1: Distribute the Flow Map to students and ask:
"If you had a Dream Day, what are the activities you would like to do in the morning, afternoon, early evening, and late evening?"
- Step 2: Ask students to write a phrase representing these activities in sequence in the Flow Map.
- Step 3: Then ask students to write down the minor events that would happen in the smaller boxes.
- Step 4: Ask students to draw a Frame around the Map and write within the "Frame" the experiences from the past that influenced the creation of this Dream Day.
- Step 5: Ask students to write a draft paragraph about this flow of activities for a Dream Day.

morning

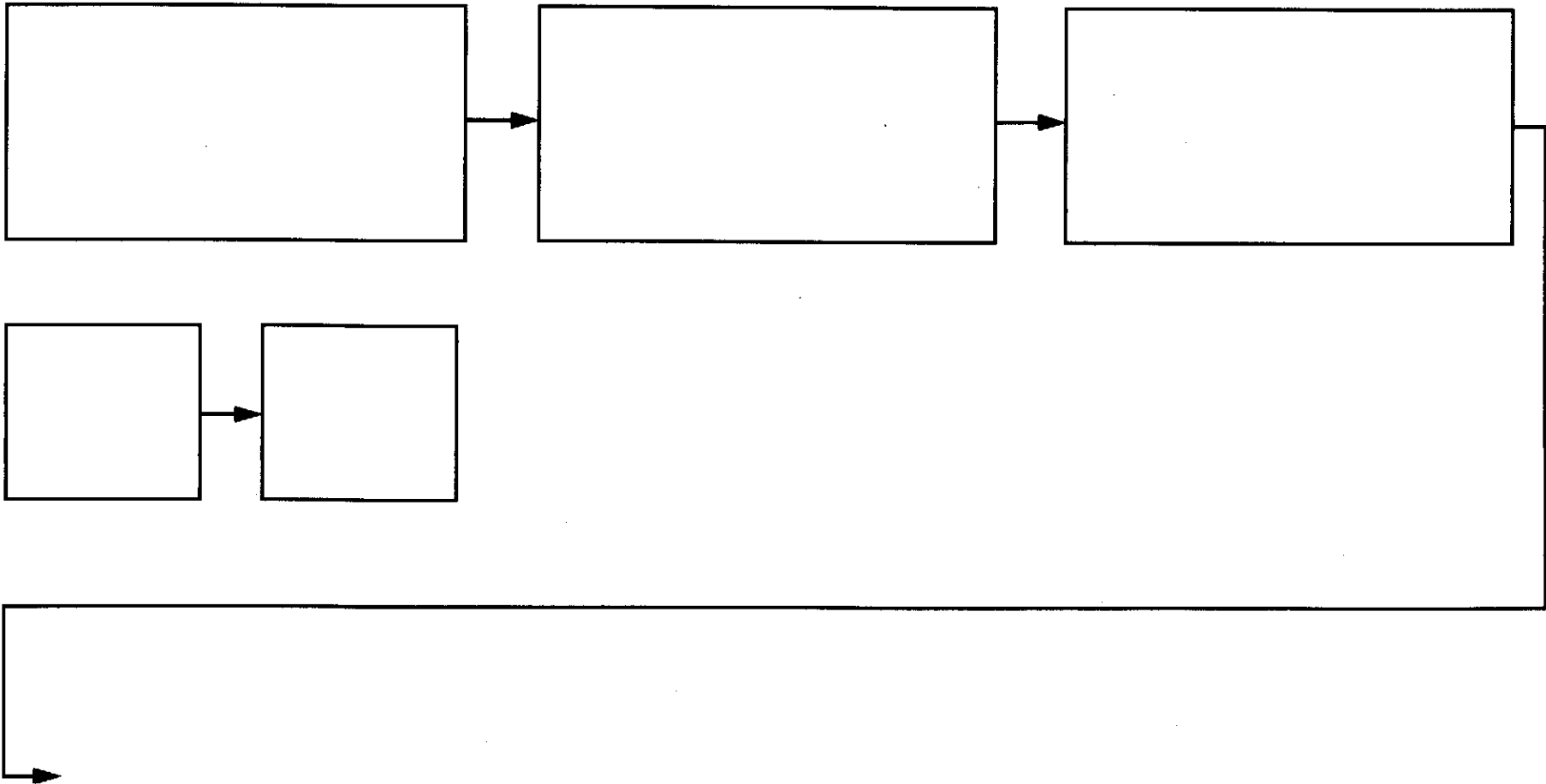
afternoon

night

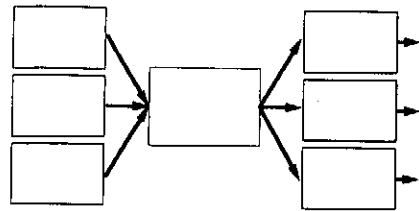


Flow Map

Name _____



MySTORY: My Goals



Teaching the Multi-Flow Map *Elementary Level*

Key Terms:

- causes
- effects
- prediction

Gr. Pre-K-2

Drawing Using Multi-Flow Maps

- Step 1: Distribute the Multi-Flow Map and ask: "What is something that you want to improve?"
- Step 2: Ask students to draw a picture of an activity they wish to improve in the center box. This is their goal.
- Step 3: In the boxes on the left, have students draw pictures of things that they could do to help them reach this goal. In the boxes on the right, have them draw pictures of how they might feel after reaching this goal.
- Step 4: Go around the class and ask each student to share one important drawing from their Map.

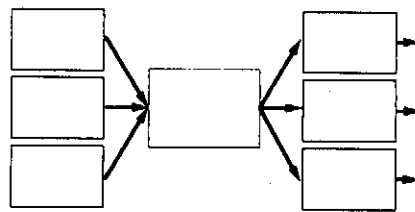
NOTE: Please adapt this activity for *your* students. For pre-K and kindergarten students it may be developmentally appropriate to conduct this activity in small groups or with the whole class. You may want to lead a discussion and collect ideas from all students on large paper.

Grades 3-5

Speaking Using Multi-Flow Maps

- Step 1: Distribute the Multi-Flow Map and ask: "What is something that you want to improve?" Ask students to write this goal in the center box.
- Step 2: In the boxes on the left, ask students to write what they could do to help them reach this goal. In the boxes on the right, have them write the effects of reaching this goal.
- Step 3: Organize students into pairs for sharing ideas. Give each member 5 minutes to share Maps.
- Step 4: **Optional:** Ask students to write a paragraph using the information they have shared.

MySTORY: My Goals



Teaching the Multi-Flow Map *Secondary Level*

Key Terms:

- **causes**
- **effects**
- **prediction**

Grades 6-8

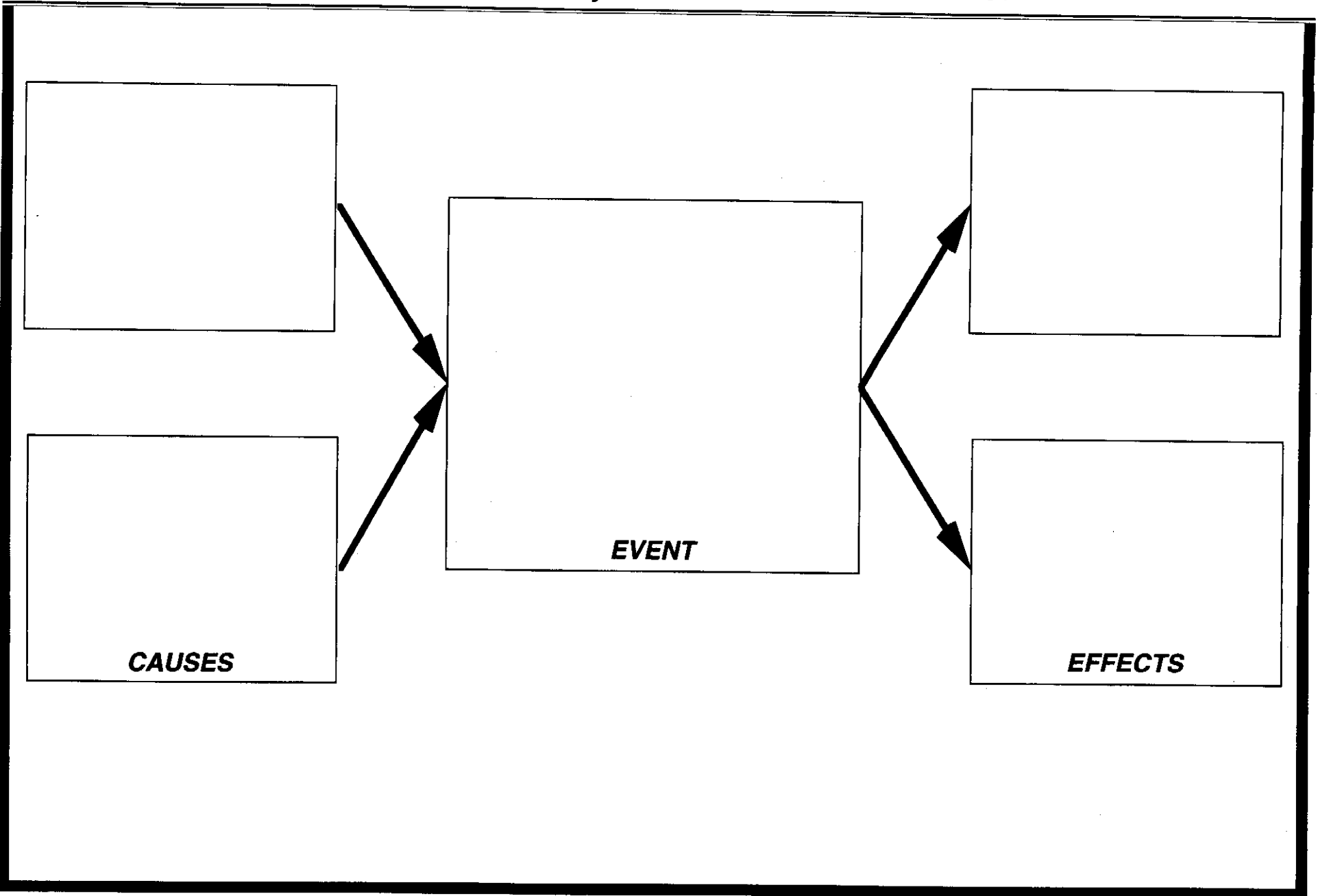
Writing Using Multi-Flow Maps

- Step 1: Distribute the Multi-Flow Map and ask: "What is something that you want to improve?" Ask students to write this goal in the center box.
- Step 2: In the boxes on the left, have students write what they could do to cause them to reach this goal. In the boxes on the right, have them write in the effects of reaching this goal.
- Step 3: Ask students to write a draft paragraph about reaching this goal using the information from their Map.

Grades 9-12

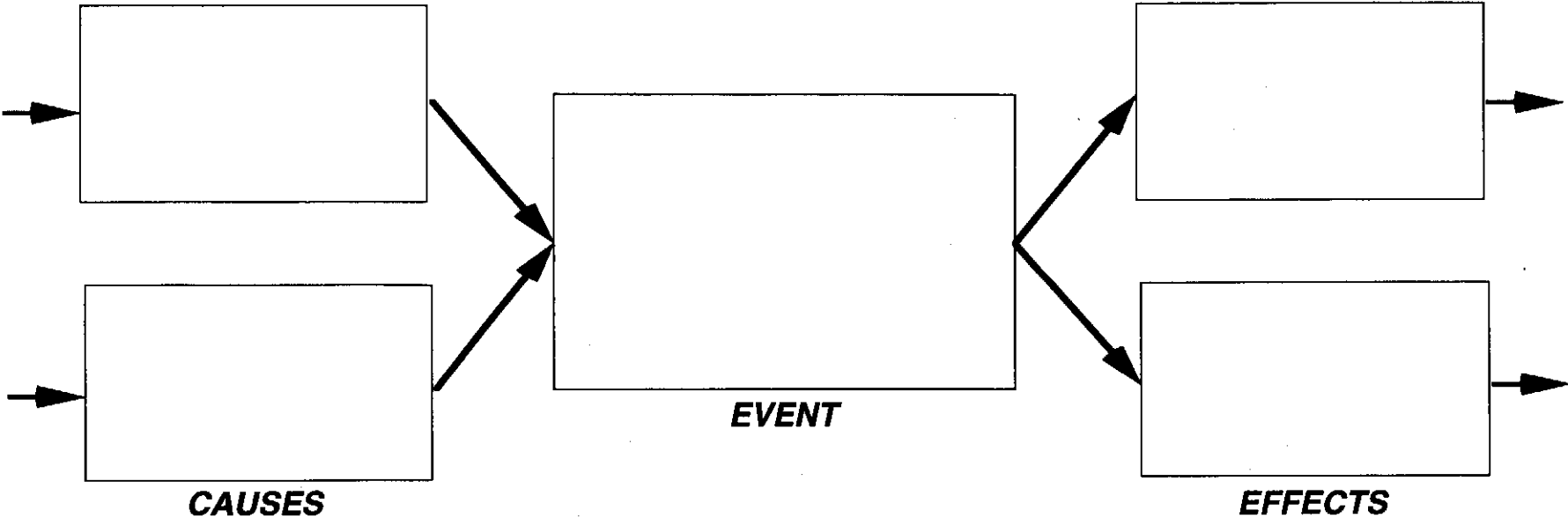
Reflective Thinking Using Multi-Flow Maps

- Step 1: Distribute the Multi-Flow Map and ask: "What is something that you want to improve?" Ask students to write this goal in the center box.
- Step 2: In the boxes on the left, have students write what they could do to cause them to reach this goal. In the boxes on the right, have them write in the effects of reaching this goal.
- Step 3: Ask students to draw a Frame around the Map and write within the "Frame" the experiences from the past that make them want to improve in this area.
- Step 4: Ask students to write a paragraph about reaching this goal using their Multi-Flow Map.



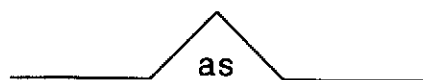
Multi-Flow Map

Name _____



Multi-Flow Map for Causes and Effects

MySTORY: My Relationships



Teaching the Bridge Map *Elementary Level*

Key Terms:

- analogy
- similar relationship
- relating factor
- simile

Gr. Pre-K-2

Drawing Using Bridge Maps

- Step 1: Distribute the Bridge Map and ask students: "Who is a person who *takes care of* you?"
- Step 2: Ask students to draw a picture of that person in the top-left area, and their own picture in the bottom-left area.
- Step 3: Then ask: "Whom--or what--do you take care of?" Ask students to draw themselves (top-right) and the person or thing that they take care of (bottom-right).
- Step 4: Go around the class and ask each student to share an important drawing from their Map.

NOTE: Please adapt this activity for *your* students. For pre-K and kindergarten students it may be developmentally appropriate to conduct this activity in small groups or with the whole class. You may want to lead a discussion and collect ideas from all students on large paper.

Grades 3-5

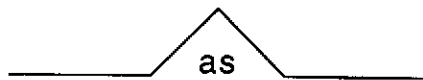
Speaking Using Bridge Maps

- Step 1: Distribute the Bridge Map and ask students: "Who is a person who *takes care of* you?"
- Step 2: Ask students to write this name in the top-left, and their name in the bottom-left area.
- Step 3: Then ask: "Whom do you take care of?" Ask students to write their name (top-right) and the person they take care of (bottom-right).
- Step 4: Pair students and have them verbalize their analogy using the relating factor *takes care of*.
- Step 5: **Optional:** Ask students to write the analogy as a complete sentence and then write a paragraph using the information they have shared.

NOTE: As a check for understanding, ask students to verbalize and/or write an analogy as a complete sentence:

"My mother *takes care of* me just as I *take care of* my little brother."

MySTORY: My Relationships



Teaching the Bridge Map *Secondary Level*

Key Terms:

- analogy
- similar relationship
- relating factor
- simile

Grades 6-8 Writing Using Bridge Maps

- Step 1: Distribute the Bridge Map and ask students: "Who is a person who *takes care of you?*"
- Step 2: Ask students to write the name of the person in the top-left area, and their name in the bottom-left area.
- Step 3: Have students verbalize their analogy using Steps 3-4 from the Grades 3-5 section.
- Step 4: Ask students to write a draft paragraph using this Bridge Map analogy.

Grades 9-12 Reflective Thinking Using Bridge Maps

- Step 1: Distribute the Bridge Map and ask students: "Who is a person who *takes care of you?*"
- Step 2: Ask students to write the name of the person in the top-left area, and their name in the bottom-left area.
- Step 3: Have students verbalize their analogy using Steps 3-4 from the Grades 3-5 section.
- Step 4: Ask students to draw a Frame around the Map and write within the "Frame" the experiences from the past that reflect how they have taken care of somebody else.
- Step 5: Ask students to write a draft paragraph using this Bridge Map analogy.

The diagram is a bridge map for analogies. It features a central peak with the word "as" written inside. A horizontal line extends from the base of the peak to the left and right. On the left side, the text "Takes Care Of" is written vertically. Four dashed rectangular boxes are arranged in a 2x2 grid around the central peak, intended for drawing or writing related items.

*Takes
Care Of*

as

Bridge Map

Name _____

**RELATING
FACTOR**



as

Thinking Maps Summary Page

Distributing the Summary Page

After the MySTORY activity has been completed, the Thinking Maps Summary Page may be duplicated and distributed to students in grade 2 and above.

This page summarizes each of the Maps and provides the key thinking process terms that should be reinforced when using each Map. This summary, along with the classroom poster set, further supports students as they gain ownership of these learning tools.

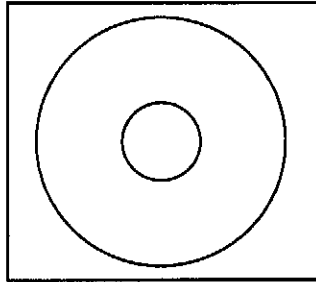
Uses for the Summary Page

Here are some basic uses of the Thinking Maps Summary Page:

- Have students use this page to review each of the Maps before using the Thinking Maps Assessment Activity (Section 5, p. 5-3 : 5-13).
- Ask students to insert this page in the front of their folders or notebooks which they keep at their desks for easy reference.
- Make copies of this page and place them in your lesson plan book, on your desk or work table, and tape a copy in the corner of your chalkboard as a reminder to consistently integrate Thinking Maps into appropriate lessons and classroom discussions.
- If you don't have the COOPERATIVE Thinking Maps DESK MAPS (p. M-6): When students are working in groups make sure every member has a copy of this page for reinforcing their use of the Maps during cooperative learning sessions.
- Reduce the size of this page and make enough copies for every desk. Tape the reduced size Summary Page to each student desk for easy reference. Enlarge this page to poster size and display it in the classroom for easy reference for you and your students

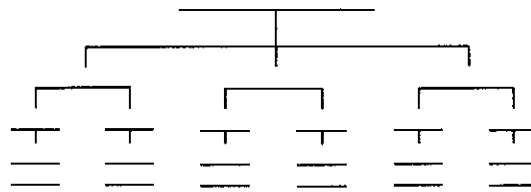
Thinking Maps® Summary Page

CIRCLE MAP



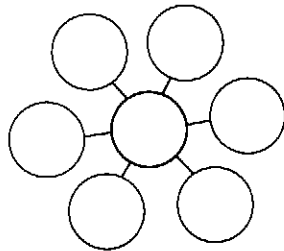
FOR DEFINING IN CONTEXT

TREE MAP



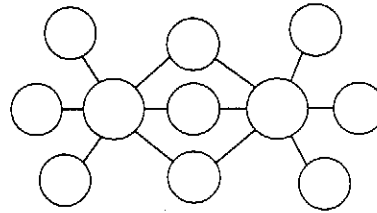
FOR CLASSIFYING AND GROUPING

BUBBLE MAP



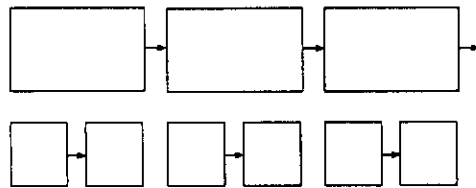
FOR DESCRIBING USING ADJECTIVES

DOUBLE BUBBLE MAP



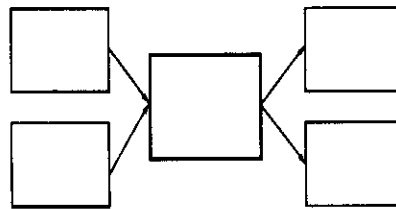
FOR COMPARING AND CONTRASTING

FLOW MAP



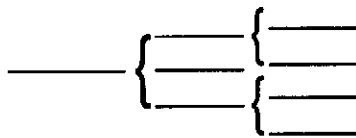
FOR SEQUENCING AND ORDERING

MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

BRACE MAP



FOR ANALYZING WHOLE OBJECTS AND PARTS

BRIDGE MAP



FOR SEEING ANALOGIES

Notes and Application Ideas