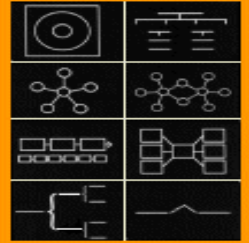


Transfer, Integrate, and Assess Learning!

Thinking



Maps®

April Thinking Maps Focus:



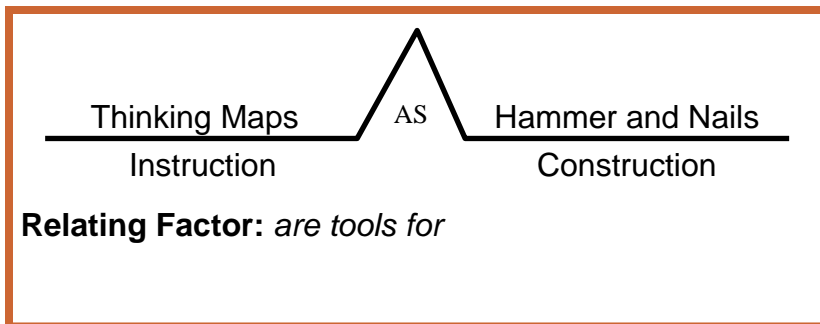
Purpose: Gives students a tool for applying the process of seeing analogies.

Guiding Questions for Constructing a Brace Map:

- How are these words related?
- What is the similar relationship (relating factor) between these two relationships?
- What other pairs of relationships have the same relating factor?

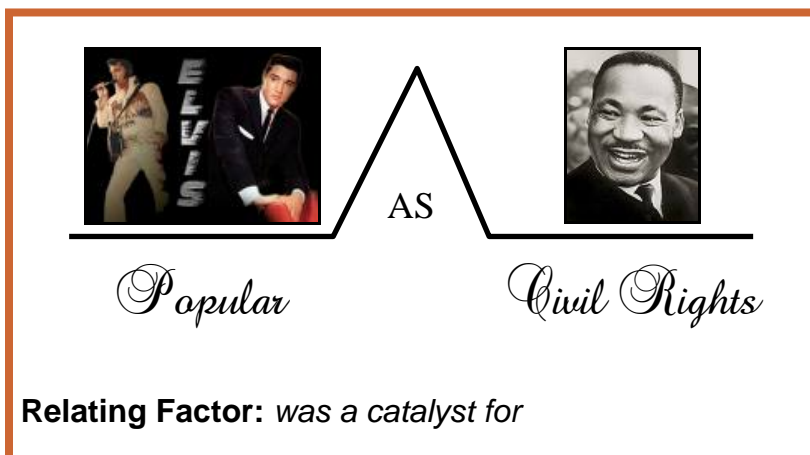
Step 1: Teach the map

Refer to teaching notes in Tools for Learning binder, pages 2-34 to 2-35.



Step 2: Apply the Map to the Sequenced Pattern of Instruction for April and CA Content Standards

U.S History: CA Standard 11.10 Students analyze the development of federal civil rights and voting rights



April 2009

Thinking Maps

Training Bulletin

TM Leadership Team:

Denise Duquette—Teacher, Bridges Academy
 Sandy Garcia—Alt. Ed. Reading Specialist
 Lynda Horton—Alt. Ed. ELD Specialist
 Michelle Kammeraad—Alt. Ed ELD Specialist
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 Debra Plank—Teacher, CLC 34th Street
 Carlos Rojas—Administrator, NKCS
 Christian Shannon—Administrator, Bridges
 Carl Stice—Administrator, Redwood

Key Words for the Bridge Map:

- Relationships
- Analogies
- Similes

Applications for the Bridge Map:

Reading & English/Language Arts

- Show relationships between characters
- Pre writing for poems
- Analyze literature selections

Math

- Show the relationship between exponents and their calculated values.
- Illustrate the relationship between fractions, percentages, and decimals.

Social Studies

- Illustrate similarities between soldiers from different time periods and various cultures.
- Discuss the relationships between various world leaders and how they impacted the world.
- Analyze the impact of various machines during the Industrial Revolution

Science

- Illustrate the relationships between the 6 stages of Mitosis
- Examine the functional relationships of the different parts of a cell.

Key Information: When reading a Bridge Map it is important to follow a specific order. In the example above it should be read as follows: "Elvis Presley was a catalyst for popular music as Martin Luther King Jr. was a catalyst for civil rights." Read the top left portion of the bridge, followed by the RF, then the bottom left portion of the bridge. The word "as" always comes in between the two sides of the bridge followed by the top right portion of the bridge, the RF, and the lower right portion of the bridge.