

# Transfer, Integrate, and Assess Learning!



## JANUARY THINKING MAPS FOCUS: **Flow Map**

### Guiding Questions for Constructing a Flow Map

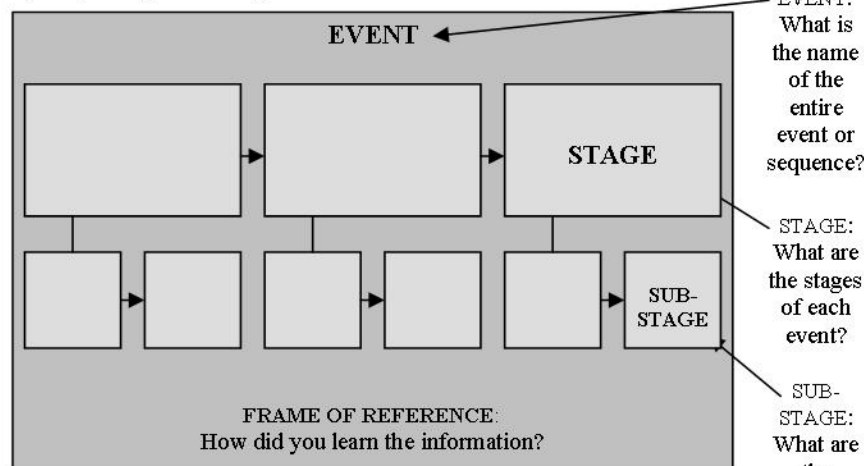
- What is the name of the event or sequence?
- What are the stages of each event?
- Are there any substages of the event?
- What larger events might come before or after the event you are sequencing?
- What happened next?
- In what order should you sequence these things?

#### Step 1: Teach the Map

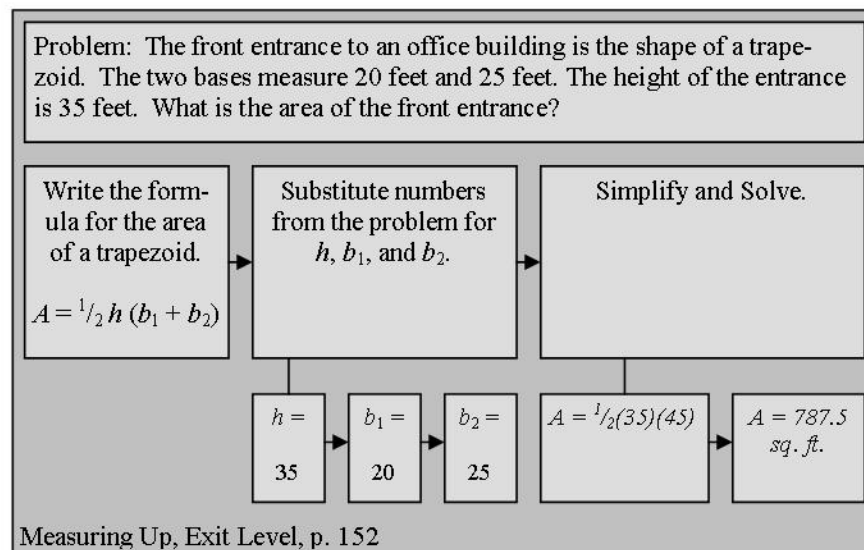
Purpose: Sequencing and ordering information.

Refer to teaching notes in Tools for Learning binder, pages 1-40 to 1-43.

Tip: *Explicitly teach map to students.*



**Step 2: Apply the Map to the Sequenced Pattern of Instruction for January and CA Content Standards—Math: Measurement and Geometry 9/10 2.1** Use formulas routinely for finding the . . . area of basic two-dimensional figures . . .



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*Have a passion for Thinking Maps? Want to join us? Contact a team member if interested.*

#### Key Words for the Flow Map:

**sequencing, ordering, steps, stages, substages, retell/recount, cycles, patterns, show the process, solve multi-step problems.**

#### Check out these ideas for the Flow Map:

##### Reading & English/Language Arts

- Sequencing story plot by stages and substages
- Analyzing and prioritizing important events
- Sequencing paragraphs for writing

##### Math

- Sequencing and ordering numbers
- Following order of operations and steps
- Reading and creating computer flow charts

##### Social Studies

- Sequencing major events, stages, and substages in history
- Identifying and analyzing historical “movements”
- Prioritizing events in order of importance in history

##### Science

- Following directions in a scientific experiment
- Logically ordering data and prioritizing information
- Analyzing the physiology of organisms

**Why Thinking Maps?** Thinking Maps are visual patterns. *Why can you recognize a person's face, but cannot remember his/her name?* We all learn in many different ways. Research teaches us that the brain takes in information kinesthetically, auditorally, and visually. However, much of the current research supports the belief that **our ability to learn visually is greater than any of our other senses.**

“Knowledge is stored in two forms: linguistically and nonlinguistically. Research proves that the more we use both systems . . . the better we are able to think and recall knowledge.”

— Robert Marzano, *Classroom Instruction That Works*