Transfer, Integrate, and Assess Learning!

NOVEMBER/DECEMBER THINKING MAPS FOCUS:

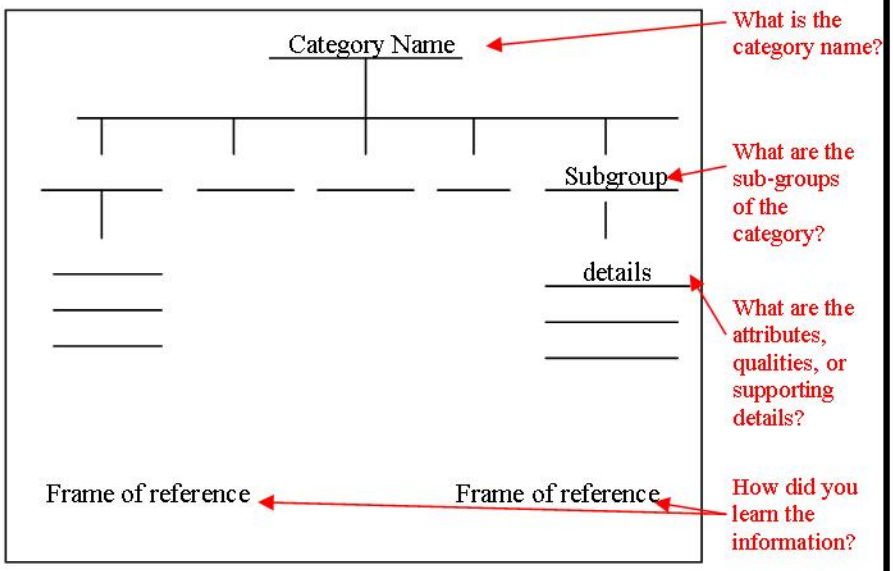
Tree Map

November/December 2008 Thinking Maps Training Bulletin

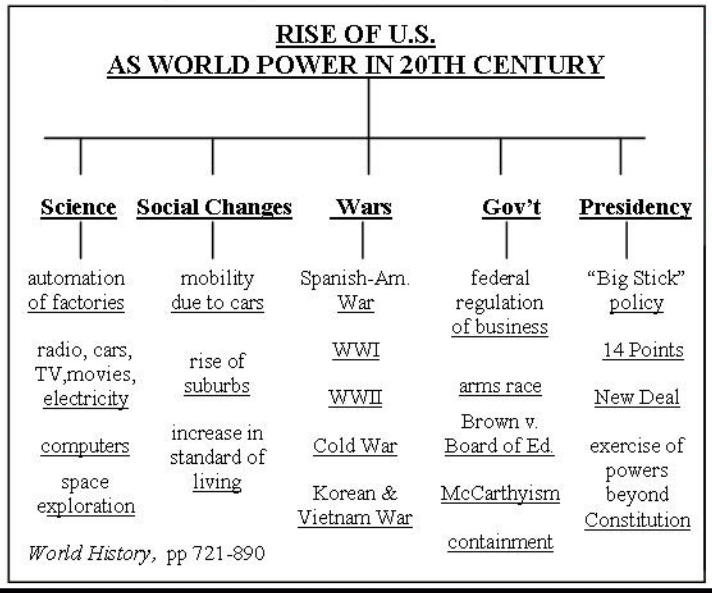
Guiding Questions for Constructing a Tree Map

- How would you group this information?
- Can you sort these objects into groups?
- What are the ideas and details that support your main idea?
- What are the members of this category?

Step 1: Teach the Map (Tip: *Explicitly teach map to students by modeling.)*
Purpose: Classifying information based on similar qualities, attributes, details.
Refer to teaching notes in Tools for Learning binder, pages 1-32 to 1-35.



Step 2: Apply the Map to the Sequenced Pattern of Instruction for December through May and CA Content Standards—US History: Rise of U.S. as a world power (11.4 - 11.11).



The Tree Map is used by students to **classify** ideas as well as **list** subcategories and supporting details.

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

Key Words for the Tree Map:
classify, sort, group, categorize, identify the main idea and supporting ideas, give sufficient and related details, kinds of, list and elaborate

Common uses for the Tree Map: To sort things and ideas into categories/groups, and to group main ideas and details.

Check out these ideas for the Tree Map:

Reading & English/Language Arts

- Gathering details about story elements before reading (predictions), during reading (as details revealed), and after reading (as inferences)
- Categorizing vocabulary words, precise language sensory details, action verbs
- Classifying genres and examples
- Analyzing characters

Math

- Collecting terms (addition: sum , total, in all)
- Classifying place value, types of math problems

Social Studies

- Organizing info obtained from research
- Categorizing key information (3 types of gov't)
- Identifying main ideas and supporting details of chapter/unit

Science

- Classifying details (3 states of matter and examples of each or 3 types of rocks and characteristics of each)
- Grouping types of muscles or types of cells

Why Thinking Maps? Our task as professional educators is to help our students make meaning of what is taught. According to William Glasser, "We learn 10% of what we read, 20% of what he hear, 30% of what we see, 50% of what we see and hear…"By using Thinking Maps, our students begin to **see** what thinking **looks like**. Because **the brain loves pictures**, the visual image of a Thinking Map helps our students to connect a visual image with an abstract concept in order to make meaning. The use of Thinking Maps also gives both teachers and students a **common language** for meaningful learning. According to Jacqueline Brooks in *To See Beyond the Lesson,* "The search for meaning is the purpose of learning; so, teaching for meaning is the purpose of teaching."