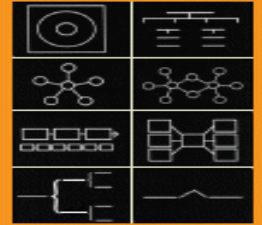


Transfer, Integrate, and Assess Learning!

Thinking



Maps®

October 2008 Thinking Maps Training Bulletin

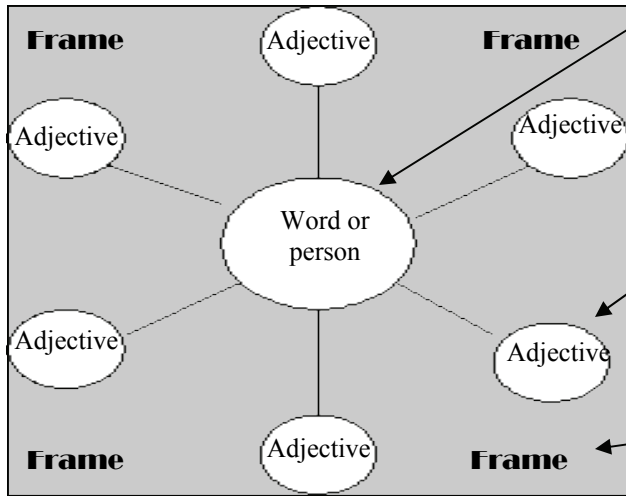
OCTOBER THINKING MAPS FOCUS: Bubble Map

Step 1: Teach the Map

Purpose: Describing qualities of people, places, things or ideas.

Refer to teaching notes in Tools for Learning binder, pages 1-24—1-27

Tip: *Explicitly teach map to students.*



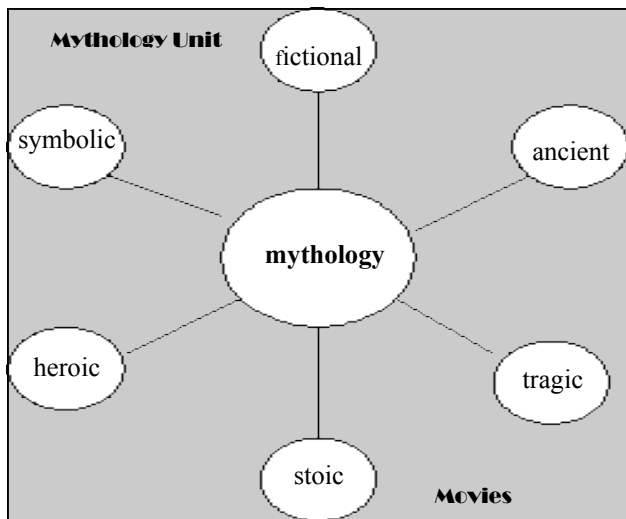
What do you want to describe? In the center, write the word or thing being described.

How are you describing this thing? Which adjectives would best describe this thing?

How did you learn the information?

Step 2: Apply the Map to the Sequenced Pattern of Instruction for October and CA Content Standards—Reading: Word Analysis (9-10)

1.1—Identify Greek, Roman and Norse mythology and use the knowledge to understand the origin and meaning of new words.



The Bubble Map is used for describing using **adjectives and adjective phrases**. The Bubble Map is a tool for enriching student's abilities to identify qualities and use descriptive words.

ADJECTIVES TO USE WITH BUBBLE MAP:

Appearance: adorable, elegant, glamorous, homely, ugly, grotesque, beautiful

Feelings: annoyed, arrogant, puzzled, disgusted, upset, charming, delightful

Shape: chubby, round, steep, narrow, flat, skinny, rotund, curved, crooked

Size: colossal, gigantic, miniature, petite, miniscule, minute, scrawny, mammoth

Touch: bumpy, chilly, creepy, damp, flaky, smooth, slick, silky, grainy, fluffy

TM Leadership Team:

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Michelle Kammeraad—Alt. Ed ELD Specialist
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Christian Shannon—Administrator, Bridges
Carl Stice—Administrator, Redwood
Lido Wells—Teacher, Auburn

Have a passion for Thinking Maps? Want to join us? We are always looking for fresh blood! Contact a team member if interested.

Key Words for the Bubble Map:

describe, use vivid language, observe using 5 senses, describe feelings.

Common uses for the Bubble Map: Identifying character traits (language arts), cultural traits (social studies), properties (sciences), and attributes (math).

Check out these ideas for the Bubble Map:

Reading & English/Language Arts

- Identifying sensory and emotional character traits
- Describing setting
- Identifying character qualities

Math

- Identifying properties of numbers
- Describing attributes of geometric figures
- Establishing criteria for evaluation

Social Studies

- Describing key characteristics of cultures (past and Present)
- Analyzing stereotypes for attributing characteristics to people
- Distinguishing between “facts” and “opinions”

Science

- Describing properties of things
- Identifying essential properties of things
- Establishing criteria (values) for experimentation

Communication

- Expanding descriptive vocabulary
- Describing characters using adjectives
- Providing descriptive details for writing

Why Thinking Maps? According to Caine & Caine in *Making Connections: Teaching and the Human Brain*, “The overwhelming need for learners is for meaningfulness. Understanding a subject results from perceiving relationships. Our function as educators is to provide our students with the sorts of experiences that enable them to perceive patterns that connect.” Here is where Thinking Maps enter the picture. Students who are consistently using the same visual patterns for a specific thought process (Circle Maps for defining in context, Tree Map for classifying, Flow Map for sequencing, etc.) soon have visual patterns to connect to thinking. Soon they learn to recognize these thought processes automatically as they read, discuss, or write. Hence, the students learn to think independently.