

Questions from Texts,
Teachers and Tests

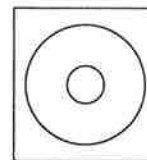
Thinking Processes

Thinking Maps
as Tools

How are you defining this thing or idea? What is the context? What is your frame of reference?

**DEFINING IN
CONTEXT**

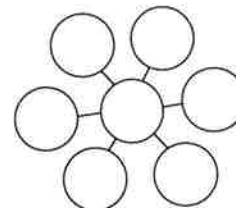
Circle
Map



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

**DESCRIBING
QUALITIES**

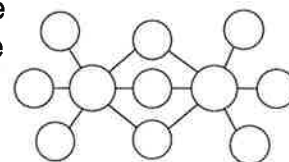
Bubble
Map



What are the similar and different qualities of these things? Which qualities do you value most? Why?

**COMPARING and
CONTRASTING**

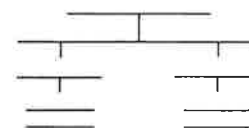
Double
Bubble
Map



What are the main ideas, supporting ideas, and details in this information?

CLASSIFYING

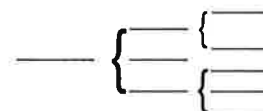
Tree
Map



What are the component parts and subparts of this whole physical object?

PART-WHOLE

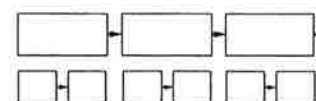
Brace
Map



What happened? What is the sequence of events? What are the substages?

SEQUENCING

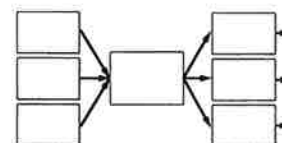
Flow
Map



What are the causes and effects of this event? What might happen next?

CAUSE and EFFECT

Multi-
Flow
Map



What is the analogy being used? What is the guiding metaphor?

**SEEING
ANALOGIES**

Bridge
Map



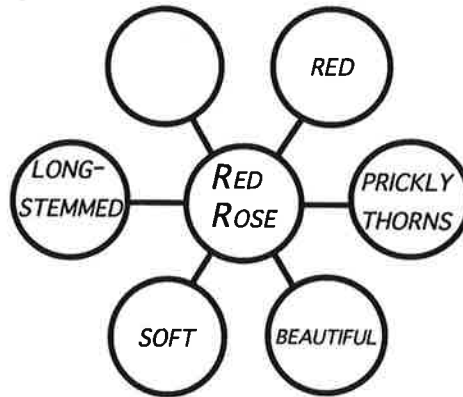
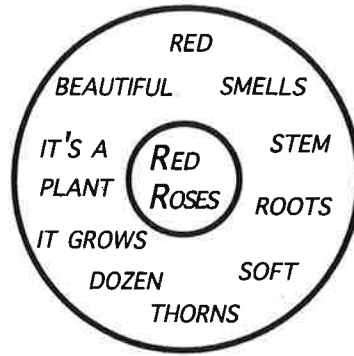
Introducing Thinking Maps

Here is an example of how all eight Thinking Maps may be applied to organizing information and developing a concept. The example is "red roses."

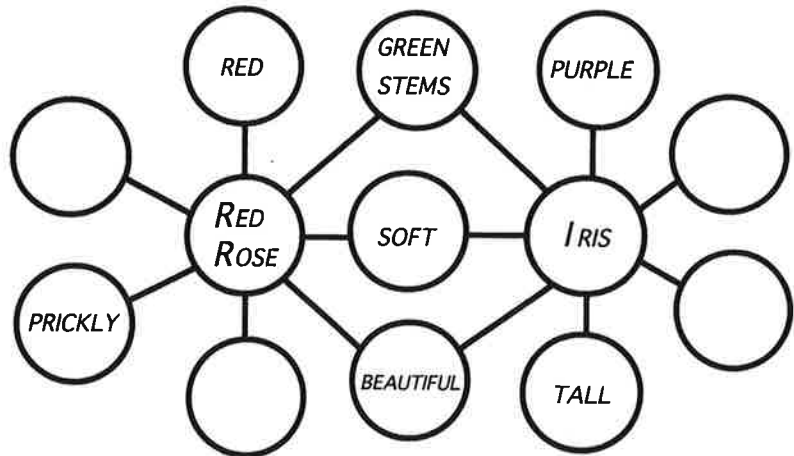
What do you know about red roses?



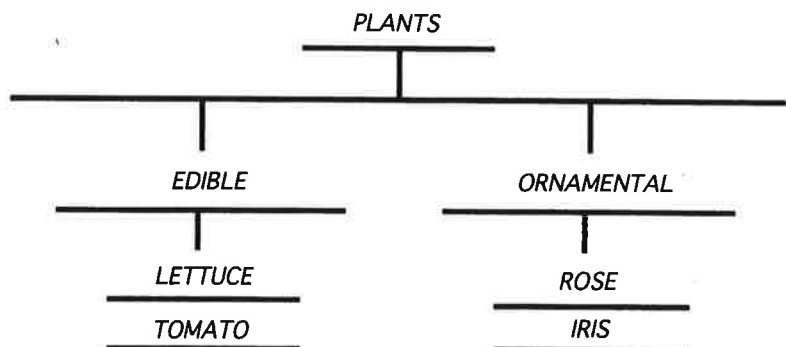
How would you describe a particular red rose?
What are its qualities?



What are the similarities and differences between a red rose and an iris?

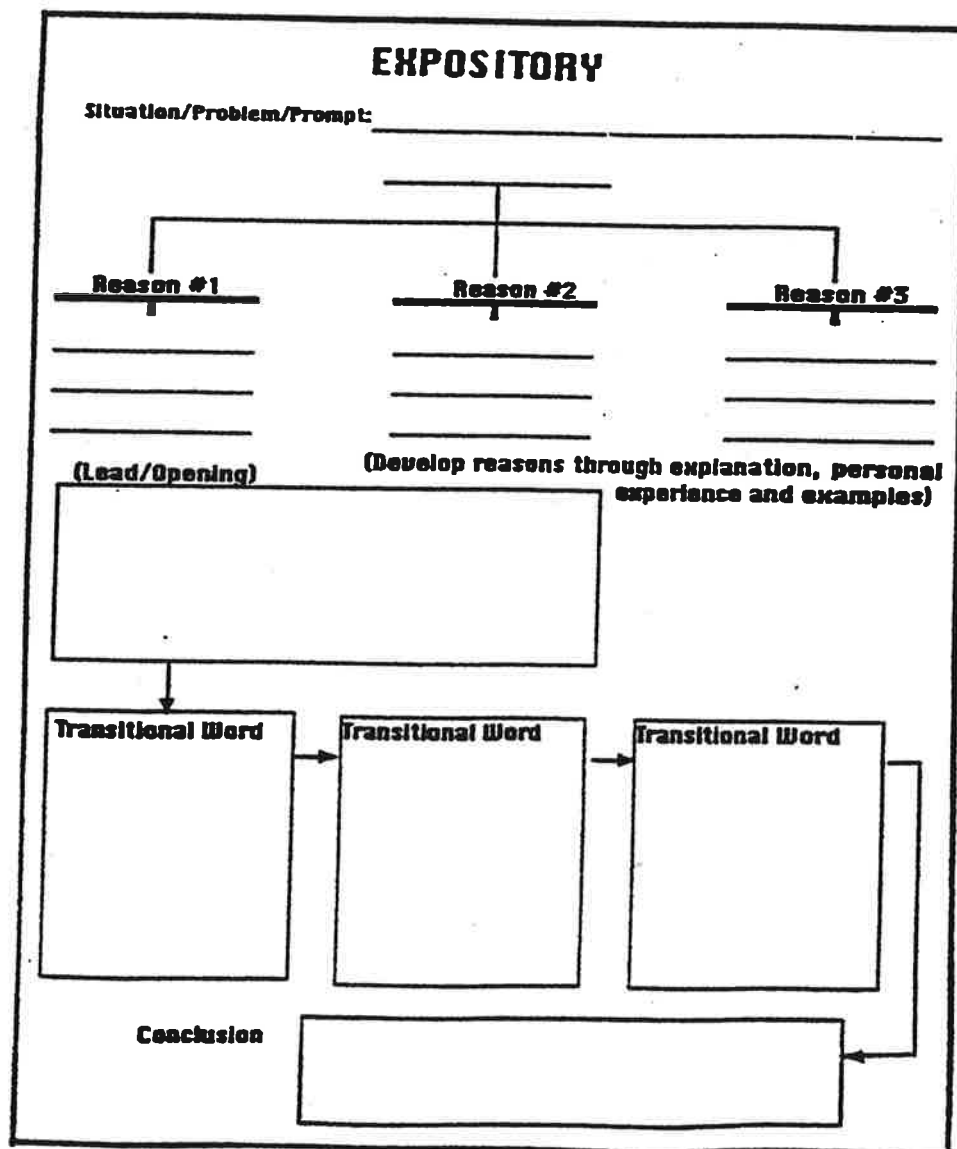


How could you classify a rose?



TEACHER'S GUIDE FOR USING **THINKING MAPS**

AS TOOLS FOR **EXPOSITORY WRITING**



STEP 1 - Analyze and understand the main idea and key words in the topic/ prompt.

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graph TD; A[STEP 1 - Analyze and understand the main idea and key words in the topic/ prompt.] --> B[STEP 2 - Brainstorm reasons, examples, personal experiences, explanations that support the main idea.]; B --> C[STEP 3 - Classify the information in the circle map into 3 separate and specific support ideas. Details, examples, and specifics should be listed below each main support idea.]; C --> D[STEP 4 - Write the opening sentences that state the main idea and identify the key supporting ideas.]; D --> E[STEP 5 - Using the ideas from step 3, plan the supporting sentences by elaborating on examples and illustrations. Be sure to include transitional devices that will show the relationship between the supporting ideas and the main topic.]; E --> F[STEP 6 - Write a closing paragraph that restates the main idea and includes a personal, "heart" reaction to the topic.]; F --> G[STEP 7 - Write the expository response using all of the information from the plan. Be sure to edit for conventions during this step.];
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STEP 2 - Brainstorm reasons, examples, personal experiences, explanations that support the main idea.

STEP 3 - Classify the information in the circle map into 3 separate and specific support ideas. Details, examples, and specifics should be listed below each main support idea.

STEP 4 - Write the opening sentences that state the main idea and identify the key supporting ideas.

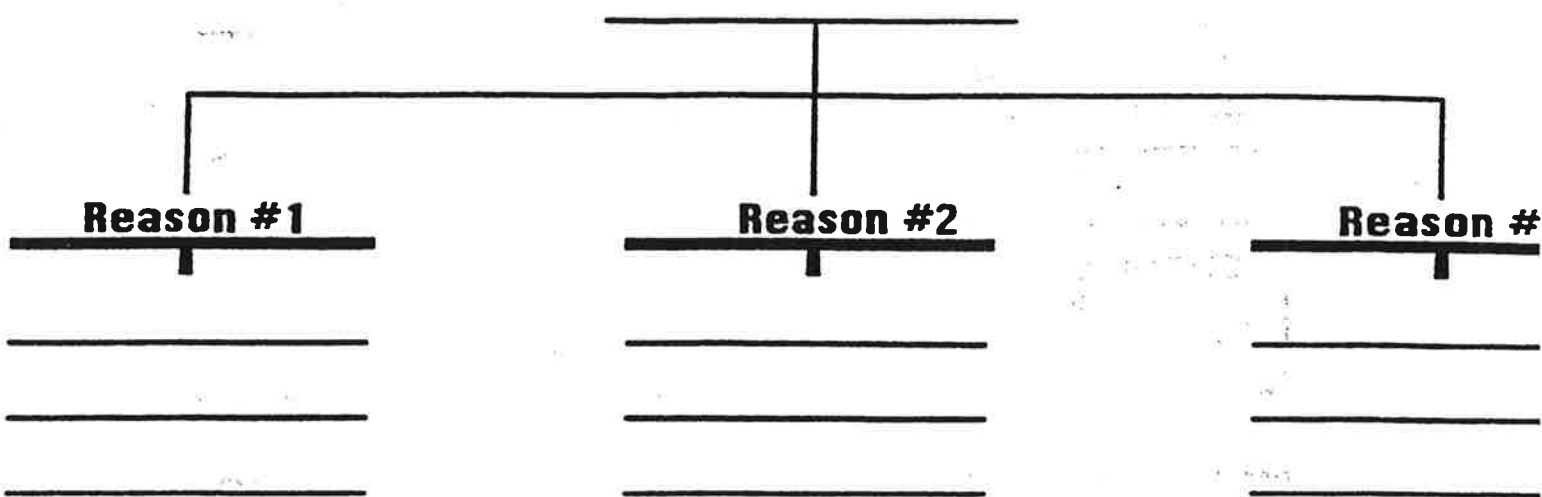
STEP 5 - Using the ideas from step 3, plan the supporting sentences by elaborating on examples and illustrations. Be sure to include transitional devices that will show the relationship between the supporting ideas and the main topic.

STEP 6 - Write a closing paragraph that restates the main idea and includes a personal, "heart" reaction to the topic.

STEP 7 - Write the expository response using all of the information from the plan. Be sure to edit for conventions during this step.

EXPOSITORY

Situation/Problem/Prompt: _____



(Lead/Opening)

(Develop reasons through explanation, personal experience and examples)

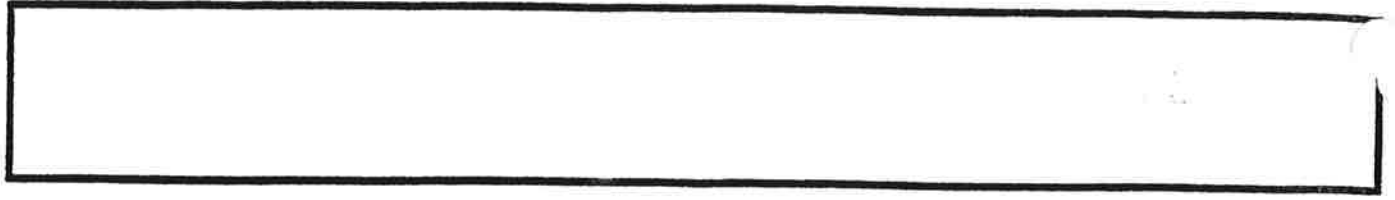
Transitional Word

Transitional Word

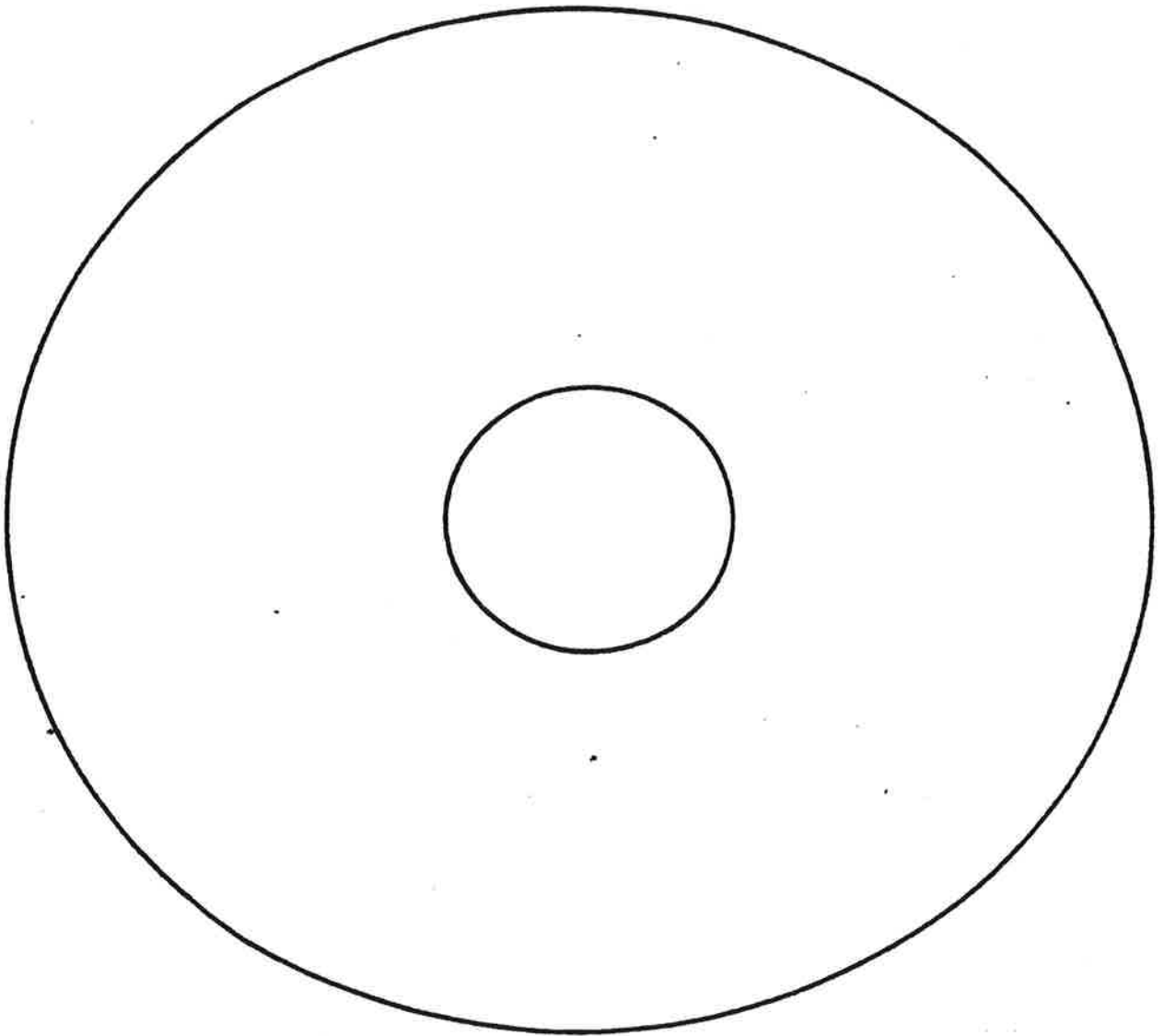
Transitional Word

Conclusion

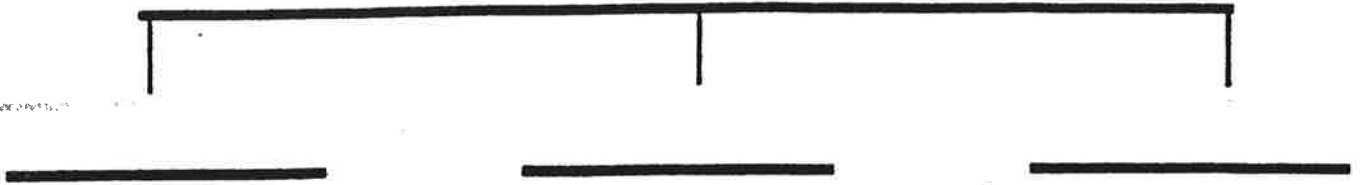
STEP 1: ANALYZE THE TOPIC

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STEP 2: BRAINSTORM IDEAS ABOUT THE TOPIC



STEP 3: CLASSIFY IDEAS INTO 2 - 3 GROUPS.



STEP 4 - WRITE THE OPENING sentences that state the main idea and identify the key supporting ideas.

STEP 5 - PLAN THE SUPPORTING sentences by elaborating on the examples and illustrations classified in step 3.

Reason # 1
Transitional word

Examples

Personal experience

Details



Reason # 2
Transitional word

Examples

Personal experience

Details



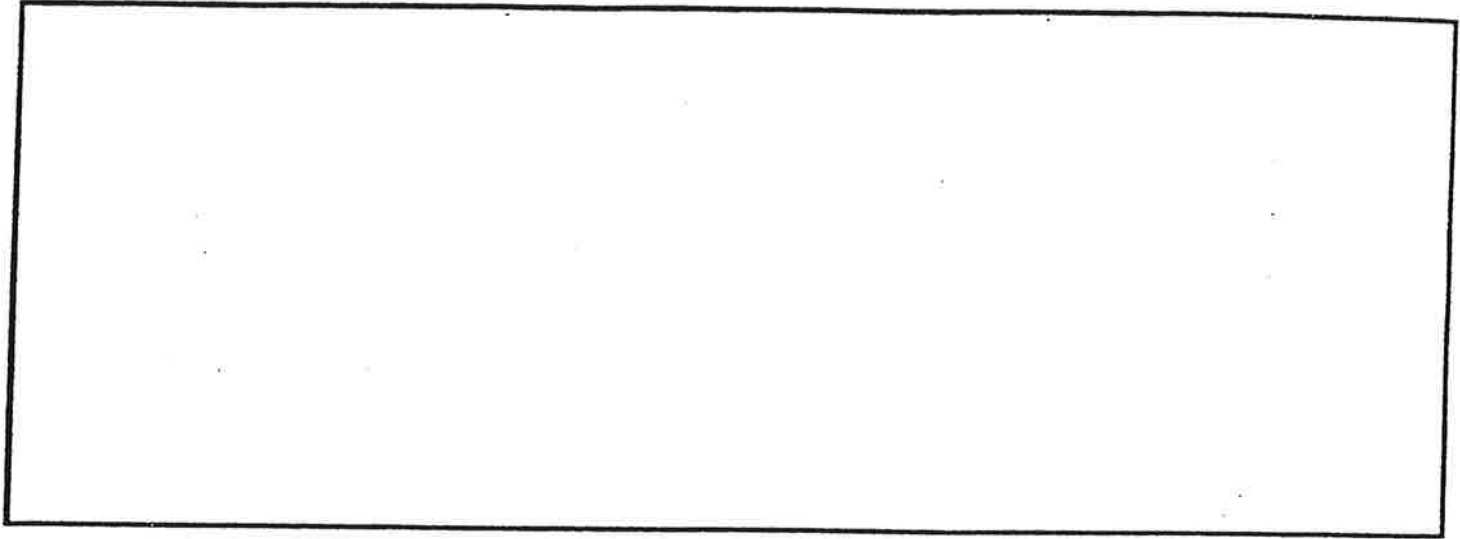
Reason # 3
Transitional word

Examples

Personal experience

Details

STEP 6- WRITE THE CLOSING sentences that restate the main idea and include a personal "heart" reaction to the expository response you have just written.

A large, empty rectangular box with a black border, intended for the student to write their closing sentences.

STEP 7 WRITE THE EXPOSITORY response using all of the information from the plan. Be sure to edit for conventions and write your response on the attached sheets.

Handwritten notes in the top left corner, including a small table or list of items.

Handwritten notes in the top right corner, possibly a list or a set of instructions.

Handwritten notes in the middle left section.

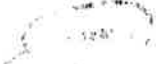
Handwritten notes in the middle center section.

Handwritten notes in the middle right section.



Handwritten text 'PLACE' written vertically below the horizontal line.

Handwritten text 'BRIDGE' written vertically below the horizontal line.



Handwritten notes in the bottom right corner.