

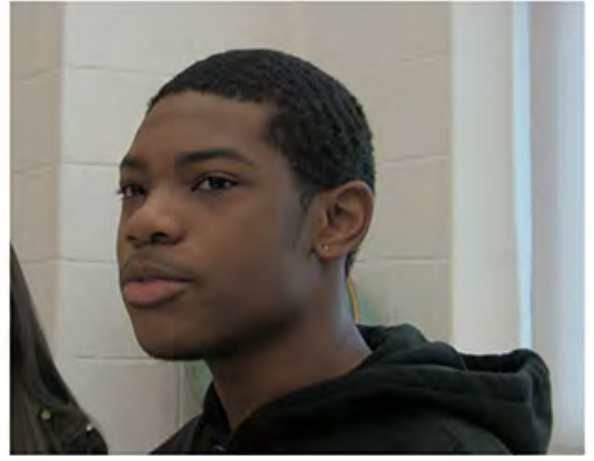
# Thinking Maps®: *Developing Confident & Competent Thinkers & Learners - Roosevelt UFSD*



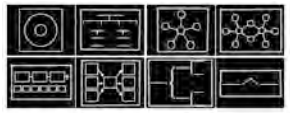
Ann



Delores



Sean



Thinking Maps®

## Thinking Maps® for Organizing Thinking

*Roosevelt High School Students and Teachers share their reflections on the use of Thinking Maps® in Social Studies and other Disciplines*



### Students

**Sean:** I find it an effective way using Thinking Maps because it's all your ideas right there...

**Ann:** Thinking Maps make writing the essay easier. You just move your ideas from a Thinking Map to the essay.

**Katie Ann:** The Thinking Maps give us a head start, gets our brain functioning and helps us on writing the essay.

**Billy:** Thinking Maps make you organize your work. On the Global Regents you have to write a DBQ essay. You can write a Thinking Map that will bring outside information which will add more points...

**Delores:** The Thinking Maps are very helpful, not only helpful for essays, but also for projects... you get a higher grade for projects... it makes you organized and gives you a head start.

**Katie Ann:** The Frame of Reference is where you put where you get your information from...

**Delores:** You can also add the Frame of Reference information to your essay...

**Billy:** Now that we learned how to use Thinking Maps in Social Studies, it can help us out in English, science...

**Delores:** In English I used a lot of Tree Maps in my essays, something that is very helpful for me...

**Ann:** Before I was using the Thinking Maps I used to write essays and I used to panic because I didn't know what to say next. Now the Thinking Maps make it easier for you to see what you have to say, and you process faster...

### Teachers

**Ms. Incao-Rogers:** The Circle Map was our starting point, then we would decide what kind of thinking was involved in the lesson and from there we would create another map... from the second map the students would write the essay - maybe even two or three maps depending on what tasks were asked of the essay. Sometimes the essay might ask to categorize [Tree Map] something and then to describe cause and effect [Multi-Flow Map]...

**Ms. Squillante:** I like the Frame of Reference... it is a great jumping point to make connections, to predict and go further. And go deeper into what the discussion is about...

**Ms. Incao-Rogers:** We often used the Frame of Reference for citations. The students are working on DBQ essays and you definitely need to cite your documents and prove your evidence from your citations. We integrated Thinking Maps with Frame of Reference into the common core. The students always would refer back to the citations...

**Ms. Squillante:** The student's essays need to go deeper than just the surface. The Thinking Maps Frame of Reference forced the students to think and question what was on their Thinking Map...

**Ms. Incao-Rogers:** That is interesting to hear Delores used Thinking Maps in English because the English teachers haven't been trained on Thinking Maps yet...

And for myself, now what I am doing is using the Tree Map, on the Multi Flow Map for planning my teaching. I am truly using the Thinking Maps® just as the students would use it...

**Ms. Squillante:** The students are actually handing in homework on their own with the Thinking Maps on it already done without me even saying you have to use the Thinking Maps. As a teacher it has taught me a new and effective way for students to approach an essay.

**Ms. Incao-Rogers:** Another point with the maps it was a very quick assessment of what they knew. I can see the student's understanding including their thinking and the content.



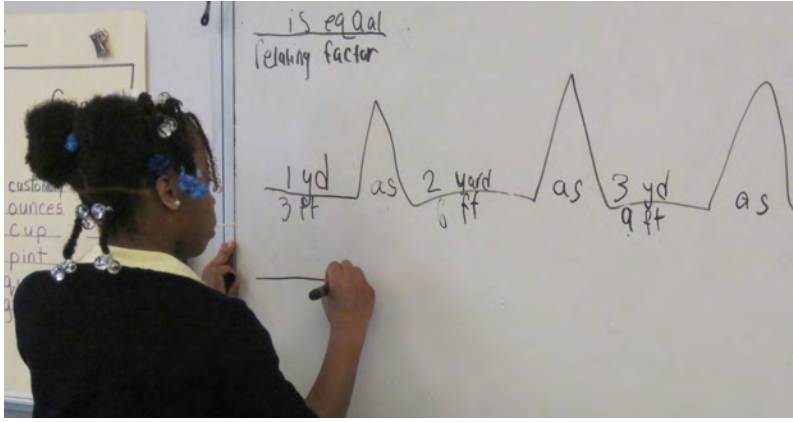
Ms. Squillante

Katie Ann

Billy

Ms. Incao-Rogers

# Thinking Maps®: Developing Confident & Competent Thinkers & Learners - Roosevelt UFSD



## Student Reflections on Mapping and Test Prep

### Did you use the Thinking Maps® for your thinking?

**Deanna:** The maps affected me because before I started doing the maps I had a little more trouble knowing what to write but with the maps I got my ideas down quicker, and I realized the ideas I had, and so when I wrote the essay it was the stuff on my map but it came out even better than I thought.



**Caitlin:** It helped me because if I just thought of it in my mind it would be harder to just plan it out on paper. But if you use the map you would already get some of the ideas down and be able easier to write the full essay answer.

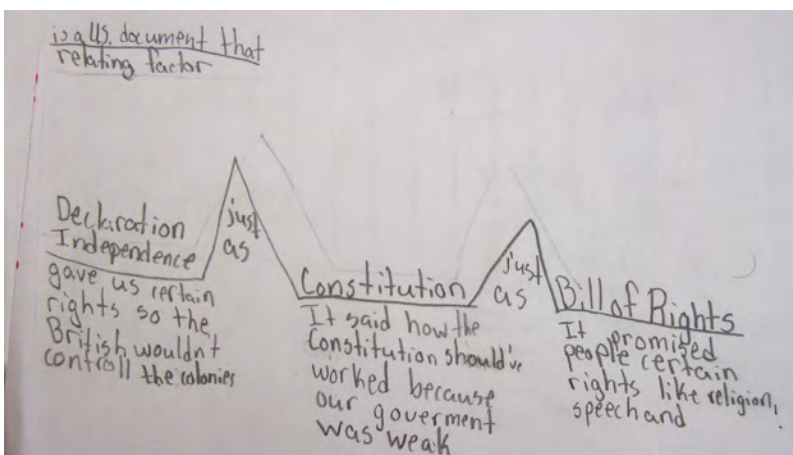
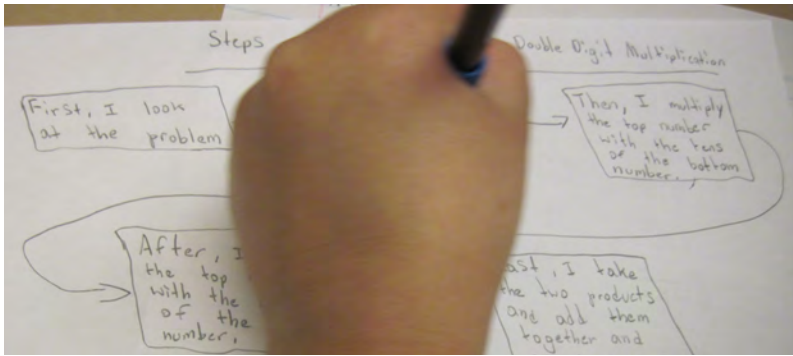
**Henry:** I used a Multi-Flow map. I had to write cause and effects about the story. I did the Multi-Flow Map first because you get to write the cause and effects first.

**Areseo:** A Tree Map because they told us to write bullets and I could have made each bullet a paragraph and I could have wrote what each paragraph was about in a tree map.

**Nathalia:** I used a Bubble Map because it said how did he feel and that is why I used the Bubble Map. You only have choose as adjectives how he feels, what does... like colors, size, shape and texture.

**Caitlin:** I used the Flow Map for the last question and it helped me out because I was able to plan out what I was going to write first and the Flow Map helped me do that because I could do the sequence from the beginning to the ending of how he felt and his actions throughout the story. And it helped me do my writing.

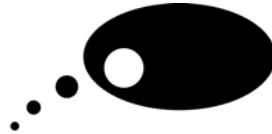
**Alea:** I can have more ideas down to write. When I want to write it was hard before Thinking Maps. Now when I actually have it I can see what to write and put it into paragraphs and it can actually sound better than before I made the map.



## Teacher Reflections

### Introducing Thinking Maps

My students were introduced to Thinking Maps® in September of 2012 when the district first became involved with them. We learned each map one week at a time and gradually began to incorporate them into different content areas. My students have only been working with the maps for about 4-5 months, and it's wonderful to know that they've reached a comfort level with the maps that they've started using them automatically and independently. They are beginning to see the value of the maps and find them helpful and useful during an exam.



### Thinking Maps®: Developing Independent & Interdependent Thinking & Learning

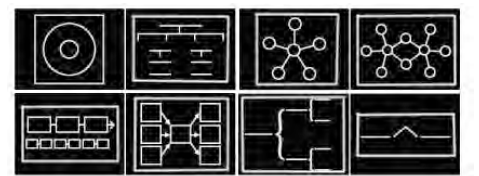
Several of my 4th grade students had the opportunity to talk about how they were able to utilize Thinking Maps® during their most recent ELA Benchmark exam. The children used several of the maps including the Flow Map, Multi-Flow Map and the Bubble Map when responding to questions. They did so on their own without any input or coaching from me. I was very pleased with how they spoke about the maps, their reasoning for using them, their ability to name the maps and the skill that was being addressed and the language they used while speaking about the maps. Knowing that my students actually decided to use some of the maps to assist them with their writing responses on the benchmark assessment made me feel very satisfied and quite pleased with the direction that they're moving in.

### Applying, Consistency, Modeling

As I reflect over the use of the maps in my own classroom, I think the key to getting the students to this point is patience and consistency. I believe consistently using the maps wherever they apply and modeling their use is very important.

*Nancy Tacali, Fourth Grade Teacher*

*Centennial Elementary School, Roosevelt UFSD, New York*



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## Pre-K Thinking with Thinking Maps®

*Washington Rose Elementary Teacher Reflections on using Thinking Maps® with children and the Trainer of Trainers model...*



**Ms. Henry:** Thinking Maps has opened up a lot of avenues, it has opened up vocabulary, it has strengthened our math skills. It is something exciting for each of us to learn. The children are learning different kind of maps, they are learning how to use them properly and it makes them think...

**“it has opened up a lot of avenues”**

**Interviewer:** This room is immersed in maps.

**Ms. Henry:** This is a Bridge Map. We were studying the community helpers. This is a Flow Map for a story about friends. So we put them in sequential order using a Flow Map. We did the tree map where we were able to talk about the weather, the clothes you can wear, the activities you can do.. This was a very good map. The students had all of these to show and support their ideas. For our weather studies we did a Tree Map, we did a Circle Map, we did a Bubble Map, then we took the story A Snowy Day and we did a Flow Map...

**“for the children”**

**Interviewer:** So the students are getting an incredible amount of practice doing the thinking with the maps. What was a another real life learning experience for the children?

**Ms. Henry:** I used a Bubble Map because it said how did he feel and that is why I used it. You only have to choose adjectives to show how he feels: what he does like colors, size, shape and texture.

**Interviewer:** As a professional how is this [Thinking Maps®] impacting you?

**“as a professional”**

**Ms. Henry:** I learned how to do KWL - that’s old. Now we are in new millennium...

**Interviewer:** Why do you think the children were so easy to adapt to [Thinking Maps®]?

**“training each other”**

**Ms. Henry:** ...because adults are in a box... children are open... I tell them everybody {them and myself} is learning. Every Friday I go to Ms. Lipka (Thinking Maps district trained Trainer of Trainers). That lets you know Lisa (Designs for Thinking Trainer who trained Ms. Lipka) knows what she is talking about because Ms. Lipka can come back to show us (ten of us) how to effectively use Thinking Maps®...

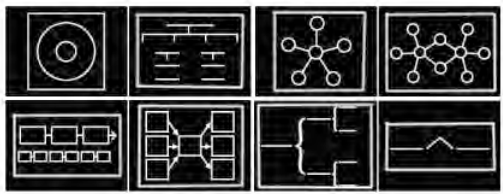
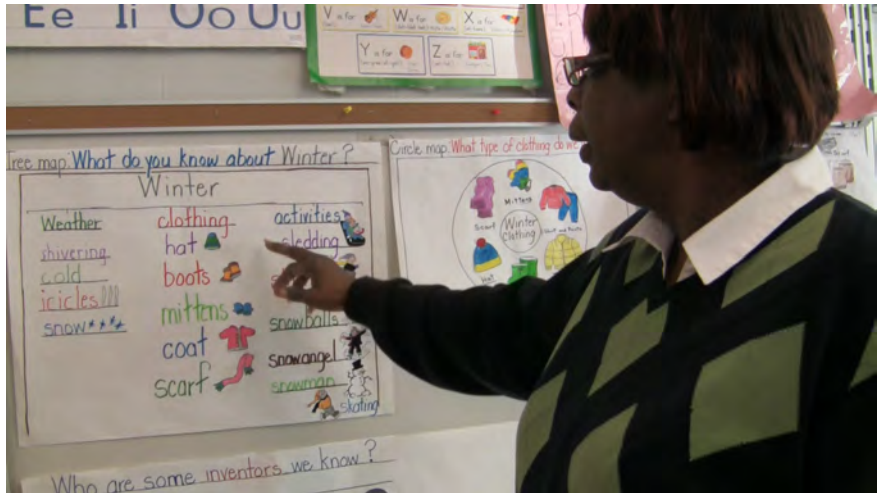
**Interviewer:** Have the parents noticed any of these maps?

**Ms. Henry:** Yes. They are enjoying the Thinking Maps. Because for homework we ask them to do certain maps and the children can do the maps and explain the maps to their parents.

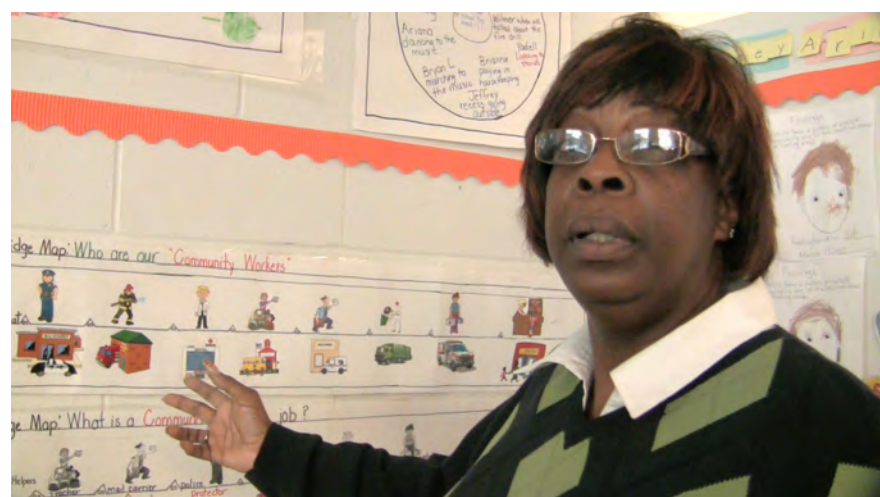
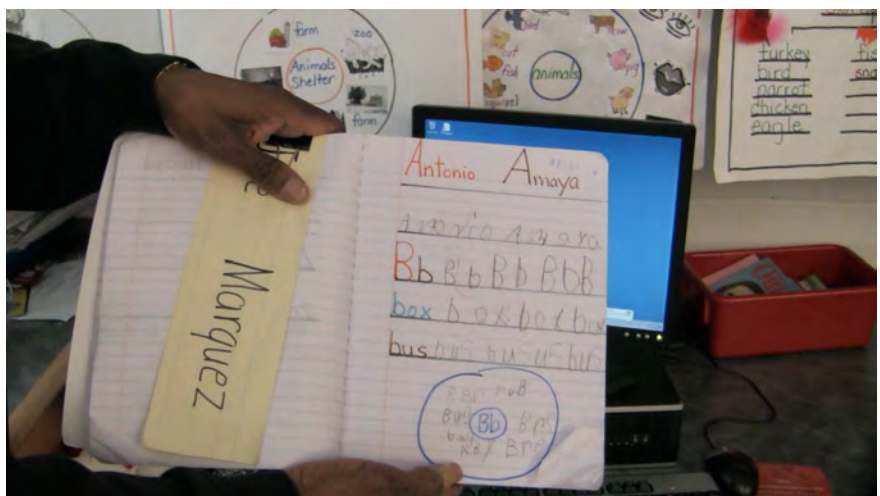
**“for the parents”**

**Ms. Henry:** When they go to kindergarten, the teacher is expecting the students when they start the first week of school to know what a Circle Map is, know what a Bridge Map is, know what a Flow Map is... The only students that shouldn’t know the maps are people who have not been in Pre-K in any of the schools in Roosevelt. The kindergarten teacher’s lessons will be geared toward the content using the different maps. The kindergarten teacher doesn’t have to start teaching the maps all over again...

**“whole school”**



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Ms. Henry - Washington Rose Elementary Schools

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## Thinking Maps® for Leadership

*Vice Principal reflections on using Thinking Maps® as a tool for leadership thinking to improve teaching...*



**Cary Gray:** It's really facilitated my reflection. With Flow Maps, which is what I normally use I can reflect on what I saw. It's easy to capture the big moments in the classroom...

**Larry Alper:** Before you used a Flow Map for that purpose what were you doing before?

**Cary Gray:** I was writing narratives like a madman. Half the time my head was down...

With this [Flow Map] you're really trying to capture the flow of the class. What are the kids doing? What's their flow look like? What's the teacher doing? What does the teacher flow look like? Now to focus on the plan and instruction and delivery a lot easier. I'm using the Flow Map to capture the big moments...

**Larry Alper:** Have you had an opportunity to sit down with the teacher with that Flow Map and look at it together?

**Cary Gray:** That is the next step of the process when we sit down and look at the flow of the lesson. It is easier to collect the evidence and share it with the teacher using Thinking Maps, which has greatly reduced my turnaround time of documenting...

**Interviewer:** What would be the outcomes of teachers and students seeing and discussing the Flow Map?

**Cary Gray:** Both groups [teachers and students] may use the maps to see the flow of the lesson. It would be interesting to consider what they put in the maps and what they consider important...

**Larry Alper:** That is a key point. What you choose to put in the map represents something that is of meaning and importance to you.

**Cary Gray:** I would hope it would lead to reflective practice, especially for the instructor, to see where they can improve the lesson...

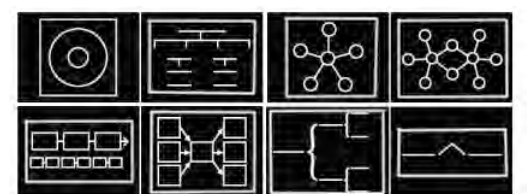
**Larry Alper:** Going back into that story with teachers, asking them to identify what is important in the sequence of the lesson, so they can identify what is important here and analyze it as a valuable outcome using the Thinking Maps.

**Cary Gray:** Maybe it will lead to another map like a Multi-Flow Map so you can see the cause and effects of a good lesson...



Cary Gray - Vice Principal Roosevelt High School

Larry Alper - Designs for Thinking Project Director



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## Thinking Maps® & Project Based Learning

Roosevelt Middle School Students and their Teacher share reflections on the use of Thinking Maps® in their project based learning inclusion classroom.

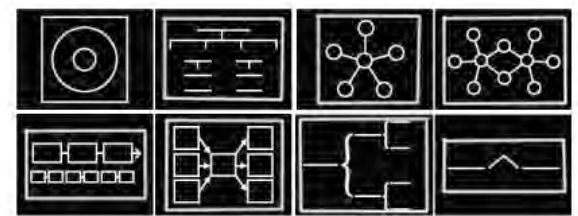
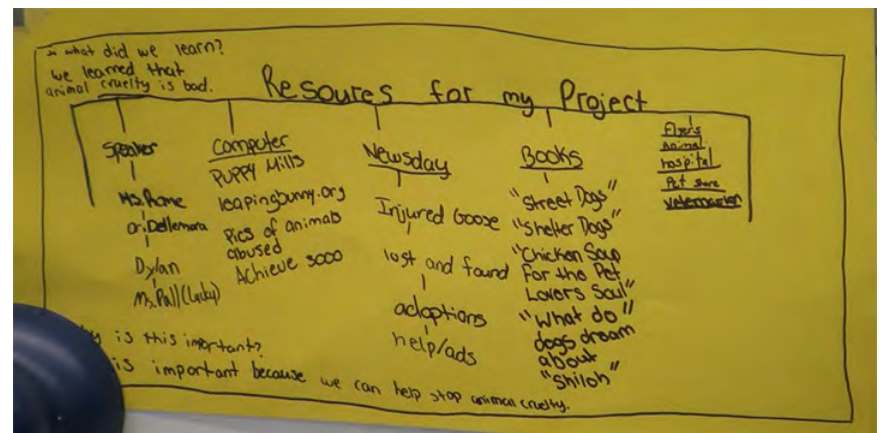
### Ms. Paul - 6th Grade Inclusion Teacher

The middle school students did an essay on what they learned.

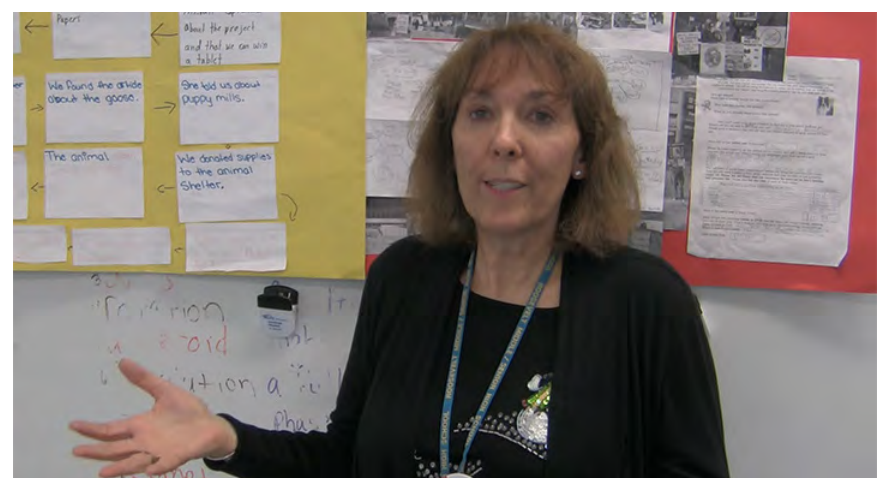
The Thinking Maps really helped them organize their information. The difference is the students were very interested in the Thinking Maps. They just know the cognitive processes from the experience of using the maps in class.

The students chose which ever Thinking Maps would be good for their presentation. The Thinking Maps helped the students to organize their thoughts.

The student's essays need to go deeper than just the surface. The Thinking Maps Frame of Reference forced the students to think and question what was on their Thinking Map...



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### Students - 6th Grade Inclusion

**Student 1:** On the Tree Map we classified pet care – where do you get a pet, supplies, jobs, and adopted by.

**Student 2:** We used a Double Bubble Map to compare and contrast pet care and puppy mills about which is it better to adopt or shop for a pet. If we didn't have the Thinking Maps we wouldn't have been able to put our ideas together.

**Student 3:** The Flow Map we use to sequence everything we did in this project.

**Student 1:** All the information we wrote in the Thinking Maps we put in our writing. If we didn't have Thinking Maps we wouldn't have a lot of writing.

