



*A New Way
Of Thinking*

David Wolff
District Coordinator of Gifted
& Talented Services
Austin Public Schools



THINKING MAPS

Today's Objectives

David's presentation on Thinking Maps

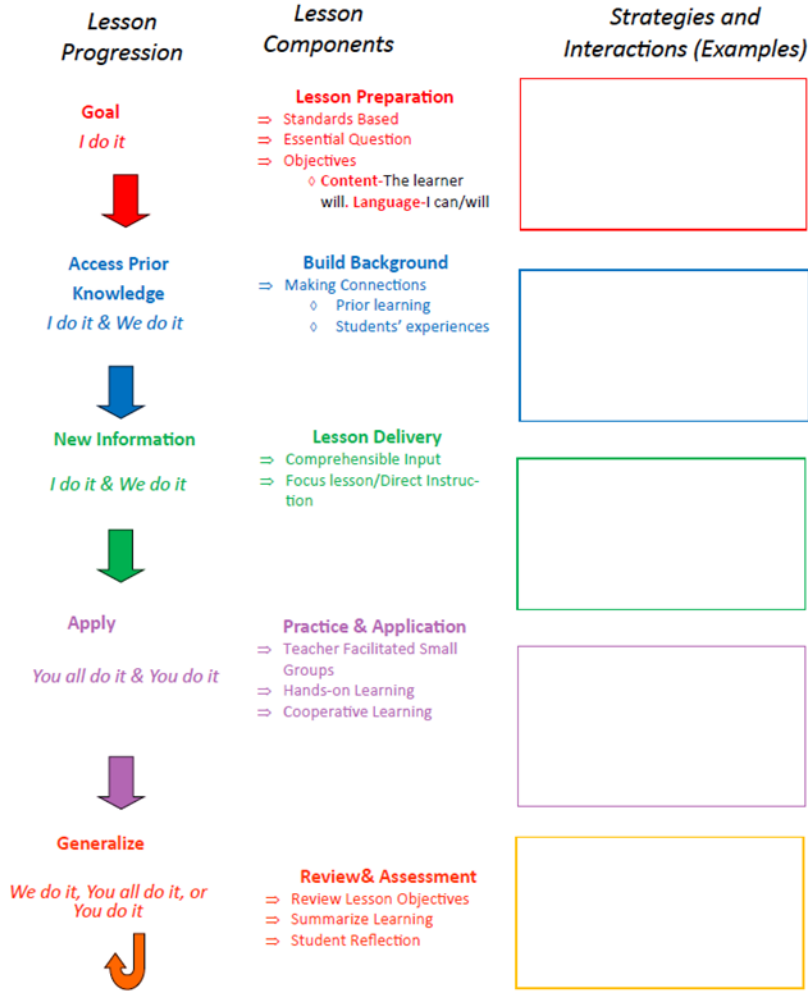
The learner will use a variety of Thinking Maps to organize their thoughts.

Learners will practice using Thinking Maps

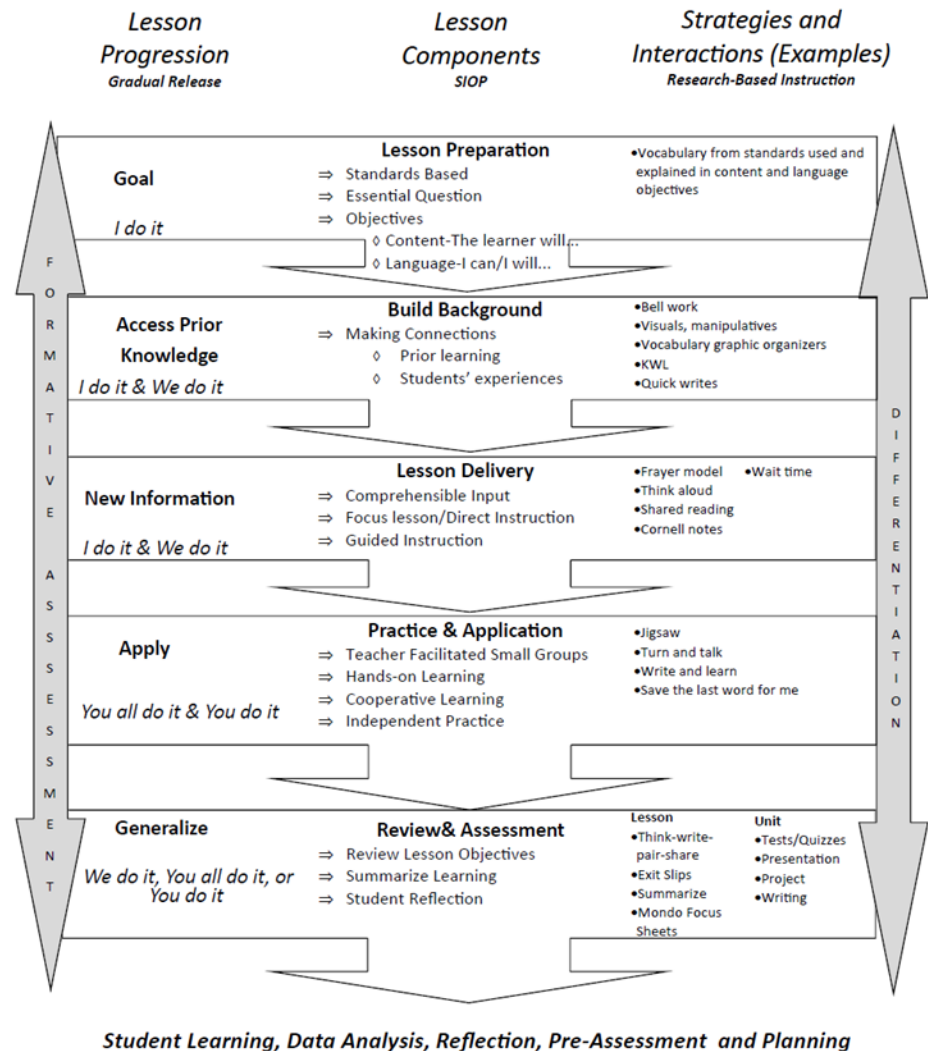
Learners will use Thinking Maps to answer questions

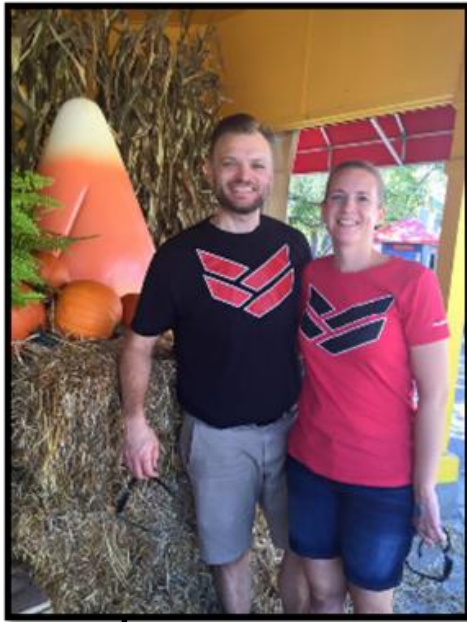
Students critical thinking will increase

Instructional Model



Instructional Model





16 years in Teaching; 10 in the classroom, 5 as District Coordinator, and 1 semester with WSU

Enjoy CrossFit, Skiing, & Running

Enjoy Baking & Cooking

Married to Melissa [BSN]

David Wolff

Father to Elliot [6th] and Chloe [2nd]

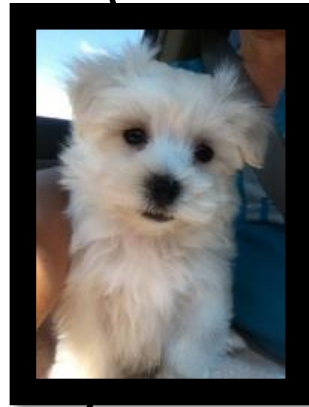
Puppy named Lizzy

Serve on MEGT Board of Directors

Mentor for MN Adult and Teen Challenge

Serve on Math Masters of MN Board of Directors

Leader for Children's Ministry at Cornerstone Church





Who are you?

Define
yourself.

Tell about your
interests/hobbies.

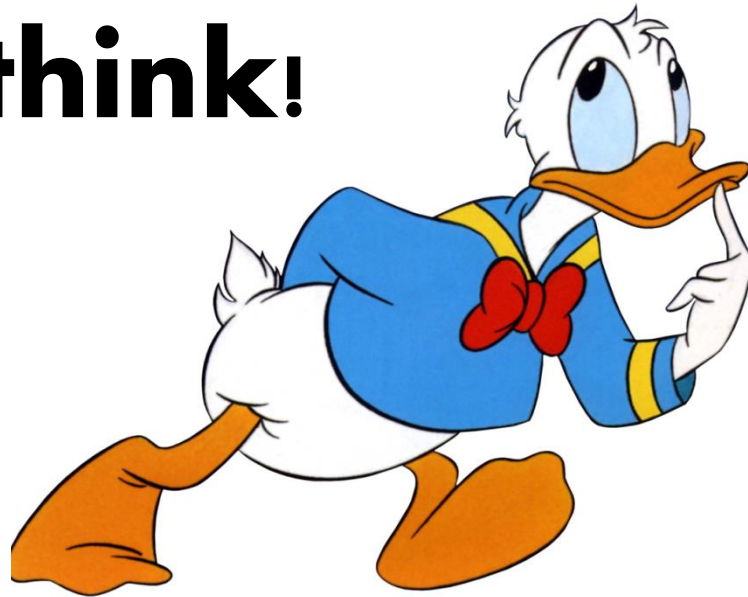
Your
Name

Tell about your
school life.

Tell about your
family

WHAT ARE THINKING MAPS?

We all think!



THINK



Defining
Thinking
Maps:

Helps Students
become
independent
learners

Uses Visuals Patterns
- Our Brain looks for
Patterns

Used by ALL
Teachers

Thinking
Maps

Based on 8 ways of
thinking

Used in ALL
subject areas

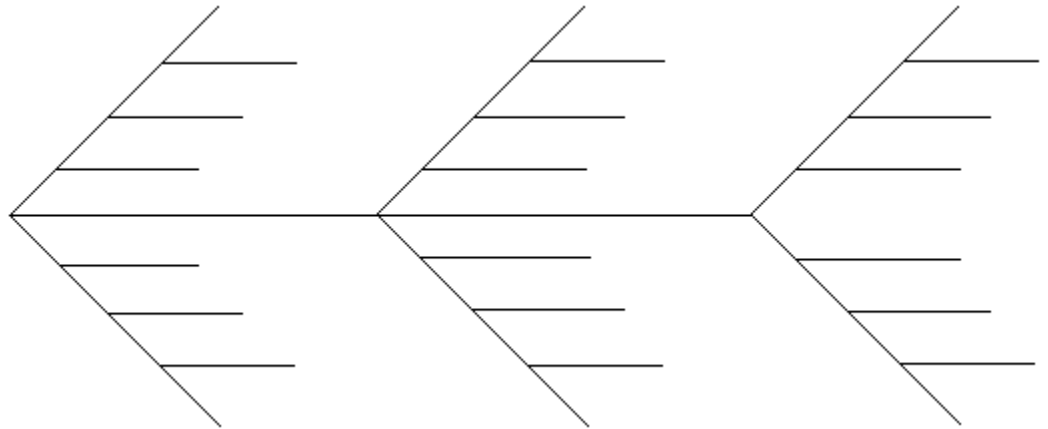
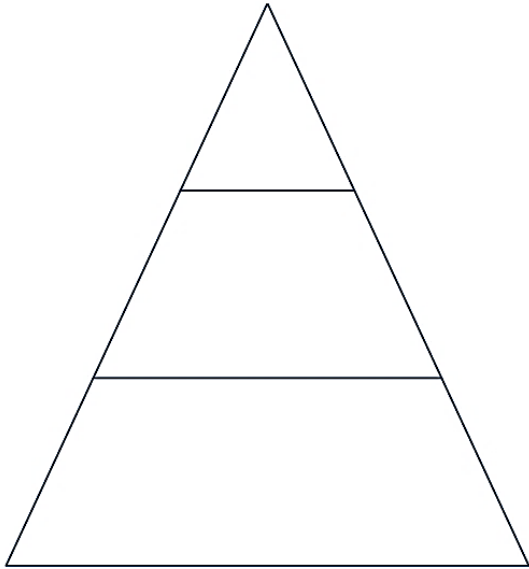
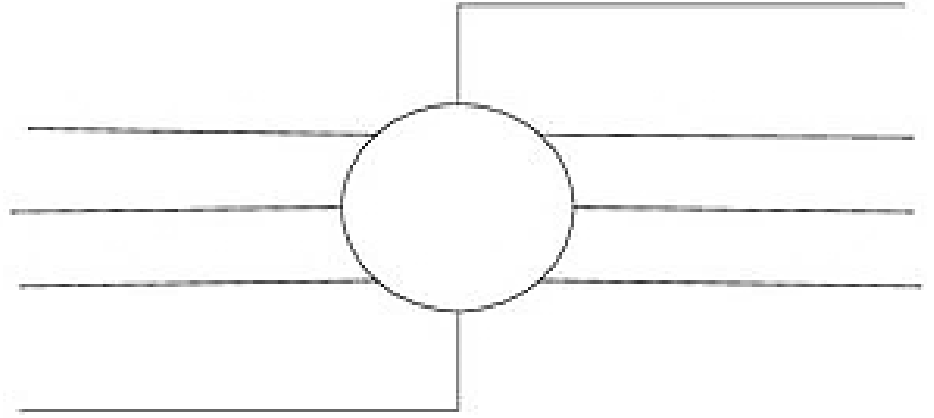
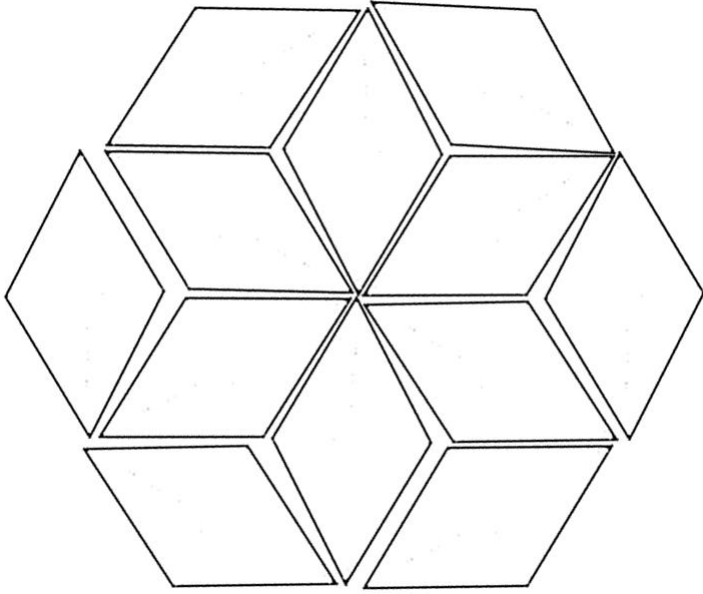
Can be combined

Not Graphic
Organizers

Brain Research

Best Teaching
Practices

How do I use these?



How do I use this?

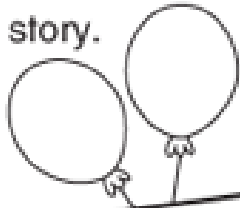
Name _____

Writing Ideas

Topic organizer

Showtime!

Plan a story.



Topic: _____

Main idea: _____

Detail: _____

Detail: _____



Bonus: Use your plan to write a story.

How do I use this?

Name _____ Date _____



Read the story. In the puzzle pieces, write the important **DETAILS** from the passage.
Then, put **ALL** of the **DETAILS** together to determine the **MAIN IDEA/TOPIC** of the passage.
*Remember, the **DETAILS** support the **MAIN IDEA/TOPIC**.*

Detail	Detail
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Detail	Detail

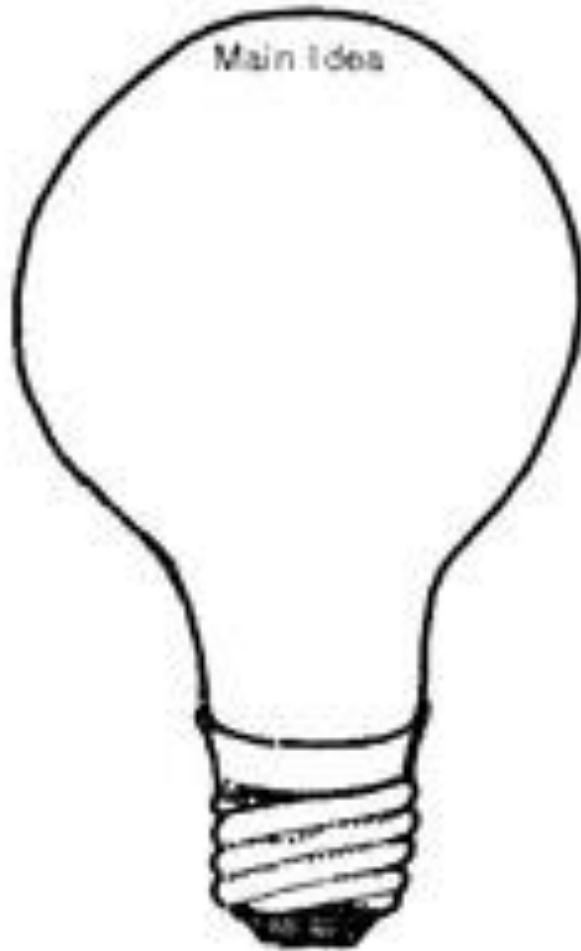
Main Idea/Topic

How do I use this?

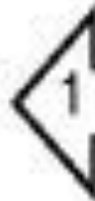
Name _____

Date _____

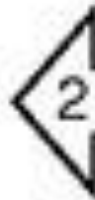
Main Idea with Supporting Details



Supporting Details



A large, empty rectangular box intended for writing the first supporting detail.



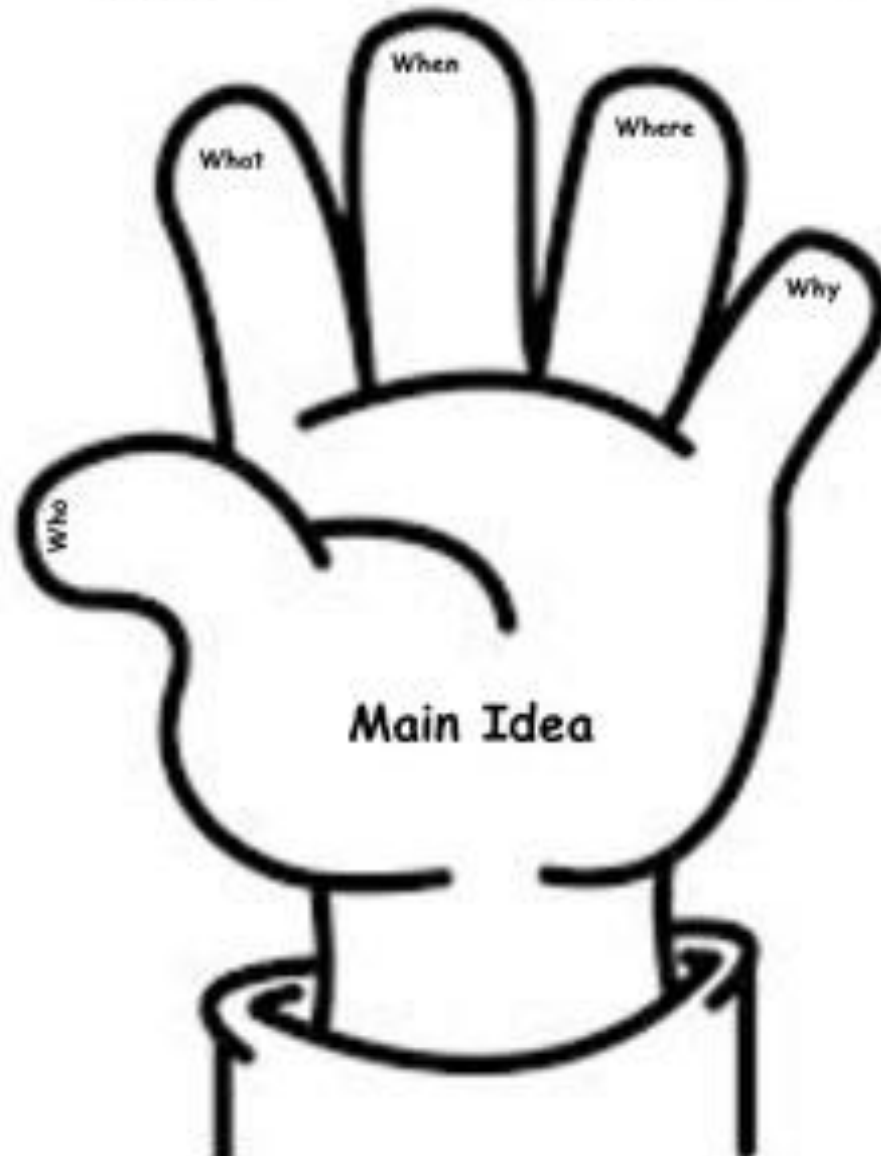
A large, empty rectangular box intended for writing the second supporting detail.



A large, empty rectangular box intended for writing the third supporting detail.

How do I use this?

Name: _____ Date: _____



Relating Factor:
Focuses on

**Graphic
Organizers**

**Thinking
Maps**

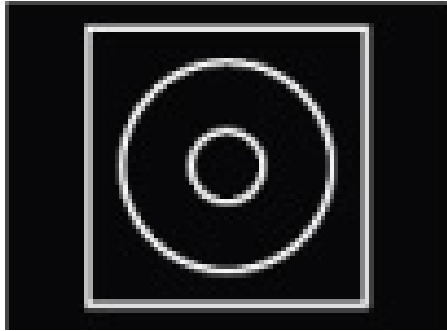
**Product or
what we turn
in for a grade**

**Process or
the first step
to help us
organize our
ideas**

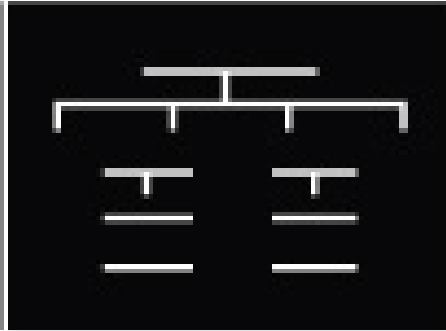
OVERVIEW OF THINKING MAPS

8 Thinking Maps

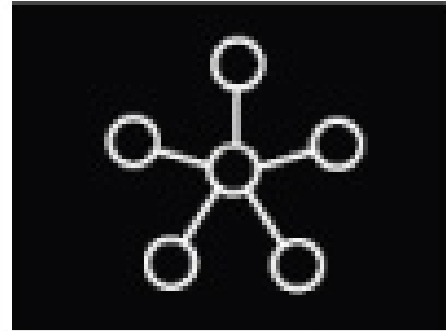
Circle



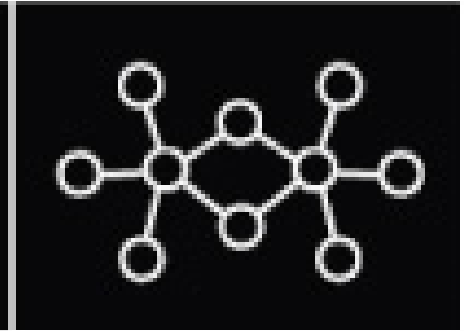
Tree



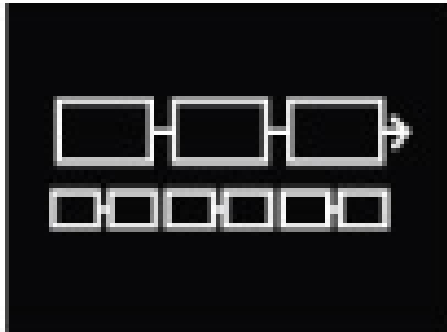
Bubble



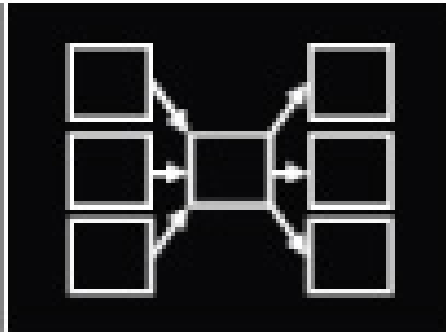
Double Bubble



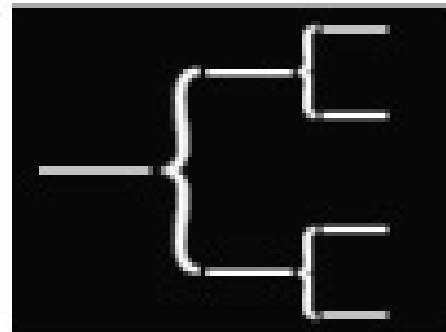
Flow



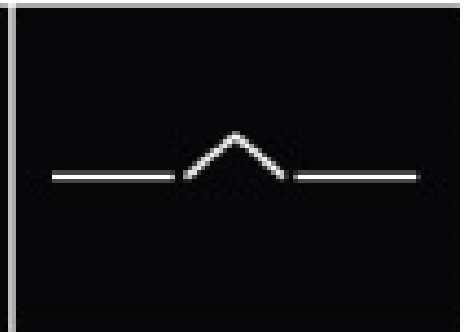
Multi Flow



Brace



Bridge



8
Thinking
Maps

Circle Map – Brainstorming or Defining a Context

Bubble Map – Describing

Double Bubble Map – Comparing & Contrasting

Tree Map – Classifying & Sorting

Brace Map – Analyzing Whole-Part Relationships

Flow Map – Sequencing

Multi Flow Map – Analyzing Cause & Effect Relationships

Bridge Map – Seeing Analogies

EXAMPLES OF THINKING MAPS

Rocks breaking down

Grand Canyon

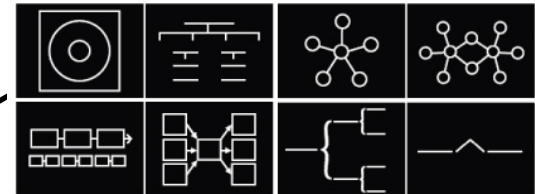


Erosion

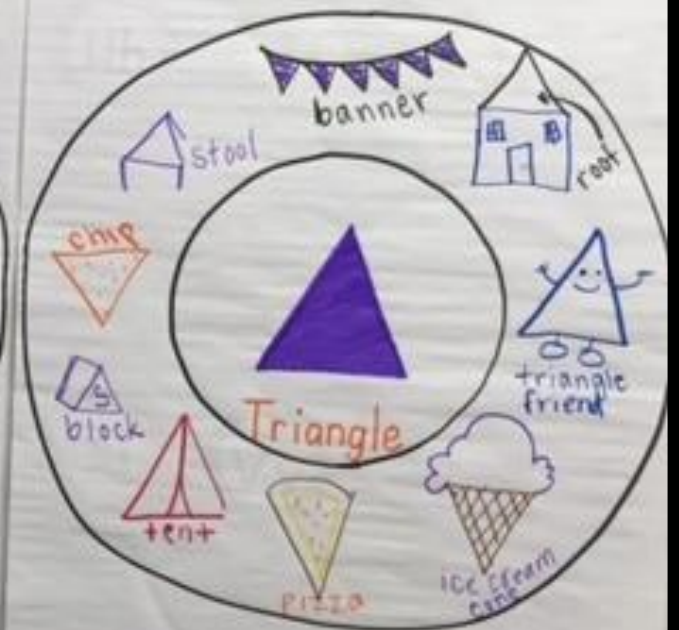
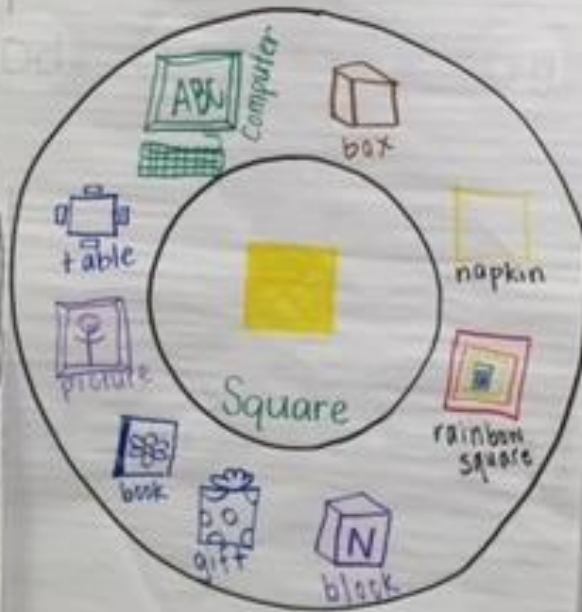
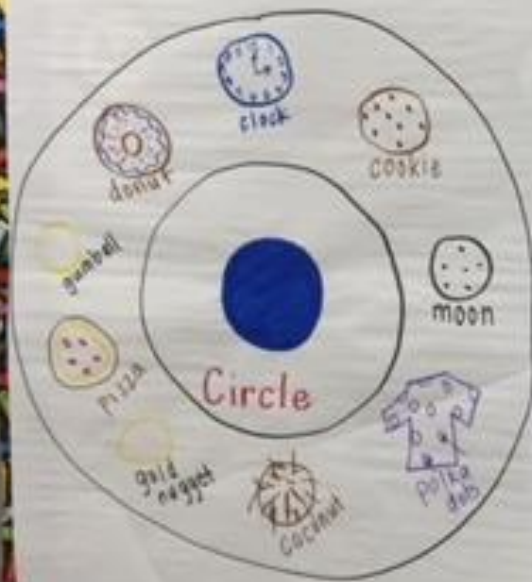
Because of water

Glaciers, rain,
snow

Changes rocks







Guess The Main Idea



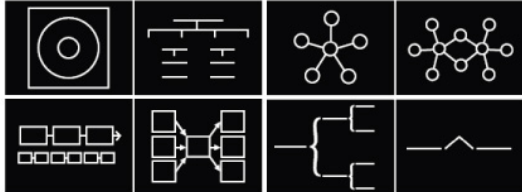
Hard

colorful

Rocks

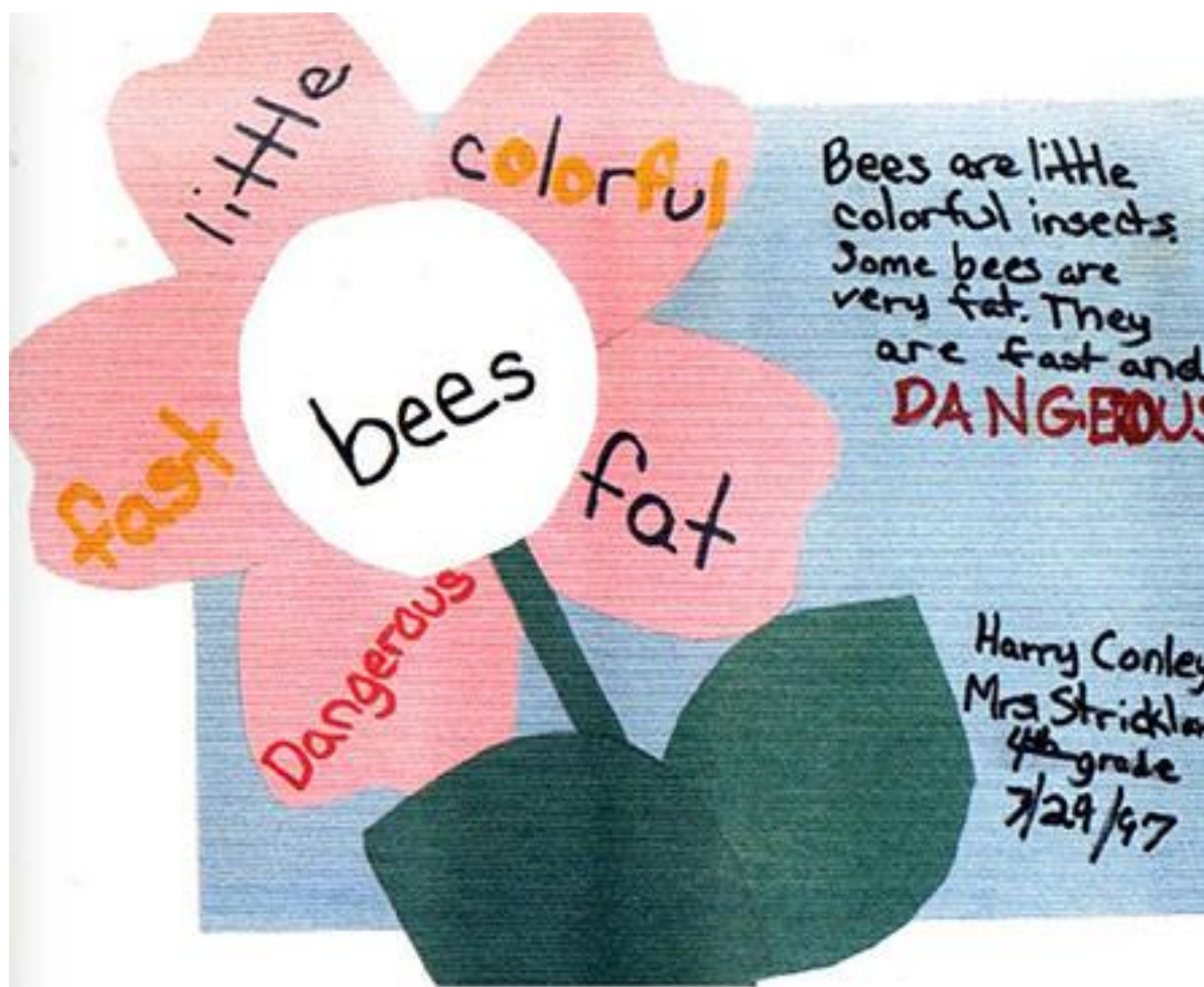
Heavy

numerous



Bubble map
character

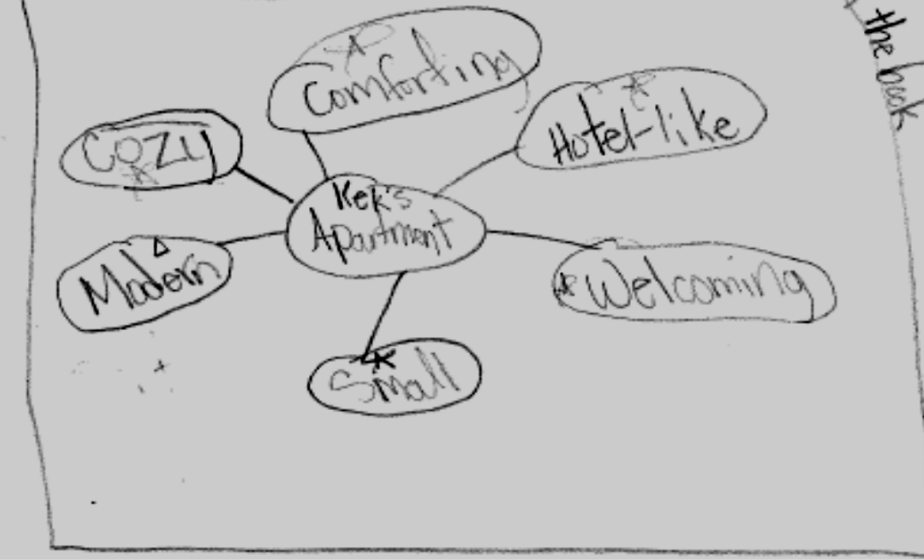




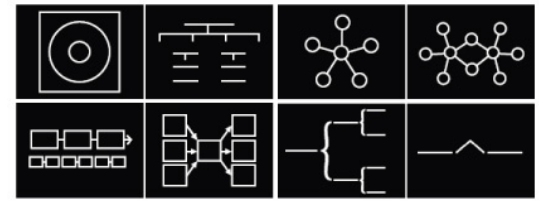
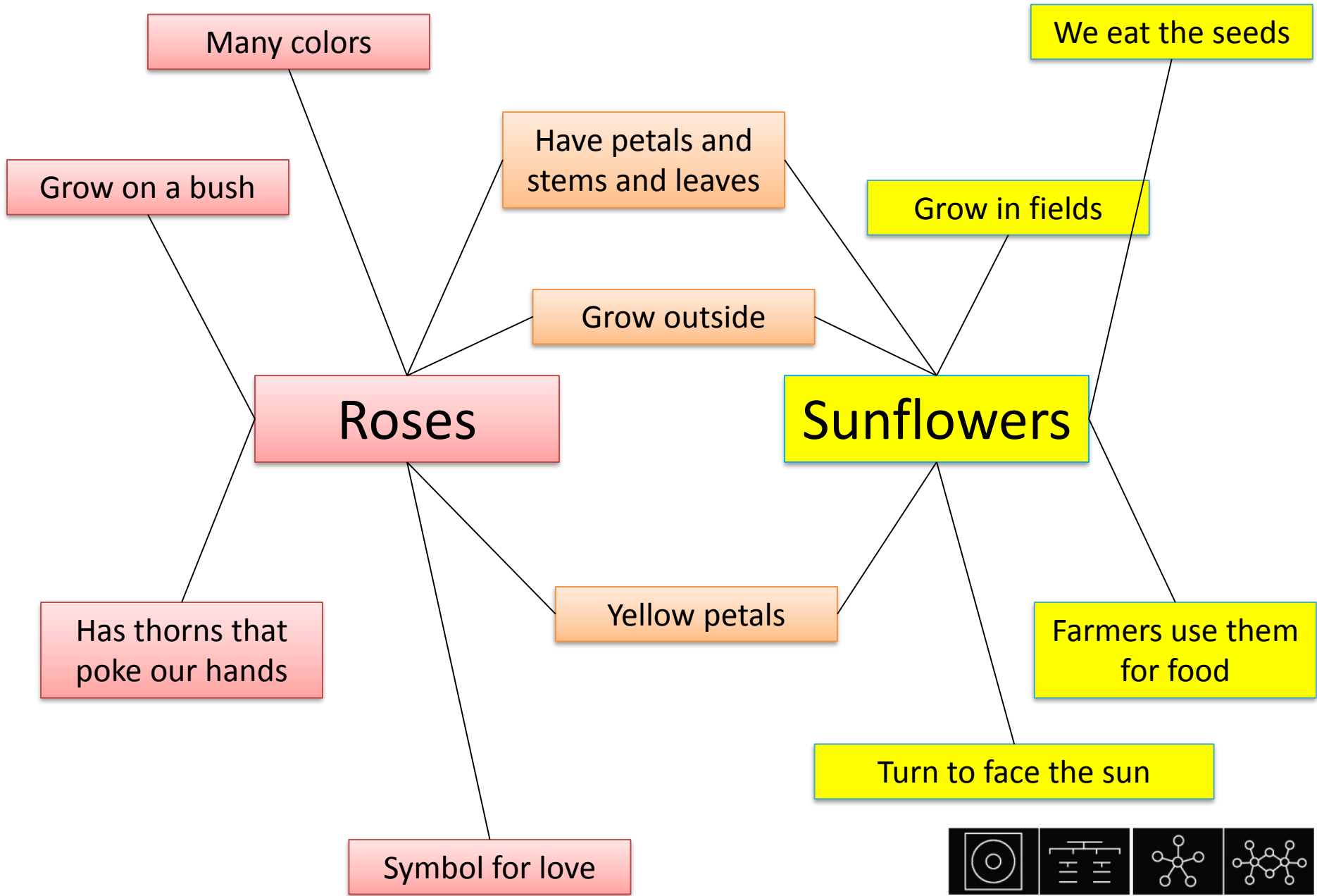
Read Aloud Journal

Question: Visualize one location from today.
Develop a list of adjectives that describe this setting.

Thinking Map: Code - * = My head Δ = From the book



Your Answer: I think Kek's apartment
was very small and cozy. I also thought
that the apartment was very welcoming
and modern because of the appliances
such as the gas stove, heater, etc.

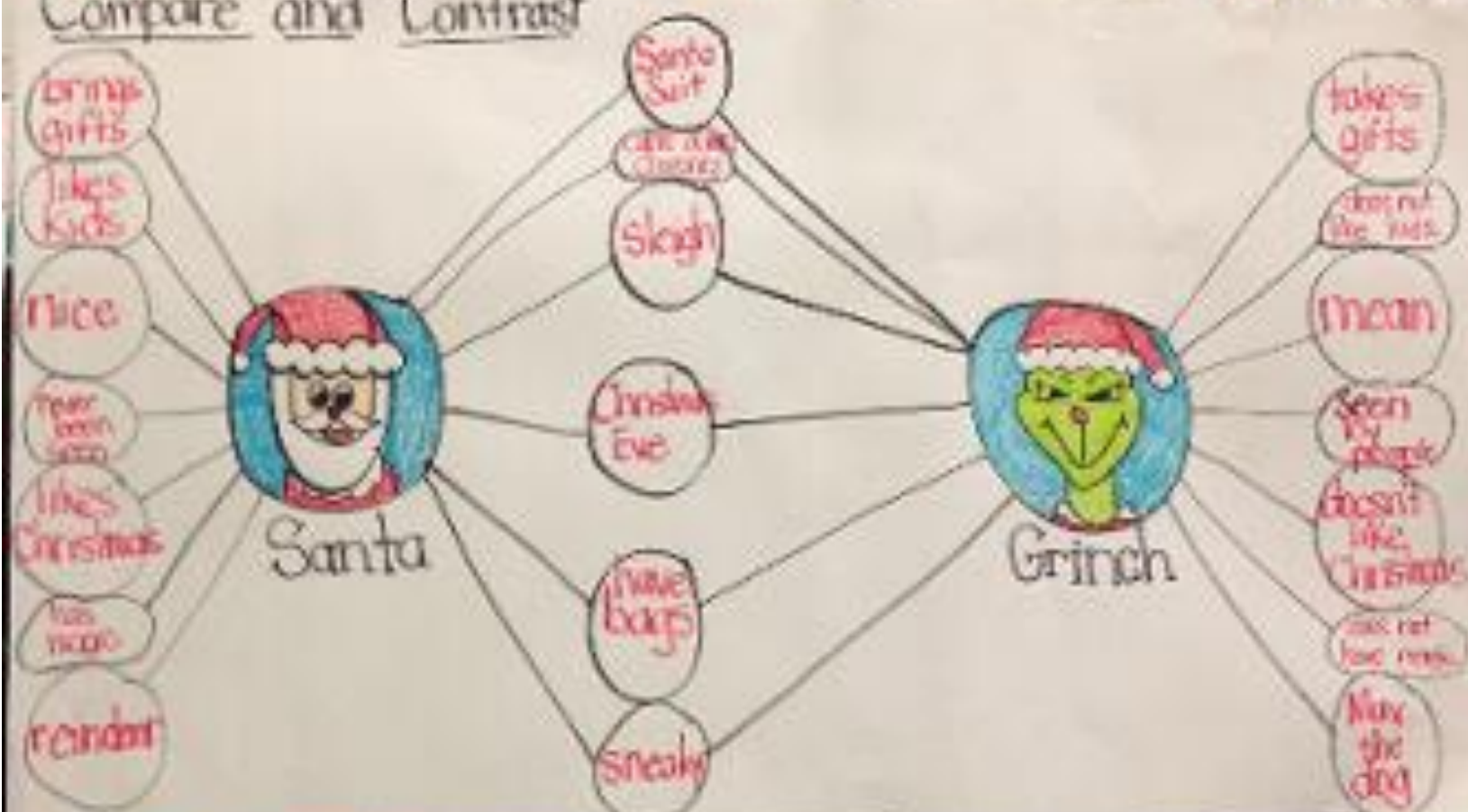


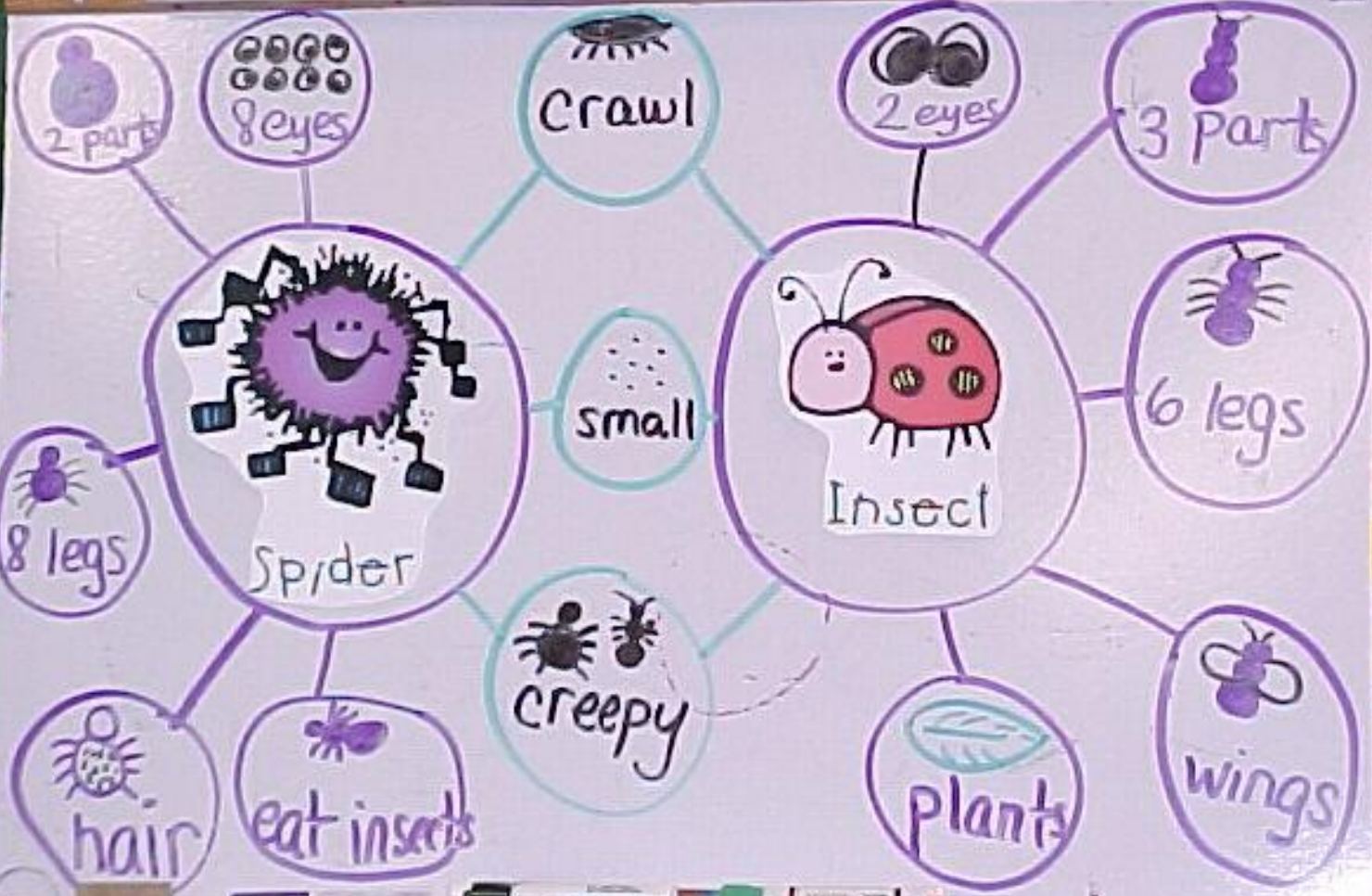
I CAN EXPAND MY THINKING
ABOUT A TOPIC.

I CAN MAKE EVERYDAY
PROBLEMS IN DIFFERENT WAYS.

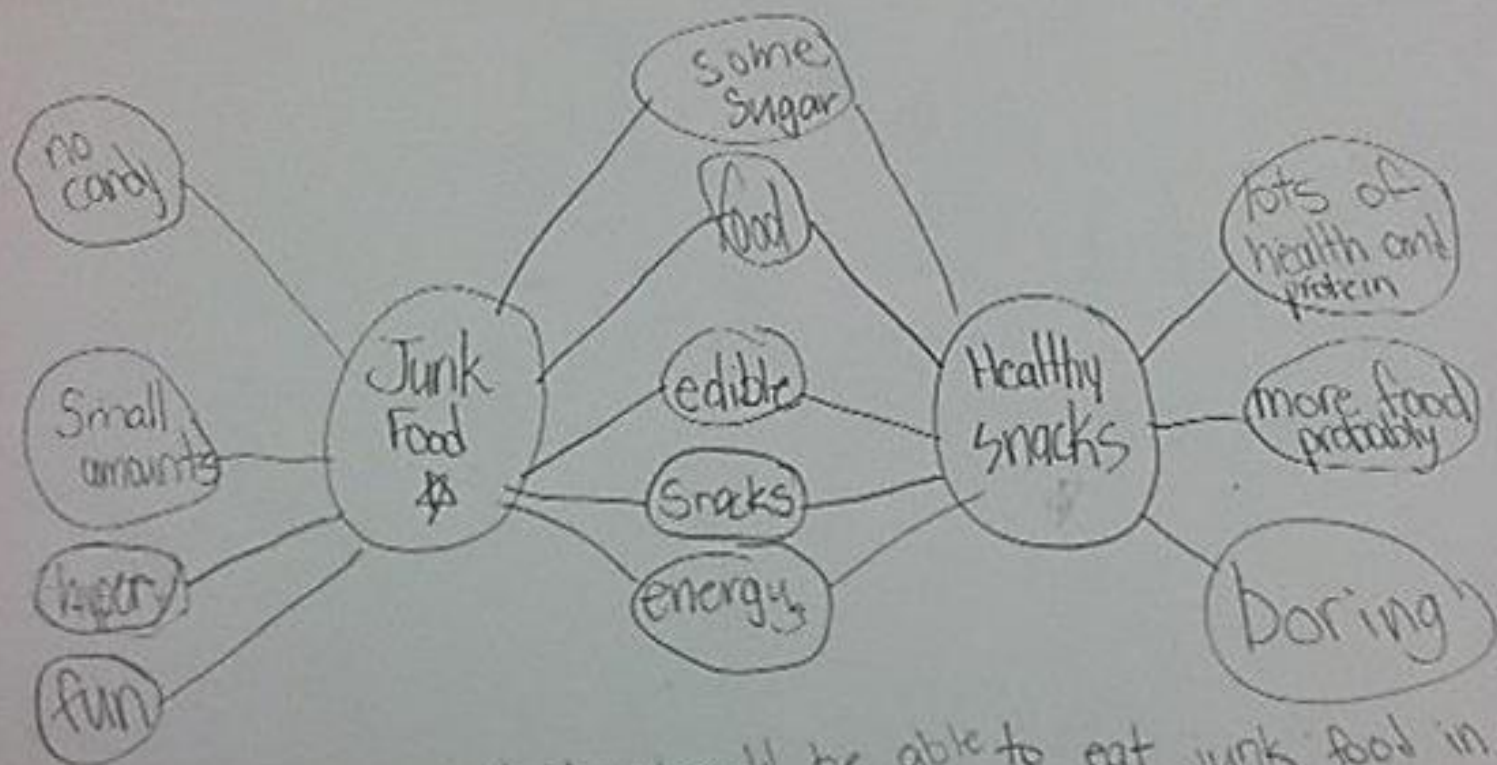
I CAN

Compare and Contrast





Should Students be able to eat junk food in school?







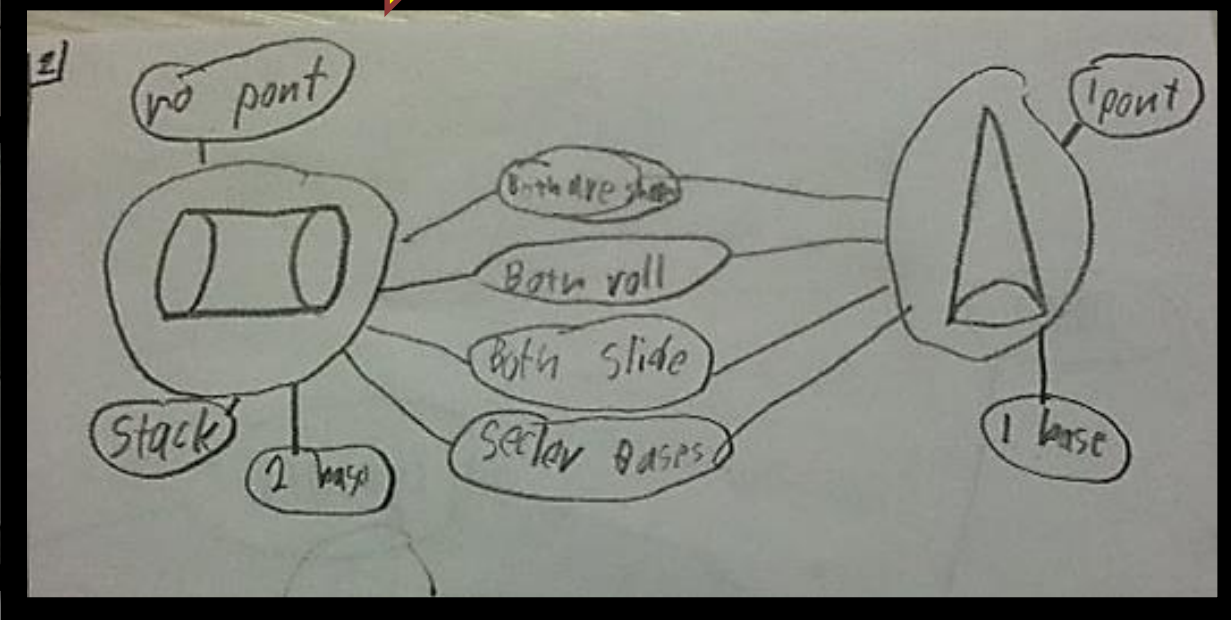
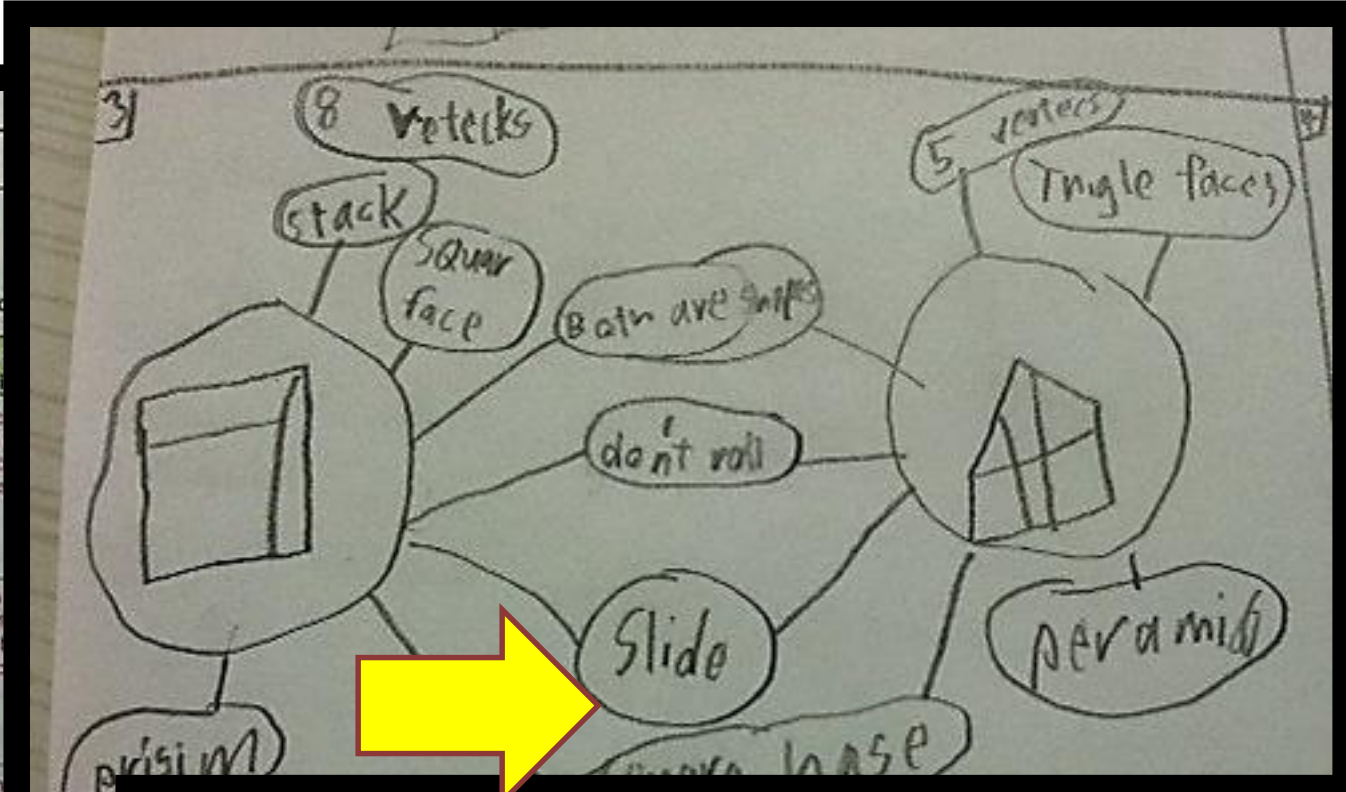
I believe students should be able to eat junk food in small amounts, however there shouldn't be any candy. It should also be in small amounts. I do believe in both though!

Natal

► Alike and Different

Describe how each pair of shapes is alike and different.

Shapes	How these are alike
9. 	They both stack, slide, they are three-dimensional, they both have flat faces.
10. 	They are both three-dimensional, they both roll, and they both have a curved surface.
11. 	They are both three-dimensional, they both slide, and all faces are flat.
12. 	They are both three-dimensional, they both slide and roll, and they both have a curved surface.



Types of Rocks



Igneous

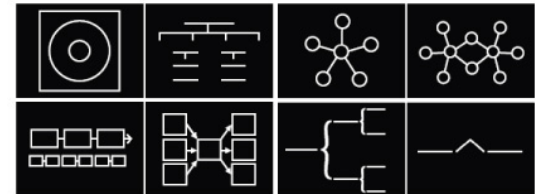
Sedimentary

Metamorphic

- Granite
- Pumice
- Obsidian
- Basalt

- Sandstone
- Shale
- Limestone

- Quartzite
- Slate
- Marble



Our Feelings



Happy



Sad



Angry



Scared



Tired



SURPRISED



Nouns
Nouns

Ar
Anir

Nouns

Anir Animals

People

Things

Places



CATS.

Look



Live



Eat



Facts





Firefighters

can



• spray a hose



• listen for an alarm

are

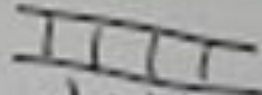


• heroes



• strong

have



• ladders



• helmet



• ax



• air tank

How we go home

CAR



BUS



Biker/Walker



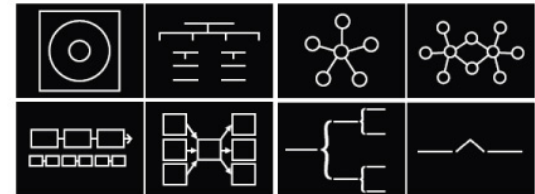
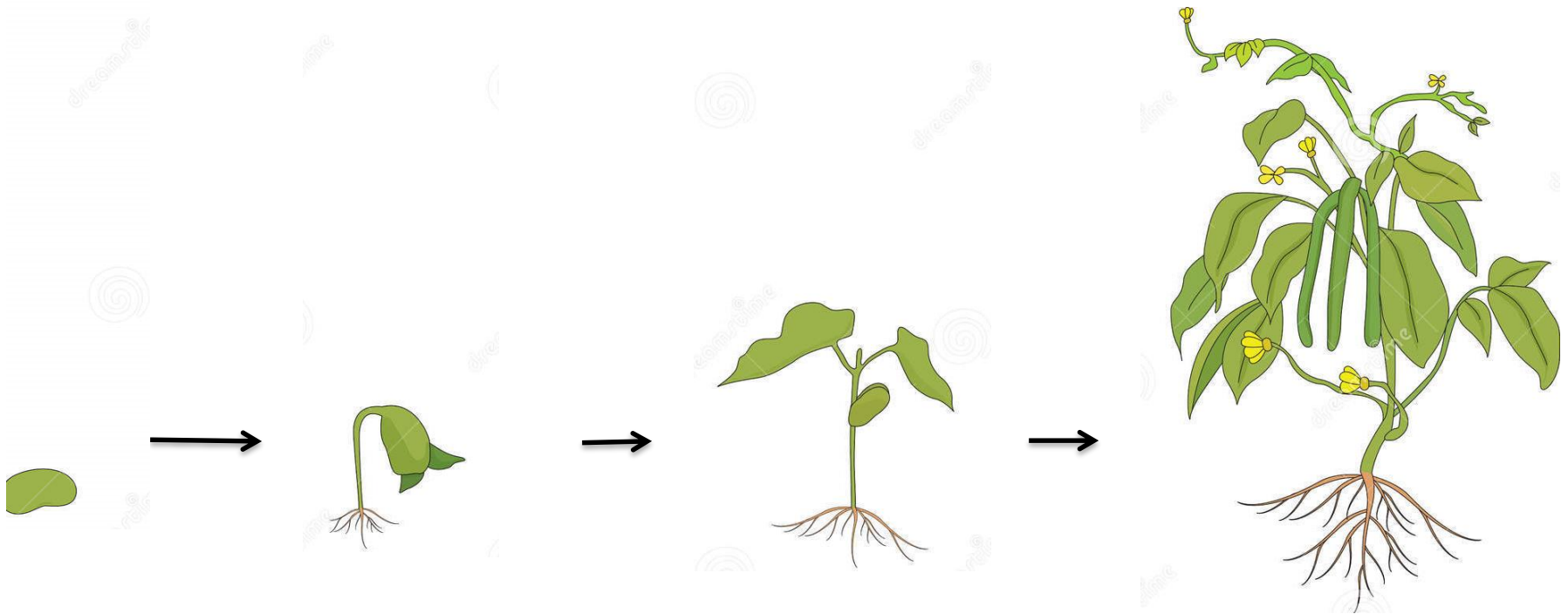
Sunset



Other



Plant Growth



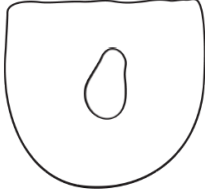
Apple Tree Flow Map



Thanksgiving Story




1



The seed needs soil.



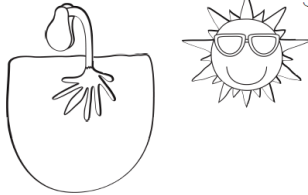
2



The seed needs water.



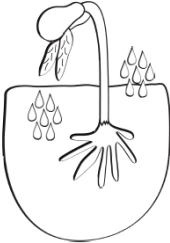
3



The seed will sprout.




4



The sprout needs water.



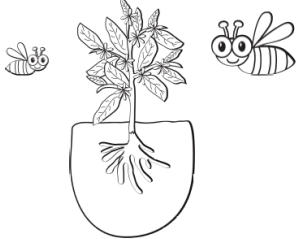
5



It is a seedling.



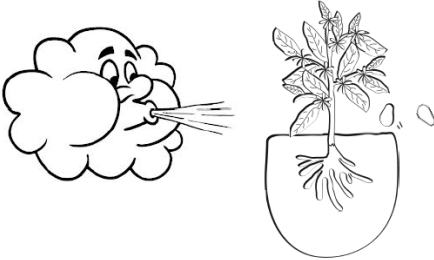
6



Bees pollinate the plant.



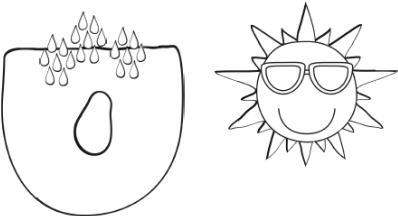
7



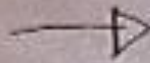
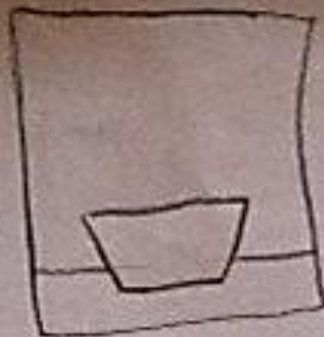
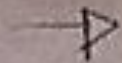
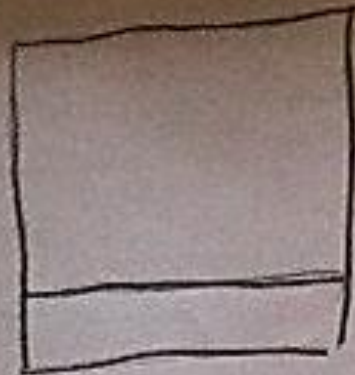
The wind blows new seeds.



8



The new seed needs soil, water and sunlight.

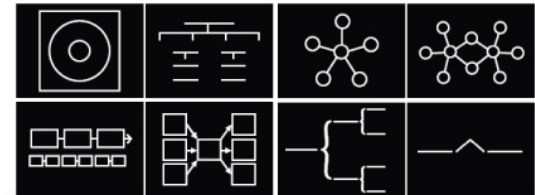
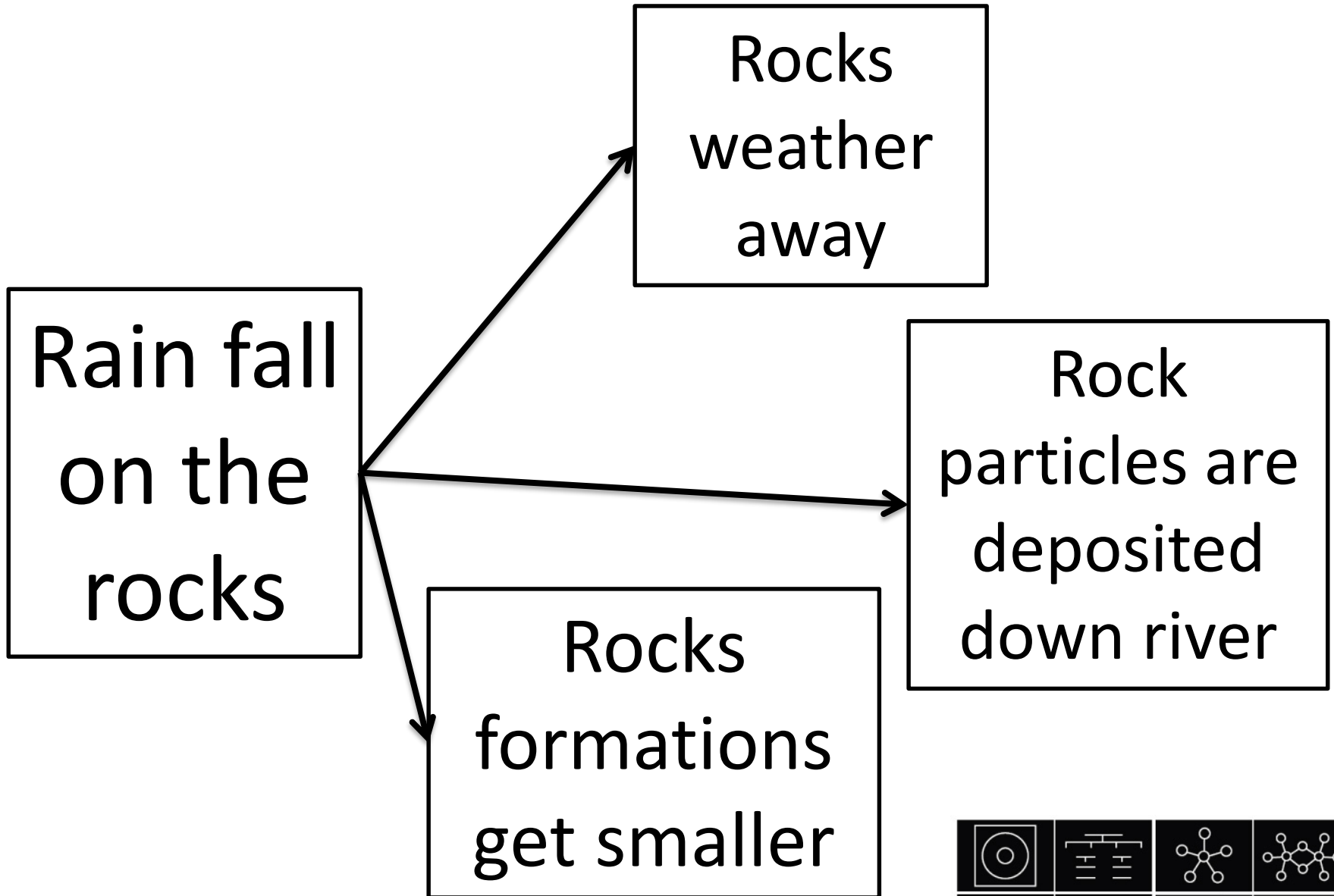




Red in the
cheeks
closed his
eyes
Shook his head

« To proud to speak »

Retell the story
in your words

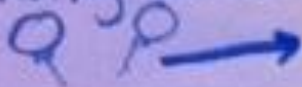


Activities

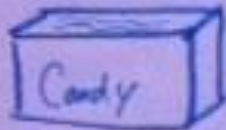
1. Jumping Frogs



2. Bouncing Ballons



3. Candy Box



I'm
Learning
Patience

Help us...

→ Wait

→ Learn

→ Try again

→ Work Hard

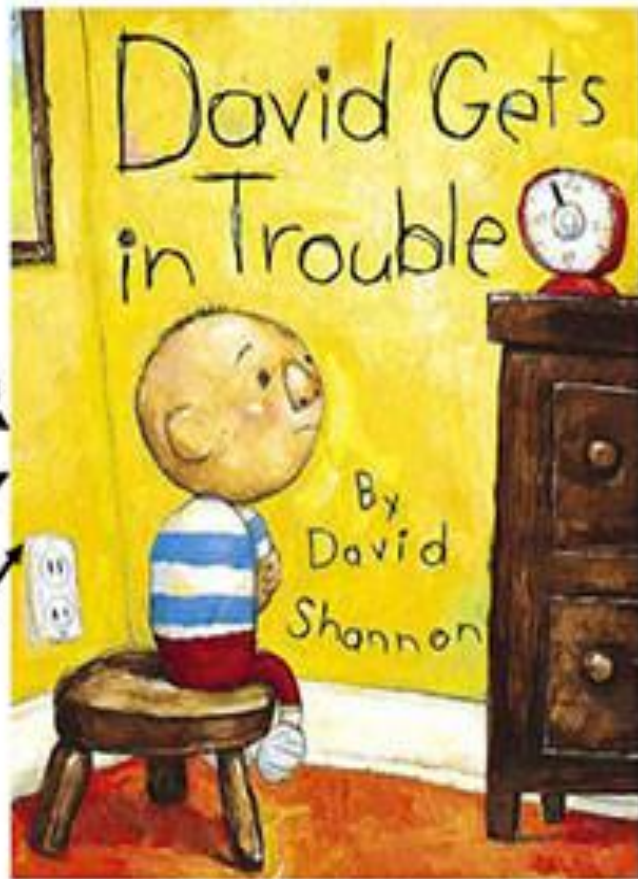
→ Keep trying

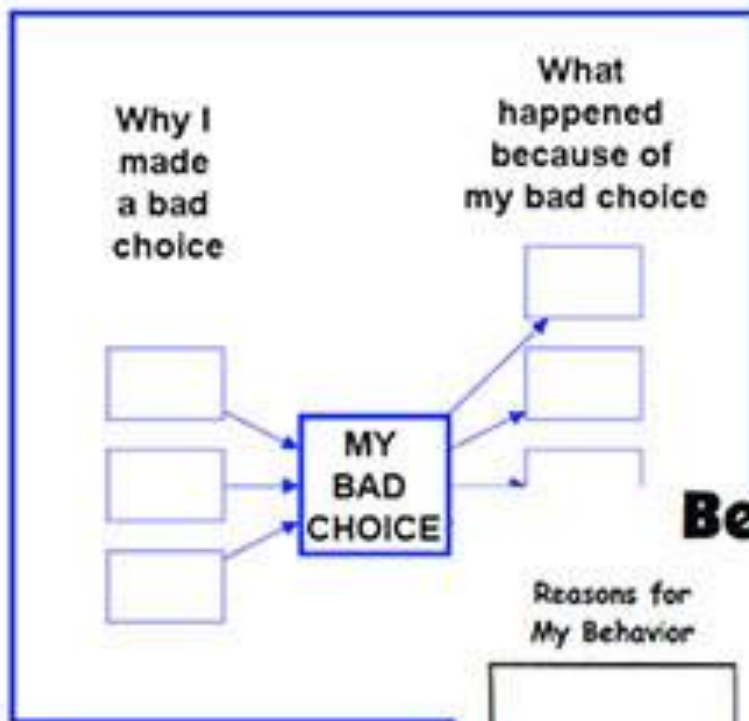
→ Bigger Reward

→ Feels better

→ Keep Calm, Keep Cool

→ Challenges us





Behavior Reflections

Reasons for My Behavior

Name _____

Date _____

Consequences of My Behavior

Description of My Behavior

Chosen Consequence

Plan for Improvement _____

Student _____

Teacher _____

Parent _____

My Actions:

Not being appropriate

Saying weird comments

Talking when I'm not supposed to

Talking loudly

What will happen:

Get in trouble

Sit and wait

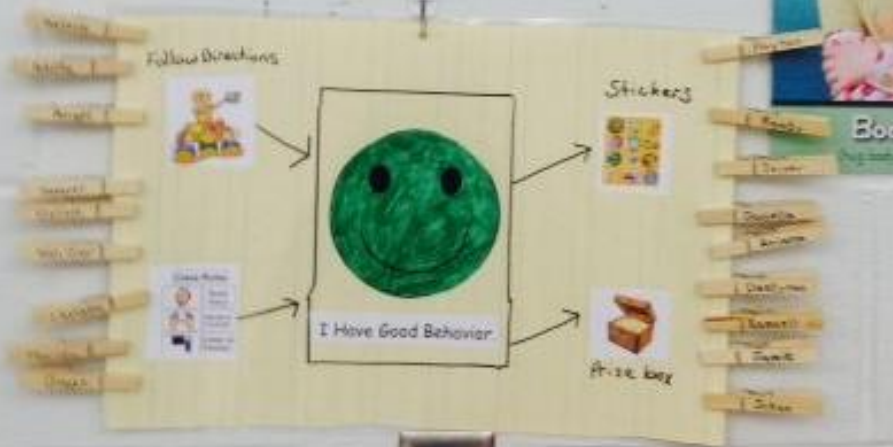
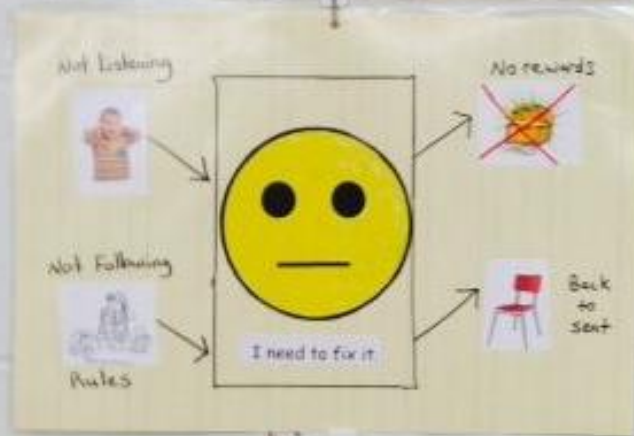
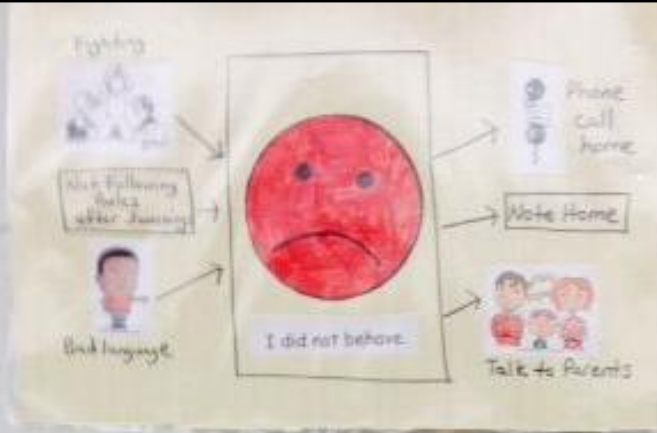
Friends are tired of hearing weird comments

Distracting others

What happened:

Mr. Wolff has to remind [redacted] to control himself

[redacted] Plan: I will stop talking loudly when I'm not supposed to and saying weird comments. I will be appropriate.

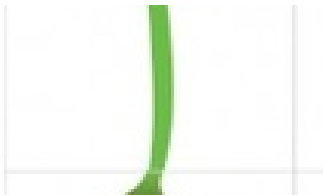


A Flower

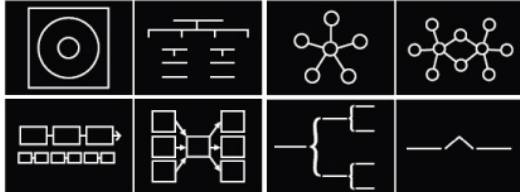


Petals

Pollen



Created by 201





a pumpkin



stem



tendrils



shell



seeds



pulp

04
10

Dimensions

1-D . _____

2-D

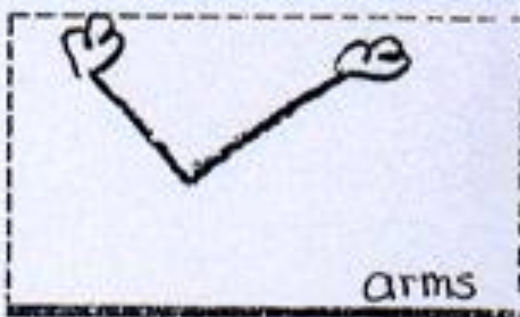


3-D

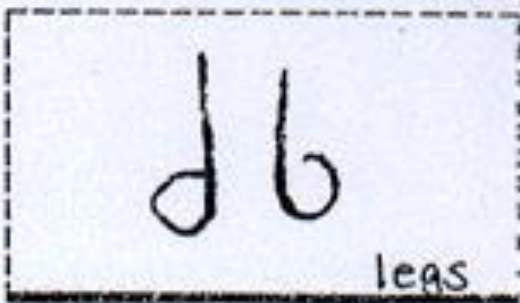




head



arms



legs



eyes



head

eyes

bill

body

belly

wings

webbed feet

tail

Mrs. Nieves' class
read There was a
Cold Lady Who
Swallowed
Some Snow.

1 carrot nose

2 stick arms

2 coal eyes

1 tall hat

3 white snowballs

1 coal mouth

1 scarf

4 round buttons

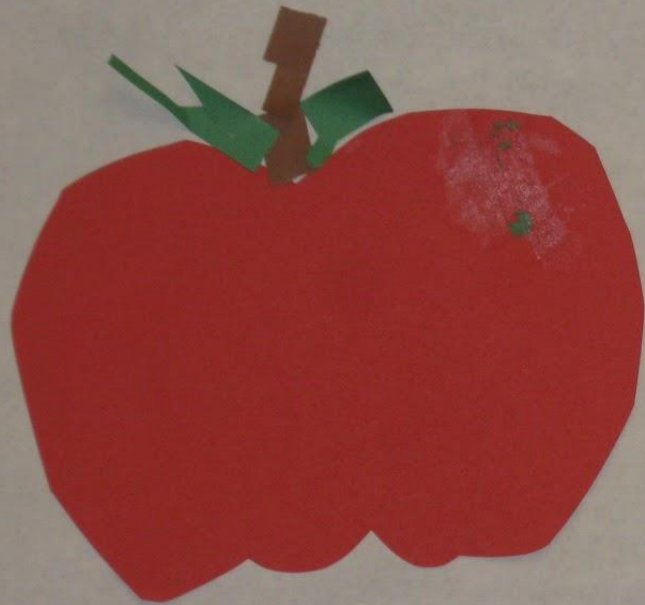
snowman

We made a brace
map to show the
parts to make a
snowman.

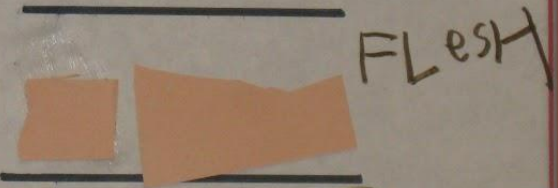
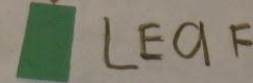
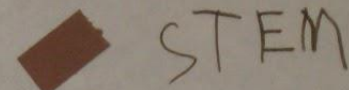
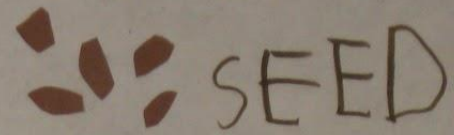


Whole

APPLE

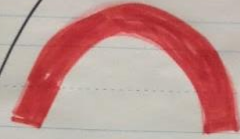


Interactive Writing
labeling the parts



Brace Map

Parts



red



ORANGE



YELLOW



GREEN



BLUE



PURPLE

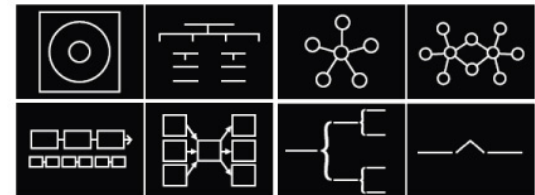
Relating Factor:
is part of

Petals

Head

Flower

Body



Bridge

Proper Nouns
relating factors

Tomanek
mom

as

Christmas
holiday

as

Zy
sister

as

A.J.
dog

as

the
is

In

Summer



hot



shorts + a tee-shirt.

RF: it can be

RF: and so I wear

In

Fall



Warm and windy



a wind-breaker + jeans

In Winter



Cold and rainy or snowy



a hat, a scarf, mittens, a coat and pants.

In the spring



Warm and rainy



A raincoat, boots and pants.

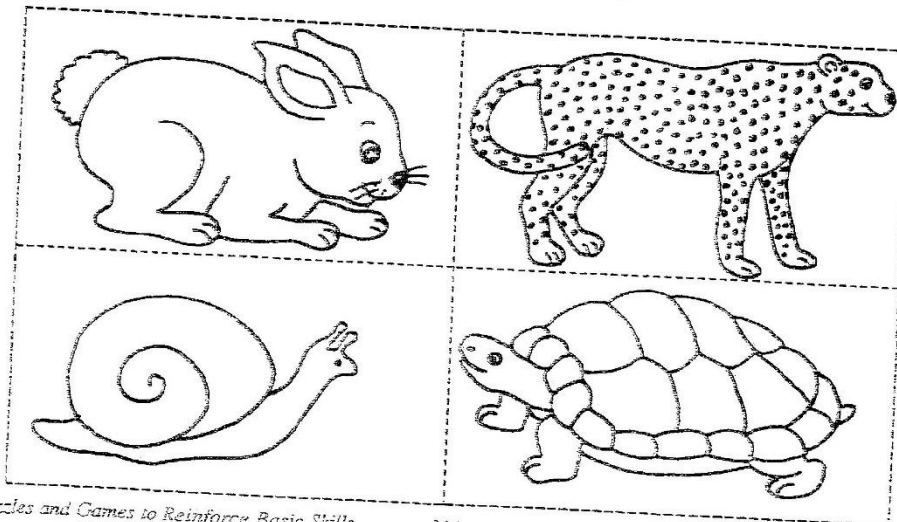


Fast and Slow

fast

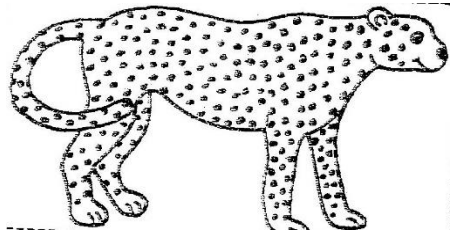
slow

Directions: Cut out and glue the pictures in the right boxes above.

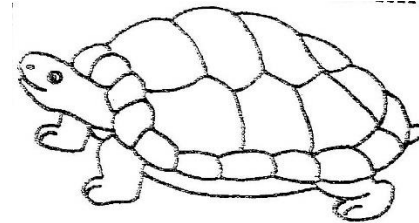
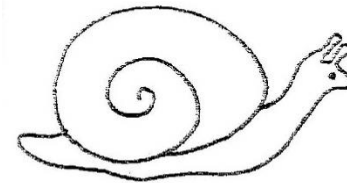


MOTION

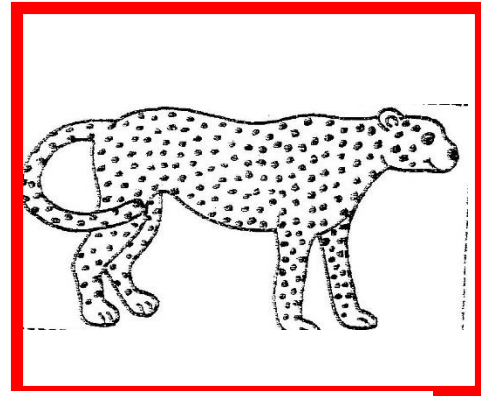
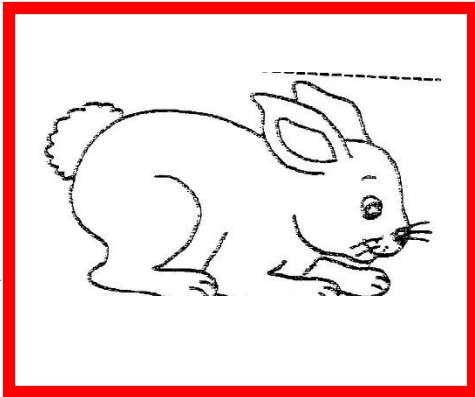
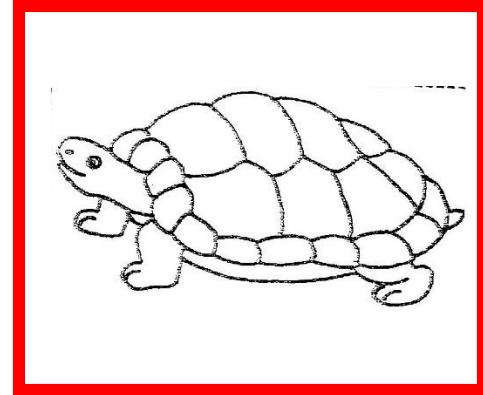
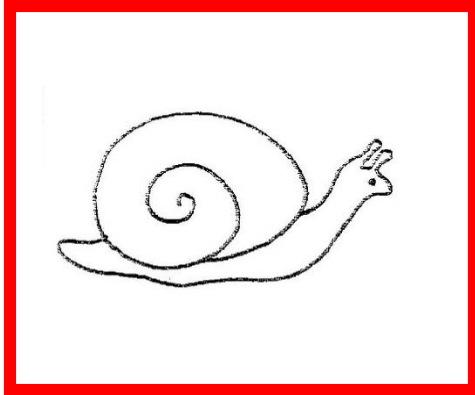
Fast



Slow



Academic Rigor



slides



crawls

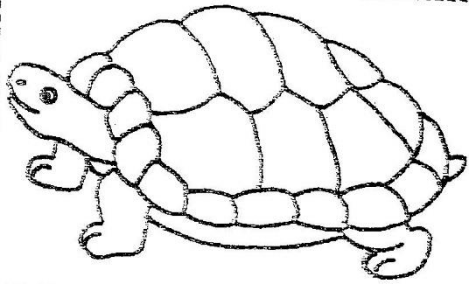


hops

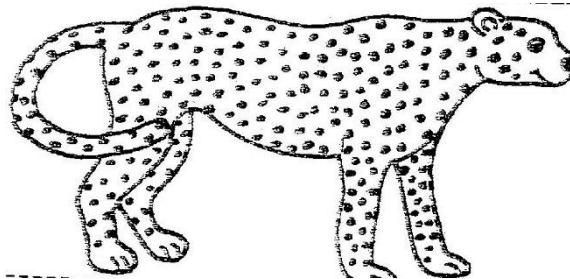


runs

Academic Rigor

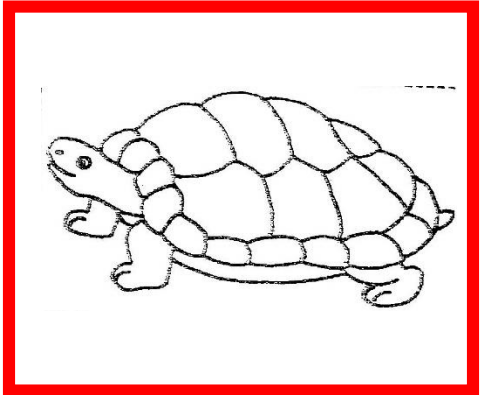


Three horizontal blue lines for writing, grouped by a large blue curly bracket on the left side.

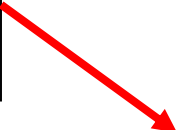


Three horizontal blue lines for writing, grouped by a large blue curly bracket on the left side.

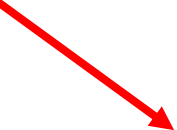
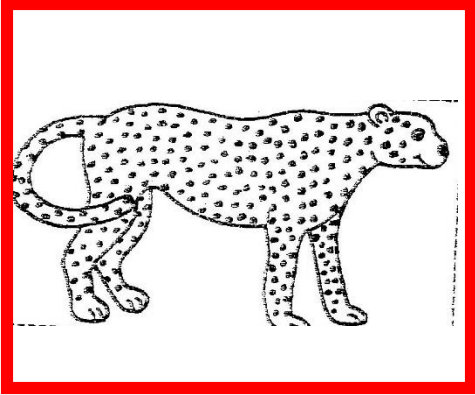
The turtle is slow



Academic Rigor

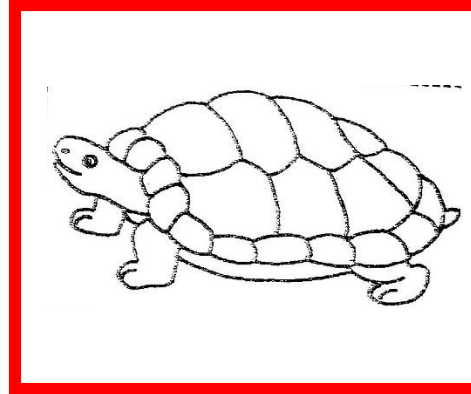


The leopard is fast.

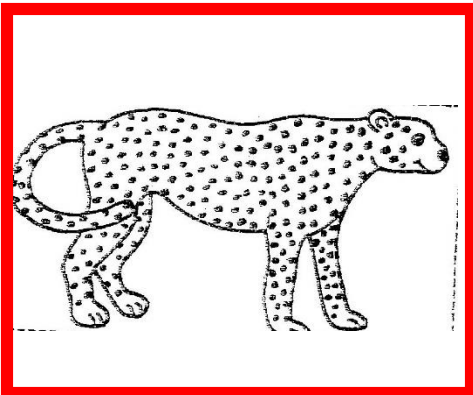


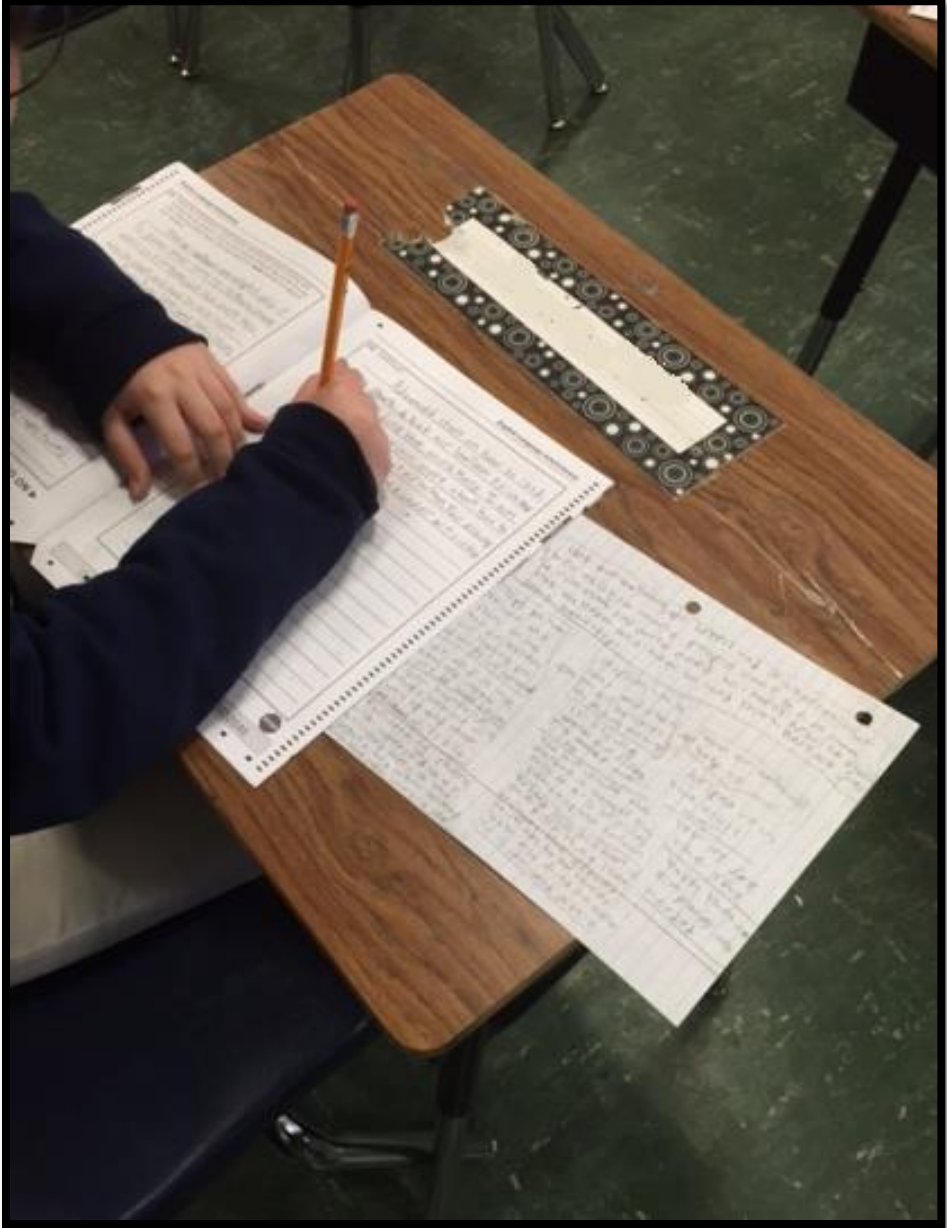
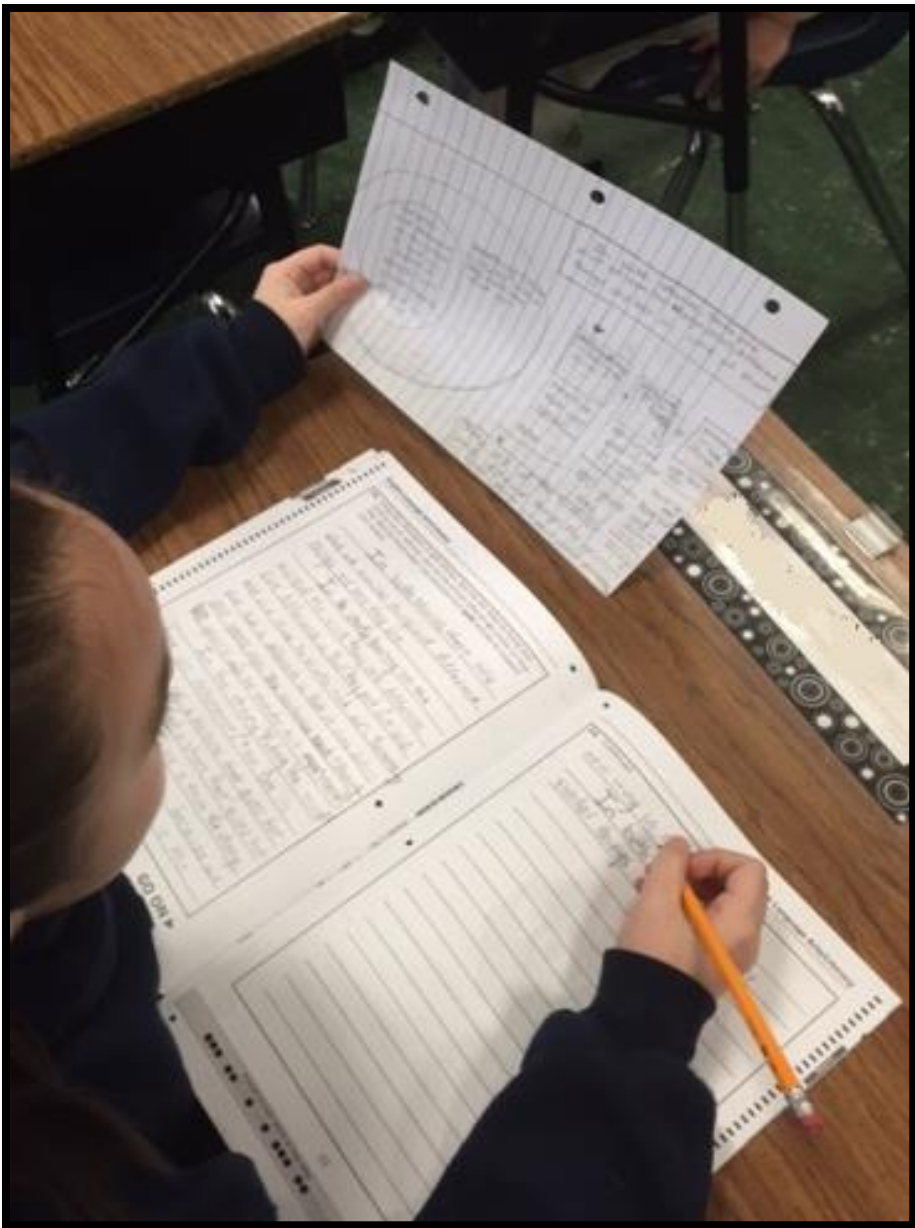
Academic Rigor

What if the turtle didn't have a shell on its back. . .



What if the leopard had short little legs. . .



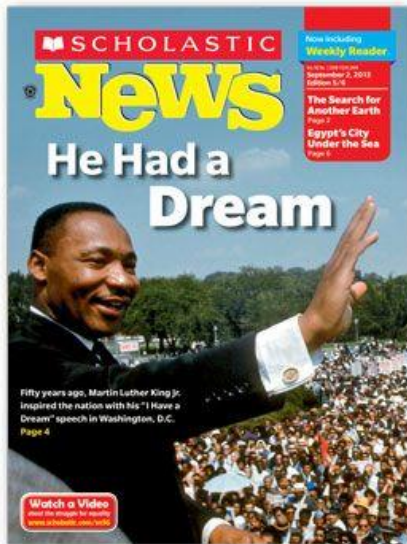


Applying Thinking Maps

First, you and a partner will choose one Scholastic News Magazine. Review it. [5 min.]

Then, you will work with a partner to create two questions that would require two different Thinking Maps to answer them. [5 min.]

Finally, share your article with another pair and the questions you created based on the article.



Cue Words

Bubble Map

looks
feels
sounds
smells
tastes like
is a
characteristic of
is a feature of

Double Bubble Map

Compare
and
as well as
both
like
each
neither
likewise
also
In the same way
Contrast
although
while
but
however
instead
whereas
yet
on the other
hand

Tree Map

types of
kinds of
for example
another
in fact
for instance
such as
in addition
one
most important
also

Brace Map

consists of
parts of
take apart
components
form
structure

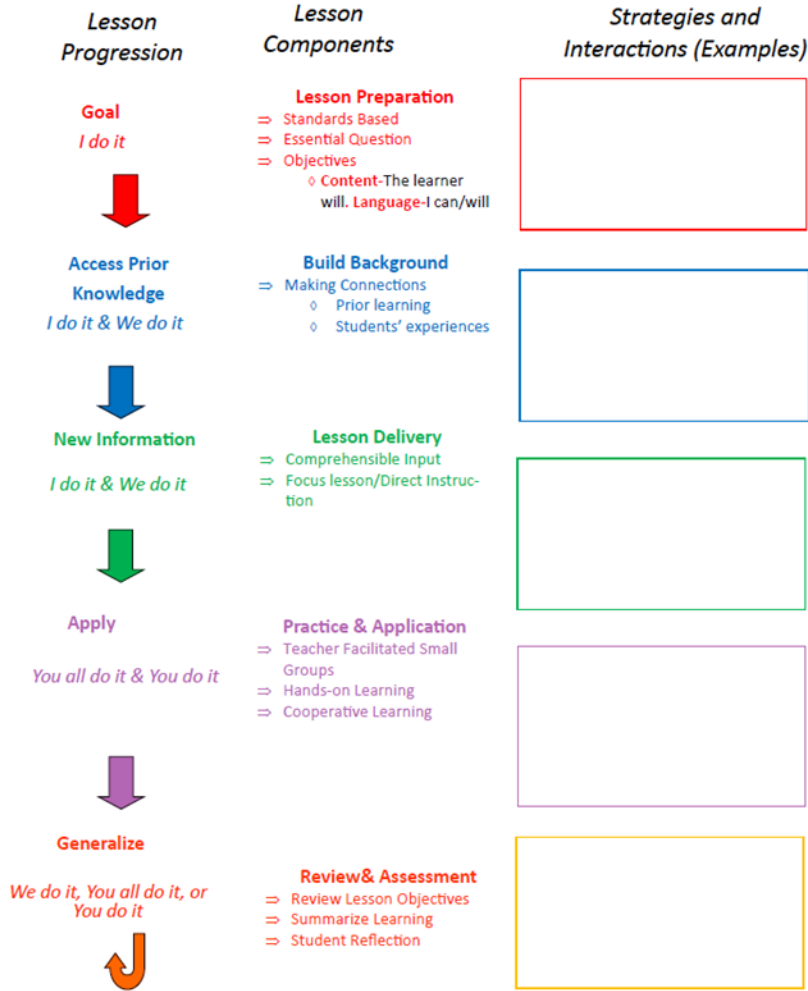
Flow Map

first
before
next
during
after
finally
past
present
since
when
on (date)
at (time)

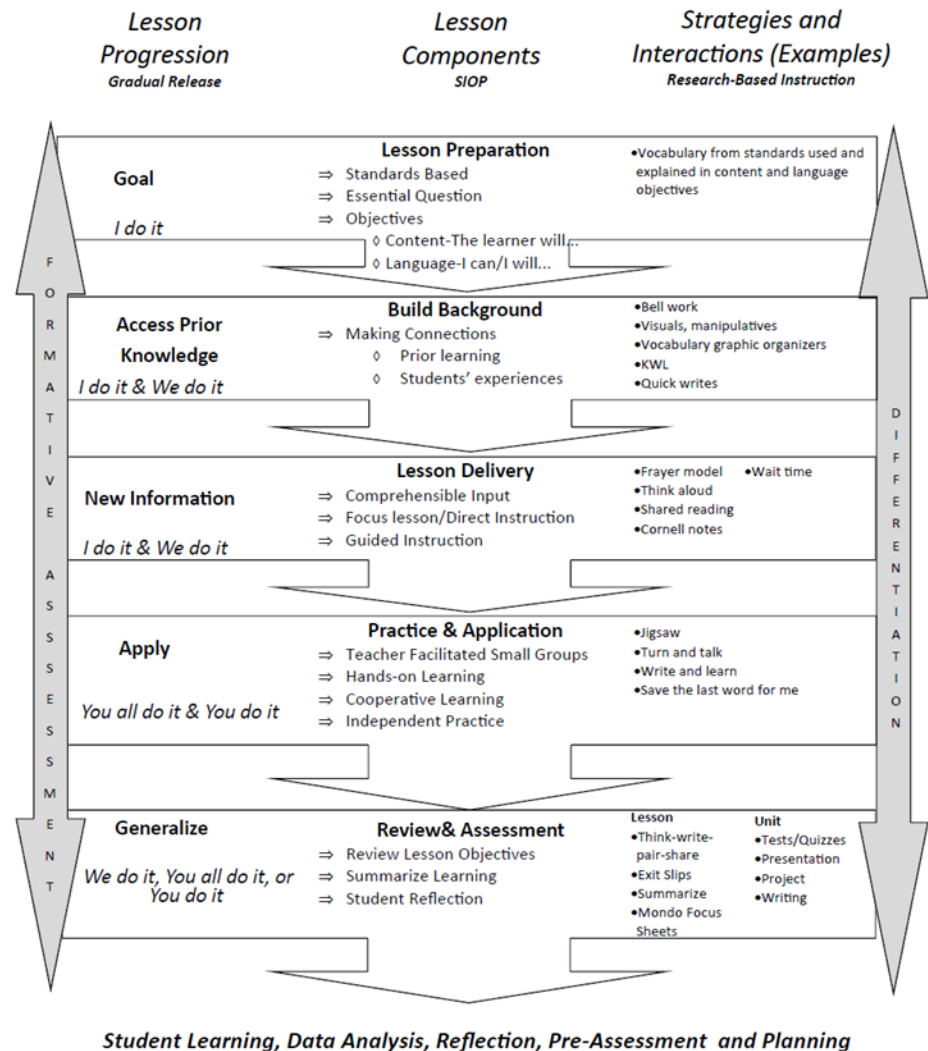
Multi-Flow Map

Cause
because
due to
leads to
reason
when
motive
why
as a result
since
if...then
Effect
as a result
because
benefits
consequences
impact
outcomes
so
since
therefore
thus

Instructional Model



Instructional Model



Today's Objectives

David's presentation on Thinking Maps

The learner will use a variety of Thinking Maps to organize their thoughts.

Learners will practice using Thinking Maps

Learners will use Thinking Maps to answer questions

Students critical thinking will increase