Thinking Maps

Thank you to the staff at Henry Bloom Noble school for helping Ballaugh staff to learn about thinking maps and how they can positively impact on the children of our school,

‘Thinking Maps’ - What is it?

“A common visual language” - David Hyerle identified a need for how children can process their thinking.

80%-90% of information we receive is visual.

Thinking Maps allow students to express their thoughts and ideas non-linguistically and actually see the graphic representation of a student’s thought process (Holzman, 2004).

Students need to learn how to think. Just like swinging a bat or playing the piano, good thinking has learnable components. And the process of clear thinking should not be left a mystery to students, or to teachers.

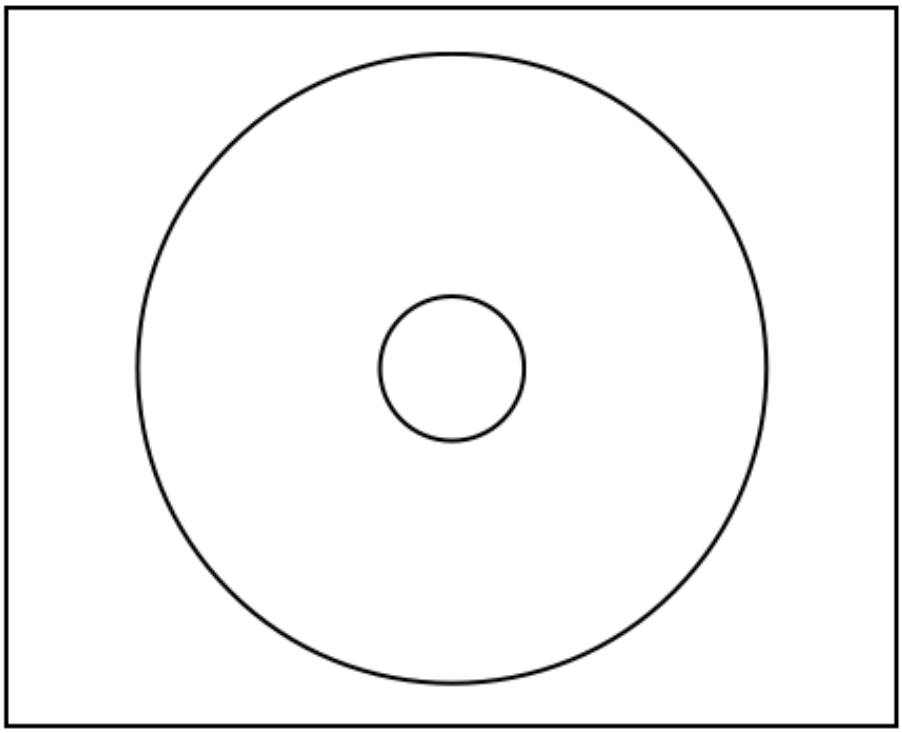
Learning to think requires practice in thinking. Thinking needs to be frequent and ongoing.

Thinking is hard work. Students must confront that fact. Teachers must acknowledge it.

Thinking is for everyone. It is not the preserve of the quick. And slow does not mean futile.

Thinking is clarified by writing.

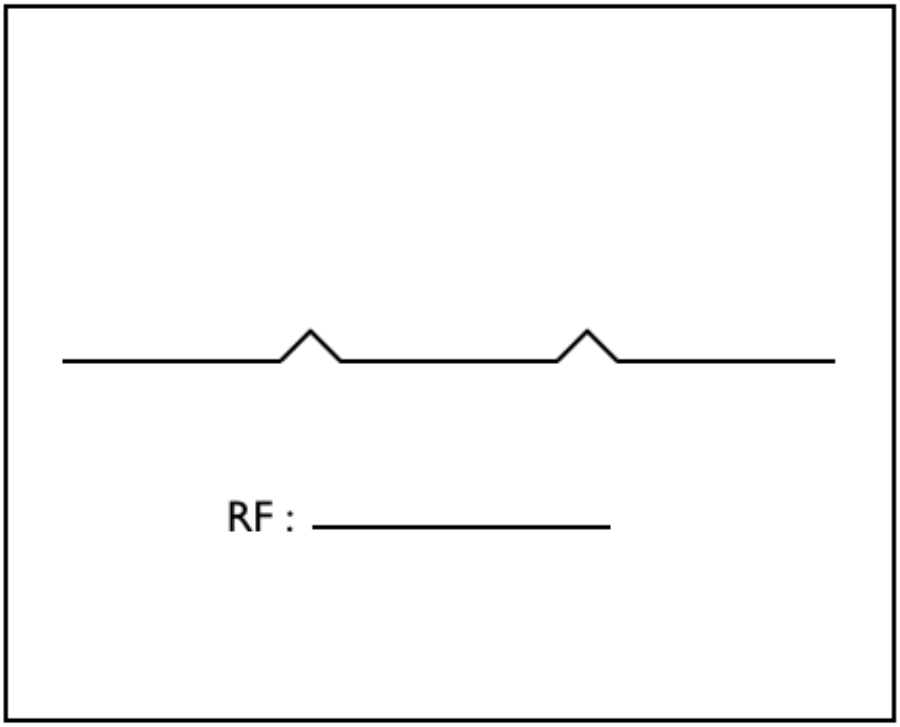
Circle Map



For defining in context

List
Define
Tell everything that you know
Brainstorm
Tell about
Explore the meaning
Discuss

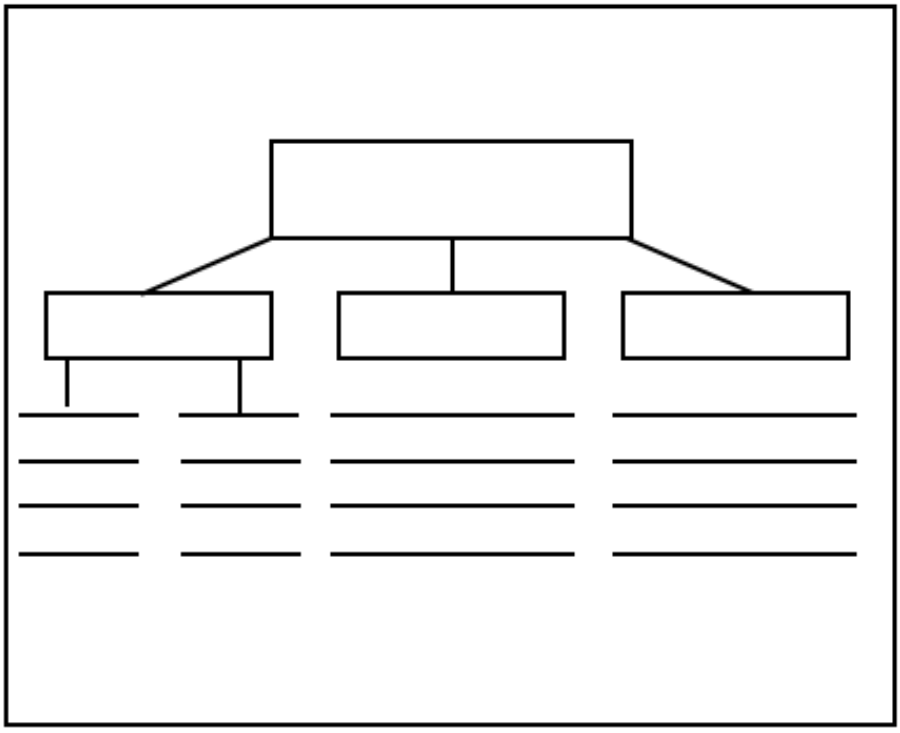
Bridge Map



For seeing analogies

Common relationships
Guess the rule
Interpret symbols
Simile
Metaphor
Ratio

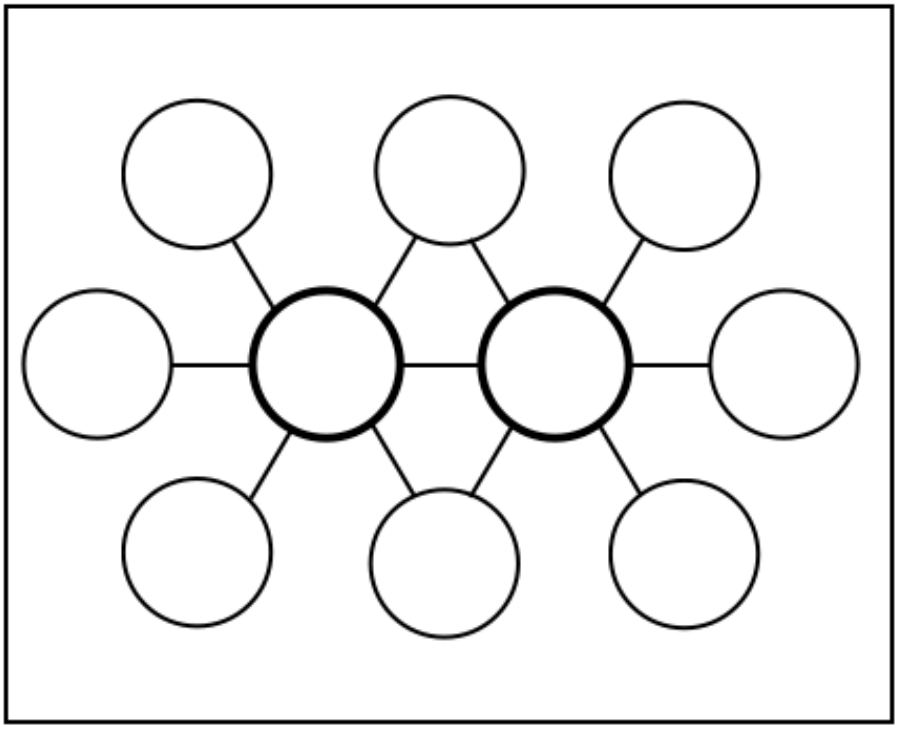
Tree Map



For classifying and grouping

Classify
Sort
Group
Categorise
Give details
Types of
Kinds of
List and elaborate

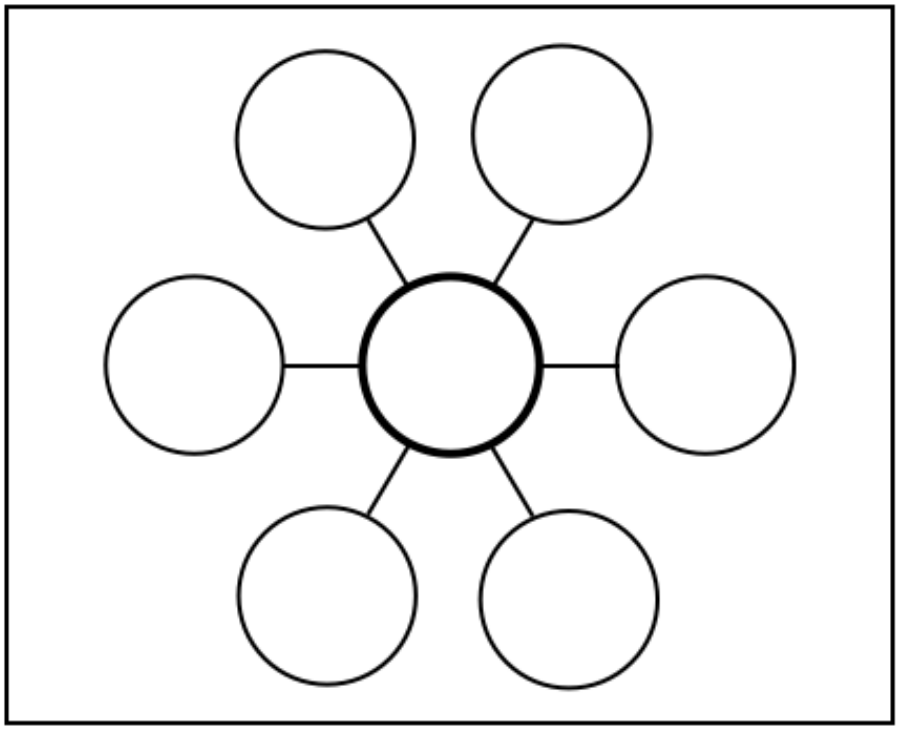
Double Bubble Map



For comparing and contrasting

Discuss similarities/differences
Distinguish between
Differentiate

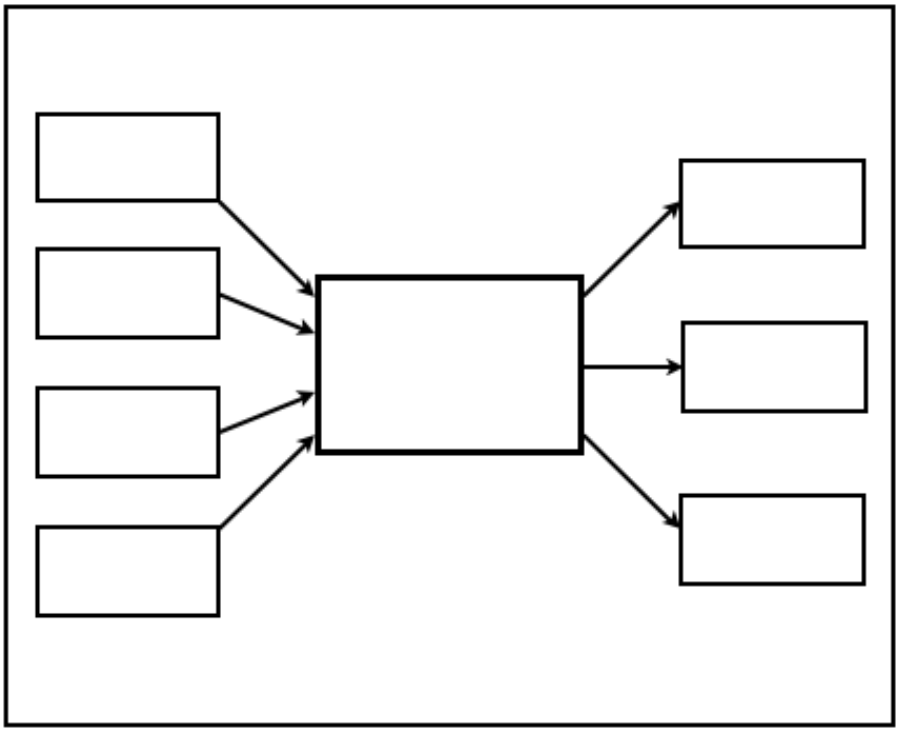
Bubble Map



For describing using adjectives

Describe
Use vivid language
Use 5 senses
Describe feelings
Attributes
Characteristics
Properties
Adjectives
Qualities

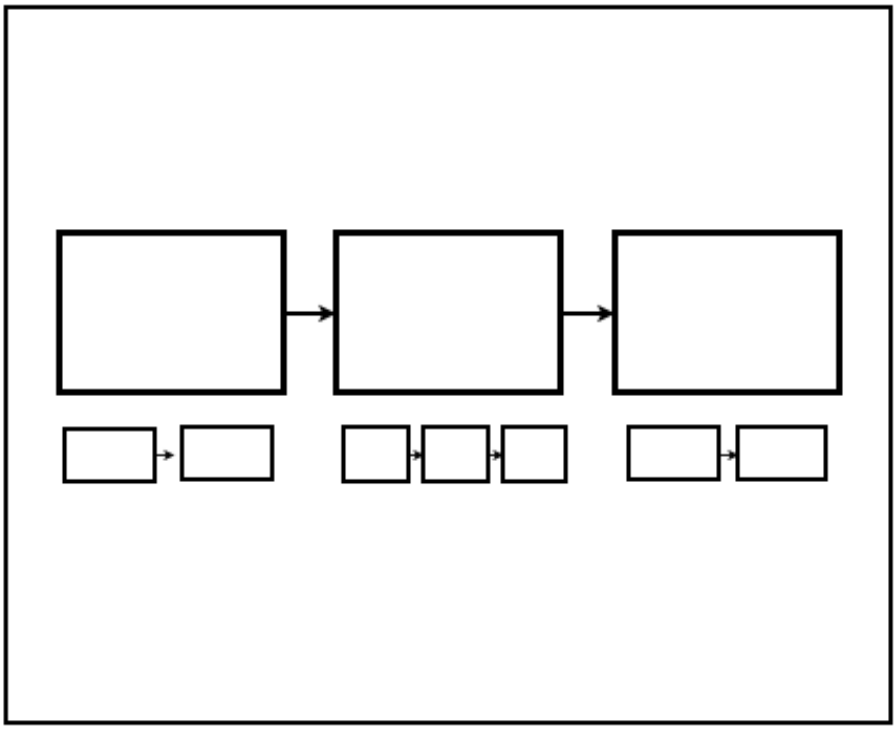
Multi-Flow Map



For causes and effects

Discuss consequences
What would happen if
Predict
Change
Identify motives
Why
Results
Outcomes
Benefits

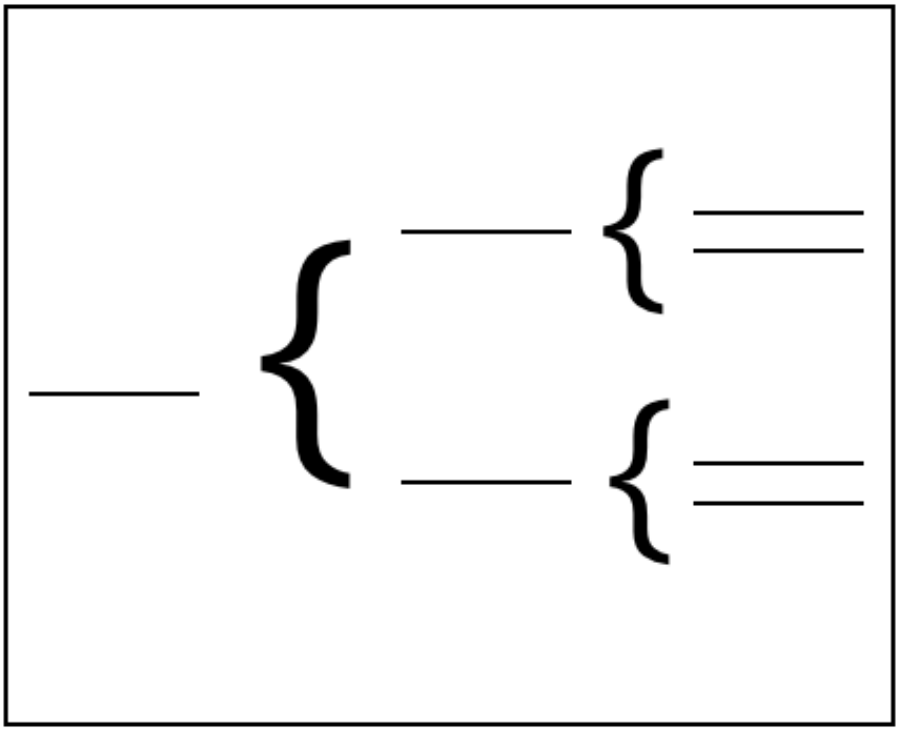
Flow Map



For sequencing and ordering

Sequence
Put in order
Recount / retell
What happens next
Cycles
Patterns
Processes
Change
Solve multi-step problems

Brace Map



For analysing whole objects or parts

Parts of
Take apart
Show structure
Physical components
Anatomy

Quotes from their pupils on 'Thinking Maps'.

'They help us to organise information and puts your learning together.'

'They helps you to think of different ways to do it.'

'You can be more specific with your thinking.'

'They help you to put thinking on paper, with out it that would be tricky so it makes things easier.'

'They help me organise my ideas to get to the answer.'

'They help me to remember.'

'They help me to work better as it helps me learn quicker with my thinking.'

'My favourite thinking map is the double bubble because it allows you to choose two characters and lets you write similarities and differences.'

'I like the double bubble too because it helps describing.'

'I like the bridge map because I like doing it in maths.'

'The bridge maps helps in maths because we compared adds and takeaways.'

'I like all of them because they can help you with your learning, like maths or literacy.'

'I don't need the bridge map anymore because it makes sense now (maths comparing adds and take aways).'

'Thinking maps will help because if you are stuck on something drawing it in the map might help to make it make sense .'

Notes: