Thinking Maps for ELLs

Presented by:
J. Bagni, M. Chiofalo, C. Ciatto, N. Connolly & K. Cook

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The Circle Map:
Define a concept, word or an idea
The Circle Map for the English Learner

Diagnostic and Instructional Tool

Use the Circle Map with familiar topics to diagnose what the student does or does not know.

This provides the teacher with a starting point for Instruction.

New cultural words and concepts can also be used in this way (Thanksgiving) (Builds background knowledge).
The Circle Map can be used to gather information for the purpose of defining a major or minor character in a story. The information in the Map can be a direct quote from the text or an inference. If the students create individual or small group Maps, they should be given the opportunity to share and make additions, if desired.
The Circle Map for the English Learner

To Understand a Particular Point of View

Use the Circle Map with the Point of View Frame of Reference to assist with the understanding that some definitions are not always the same for all.

One who has had a first hand encounter may have different ideas than one who has had other ways of knowing.

Civil War

Point of View: Diary entry of Union soldier
To Understand a Particular Point of View

Use the Circle Map with the Point of View Frame of Reference to assist with the understanding that some ideas or definitions may not be the same for all characters in the same piece of literature.

As an extension, the students can compare literary “definitions” with more factual/reliable accounts.

Point of View: Scarlet in *Gone With the Wind*
Inference

In order to infer the student must understand academic vocabulary.

Use the Circle Map for inference with either familiar or unfamiliar topics.

This can be either student or teacher initiated and serves as an activity for clarification or review.

- Divisible by 2
- Negative number
- Less than -0.27
- More than -0.25
Frame of Reference: How are apples defined? How are they used? How do they grow? How many kinds? How many parts?
After classifying their information from the Circle Map, the students can be encouraged to use other sources of information to add to their Tree Maps before writing.

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Apples have ____, ____, ____, and ____.
Some are ____ and some are ____.
Apples are used to make _____ and ____.
Apples grow on _____ and in ____.
Bats are mammals. Rabbits and dogs are also mammals. During the day bats sleep in dark places. At night they fly around and look for food. Birds fly also, but they fly during the day. Most bats eat insects, but some like to eat fruit. Bats live in trees and caves. Some bats live under bridges. Bats have wings, arms, and fingers. People have arms and fingers, but they do not have wings.
There are all kinds of stamps. Stamps come in sheets, books, and rolls. One stamp costs $0.42. Stamps have flags, flowers, or even cartoon characters on them. They come in different sizes too! Many people like stamps so much that they collect them. People also like collecting baseball cards.
The Bubble Map:
Describing

Topic or Concept

adjective
The Bubble Map for the English Learner

Level 1 Application

• Use a model or picture of topic

• Point to different parts

• Use TPR to teach vocabulary

• Add words and/or pictures to map

• Review the language
The Bubble Map for the English Learner

Level 2 Application

• Use a model or picture of topic

• Use sentence frames, “The mouse is/has ______.”

• Provide two choices in the form of words and pictures (gray, orange).

• Add words to map

• Orally review sentences

The mouse is gray.
The mouse is small.
The mouse has a long tail.
Level 3 Application

• May use a model or picture of topic

• Ask guiding questions such as, "What color is the mouse? What kind of tail does the mouse have?"

• Teacher adds words to map

• Orally review the sentences, perhaps combining ideas

The mouse is gray and has a long tail.
The Bubble Map for the English Learner

Level 4/5 Application

- Encourage students to come up with behaviors/actions
- Teacher writes behavior/action beside a small bubble
- Teacher introduces new vocabulary word related to action/behavior

The Bubble Map can help to stimulate new vocabulary when the students begin with an action or behavior and then finding the adjective relates to the behavior.

- territorial
- nocturnal
- can squeeze through tiny openings
- active mostly at night
- Stay in one area with one male, several females and young mice
- eat plants, seeds, and insects
The big, black dog ran through the grass. He had a bushy tail and a pink nose.

When adjectives and adjective phrases are taken directly from a passage the students can see where they are placed in a sentence.
One of the main benefits of the Bubble Map is to extend vocabulary. Teachers can do this by displaying a topic and a choice of words or phrases for description.
The Bubble Map can be used to teach the combined skills of determining character attributes and building vocabulary. The teacher identifies a character to be described and displays both familiar and unfamiliar adjectives around the Bubble Map. Each word must be defined and considered before completing the map. In this way, the students have a purpose for knowing the meanings of the words.
The Double Bubble Map: Compare/Contrast
The earliest uses of the Double Bubble Map should be with familiar objects represented in realia or images. The teacher provides choices for comparison in the form of words and pictures. As the students place the pictures in the appropriate spaces, the teacher provides the language of comparison.
Using multiple resources, consistent with the appropriate ELD levels, students collect information in the form of details on the Tree Map about each of the famous landmarks. The teacher can also guide the students in the types of information to look for.
First: Write the information about likenesses:

(The Washington Monument and the Statue of Liberty are both American landmarks that are visited by citizens of the United States and other countries.)

Then: Write information about the Washington Monument.

Next: Write information about the Statue of Liberty.
Useful for teaching Figurative Language

Her hair is like chocolate.

- Curly
- Long
- Shiny
- Brown
- Chocolate
- Sweet
- Tasty
- Creamy
The Double Bubble Map for the English Learner

Useful for teaching metaphorical thinking

Begin with two circle maps

Understanding metaphorical thinking begins with the examination of the qualities of the two unlike subjects that are being compared and then looking for a common characteristic or likeness.

Metaphor: Juan is the rock of his family.

Juan

Member of boy scouts
helps in times of trouble
athletic
Plays soccer
handsome
Doesn’t give up
likes pizza

kind

a rock

smooth solid
Can be sorted
jagged
found outside
difficult to break

strong

Lifts weights
helps in times of trouble

likes pizza

solid

Juan
The Double Bubble Map for the English Learner

Transfer to Partial Double Bubble Map

Juan

sometimes found outside

sometimes found in groups

strong

a rock
The Tree Map:
Classify/Group/Sort

Category Name

Sub-category

Sub-category

Sub-category
Using pictures and/or realia, students classify information and the teacher writes and verbalizes the name of the category. As an extension, the teacher can remove one of the categories, thereby creating the need for new categories and vocabulary.
As students are exposed to literature, they learn about the literary elements that are present in the writing. The teacher can use a Tree Map during or after a story to classify and name these elements. At the lower levels the teacher can use pictures, in addition to words.
The Tree Map can be used for note taking in the different content areas. Before the material is presented, the teacher determines what she wants the students to gain from their exposure to the instructional materials and she constructs a Tree Map for their use that will enable the students to record the desired information.
The Tree Map is an effective tool for the English language learner to use for report writing. At the early levels the teacher should suggest possible categories of information and guide the students in creating a Tree Map to use. In pseudo-matrix form, the students can write the source of the information at the side.
The Tree Map for the English Learner

Organizing for Expressive Writing

Each category of information is written in a different color.

The Tree Map is an effective tool for the English Language Learner to use for expressive writing. At the early levels the teacher should suggest possible categories of information and guide the students in creating a Tree Map to use for gathering information. Details can be either drawn or written and the students may either verbalize or write the information.
The Tree Map can be used at the beginning levels of English acquisition to model sentence construction with the students. On the sub-category line the teacher provides "connecting" words that are necessary for making complete thoughts.
Brown bears like fish.
Brown bears can stand.
Brown bears look scary.

The Tree Map for the English Learner

Constructing Sentences

Brown Bears
- like
  - fish
- can
  - stand
- look
  - scary

Brown bears like fish.
Brown bears can stand.
Brown bears look scary.

The Tree Map can be used at the beginning levels of English acquisition to model sentence construction with the students. After placing “mortar” words on the sub-category lines, the teacher requests “details” that can be provided using that particular mortar word.
Brown bears like fresh fish. They can stand on two legs and growl. Brown bears look scary and tall.

As the students progress in their language proficiency, the teacher can demonstrate how to incorporate pronoun substitution, combining ideas, and adding descriptive language.
The Brace Map:
Part/Whole Relationships
When using realia with the Brace Map and English Language Learners, it is always important to use two like objects, one to remain whole and the other to be broken into parts. Vocabulary is an essential element of the Map and a matching activity (words to parts) can follow the dissection of the “whole” object.
The pumpkin has ________ ________.
The pumpkin has ________ ________.
The pumpkin has ________ ________.
The pumpkin has ________ ________.
In the English language, compound words are constructed using two smaller words. In some instances the two smaller words allow the students to construct the meaning of the new word. However, in some instances, the meaning of the compound word may not be as directly related to the two smaller words and must, therefore, be taught directly.
In English, contractions are words constructed by blending and shortening two smaller words. An apostrophe takes the place of the omitted letter/letters. Using the Brace Map the students can be shown directly how the “whole” contraction is composed of “parts” that are actually two words. It is important for the students to understand that a letter/letters are omitted and represented by an apostrophe.
As a practice activity for constructing a descriptive sentence using the correct form, the teacher can provide a picture cue and the “parts” of a sentence. The “parts” are written on sentence strips and placed on a Brace Map. The students are instructed to use all of the words to construct a “whole” coherent sentence.
The Flow Map: Sequence, Order, Cycles, etc.

Name the Event

Stage → Stage → Stage

Stage → Stage
The Flow Map can be adapted to various levels of English language learners. Those at the beginning level can use the Map to sequence pictures from a piece of literature. Those at the higher levels can add transition words and create a parallel Flow Map using words to tell what is happening in the picture.

First: Taffy left
Next: Annie made corncakes
Then: Wild animals came
Last: Taffy came home
Using pictures depicting emotions, the students can create a parallel Flow Map describing the feelings of a character at different points in the story. Oral practice should follow.
An ascending Flow Map can be used to demonstrate the climax of a literary work, the actions that led up to it, and the resolution or falling action that follows it. As a beginning point, the teacher can place the climatic event at the top of the Map and work backwards to identify the rising action.
Writing a story summary is an area of difficulty for the English language learner. Using the summary Flow Map the teacher might begin with simple stories and pictures from the story. She then guides the students in selecting the most important events to place on the Map. In some instances, two pictures can be placed side by side in a single box for combining ideas. The students then verbalize the summary. Later on this serves as a frame for writing summaries.
The Flow Map can be used to depict size progression. The value for the English learner is that words for the sizes, or degrees can be placed on the Map. Later on, the teacher can add sentence frames by placing a sentence starter on top of each box. Verbal practice follows the creation of the Map.
Composing a Simple Personal Narrative Writing

Step 1

Prompt: Tell about a trip you went on with your family.

- Teacher models focusing on prompt.
- Teacher brainstorms events and concrete things.
- Students complete their own Circle Maps.

Trip to Disney World

- Rode rides
- Saw fireworks
- Bought souvenirs
- Ate unusual food
- Saw parade

Source: Write... from the Beginning
Composing a Simple Personal Narrative Writing

Step 2

- Teacher models selecting three events from the Circle Map and placing on the Flow Map.
- Students select three events from their Circle Maps and place on their Flow Maps.
- Teacher models opening sentence.
- Students write their opening sentences.

Last summer our family went on an exciting trip to Disney World.

Rode rides

Ate food

Bought souvenirs

Source: Write from the Beginning
Last summer our family went on an exciting trip to Disney World.

- Rode rides
- Ate food
- Bought souvenirs

Source: Write from the Beginning

Organizing and Planning a Personal Narrative

- Teacher models adding details for each event (tell me more).
- Students add details to their Flow Maps.
Last summer our family went on an exciting trip to Disney World.

1. Rode rides
2. Ate food
3. Bought souvenirs

I hope my family goes back to Disney World soon!
Last summer our family went on an exciting trip to Disney World. First we went on all kinds of rides. My favorite was a roller coaster that flipped you over like a pancake. Later on we strolled around all the booths with unusual foods. I selected chicken on a stick for lunch. At the end of the day we each got to buy a Disney World Souvenir. My souvenir was a pair of black felt Mickey Mouse ears. I hope my family goes back to Disney World really soon!
The Multi-Flow Map:
Cause & Effect, Reasoning, Prediction

CAUSES

EVENT

EFFECTS
When using the Multi-Flow Map with students it is beneficial to begin with events that are in their immediate experience. The teacher should take the opportunity to use this Map with events such as a school fire/tornado/earthquake drill. All students will be able to understand, draw, and relate to the “effects” of the drill; however, only those at a higher level of ELD will be able to complete the “causes”.
The Multi-Flow Map for the English Learner

Can Be “Read” With Varied Forms of Language

When using the Multi-Flow Map with students it is beneficial to begin with events that are in their immediate experience. The teacher should take the opportunity to use this Map with events such as a school fire/tornado/earthquake drill. All students will be able to understand, draw, and relate to the “effects” of the drill; however, only those at a higher level of ELD will be able to complete the “causes.”

The fire bell rang. We went outside.
The fire bell rang so we went outside.
The fire bell rang so we went outside and waited.
The fire bell rang so we went outside, waited, and did not talk.
The fire bell rang; therefore, we went outside
Multi-Flow Maps are not required to have both the “causes” and the “effects” represented for every event. Whether or not to include both depends on the focus of the instruction as well as the importance or significance of each side of the Map.
The Multi-Flow Map for the English Learner

Can Be adjusted to Reflect the causal thinking in Text

When using the Multi-Flow Map with English Learners, it is important to write complete phrases as well as “causal” words so that the student can see the language while reading it. The language used will depend on the ELD level of the student.
Multi-Flow Maps are useful tools for predicting while reading a story with students. During the reading the teacher would stop, record the event that has just occurred, and ask the students to predict what they think the effects of that event will be. To designate that it is a prediction rather than a fact, the teacher can draw thought bubbles beside each prediction.
Pizza is my favorite food. First it has cheese on it. Also the crust is crunchy. Last it has a delicious taste.
Planning and Organizing Writing to Explain Why

Expository Writing to Explain Why
Step 1 - Option 2

Prompt: Tell about your favorite food and explain why you like it so much.

- Teacher models focusing on prompt and making a choice.
- Teacher brainstorms reasons for this choice.
- Students complete their own Circle Maps.

- It has lots of cheese
- It comes with different toppings
- It is easy to eat
- It has a crunchy crust
- It is tasty

Pizza is my favorite food
Expository Writing to Explain Why

Step 2

• Teacher models selecting 2 or 3 best reasons from the Circle or Multi-Flow Map and placing on them on a Flow Map to plan for writing.

• Students select 2 or 3 best reasons from their Circle Maps and place on their Flow Maps.

• Teacher models opening paragraph.

• Students write their opening paragraphs.

I like pizza better than any other food. There are reasons why this is true.

cheesy \[\rightarrow\] crunchy crust \[\rightarrow\] tasty

Source: Write...from the Beginning
I like pizza better than any other food. There are reasons why this is true.

- Cheesy: piled high, Pizza Hut made rope
- Crunchy crust: like potato chip, can't chew quietly, first bite to last
- Tasty: melts in mouth, want more, doesn't gag me

Expository Writing to Explain Why
Step 3

- Teacher models adding details for each reason
- Students add details to their Flow Maps.

Source: Write...from the Beginning
I like pizza better than any other food. There are reasons why this is true.

My first reason:

Pizza Hut made rope like potato chip can’t chew quietly want more
made rope first bite to last doesn’t gag me

Also:
Piled high melts in mouth

In addition:
Cheesy crunchy crust tasty

Pizza must be the best food you can eat. What other food is so cheesy, crunchy, and so very tasty?

• Teacher models “think aloud”.
• Students do independent “think alouds”.
• Teacher adds transition words/phrases.
• Students add transition words/phrases.
• Teacher models closing paragraph.
• Students add closing paragraphs.
• Students work in pairs to orally rehearse their essays using their Flow Maps.

Source: Write… from the Beginning

The Multi-Flow Map for the English Learner
I like pizza better than any other food. There are reasons why this is true.

My first reason: Pizza Hut made rope like potato chip. It can’t chew quietly, piled high doesn’t gag me.

In addition: The crust melts in mouth. First bite to last want more.

Also: It is very tasty. Pizza must be the best food you can eat. What other food is so cheesy, crunchy, and so very tasty?
I like pizza better than any other food. There are reasons why this is true.

My first reason is that pizza is cheesy. Whenever I order it there are piles of gooey cheese on top. The last time we went to Pizza Hut we had more cheese than we ever had. It was so cheesy that strings of cheese stretched from the pizza to my mouth every time I took a bite.

In addition to this, pizza has a crunchy crust. It is as flaky and light as a potato chip. The last time I ate pizza my mom got tired of hearing that loud crunch each time I took a bite so she told me to chew more quietly. That pizza stayed crunchy from my first bite to my last.

Last, pizza is very tasty. Each time I take a bite it just seems to melt in my mouth. Each time I eat pizza I always want more because of the delicious taste. It never gags me like vegetables sometimes do.

Pizza must be the best food you can eat. What other food is so cheesy, crunchy, and so very tasty?
The Bridge Map:
Seeing Analogies, Transferring Similar Relationships
The Bridge Map can be used with even the lowest levels of English proficiency by using real objects or pictures and color swatches. The students are invited to match the swatch to the object as the teacher states the relationship in the form of a sentence: Orange is the color of carrots. The students can be invited to add to the Map based on their own experiences.
Using previously completed Maps, such as the Bubble Map, helps the students make the transition to the Bridge Map. The teacher then adds the “relationship” language that is appropriate for the English proficiency levels of the students. For some students it may be helpful to actually remove words, written on cards, from the Bubble Maps and place them on the Bridge Map.
Using previously completed Tree Maps helps the students make the transition to the Bridge Map. The teacher then adds the “relationship” language that is appropriate for the English proficiency levels of the students. For some students it may be helpful to actually remove words, written on cards, from the Tree Map and place them on the Bridge Map.
For an English language learner, the language expressing the relationship between two topics is just as important as the relationship itself. For this reason, the teacher must include any necessary articles on the Bridge Map to assist the students in completing a coherent sentence.
Introduce Academic Language in All Content Areas

Possible Relating Factors:

- is smaller than
- is less than
- multiplied by 2 is
- times 2 is
- doubled is
- comes before
- precedes
- plus itself is
- added to itself is

When using the Bridge Map with mathematics the teacher can stress the varied academic language associated with this particular content area. Depending on the skill being taught the teacher can use the Bridge Map above to stress the language of quantity, position on the number line, the operation of multiplication, or the operation of addition.
Where did we get our information?
This is how you hold them
This is one kind of chopsticks
This is how you lay them on a plate

Yeh-Shen
Mao

Sources of Information
Living With Cats
Cat and Dogs
Types of cats
- They are different colors
- They like to sit on laps
- They like to sleep

The Frame of Reference for the English Learner