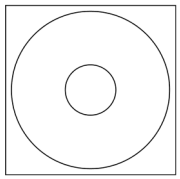
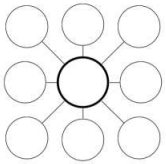
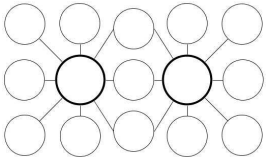
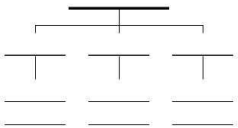
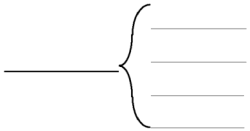
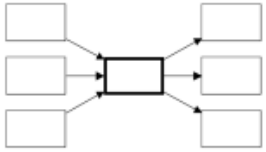
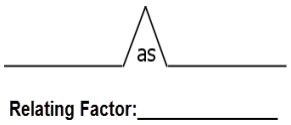
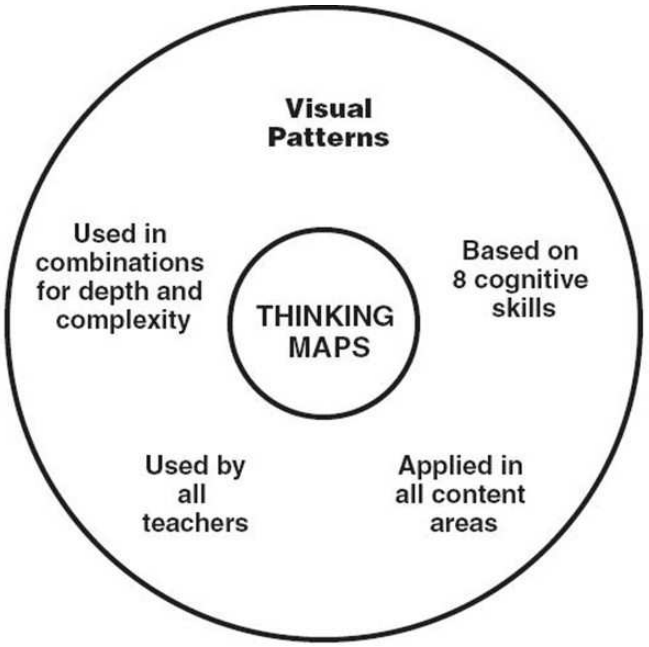
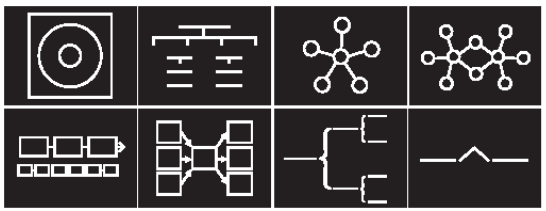
Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools
How are you defining this thing or idea? What is the context? What is your Frame of Reference?	BRAINSTORMING DEFINING IN CONTEXT	Circle Map 
How are you describing this thing? Which adjectives would best describe this thing?	DESCRIBING QUALITITES	Bubble Map 
What are the similar and different qualities of these two things? Which qualities do you value most and 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 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 effect 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 OR RELATIONSHIPS	Bridge Map 

Creech Road Elementary School

What are Thinking Maps?





Thinking Maps®
INCORPORATED

Benefits of Thinking Maps

1. Students share a common visual language with all teachers in our school
2. Students are consistently using a high level of thinking-application and evaluation, in comparison to recall and comprehension
3. Student writing improves by having tools to help organize their thoughts.
4. Integration between all subject areas – Math, Science, Language Arts, Social Studies, Art, Music, Health, PE, Technology
5. The quality of learning has improved because mapping makes any classroom assignment more meaningful, relevant, and organized.
6. Retention of knowledge has increased with the implementation of these visual tools.

Creech Road Elementary School

A Renaissance School

Catherine Berry, Principal

Kim Mitchell, Assistant Principal

Thinking Maps provide a common visual language in our learning community for transferring thinking processes, integrating learning and for continuously assessing progress. We, at Creech Road Elementary School, indeed use Thinking Maps to transfer, integrate and assess on a daily basis. All grade levels and subject areas, Pre K-5 use these visual patterns as a common language to teach and reinforce skills required through the North Carolina Standard Course of Study. Our belief is that Thinking Maps provide consistency and flexibility, which promotes collaborative learning, concept development, reflective thinking, creativity, clarity of communication, and continuous cognitive development.