Study Skills and Test Prep

Lesson Plan | Primary and Elementary School

Lesson Time: 15-25 minutes

Mind Map It!

Objectives & Outcomes

Lesson Objectives: Using colored markers and chart paper and working in groups, students will understand the concept of mind maps and how they are used.

Lesson Outcomes: Students will be able to ...

- create a mind map of a familiar topic
- use a mind map to develop an idea

Subject Area Connection: Language Arts

Getting Ready

Teacher Preparation: Have areas in the classroom ready for students to work in groups.

Materials Required:

- chart paper or large whiteboards
- markers
- tables or desks for group work

Key Vocabulary

mind map: a way to organize information.

icon: a picture representing something.

collaboration: working together.

Background

Mind maps are a way to visually organize information around a central topic.

They can be used in a variety of ways (to take notes during class, to assist in processing facts about a researched topic, as a way to illustrate a brainstorming session) but are a particularly useful technique for students when studying. They can help students develop higher-level thinking skills by making associations between different pieces of information. The visual structure helps them remember key concepts around specific topics. Mind maps are a fun, graphic way to remember information and make new connections.

Mind maps are a great way for students to enhance their reading comprehension. Visually organizing the plot of a book, listing the characters and what happens to them allows them to solidify the information in their minds, making it easier to recall what they have read and how it connects to their feelings and the world around them. This is a technique that can help students establish life-long learning techniques.

"Mind maps are a fun, graphic way to **remember information** and make new **connections**."

Introduction and Modeling

Draw a picture of a puppy in the middle of the whiteboard. Ask students what fun things they could do with a puppy (some ideas include playing with it, taking it for a walk, etc.). Allow them to share ideas and draw the ideas on the board in a mind map, by making lines outward from the center picture.

Next, ask them what the responsibilities of owning a puppy are. Ideas could include, feeding, ensuring the puppy has fresh water, taking it for a walk, cleaning up after it, giving it a bath, etc. Continue creating the mind map. Show students that sometimes one idea leads to another, and it is drawn as a branch on the mind map. This will help them organize the information they have compiled. Share with students that they can use this method to organize any information.

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Procedure

1. Assign students to groups and give each group a sheet of chart paper and colored markers.

2. Assign a book that the class has recently read to each group. Give each group a different character in the book and ask them to list everything they can remember about their assigned character. For older students, you may want to allow them to choose their own books.

3. Have one person draw a picture of the character in the middle of the paper.

4. Instruct the students to first think of all the traits of their character (these could be how their character looks, things they like to do, who their friends are, things that happened to them in the story, etc.). Have students draw lines outward from the middle with the words or pictures on the lines for each trait.

5. Continue to have students list more and more traits about the character or events that happened to their character in the book.

6. Allow about eight to ten minutes for the students to complete the task.

7. Have students share their mind map with the rest of the class.

8. Remind them that they can use this technique whenever they have to remember information or are having trouble keeping track of several facts.

Discussion Questions

- Compare and contrast the mind maps with the other groups. What are the similarities? What are the differences?
- What other topics could you use for mind mapping?
- How could you use mind mapping to organize information in other subjects, such as math or science?
- How could you use mind mapping to help you improve how you work in groups?

Evaluation

Evaluate the mind maps for clarity of connections. Hang the mind maps on the wall if desired.

Tips for Tailoring This Lesson

For Higher Grade Levels

- Create a mind map using Canva or other digital design software.
- Transform their notes from a class period into a mind map..

For Lower Grade Levels

- Each student should use a different color marker to show each person's contribution to the mind map.
- Create a mind map of different ways to make a number. For example, 4=2+2 or 3+1 or 1*4, etc.

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Alignment to Standards and Frameworks

Common Core State Standards: College & Career Readiness

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Anchor Standards for Language

CCRA.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCRA.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Anchor Standards for Speaking and Listening

CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Partnership for 21st Century Framework

Partnership for 21st Century Framework: the framework comprises the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. Partnership for 21st Century Skills www.p21.org

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respond open-mindedly to different ideas and values

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