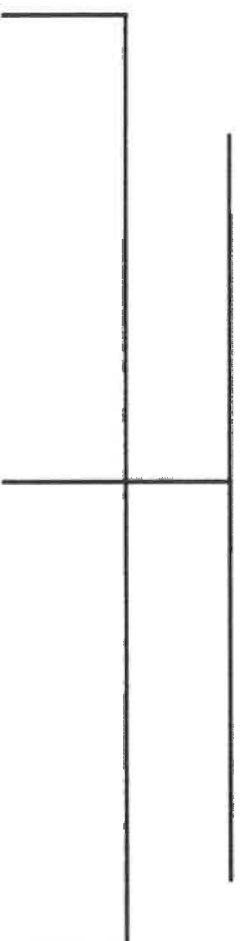


The Tree Map:

Classify/Group/Sort

Category Name



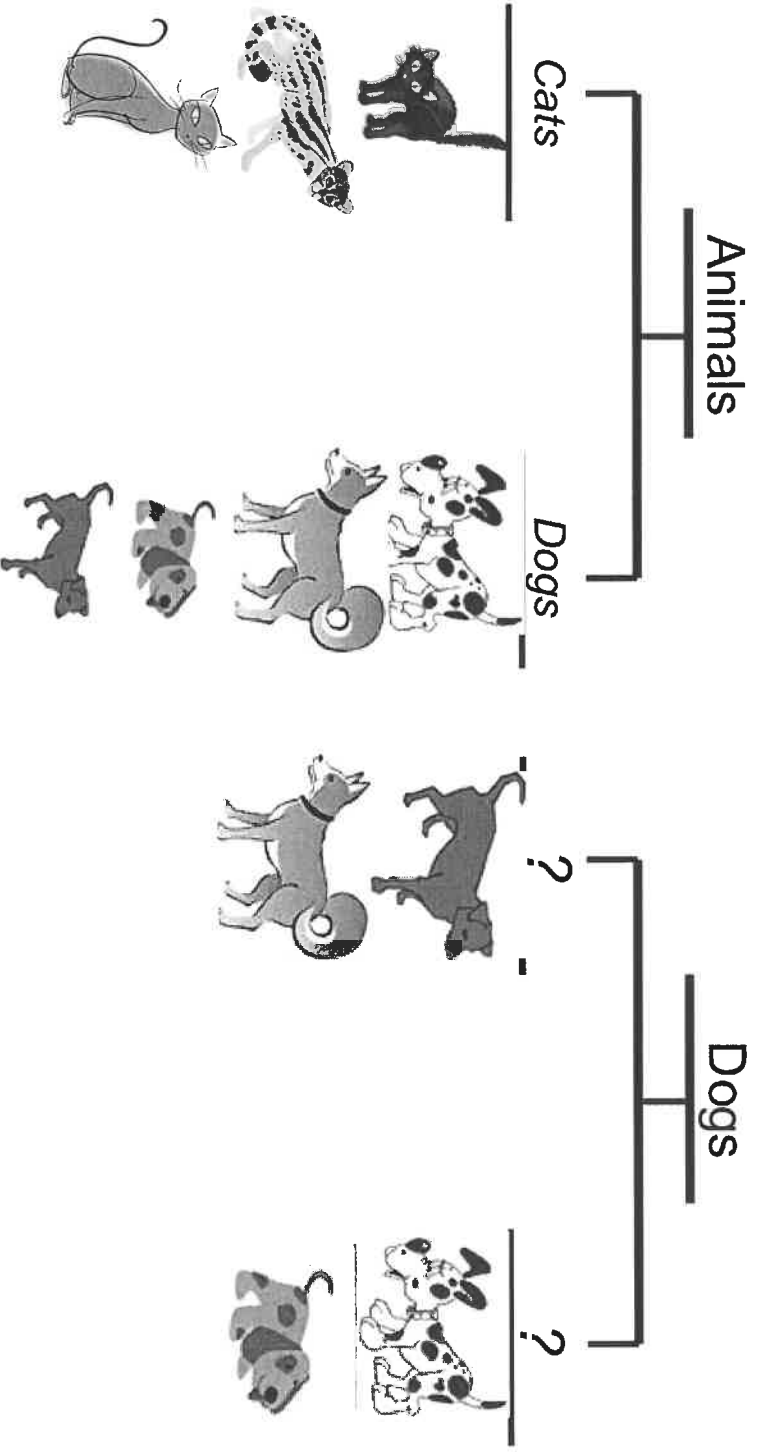
Sub-category

Sub-category

Sub-category

The Tree Map for the English Learner

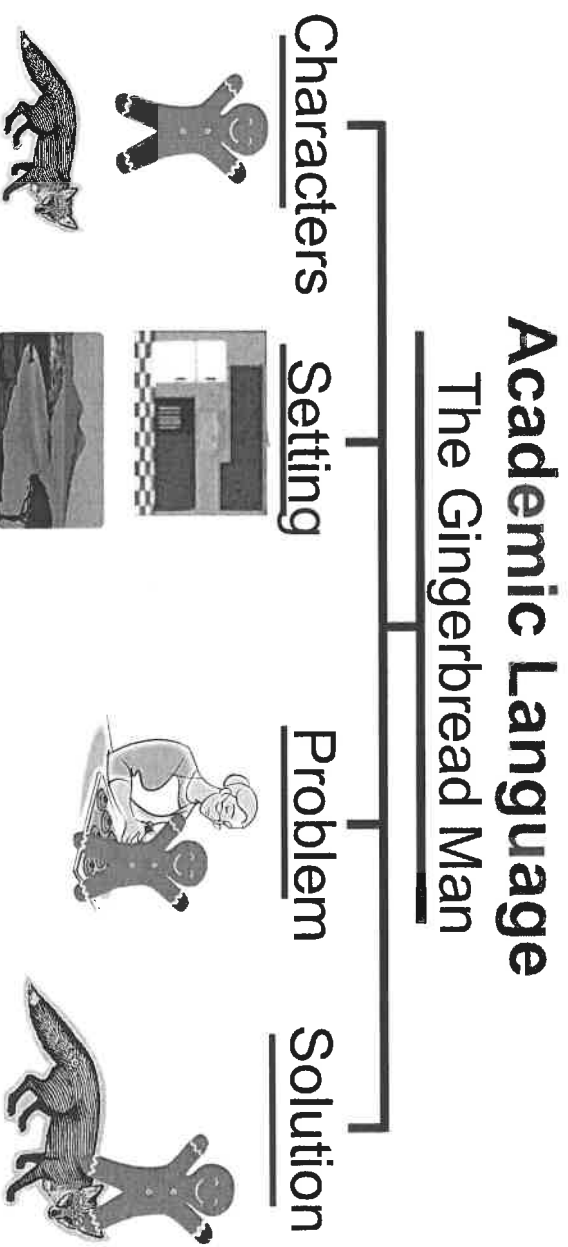
Use
to
build
vocabulary



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.

The Tree Map for the English Learner

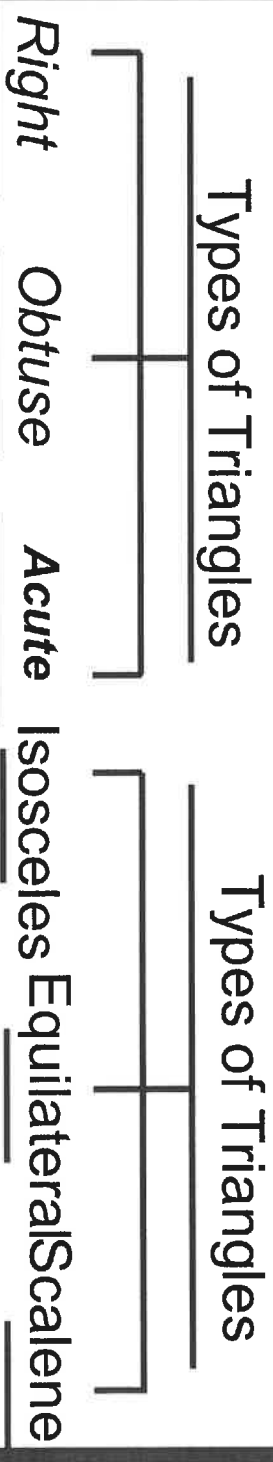
Identify
Story
Elements



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 for the English Learner

Identify
Essential
Informational
and
Note taking

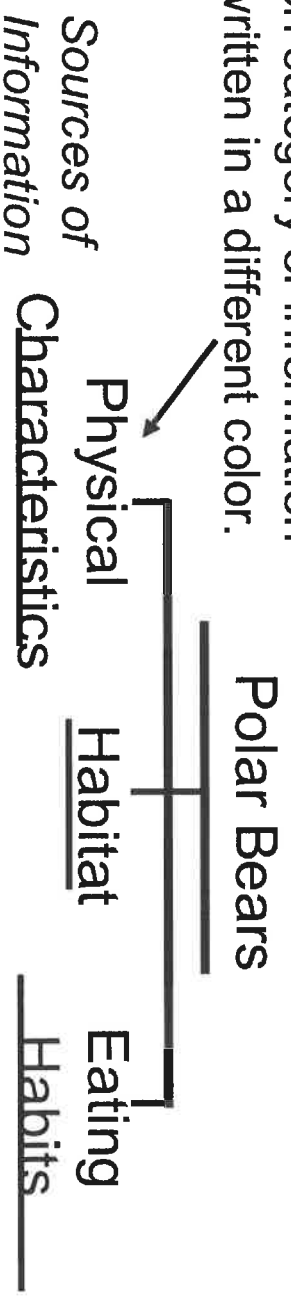


The Tree Map can be used for note taking in the different content areas. Before the material is presented, the teacher determines what she wants the students to gain from their exposure to the instructional materials and she constructs a Tree Map for their use that will enable the students to record the desired information.

The Tree Map for the English Learner

Organizing for Writing a Report

Each category of information is written in a different color.



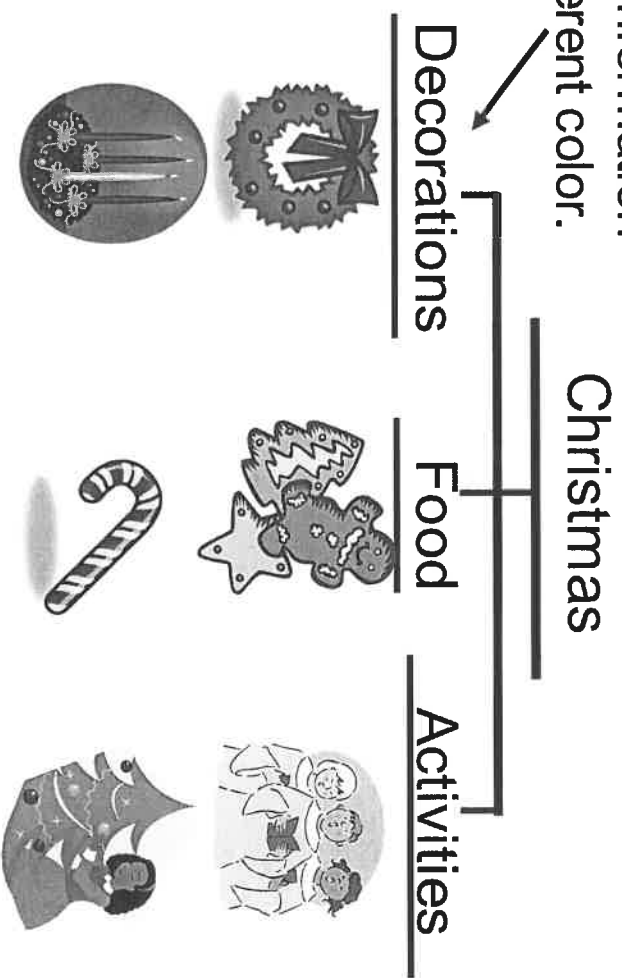
1. _____
2. _____
3. _____

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

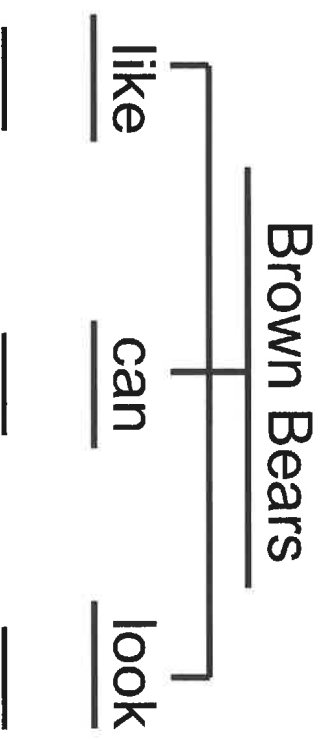
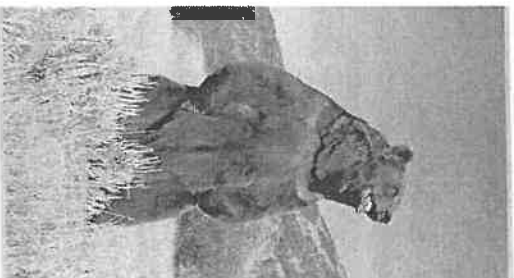
Each category of information is written in a different color.



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 for the English Learner

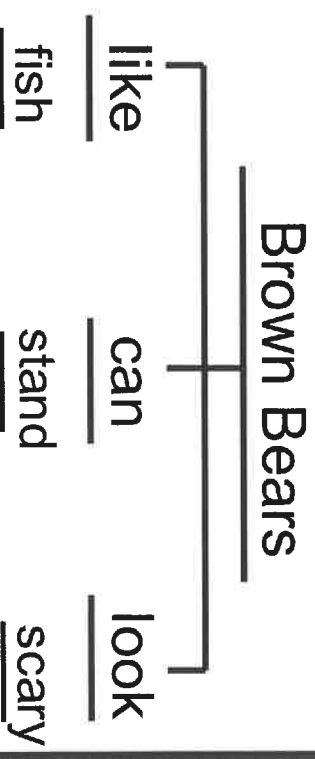
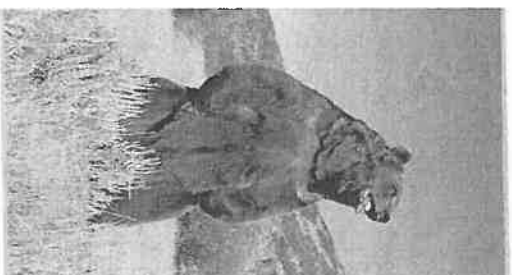
Constructing Sentences



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.

The Tree Map for the English Learner

Constructing Sentences



Brown bears like fish.

Brown bears can stand.

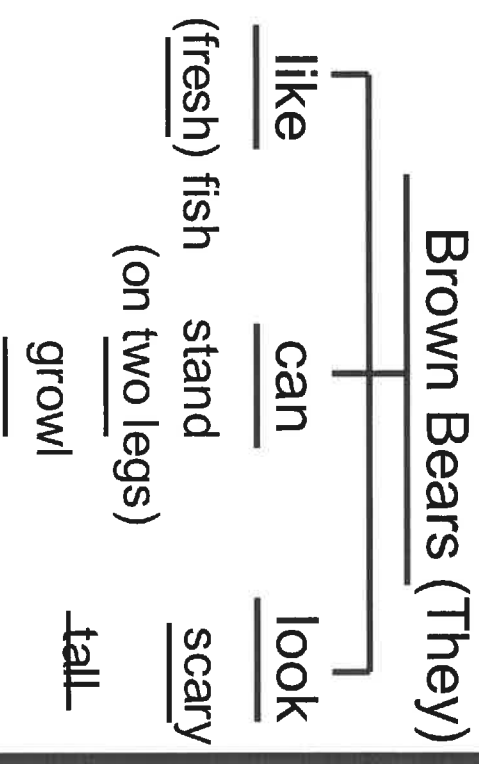
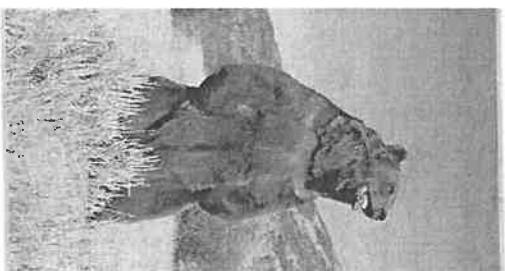
Brown bears look scary.

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.

The Tree Map for the English Learner

Constructing Sentences



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.