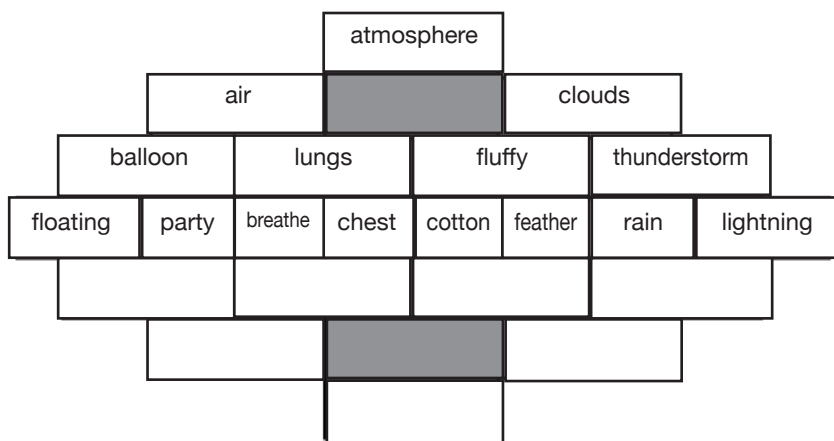


The focus now shifts to the two words “air” and “clouds”; *atmosphere* is no longer under consideration. The next question becomes, “What is the first word that comes to mind when you hear the word ‘air’?” The responses might be *balloon* and *lungs*. These words are placed in the two sections on the third line of the puzzle under the rectangle containing “air.” The same question is used to elicit words associated with “clouds.” Two associative responses to “clouds” might be *fluffy* and *thunderstorm*. These words are placed in the two sections of the third line under the rectangle containing “clouds.” There will now be four words in place on this line of the puzzle.

Use the same questioning technique on these four words to complete the fourth line of the map. For example, when considering words associated with “balloon”, students might respond with *floating* and *party*. These two words are placed in the smaller sections on the fourth line



of the puzzle, under the word “balloon.” Working across this fourth line, consider that the responses for “lungs” are *breathe* and *chest*; the responses for “fluffy” are *cotton* and *feather*, and the responses for “thunderstorm” are *rain* and *lightning*.

Note: it is not necessary that every word used in the map be related to science, but the teacher has the option of making this a restriction.

Starting with the fifth line of the organizer, students begin a new activity. Here now they must reconsider the concepts of the two words in order to find a new single word that can be associated with both. The question is asked, “What one word can be related to both ‘party’ and ‘floating’?” In the section under the words “party” and “floating”, the related response might be *swimming pool*. Continuing across the fifth line, the related response to “breathe” and “chest” might be *movement*; the related response to “cotton candy” and “feathers” might be *lightweight*, and the related response to “rain” and

