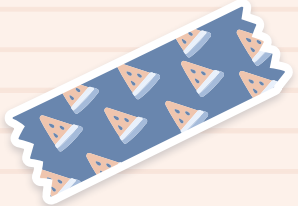






Making Thinking Visible



Ms. Charmaine Turner, Academic Coach & STC
Frederick Elementary School
BCP Winter Assembly January 23, 2023





How to Promote Engagement, Understanding, and Independence for ALL Learners

PART ONE

Some Thinking about Thinking

PART TWO

Using Thinking Routines to Make Thinking Visible

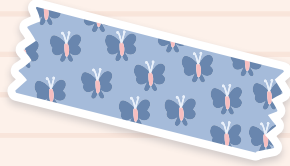
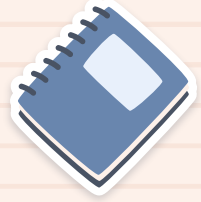
PART THREE

Bringing the Power of Visible Thinking to Life



Authors: Ron Ritchhart, Mark Church, and Karin Morrison





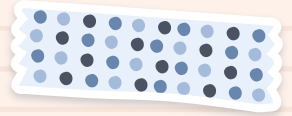
Part 1

Some Thinking about Thinking





Unpacking Thinking



If we want to support students in learning,
AND we believe that learning is a product of
thinking, then WE need to be clear about
what it is we are trying to support!

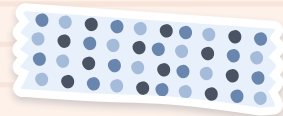


*Look at your teaching through the
lens of thinking!*





Unpacking Thinking



- What kind of mental activities are we trying to encourage in our students?



- What kinds of thinking do we value as a teacher?

- What kinds of thinking do we want to promote in our classrooms?



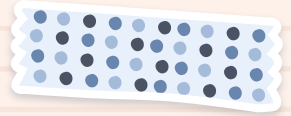
- What kinds of thinking does the lesson force student to do?



Unpacking Thinking



We ask students to think all the time!

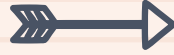


We need to take a step back and really consider specifically what we are asking our students to do mentally.



Next, we need to make thinking visible to ourselves in order to the outcome of thinking!

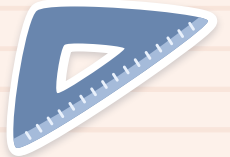
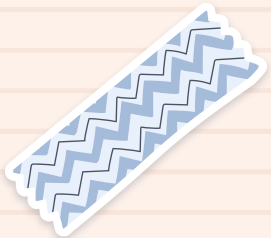




What is the goal of thinking?



WHY DO WE THINK?





CONCEPT MAP ON THINKING





Understanding Map

 Develop Understanding...Need Thinking Moves 

One

To observe closely and
describe what's there

Two

Building explanations
and interpretations

Three

Reasoning with
evidence

Four

Making
connections

Five

Considering different
viewpoints and
perspectives

Six

Capturing the heart
and forming
conclusions


Seven

Wondering and
asking questions

Eight

Uncovering complexity and going
below the surface of things





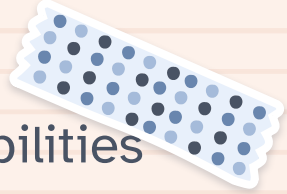
Other Goals of Thinking...



Identifying patterns and making generalizations



Generating possibilities and alternatives



Evaluating evidence, arguments, and actions



Formulating plans and monitoring actions



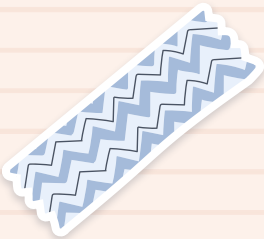


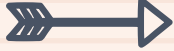




Identifying claims, assumptions, and bias

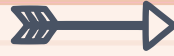


Clarifying priorities, conditions, and what is known



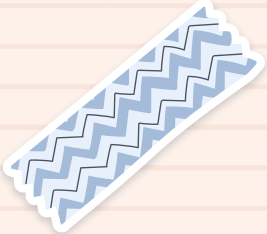


*How do we uncover
students' thinking
about thinking?*



Metacognition

One develops a greater awareness of the significant role that thinking plays in cultivating their own understanding





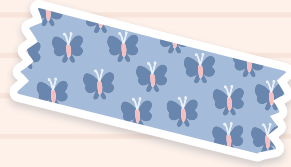
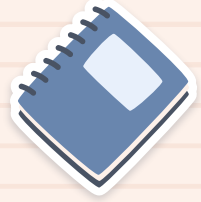
Put Thinking at the Center

How can we make the invisible visible?



One	Two	Three
QUESTIONING	MODELING AN INTEREST IN IDEAS	CONSTRUCTING UNDERSTANDING
Four	Five	Six
FACILITATING AND CLARIFYING THINKING	LISTENING	DOCUMENTING





Part 2

Using Thinking Routines to
Make Thinking Visible



Thinking Routines



Tools, Structures, and Patterns of Behavior



Introducing and Exploring Ideas

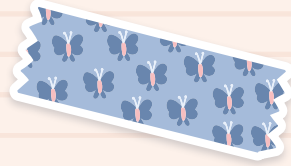
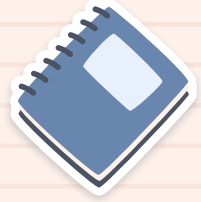
- See-Think-Wonder
- Zoom In
- Think-Puzzle-Explore
- Chalk Talk
- 3-2-1 Bridge
- Compass Points
- The Explanation Game

Synthesizing and Organizing Ideas

- CSI: Color, Symbol, Image
- Generate-Sort-Connect-Elaborate: Concept Maps
- Connect-Extend-Challenge
- The 4C's
- The Micro Lab Protocol
- I Used to Think..., Now I Think

Digging Deeper into Ideas

- What Makes You Say That?
- Circle of Viewpoints
- Step Inside
- Red Light, Yellow Light
- Claim-Support- Question
- Tug-of-War
- Sentence- Phrase-Word



Part 3

Bringing the Power of
Visible Thinking to Life





Creating a Place Where Thinking is Valued, Visible and Actively Promoted...



Make room for reflection



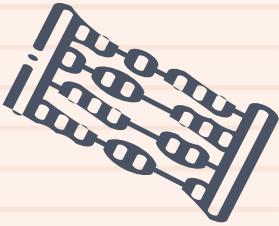
Make time for our own
learning



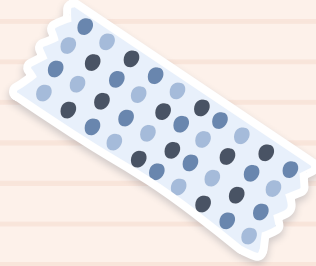
Make space for an
elaborated conversation



What are the forces that shape a culture of thinking?



- ☐ Expectations
- ☐ Opportunities
- ☐ Time
- ☐ Modeling
- ☐ Language
- ☐ Environment
- ☐ Interactions
- ☐ Routines



A picture is worth
a thousand words

COMPASS POINT (5) Headlines (8)



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THANK YOU!

