

# ***Making Thinking Visible***

## **Good Questions**

What's the story?

What's the other story?

What makes you say that?

What's the headline?

## **Types of Thinking Involved in Understanding**

1. Observing carefully and describing what's there
2. Building explanations and interpretations
3. Reasoning with evidence
4. Making connections
5. Considering different viewpoints and perspectives
6. Capturing the heart and forming conclusions
7. Wondering and asking questions
8. Uncovering complexity and going below the surface of things

## **Other Types of Thinking**

1. Identifying patterns and making generalizations
2. Generating possibilities and alternatives
3. Evaluating evidence, arguments, and actions
4. Formulating plans and monitoring actions
5. Identifying claims, assumptions, and bias
6. Clarifying priorities, conditions, what is known

## **Thinking Routines I Like**

1. See-Think-Wonder (similar to the Intelligent Eye)
2. Zoom In (a variation of STW)
3. Chalk Talk
  - a. Stations
  - b. Whiteboards or sheets of paper
  - c. Important questions

- d. Silent conversation between students
- 4. 3-2-1 Bridge, 3 words, 2 questions, 1 metaphor/simile
  - a. Do it at the beginning of the lesson
  - b. Do it at the end of the lesson
- 5. Headlines
  - a. Stage a learning experience
  - b. Capture the core or essence in a headline
- 6. Color-Symbol-Image (CSI)
- 7. Generate-Sort-Connect-Elaborate: Concept Maps
- 8. Connect-Extend-Challenge
  - a. Connect to prior learning
  - b. How has this activity extended your understanding
  - c. What challenges exist?
- 9. 4 C's
  - a. Make connections to your life
  - b. Challenge an idea
  - c. Concepts that are important
  - d. Changes being suggested
- 10. Circle of Viewpoints
  - a. Identify a viewpoint
  - b. Take on the character
  - c. Create a question from this person's viewpoint
  - d. Share it
- 11. Step Inside (very similar to Circle of Viewpoints)
  - a. Take on a character
  - b. What can they see?
  - c. What do they know?
  - d. What might they care about?
  - e. What do they wonder about?
- 12. Red Light, Yellow Light
  - a. Doubts about truth or accuracy
  - b. Red stops you in your tracks
  - c. Yellow slows you down
- 13. Claim-Support-Question
  - a. Make a claim (thesis/hypothesis/take a lot)
  - b. Support your claim (concrete details/analysis)
  - c. Raise a question about your claim (give a little)
- 14. Tug-of-War (metaphor)

- a. Identify and frame two opposing viewpoints
- b. Identify the tugs that pull in each direction
- c. Determine the strength of the tugs by placing them closer to the ends
- d. Identify any questions that come up and place them above the rope

## **Routines I Already Use**

1. Mini-Whiteboard Questions/Megatimer
2. Pair-Share
3. Think-n-draw
4. 3 Minute FRQ/BCR
5. Visual Metaphor Development (Dam, Wizard of Oz, etc.)
6. Once more with feeling/dramatic reading
7. Thinking Maps
  - a. Circle Map
  - b. Double Bubble Map
  - c. Flow Map
  - d. Multi-Flow Map
  - e. Bridge Map

## **Recording Sheets vs. Worksheets**

1. Help students toward mastery
2. Not to be turned in and graded

# See-Think-Wonder

**Image/Audio/Document/Artifact**

**I See/Hear**

**I Think**

**I Wonder**

**321**

**Lesson/Concept/Person/Movement/Event**

**3 Words**


**2 Questions**


**1 Metaphor/Simile**


# CSI

<b>Lesson/Concept/Person/Movement/Event</b>
<b>Color</b>
<b>Symbol</b>
<b>Image</b>

# CSQ

Topic
<b>Claim (Take a lot)</b>
<b>Support 1</b>
Concrete Detail
Analysis
<b>Support 2</b>
Concrete Detail
Analysis
<b>Support 3</b>
Concrete Detail
Analysis
<b>Question (Give a little)</b>