

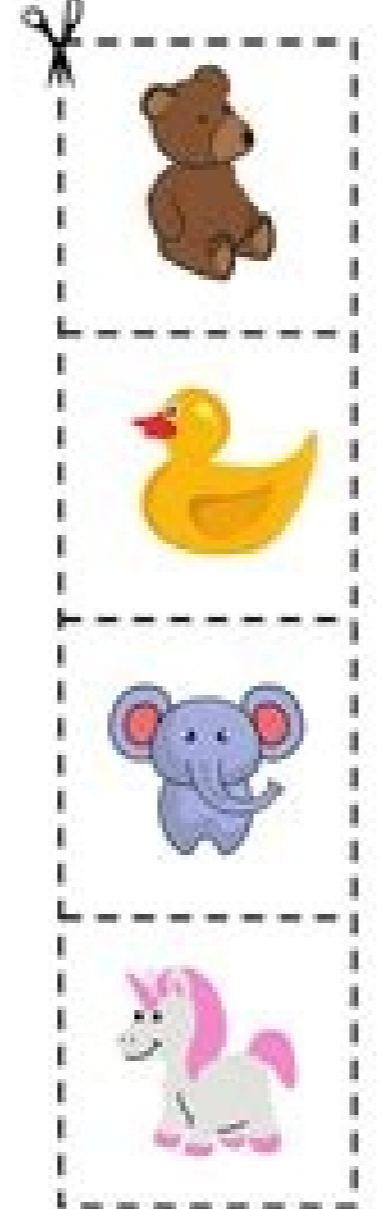
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CREATIVE EDUCATION



Sudoku For Kids

Cut and paste the object images to complete the sudoku



Level - 1

Making Thinking Visible by Ron Ritchhart, et. al.
Chapter 4 Routines for Introducing and Exploring Ideas

Thinking Routine	Key Thinking Moves	Notes and Brief Description
See-Think-Wonder	Describing Interpreting Wondering	Good with ambiguous or complex visual stimuli
Zoom In	Describing Inferring Interpreting	A variation of See-Think-Wonder using only portions of an image
Think-Puzzle-Explore	Activating prior knowledge Wondering Planning	Good at the beginning of a unit to detect personal or group inquiry and uncover current understandings as well as misconceptions.
Chalk Talk	Uncovering prior knowledge and ideas Questioning	Open-ended discussion on paper; ensures all voices are heard; gives thinking time.
3-2-1 Bridge	Activating prior knowledge Questioning Distilling Connection making through metaphors	Works well when students have prior knowledge but instruction will move it in a new direction; can be done over extended time during the course of the unit.
Compass Points	Decision making and planning Uncovering personal reactions	Solicits the group's ideas and reactions to a proposal, plan, or possible decision.
The Explanation Game	Observing details Building Explanations	Variation of See-Think-Wonder that focuses on identifying parts and explaining them in order to build up an understanding of the whole from its parts and their purposes.

Source: Ritchhart, Ron, et al. Making Thinking Visible. San Francisco: Jossey-Bass, 2011. Print.

Visible Thinking Routines Bundle

- Graphic Organizers
- 'I Can' Statement Posters
- Visible Thinking Routine Posters

Finish!! Please allow access to the microphone Look at the top of your web browser. If you see a message asking for permission to access the microphone, please allow. Close Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters. At the core of Visible Thinking are practices that help make thinking visible: Thinking Routines loosely guide learners' thought processes and encourage active processing. Visible Thinking makes extensive use of learning routines that are rich in thinking. These routines are simple structures, for example a set of questions or a short sequence of steps, that can be used across various grade levels and content. What makes them routines, versus mere strategies, is that they get used over and over again in the classroom so that they become part of the fabric of classroom' culture. The routines become the ways in which students go about the process of learning. Routines are patterns of action that can be integrated and used in a variety of contexts. You might even use more than one routine in teaching a single lesson. Thus, you shouldn't think about the routine as taking time away from anything else you are doing; they should actually enhance what you are trying to do in the classroom. Source: Written By Ron Ritchhart - April 67, 2020 - Source LINKAs we collectively move into the world of distance learning, we face a lot of questions and uncertainties: How do I ensure that the tasks I assign students remotely are worthwhile and will actually produce learning versus just keep them busy? How do I manage students doing different things at different times in different places? How do I explain complex assignments and ideas remotely? How do we stay together as a community of learners? This is unfamiliar space for many of us. While not a panacea and certainly not an answer to all of the questions above, I believe that thinking routines can be a very useful tool during this time. Someone asked me the "best" thinking routines for distance learning. My reply was that the best routines would be the ones you have already established and with which your students are already familiar. This saves both you and your students the time needed to teach a new routine. This is precisely why we have routines, to provide structures that scaffold and support learning. As these structures are used over time, they become routine ways of interacting with content, and learners become more independent. Using familiar routines, allows students to learn in a familiar space in which they can experience a sense of agency and security. That said, new thinking routines can be taught online and I want to share a few with you that might be very useful in distance learning. As David Perkins has said, "learning is a consequence of thinking." Therefore, as we engage students remotely with content that they are reading, listening to, or watching on their own we want to make sure they are thinking about that material. A simple routine that can help ensure students are thinking about the material is the "Take Note" routine, which is one of the new routines featured in the new book due out at the end of April. The Take Note routine asks students to respond to at least one and up to four different prompts after they have read/watched/listened to the material: What is the most important point? What are you finding challenging, puzzling or difficult to understand? What question would you most like to discuss? What is something you found interesting? Students can post their response online for others to use (perhaps on Padlet or a Google doc) or you can collect them via email. Based on students' responses, you can then design online discussions & future instruction. A second thinking routine that might be useful is Peeling the Fruit. Many teachers are using this time away from the classroom to have their students engage in some kind of independent inquiry. Students investigate a topic of interest using online and in-home resources. One way of documenting that inquiry would be to use the Peeling the Fruit routine. (See "Peeling the Fruit" image below this article) Students begin on the skin by "describing what's there" and identify prior knowledge about their topic of inquiry. Then move inward to identify their puzzles, wonders and mysteries. As the inquiry progresses, they can keep track of the connections they are making explanations being built, and the different perspectives they have explored. Then identify what is at the core: What's it all mean? Finally step back to identify the nuances and complexities of the topic. If students do have access to large chart paper (even a paper sack cut apart would work) they can document each stage on their personal graphic organizer. Alternatively, each stage of the routine can be documented on paper or in a word processing document using the appropriate heading. Of course there are many other possibilities for the use of thinking routines and distance learning than just these two. Around the world, educators are coming together as a community to share their practices and help others. Some of these that might be helpful are: Carol Geneix, and Jaime Chao-Mignano at Washington International School have put together a resource page in which thinking routines are matched to appropriate online tools. //mailchi.mp/bdb1b398afc0/stumped-with-distance-learning-weve-got-solutions?e=90b05b1441 Thinking about how to communicate with his students and explain concepts, Erik Lindemann, a Third grade teacher at Quaker Valley School District, discovered the Loom was a great tool. Loom has also made its Pro version completely free for teachers to use. The easy to use app allows you to create a video using any open window on your computer in which your video image appears in the corner of the page to offer commentary. It also has highlighting tools. Teaching Toolbox of Visible Thinking.pdf Source: compiled by Natasha Hutchins from www.prodivame.com 20 Visible Thinking Routines.pdf Source: Thinking Pathways Thinking Pathways website is managed by Alice Vigors. The website below (which is interactive) houses a vast amount of information about Thinking Routines, Visible Learning, Culture of Thinking, and Inquiry-Based Learning. Just choose a topic at the top of the web page and explore. In the Thinking Routines section Alice not only provides a clear explanation of each routine, but also includes templates that can be downloaded for use in your classroom and examples of what the routine looks like in the classroom. Information about using the Visible Thinking Resource below. When visiting the the linked routine pages you will notice that each routine has a one-page overview that can be downloaded. The routine overview describes the purpose of the routine, offers potential applications for the routine, and provides suggestions for its use and tips for getting started. You'll also note that several of the routines are included in more than one "use bucket" as PZ researchers have explored different applications for those routines. On the bottom of each page, you'll note the specific research project(s) within which the routine was developed and/or further explored as well as guidance about how to reference the routine and copyright and licensing information. Source: Visible Thinking Source: PZ's Thinking Routines Too! The New York Times (NYT) have published a sequel to their popular collection of 40 intriguing photographs from the first four years of their popular weekly feature "What's Going On in This Picture?" Now, after waiting for four more years the NYT have published a new collection of 40 remarkable images from "What's Going On in This Picture?" The NYT invite teachers and students to use this bank of 40 puzzling images, all stripped of their captions or context, to practice visual thinking and close reading skills by holding a "What's Going On in This Picture?" discussion or writing activity, via in-person or remote instruction. If you're not sure how to get started, the NYT have created a recorded webinar that walks teachers through the process and describes the power of this simple activity. In addition, they have lesson plans and resources to help teachers use a wide variety of Times images to get students writing, thinking, speaking and listening. These ideas that I'm presenting are suggested to be used at the beginning of a lesson or unit. The first is called See-Think-Wonder. This routine involves students silently looking at an image. It can be in the form of a picture, painting, artifact, excerpt of a text, political cartoon, or chart. The best thing to do is find an image related to your subject that engages you- the teacher! If possible, try to find an image that would have layers of details. After presenting it to your students, give them some time to really look at it. They should not interpret it at this stage. After they share what they see and you record it on a piece of chart paper, have them share what they think is going on (interpretations now). Since common core is big on this- have them support their thoughts. After this move together as a class into the wonder stage, where you record things they are wondering based off of what they see and were thinking. You can always come back and add more to the chart as you continue through the unit. You may want to model this to your students the first time you do it. The book strongly encouraged that teachers do not turn this into a worksheet activity. If you check Pinterest, you'll see tons of worksheets with an image in the middle and the words See-Think-Wonder around it. The reason the authors suggest this is because students will give short responses and fail to notice because it will be too much to write down. Students benefit most from hearing and building off of one another. I actually saw and experienced the second routine at the Michigan Reading Association's Annual Conference last year. I loved this one! This routine is called Zoom In. In this activity, you provide students with an image full of details and different interpretations as you reveal it. That's right- you reveal portions of the image at a time. (To me, that seems like you are zooming out- but I get why they name it zoom in.) Slowly show just a small piece of the image (as seen above) and have students observe and create hypotheses. Then reveal a bit more and again, they observe and discuss their interpretations. You continue this process until all of the image is revealed. As you progress through the revelations, make sure that you are discussing how their interpretations are changing based on the new information. Think-Puzzle-Explore is very similar to the K-W-L Chart. The difference is mostly in the Think portion. The authors of this book found it important to have students list things they think they know about a topic rather than they "know." Once again, it is strongly encouraged to have students share out- whole group or small groups- and document their thinking on an anchor chart. Then students discuss what questions they have about the topic, and finally, the Explore portion helps students focus on how they can find the answers to their questions. This chart can be referenced again at the end of a unit. I have heard of and utilized Chalk Talk many times in my classroom. In fact, in a past post, I wrote about how we used this activity to share our memories of the school year. In case you are not familiar with this activity, students have a conversation on paper. The room should ideally be silent. You place a different prompt on a different piece of chart paper and place them on tables in the room. Then you provide students with markers and they move around from paper to paper responding to the prompt. They should read the responses already there and consider responding to them. That could be done through questions, connections, or elaboration. Then as a whole class, you review all the responses and discuss them. Each of these thinking routines listed above should be modeled before you have students try them. Further, you may need to circulate and encourage deeper thinking and elaboration for each activity. All activities should have a sharing session at the end and some form of documentation to reference later during the unit. Get Weekly Freebies! Sign up for our short & sweet newsletter to get a freebie each week! It's quick and to the point, because you are busy!

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