Visible Thinking Routines for English Language Learners

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What is thinking? What are you doing in your head when you are 'thinking'?

Visible Thinking Routines

1. **See-Think-Wonder**   Notes on Application of this Routine

See
What do you notice or observe in the picture?

Think
What kind of interpretations can you form based on your observations?

Wonder
What questions do you have about what's happening in the picture?

2. **Think-Puzzle-Explore**
Example: What is the role of language in shaping learning?

What do you think you know?	What puzzles you?	How can you explore the topic?

How is Think-Puzzle-Explore different from K-W-L?

3. **Word-Phrase-Sentence**

From *Making Thinking Visible* by Ron Ritchhart, Mark Church and Karin Morrison **©** 2011 pp. 6-8.

Beyond Bloom

Although Bloom's [taxonomy] categories capture types of mental activity and thus are useful as starting point for thinking about thinking, the idea that thinking is sequential or hierarchical is problematic. Bloom suggests that knowledge precedes comprehension, which precedes application, and so on. However, we can all find examples from our own lives where this is not the case. A young child painting is working largely in application mode. Suddenly a surprise color appears on the paper and she analyzes what just happened. What if she does it again but in a different place? She tries and evaluates the results as unpleasing. Continuing this back and forth of experimentation and reflection, she finishes her work of art. When her dad picks her up from school, she tells him about the new knowledge of painting she gained that day. In this way, there is a constant back and forth between ways of thinking that interact in a very dynamic way to produce learning… [In] the brief illustration of the young girl painting, the understanding or insight she develops into painting are the direct result of much and varied activities and the associated thinking that went along with those activities. Thus, we might consider understanding not to be a type of thinking at all but an outcome of thinking.

Word (captured your attention or struck you as powerful)

Phrase (a meaningful phrase that engaged you)

Sentence (led to deeper understanding of text or captured the core of the text)

4. **Headlines**

If you were to write a headline (or a tweet) on this workshop that captured an important aspect you want to remember, what would it say?

References

New York Times "What's Going on in this Picture?"
http://learning.blogs.nytimes.com

Ritchhart, Ron, Mark Church, Karin Morrison (2011) *Making Thinking Visible*

Visible Thinking Harvard Project Zero www.visiblethinkingpz.org

Visual Thinking Strategies www.vtshome.org