

Sarah M Howell

What **ideas**
come to mind?

**THINKING
CLASSROOM**

What
questions
arise?

What **connections**
can you make?

Challenges...

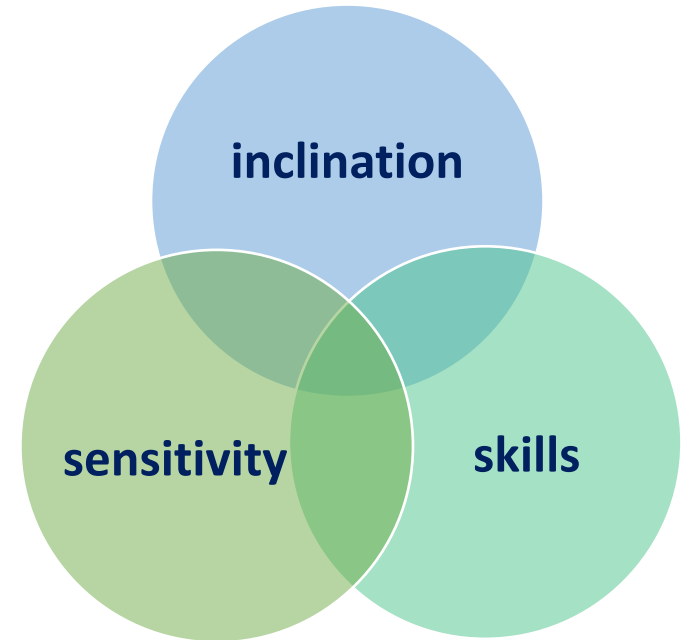
- *make sense* of the mass of information
- distinguish facts from opinions
- process information
- communicate ideas effectively
- make decisions
- solve problems

Thinking Dispositions

Thinking skills are not sufficient!
We must also have the disposition
to use them.

Schools need to develop students':

- **inclination** (motivation) to think
- **sensitivity** (awareness) of occasions for thinking
- thinking **skills** (capacity to think)



Project Zero, Harvard Graduate School of Education
www.visiblethinkingpz.org www.pz.harvard.edu

Visible Thinking...

Project Zero, Harvard Graduate School of Education
www.visiblethinkingpz.org www.pz.harvard.edu

“...is a way of helping students achieve **deeper thinking** without a separate ‘**thinking skills**’ course or fixed lessons.”

“...is a broad and flexible framework for **enriching classroom learning** and fostering students' **intellectual development** at the same time.”

Visible Thinking Framework

...a set of routines that support the development of thinking

- step-by-step routines to scaffold thinking
- suitable for any age group, any subject
- develop learner autonomy
- focus on understanding
- inclusive



VISIBLE
THINKING

Artful Thinking Palette

- reasoning
- exploring viewpoints
- finding complexity
- questioning and investigating
- observing and describing
- comparing and connecting



Source: www.pzartfulthinking.org

SOME ROUTINES TO START...



Think Pair Share



Looking: 10x2



See Think Wonder



Chalk Talk



Headlines

Think - Pair - Share

1 Individual thinking time



2 Sharing their thoughts with a partner



3 Sharing with another pair



This routine helps students to **think individually, share ideas** and builds **oral communication skills**.

Think – Pair – Share



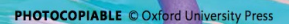
**What's your
favourite space?**

Looking: 10x2

- 1 Look at the image for at least 30 seconds.
Let your eyes wander.
- 2 List ten words or phrases about the
image on sticky notes.
- 3 Repeat 1 and 2.

The routine helps students
slow down and
make **detailed observations**.

It encourages them to **push
beyond first impressions**.



See – Think – Wonder

1 Write down what they notice / **see**.

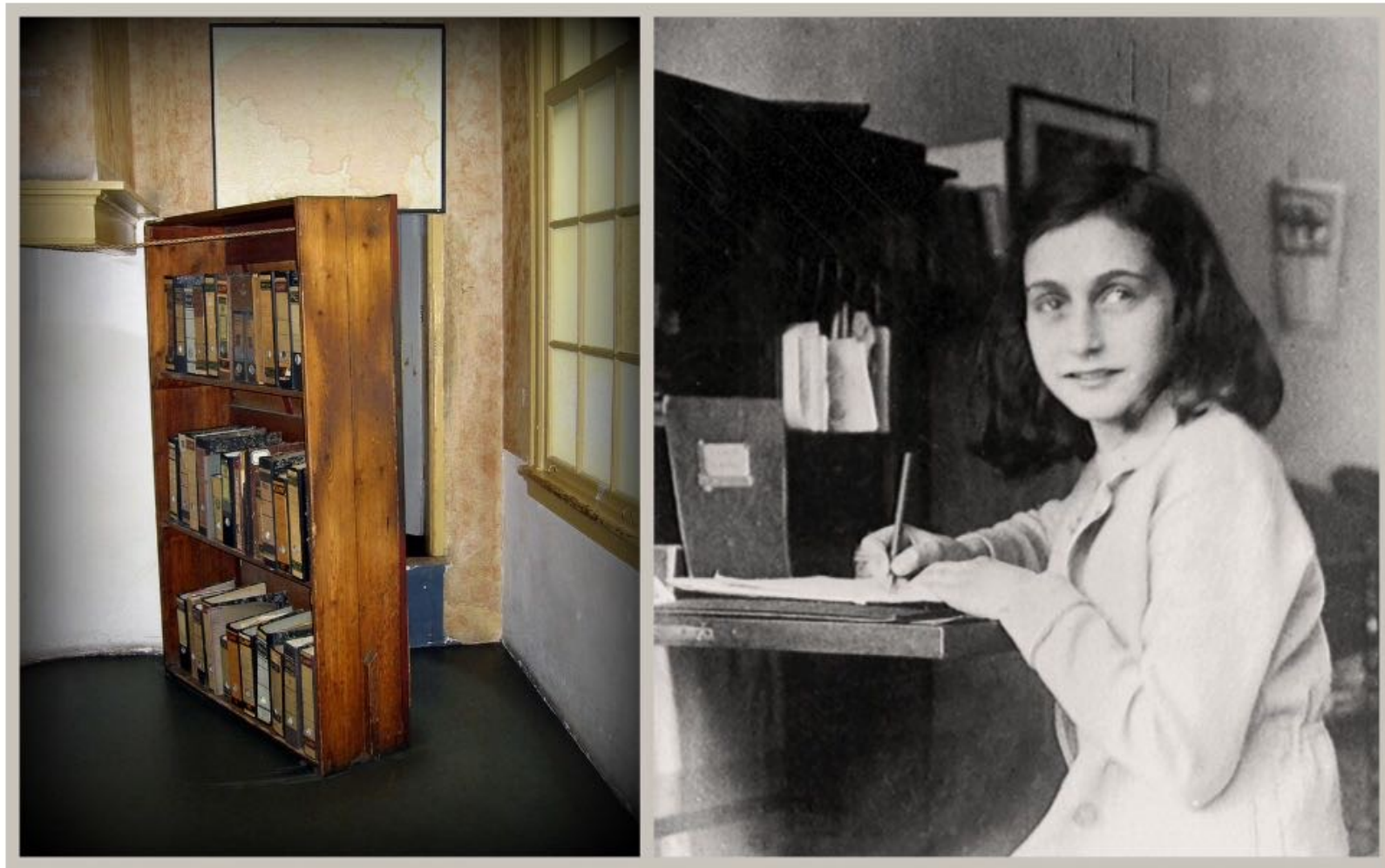
2 **Think** about what is going on in the image /material.

3 Ask students what it makes them **wonder** based on what they have seen.

This routine encourages students to make careful **observations** and **interpretations**.

It stimulates **curiosity** and develops **inquiry**.

See – Think – Wonder



See

Think

Wonder





See

girl, pencil, pen, desk
copybook, paper, hair
mouth, hand, wall,
diary
table, write, dress,
eyes, nose

Book,
table,
secret door,
picture,
pen, pencil,
clothes,
sofa

We can see the secret
entrance to Anna's secret
annex.

bookshelf, map, books,
windows, shelves, secret
door, annex, open, wood,
entrance, wall, brown,
black, white

a window, books, a girl
a pen, desk, clothes,
pictures wall, bookshelf,
map, floor black and
white, hair, eyes, paper,
annex, chair, secret door,
mouth, hand

Think

- 1) I think the girl write her secret diary
- 2) I think the Germas found the person belive the bookshelf
- 3) I think the girl was a writer.

fear – fright -anxiety
– calm – stress - dreams

I think that in the first photo we could tell there was an annex behind the bookshelf 'cause of the scratches on the floor.

Fear, penso che sia molto facile da scoprire,
per me se si erano nascosti meglio non venivano scoperti.
Not very clever.

Wonder

I wonder what she is thinking.

I wonder what Anne was writing on the diary.

I wonder how old Anne was.

I wonder what was written on the books on the bookshelf.

1) I wonder of how Anna feel.

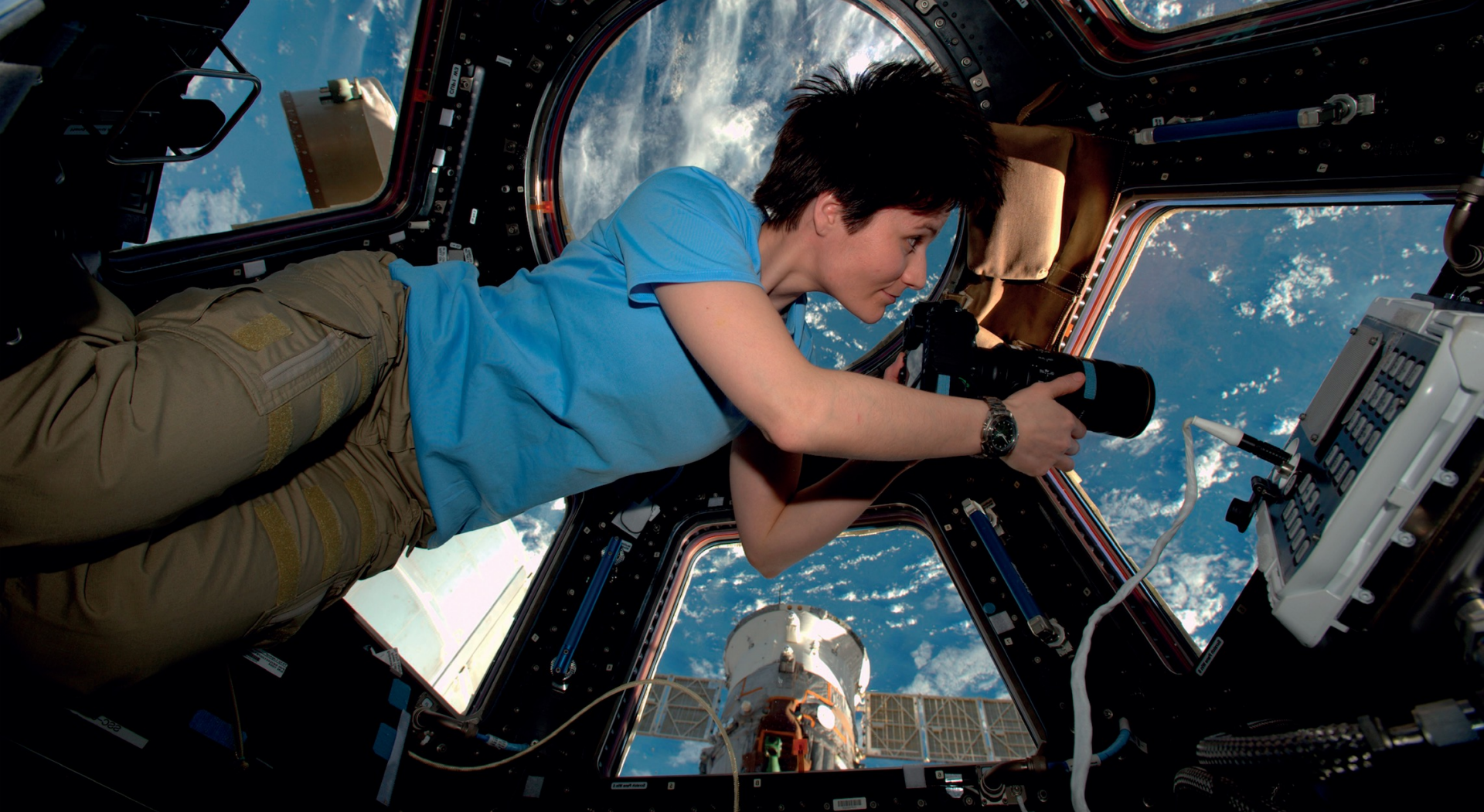
2) I wonder if Anna wrote in her diary

- What was she writing?
- What day was it?
- Were they scared?
- They felt safe?

See – Think – Wonder



Scuola secondaria 1° grado “C. Krueger” - Teacher: Laura Ferranti



What can
you see?

What do you
think about it?

What does it
make you wonder?

Photo: ESA/ISS – Think Big 2

Chalk talk

1 Prompt on paper, space to circulate

2 Write/draw ideas. Make connections

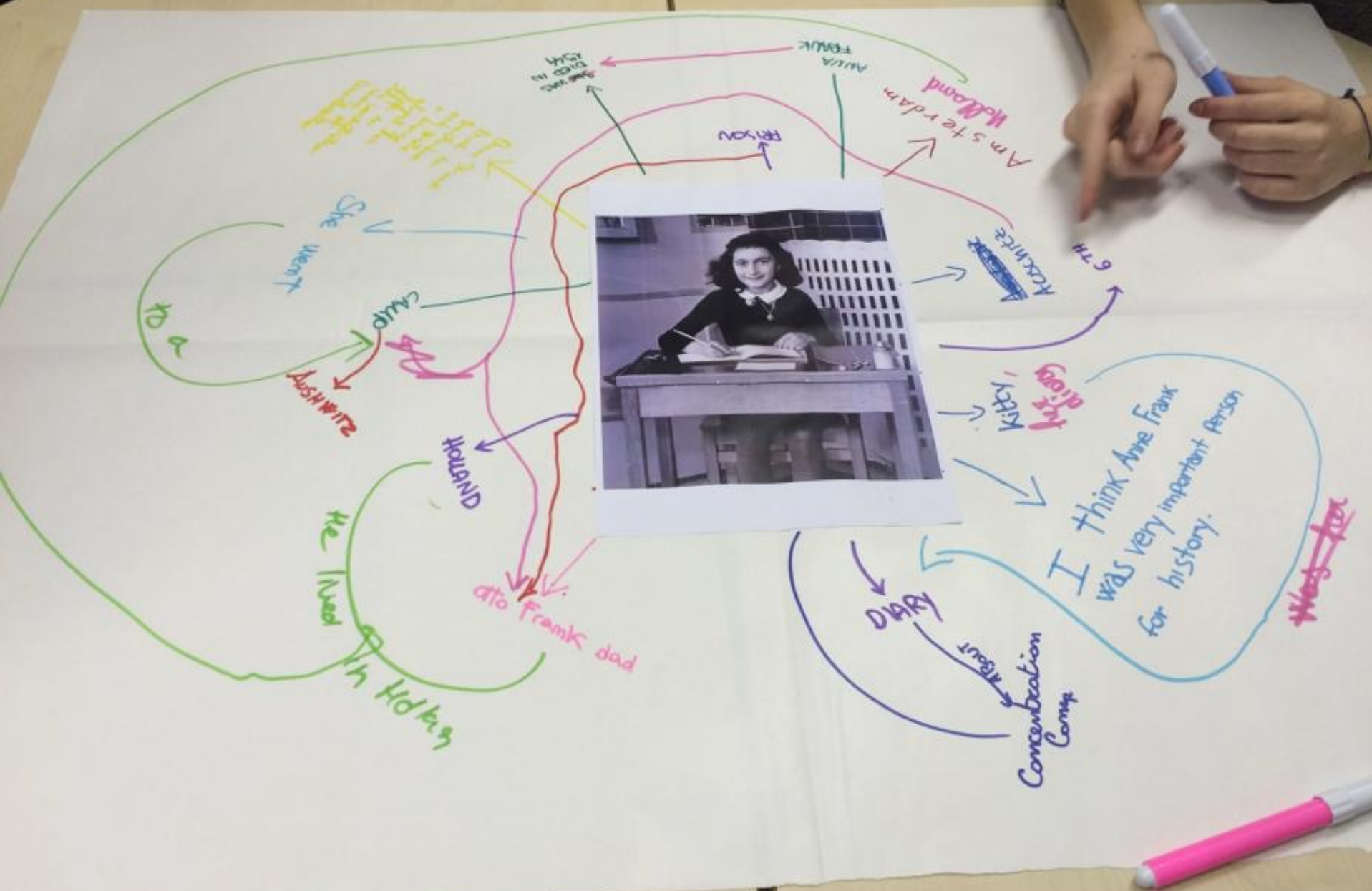
3 Rotate tables and repeat 1 and 2

4 Share/debrief

This routine helps students consider **ideas, questions, or problems** by silently responding in writing both to the prompt and the thoughts of others



IC "Krueger", Osimo – Teacher: Laura Ferranti



Headlines

- 1 Give out a long strip of paper to each group.
- 2 Ask students to write a headline that captures the most important aspect to be remembered of a topic.

This routine helps students **capture the heart** of the topic.

It also can involve them in **summing things up** and coming to some **tentative conclusions**.

Documentation

Making the invisible visible!

- mind maps
- charts
- lists
- videos of classroom work
- diagrams
- students' reflections in a journal
- wall posters, bulletin boards



Thinking reasoning	Routine
	<i>Think-Pair-Share</i>
exploring viewpoints	<i>Chalk talk</i>
finding complexity	<i>Headlines</i>
questioning and investigating	<i>See-Think-Wonder</i> <i>Headlines</i>
observing and describing	<i>Looking: 10x2</i> <i>See-Think- Wonder</i>
comparing and connecting	<i>Chalk Talk</i>

Magic question: *What makes you say that?*

Capture the **essence!**

Create a **headline** for
today's session

Handout here!

“Let’s make our thinking visible”

Let's make our thinking visible | Oxford University Press

Understanding how students think is key to helping them develop their language skills. In this article, we build a case for 'making thinking visible'!

OUPELTGLOBALBLOG.COM



I had a teacher once...

Mary Finocchiaro

smhowell@gmail.com



Thoughtful ELT