



Introduction to Thinking Routines

Visible Thinking makes extensive use of learning routines that are higher order thinking (thinking rich). 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 merely 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.

Further information – Thinking Routines

Routines exist in all classrooms to help students operate and go about the job of learning.

A routine can be a sequence of action that is used repeatedly to achieve specific goals or tasks.

<http://www.visiblethinkingpz.org/>

Classrooms have routines that serve to manage student behavior and interactions, to organizing the work of learning, and to establish rules for communication and discourse.

V I S I B L E
T H I N K I N G

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html

Graphic Organisers

Graphic Organisers are an effective tool for students to make their thinking visible. They cultivate reflection on their own language skills and provide a medium for them to demonstrate their understanding of vocabulary and concepts.

Teachers can use the information gathered from Graphic organisers and thinking routines for Assessment Of, As and For Learning.

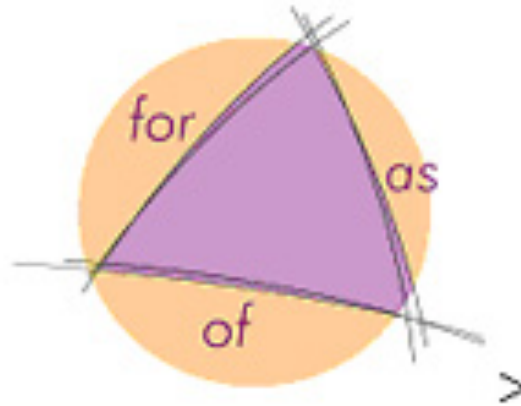


Just as we vary out content to cater to students' different learning styles and multiple intelligences, we must also use a range of assessment tools.

What is Assessment?

Assessment FOR learning

occurs when teachers use inferences about student progress to inform their teaching.



Assessment AS learning

occurs when students reflect on and monitor their progress to inform their future learning goals.

Assessment OF learning

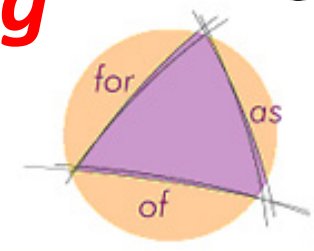
occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.



- 1) Write your own thoughts in a corner, together at the same time.
- 2) Discuss as a group the common ideas and write them in the middle square on this page.

What Thinking
Routines to you
use in your
classrooms?

***Assessment of, as and for Learning
Pre, Post and After Teaching***



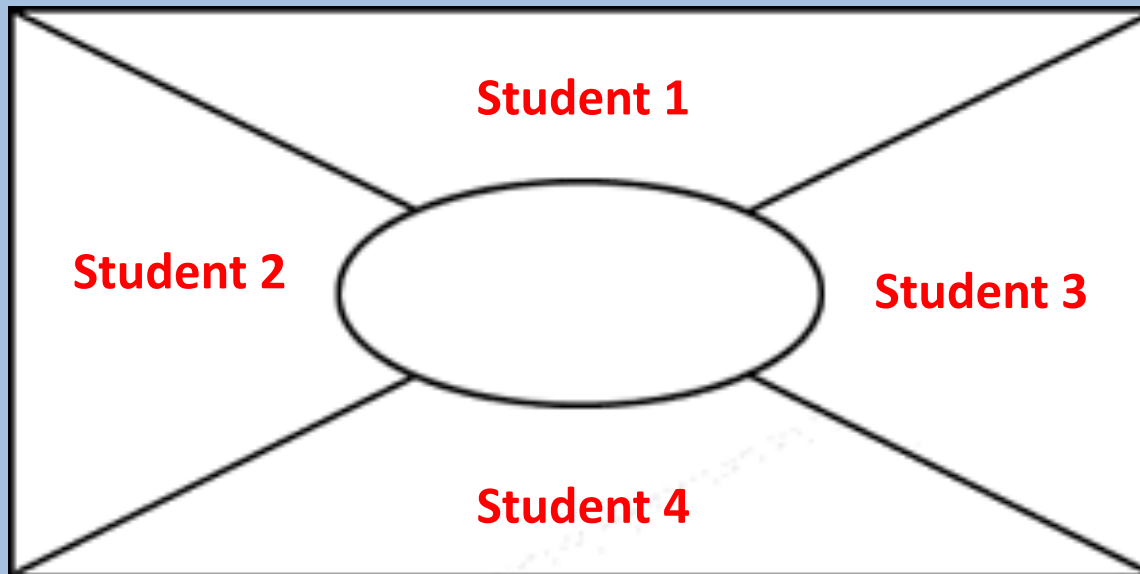
Placemat – Strategy One

This Graphic Organiser is designed to allow for each individual's thinking, perspective and voice to be heard, recognised and explored. The Placemat directs students to look for common responses within the group.

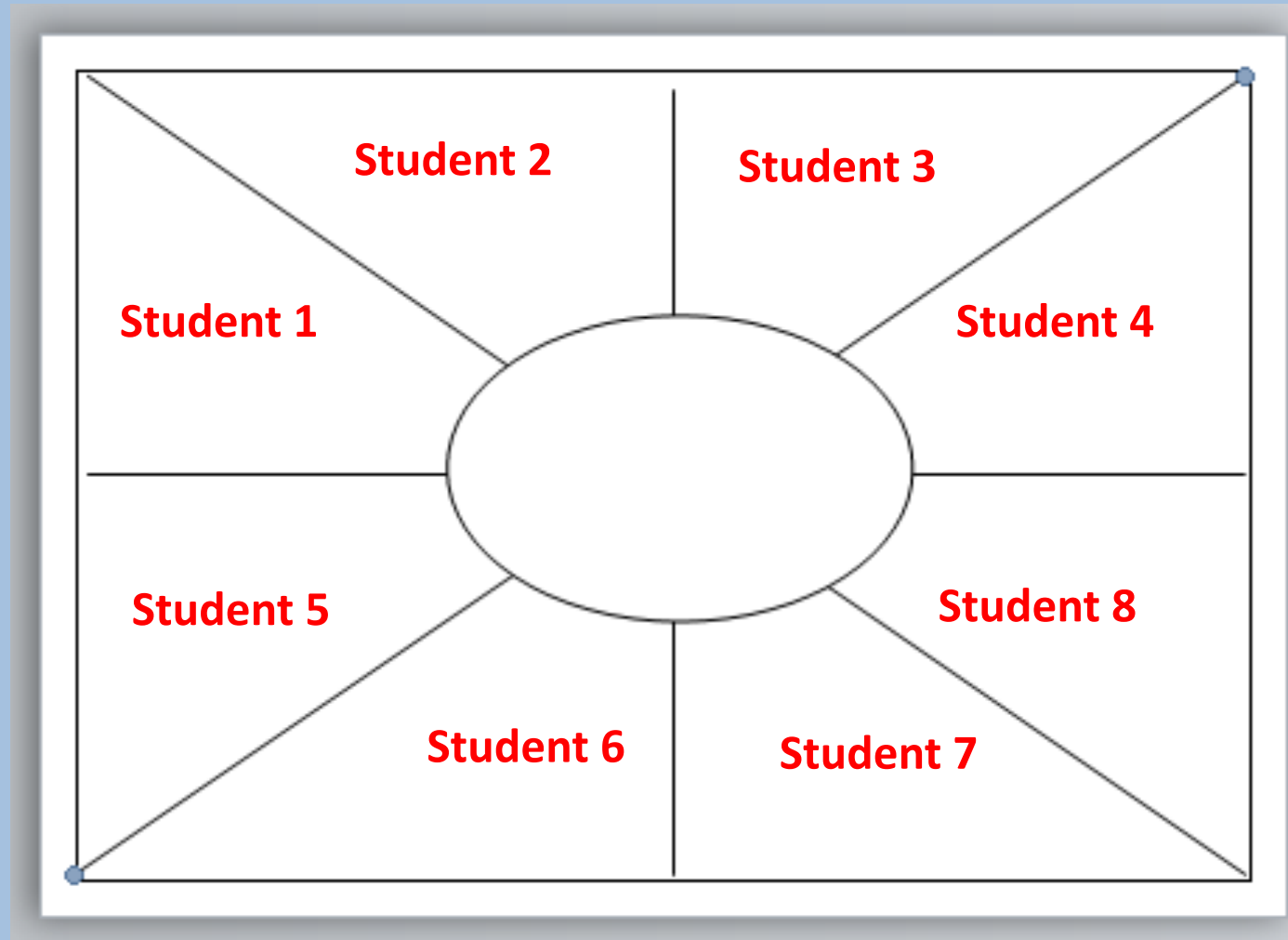
Step 1: Class forms groups of four.

Step 2: Allocate one piece of A3 or butcher's paper to each group. (with or without the diagram)

Step 2b) Ask each group to draw the diagram on the paper if the page was blank.



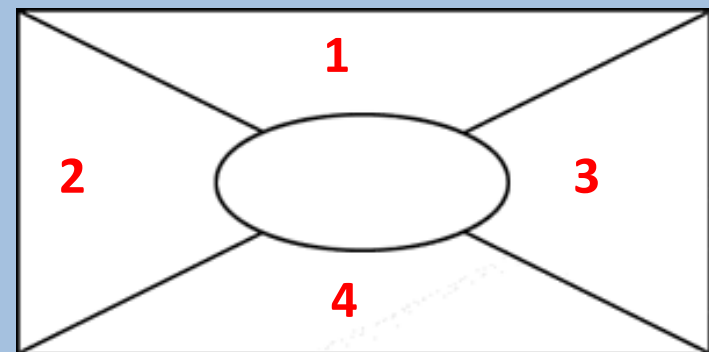
Placemat for 6 or 8 students



Placemat

Step 3: Explain the outer spaces are for each class member to write their thoughts about the topic. Each person writes at the same time, so students will need to move seats to access their A3 page. (students fill in their grid)

Note: The circle in the middle of the paper is to note down (by the nominated scribe) the common points made by each participant.



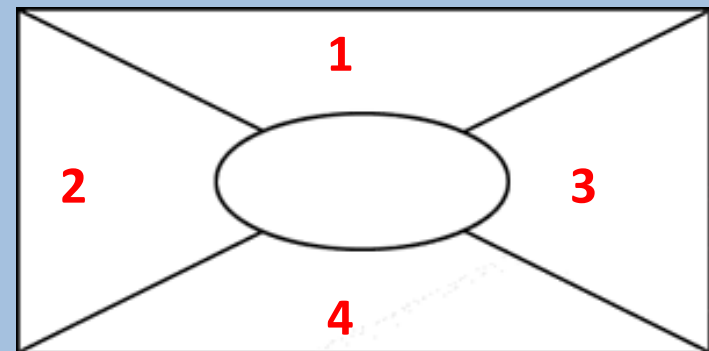
Placemat

Step 4: Conduct a Round Robin so that each participant can share their views.

Allocate a few minutes for each student to share their thoughts.

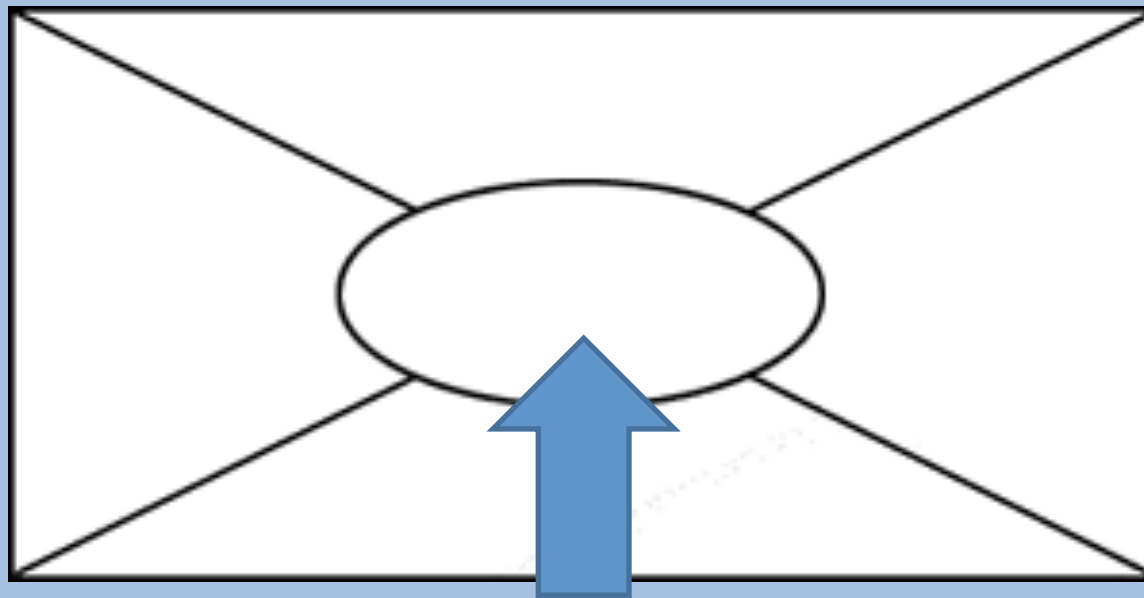
Explain that person 1 will have 1 minute to report back. Number 2 is the scribe to write down the common thoughts. The other two students listen to see if the reporter matches their thoughts. If there is a match they let the scribe know and it is recorded.

Repeat enough times so each student is the reporter.



Placemat

Step 5: Each group then reports their common point/s to the whole class. This was the information written in their middle circle



Placemat Question:
***What visual thinking strategies
do you use in your teaching?***

Step 1: Form groups to fill in the Placemat

Step 2: Allocate yourself a corner to write your thoughts.
Number 1, 2, 3, 4, 5 or 6

Step 3: Share your thoughts within the group. One Team member will record your thoughts and the others will see if there are any matches with to your responses.

Step 4: Share the central point/s with the whole class.

Other Placemat Tips

Allow for at least 1 minute “think time” during which no-one speaks or writes

The next couple of mins (depending on complexity) is for students to record their own ideas on the topic, also conducted in silence.

The teacher/student leader conducts a Round Robin so that each participant can share/explain their views/ideas


As any common points are raised (may just be common to 2 people) they are recorded in the centre. Those that are common to the whole group are recorded in a different colour.

Each group then reports the common points to the whole group

EXTENSION: Have the groups try to explain why they believe the common items were “common”

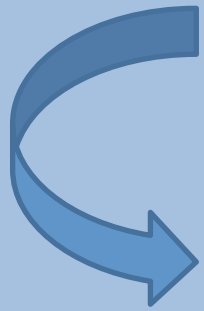
Use an online timer

<http://www.online-stopwatch.com/classroom-timers/>



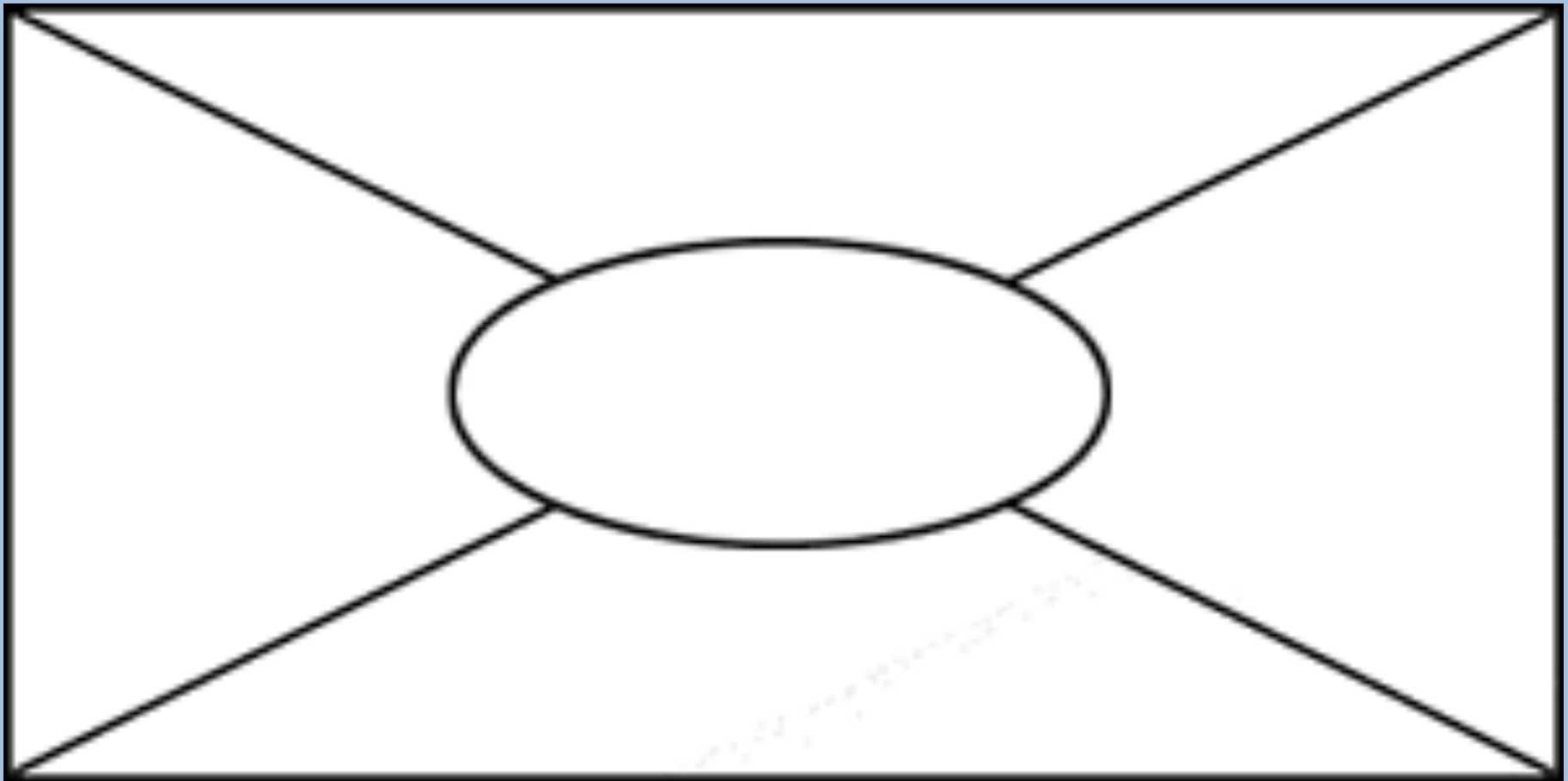
Cute animated
clips;
Candle burning
Egg timer
Runners

<http://www.classtools.net/education-games-php/timer>



***What visible thinking strategies
do you use in your teaching?***

Placemat



Variety to reporting back

Another follow up activity could include all class members walking around the classroom and considering the responses given by different groups and how they varied from their own.

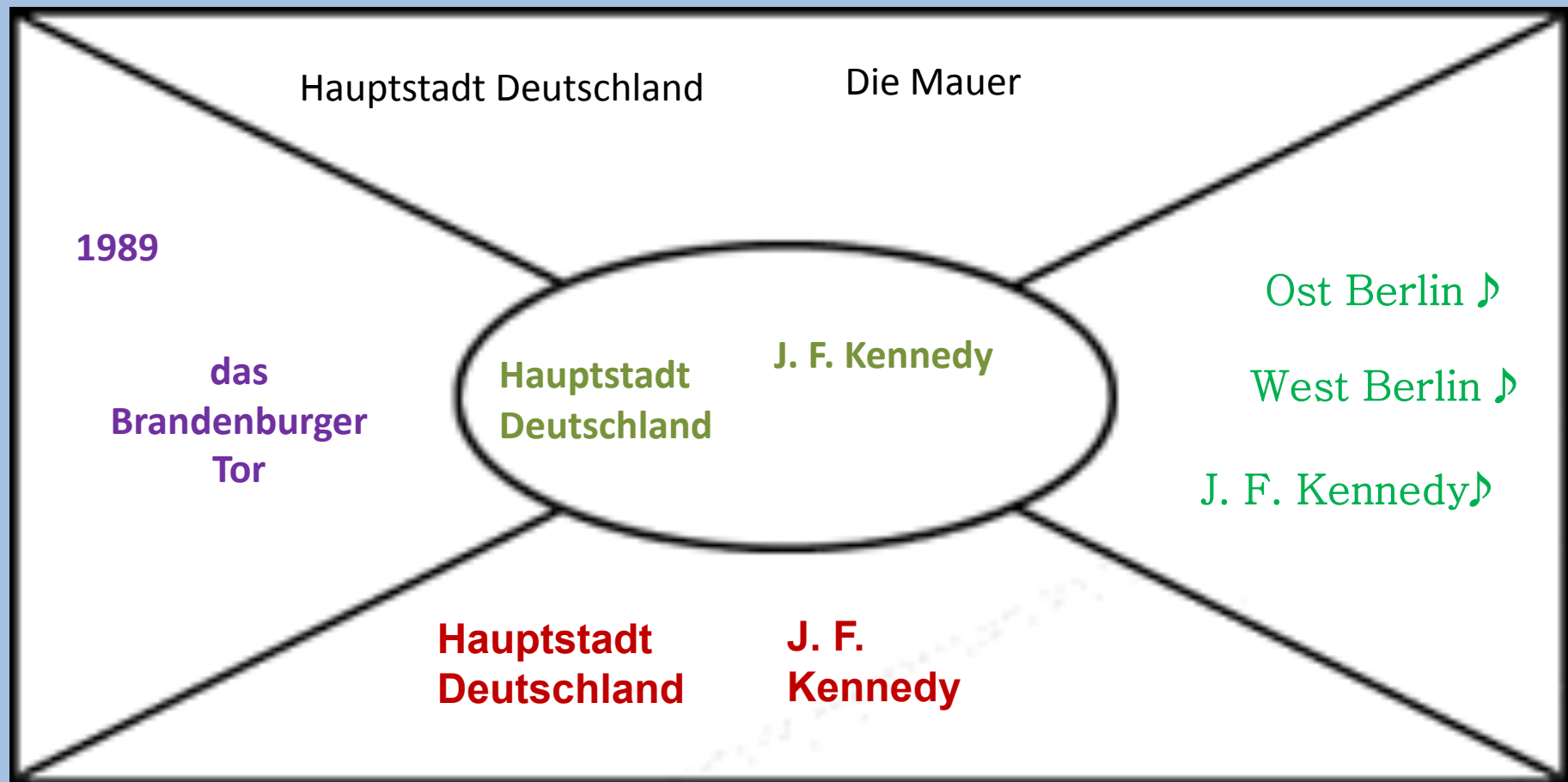
Students can photograph their work using an iPad and projecting it onto the whiteboard.

AirServer or Apple TV allows wireless connection to a data projector.



What do we know about Berlin?

Placemat



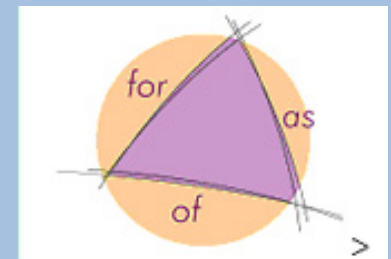
Double-Entry Journal

The Double-Entry Journal is a way for students to take detailed and organized notes during reading.

Through this strategy, students organize their notes in two columns separated by a vertical line down the middle of their paper.

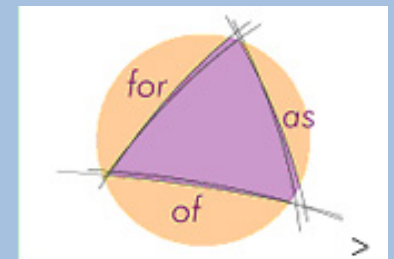
One column contains the actual information from the lesson and text. In the second column, students make their own notes about their thought process and ideas. This may include any questions or personal reflections.

<http://lindseycain.wordpress.com/through-concepts/double-entry-journal/>



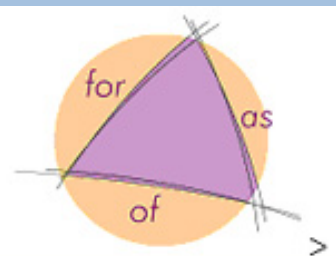
Gathering their own thoughts

- This strategy is effective because it helps students make notes about necessary concepts while keeping track of their own thinking process. Students will be able to refer back to their notes and remember the most pertinent information by looking at their own comments and reflections.



Double Entry Journal Example

Notes from the Text (What's in the Book)	Notes from My Mind (My Response)
<p>Then you hit twelve or thirteen and boom, they tell you everything needs fixing. <u>pg.1</u></p> <p>She is in the orthodontist's waiting room</p> <p>She plays soccer. Why not walk to soccer practice?</p> <p>She talks to Cracked-up Katie and goes in her house. (<u>pg.16-17</u>)</p> <p>Pg.21 "What do you like to do the most?" That was <u>easy</u>."Drama."</p>	<p>We learn a great deal about Ingrid's personality at the beginning of Down the Rabbit Hole.</p> <p>She has low self-esteem. She has braces.</p> <p>She seems independent, brave, and maybe a little (a lot) impulsive. She walks to the soccer field, even though she is not sure of the way, and it is about to storm.</p> <p>Ingrid's passion is drama.</p> <p>Is Ingrid a typical middle school student? What is typical about her? What is unique?</p>



Double Entry Journal *Original Text side,*

(or information I have located from the text)

(Kompass Konversations.) – Compass Conversations

Adapted by Jaclyn Curnow, from “Compass Points – a routine for examining propositions; Visible Thinking.”

A compass tells us which direction we are headed. This thinking strategy is for gathering prior knowledge before starting the topic. This reflection tool also allows the teacher to adjust the curriculum to the interest and needs of their students; **Assessment for Learning and as Learning.**

Compass Points – A routine for gathering thoughts.

“NEWS”

E – “Excited”, What excites you about this theme?

W – “Worrisome”, What do you find worrisome about this theme/topic?

N – “Need to Know”, what else do you need to know or find out about this idea or theme? What additional information would help you?

S – “Stance or Suggestion”, What current ideas do you have about this theme, What suggestions do you have?

The German Compass Points are (north) **Nord**,

Double Entry Journal

Notes from My Mind, My Responses, My Thinking.

In this column I write my own responses to the original text (which is on the left hand side)

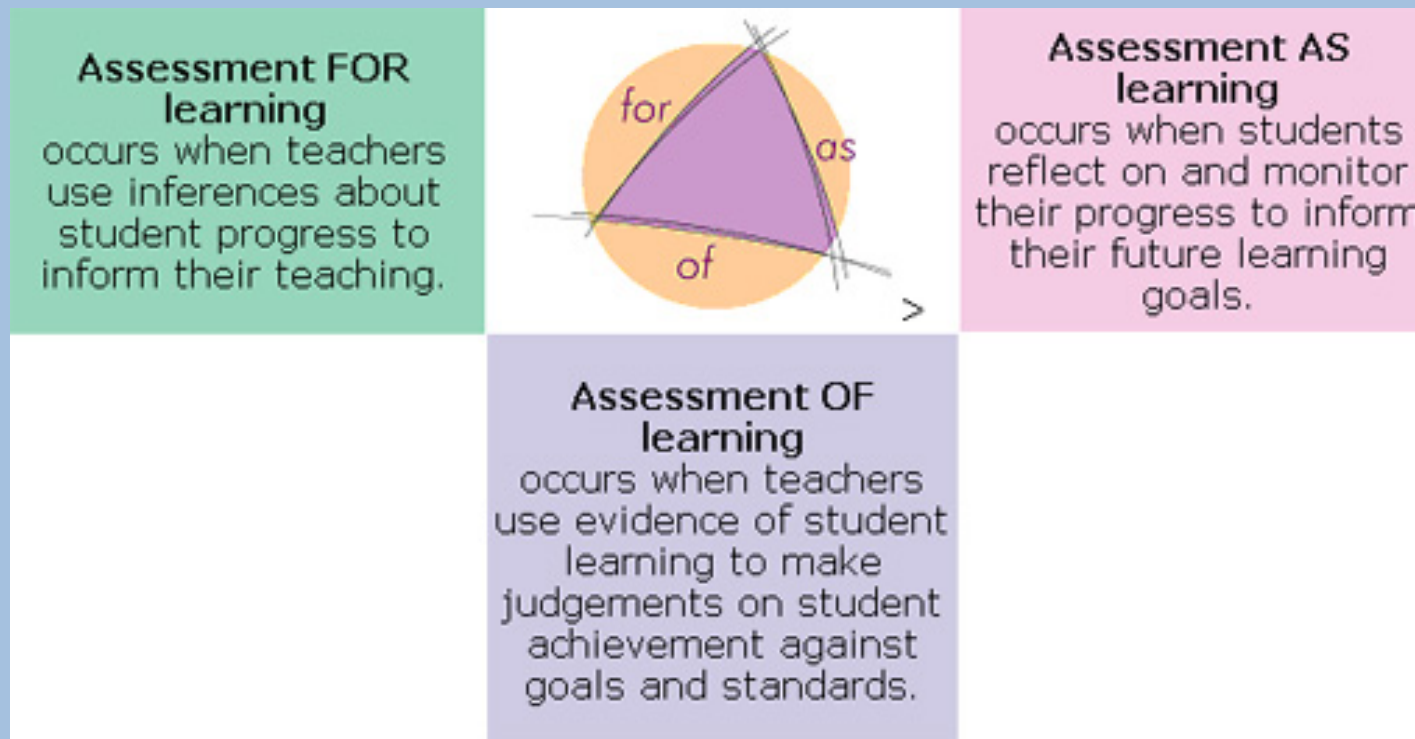
Other Names I Could Use: *Directional Dialogues, Compass conversations, compass chats, Navigational natters, Thinking tête-à-têtes.*

Where can I find more information about Assessment for and as Learning?

Kompass Konversations

Adapted by Jaclyn Curnow from “Compass Points – a routine for examining propositions; Visible Thinking.”

A compass tells us which direction we are headed. This thinking strategy is for gathering prior knowledge before starting the topic. This reflection tool also allows the teacher to adjust the curriculum to the interest and needs of their students; **Assessment for Learning and as Learning.**



Compass Points

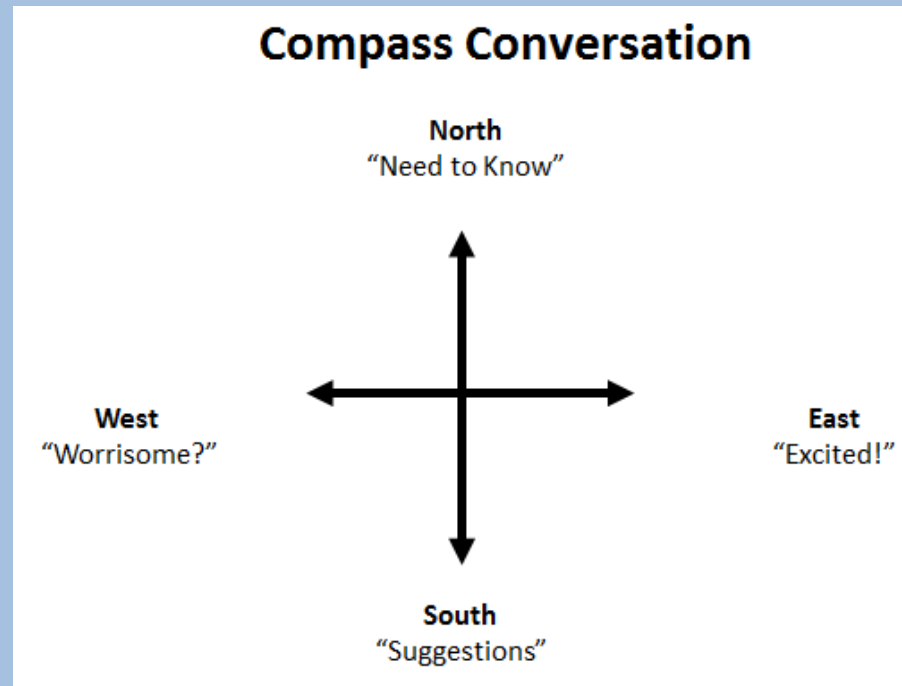
– A routine for gathering thoughts.

NEWS

- It is generally easiest for students to begin with what is exciting or positive about the idea or theme and then move to worrisome and need to know.
- **E – Excited**, What excites you about this theme?
- **W – Worrisome**, What do you find worrisome about this theme/topic?
- **N – Need to Know**, what else do you need to know or find out about this idea or theme? What additional information would help you?
- **S – Stance or Suggestion**, What are your current ideas, suggestions for this theme?

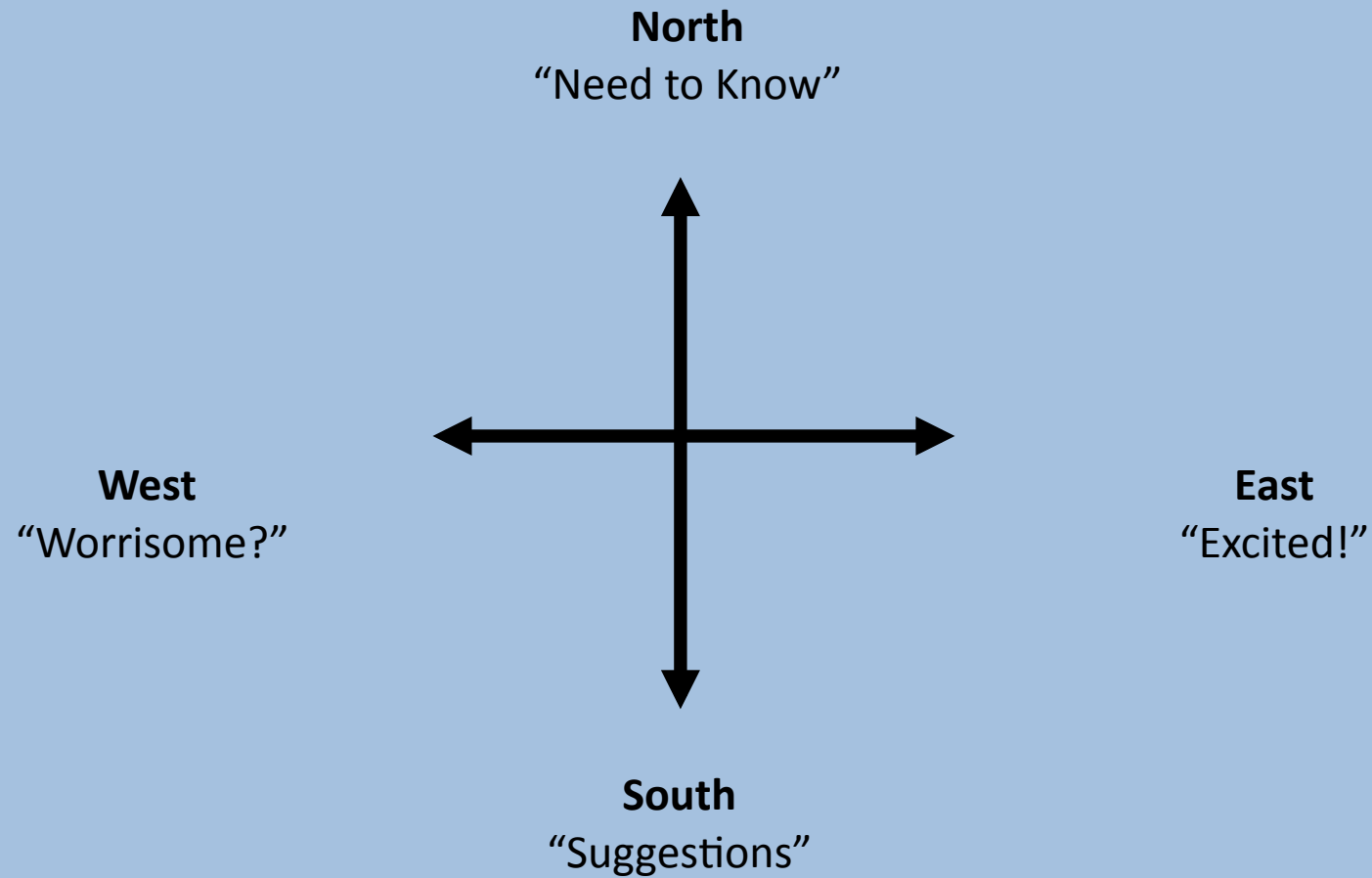
Use a Template or Draw the Diagram

Students are asked to write their thoughts about the new theme on a compass. Students can draw a cross, and write the compass points, then write on the diagram

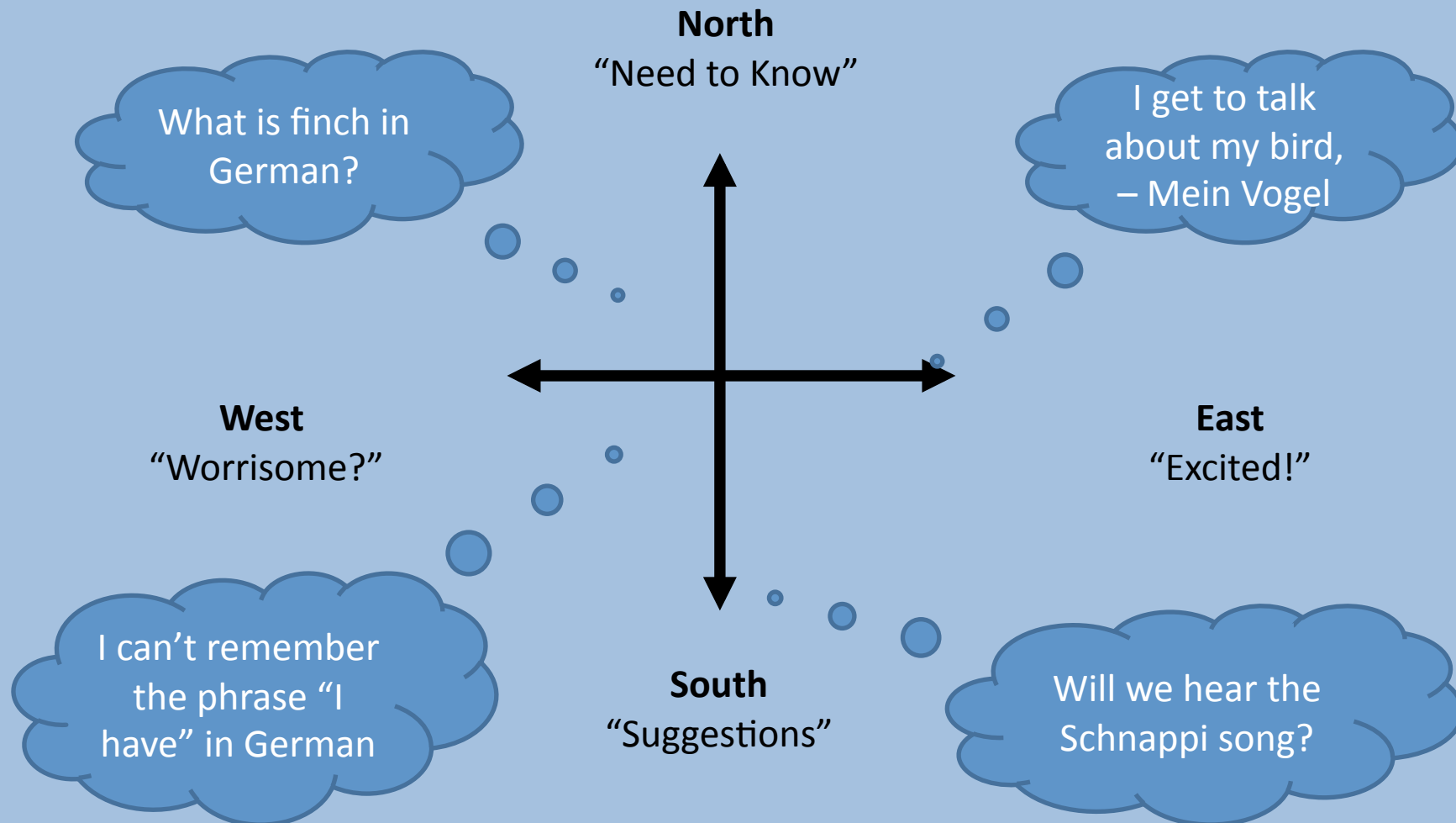


or be given a template with the compass points.

Compass Conversation

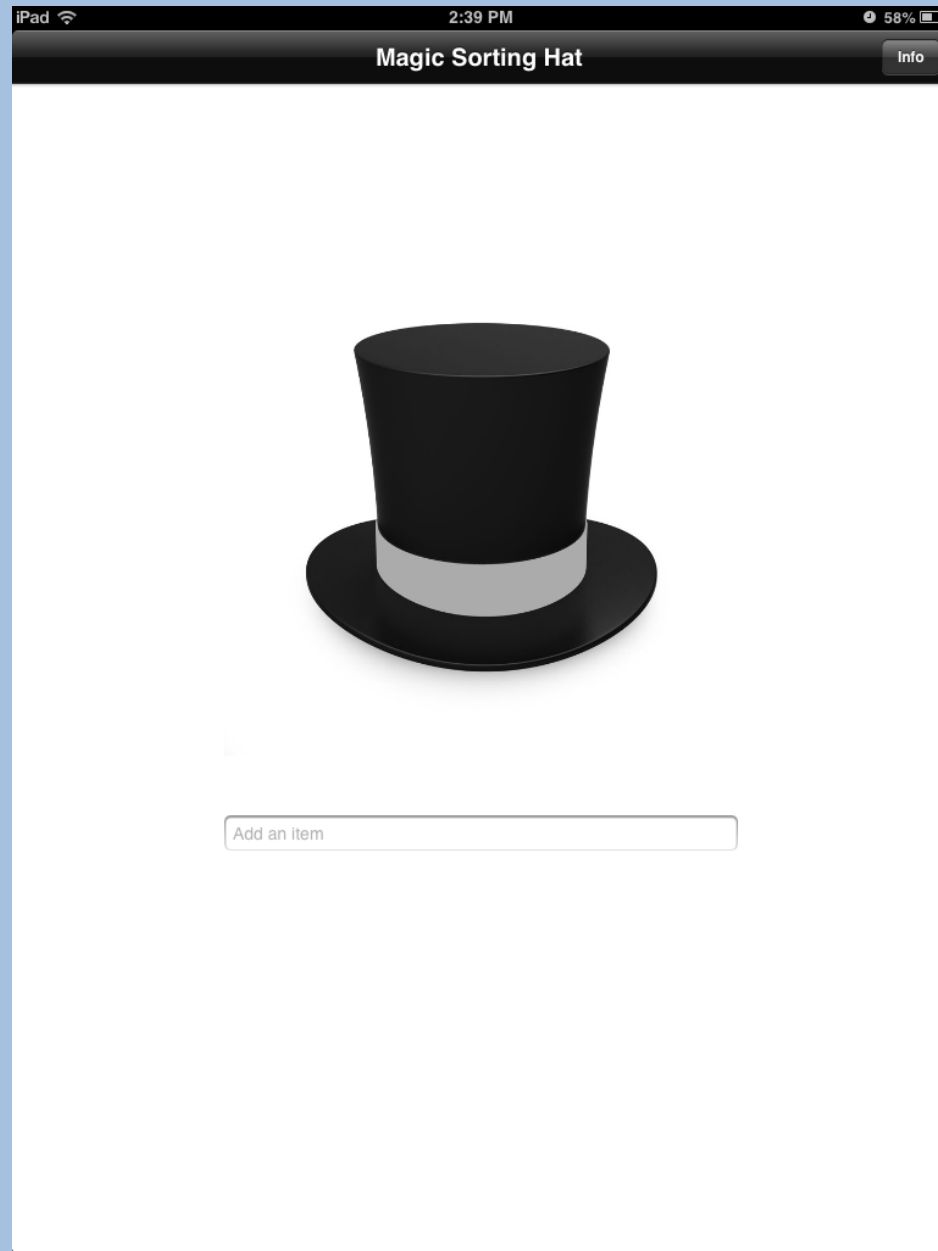


Compass Conversation



E, W, N, S

- It is generally easiest for students to begin with what is exciting or positive about the idea or theme and then move to worrisome and need to know.



Magic Sorting Hat App

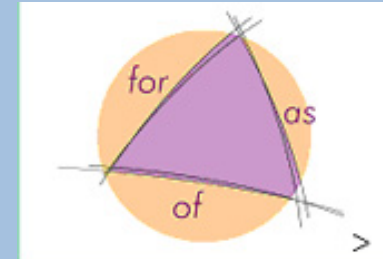
Free version

holds 5 items

N, E, W, S and own choice

Teacher can use this App
to call upon student
responses.

Assessment of, as, for



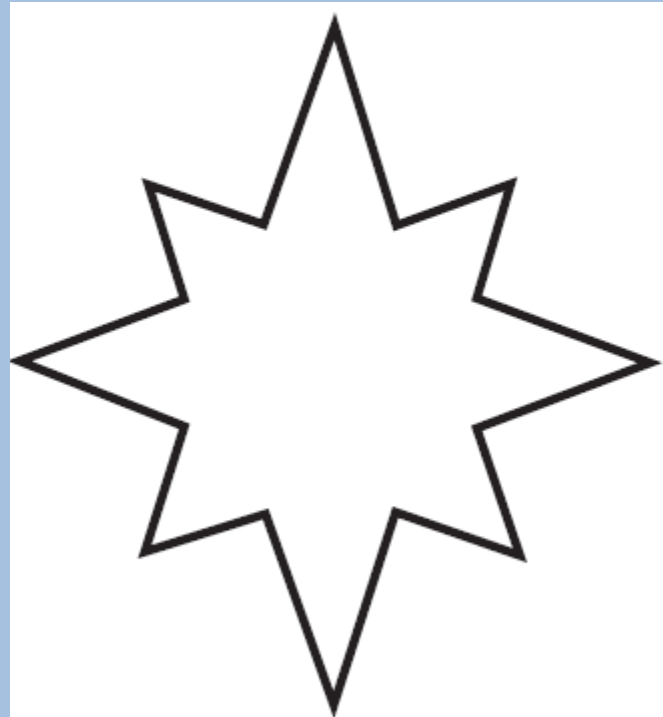
- This strategy was an interesting way to start the topic of animals. Some students have unique pets and need to know the vocabulary – **Nord**, some students don't have pets and are worried they are the only ones, whilst some students have pets who have recently died – **West**. Some students have listened to Schnappi before or know that there are many breeds of German dogs- **Süd** Some students will know a phrase or word, others will be glad they can talk about their pet or favourite animal – **Ost**.

Compass Conversations

North

“Need to Know”

What additional information would help?



West

“Worrisome”

What do you find worrisome?

East

“Excited”

What excites you?

South

“Suggestions”

What current ideas do you have?

Kompass Konversation

Nord

Neue Wörter,
Neue Grammatik
Welche Wörter brauchst du?



West

Was ist los?
Problemen oder Nachteile
(negativ)

Süd

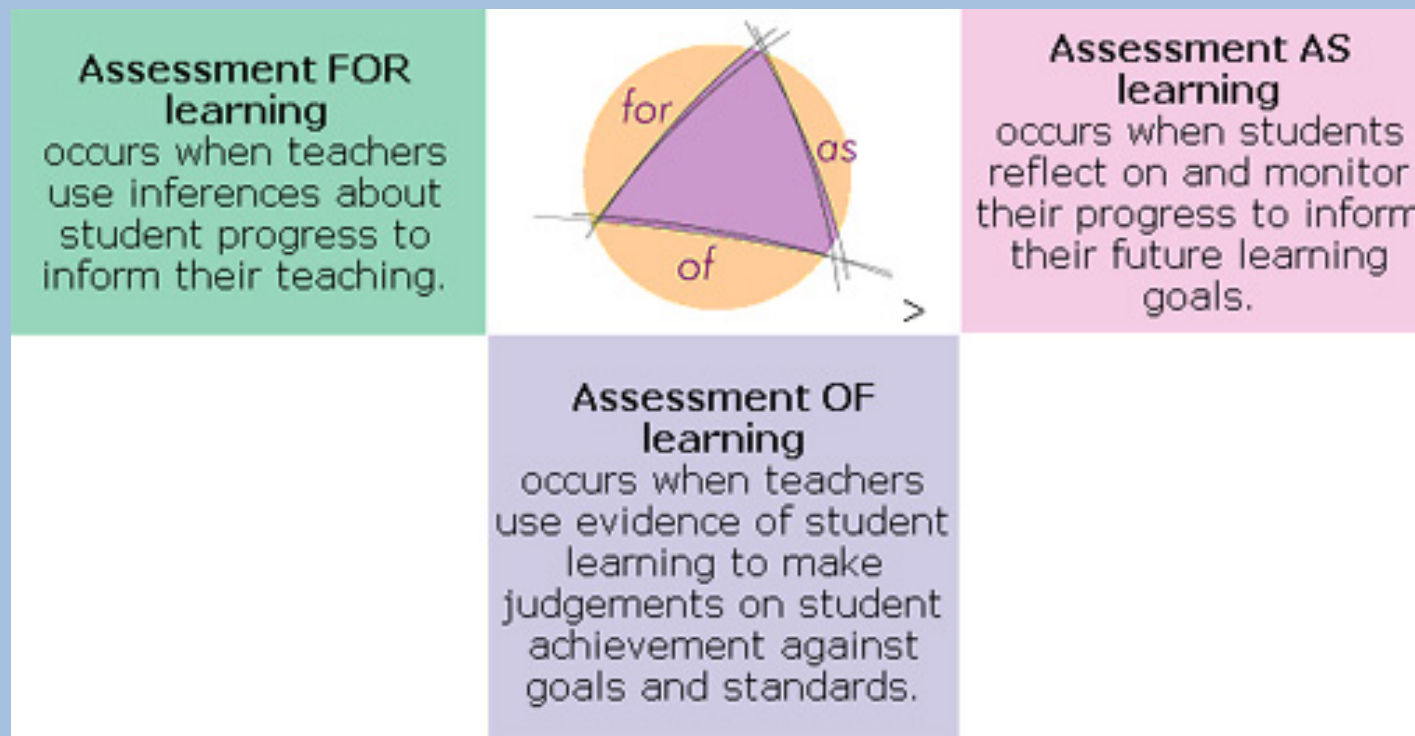
Suggestionen
Deine Stellung
Magst du das Thema?
Gefällt dir das Thema?

Ost

Ohne Probleme oder Vorteile
(positiv)
Was kannst du tun?

End of the Session - Review learning

- Magic Hat and (N,E,W,S) Compass Conversation
- Plenary cards; Habits of Mind, De Bono's Thinking Hats.



Exit cards, leaving pass, plenary cards

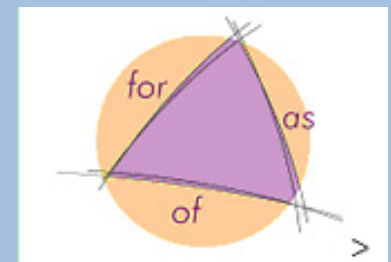
- **What are they?**

Exit cards are a quick assessment tool for teachers to help them become more aware of student understanding of concepts taught. Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day. They may be used at any grade level.

- **How long does this exit card take to complete?**

Exit cards take about five minutes at the end of the lesson and reveal important information about student understanding.

- The questions should be short and only take a few minutes to write (and read) so they become a quick assessment check.



How do I use exit cards?

Distribute a slip of paper or index card to each student. Students put their name on the card and wait for the teacher to pose the question(s). Students respond to the question(s) and turn in the card before they leave the classroom. It can be used as a pass or ticket out of the classroom.

What student expectations should be set?

Students need to know what the exit cards are being used for. Let them know that you want to know how well they understand what is being taught or difficulties they may be having so you can plan to help them. There are no wrong answers but effort is expected. Student sharing of responses could be a model to build from.

How will exit card information be useful?

Teachers assess the responses on the exit cards in order to provide differentiated instruction to meet the diverse needs of learners in the classroom.

I have learnt today that.....	The term _____ was used in today's lesson. It means.....	I now understand that.....
At the start of the lesson, I didn't know that.....	Something I can do now, that I couldn't do before the lesson is.....	I can now explain to somebody else that.....
An important question to ask is.....	I feel more confident about.....	The thing I most enjoyed about today's lesson was..... This is because.....
I need to improve on my.....	I am now able to.....	What area gave you the most difficulty today? Why?

Plenary talk placemat

Today I have
learnt that.....

Before this lesson I
could already.....
Now I can also.....

The most
important
thing I learned
today is.....

I have found out
several things on
the topic of....

Firstly I found
out that.....

Furthermore, I

Discuss with a partner
before you share it with
the class.

One thing I
need to
remember from
today's lesson

Today I have
tried to.....

I did not know how
to....
.....but now I can...

I was successful
when I.....

Six Thinking Hats®

Blue Hat



Process

White Hat



Facts

Red Hat



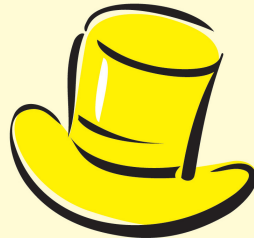
Feelings

Green Hat



Creativity

Yellow Hat



Benefits

Black Hat



Cautions



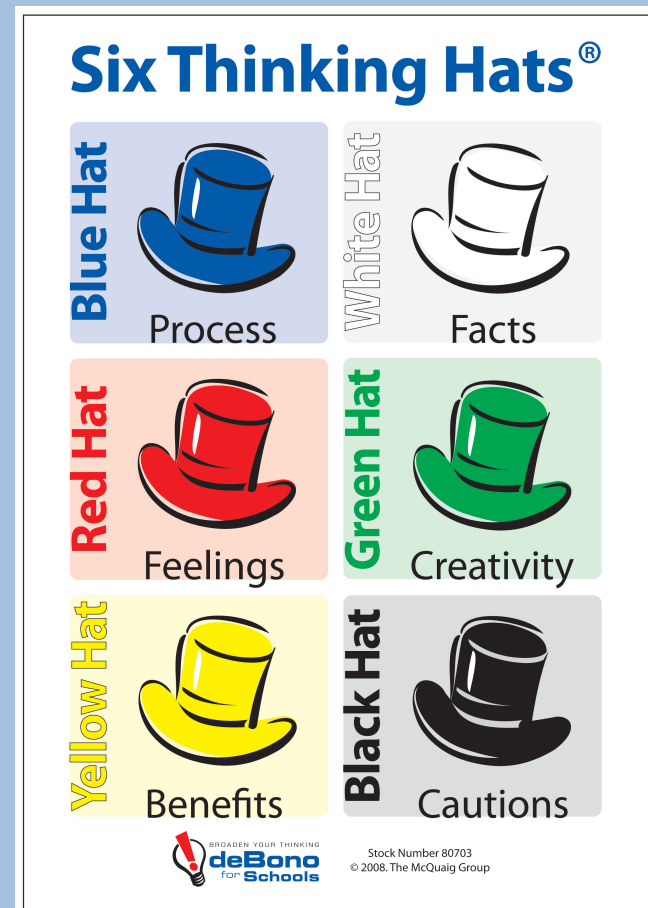
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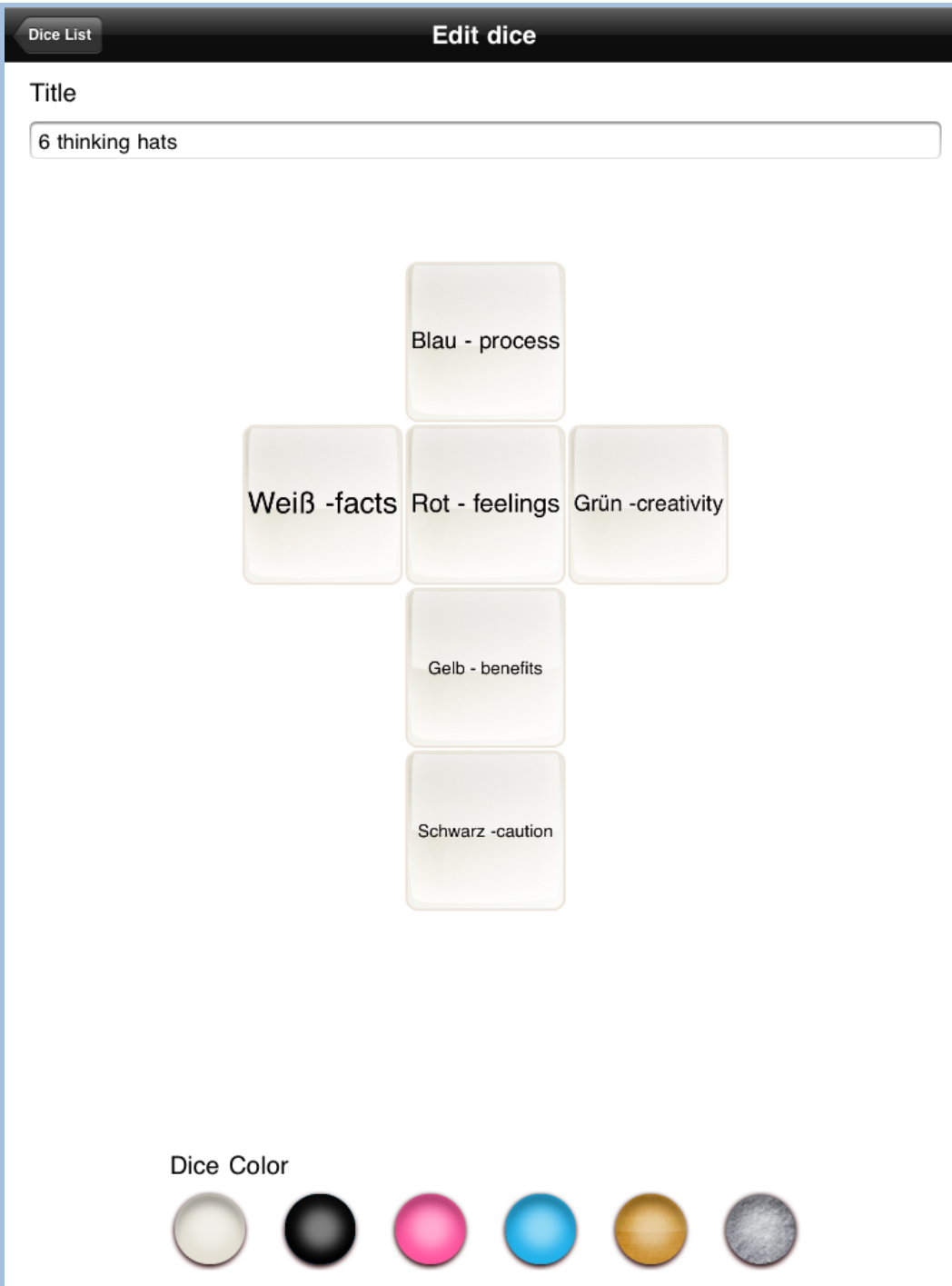
The cards act as prompts to focus their minds on the learning that has taken place in the lesson.

Students can express their thoughts verbally or in written form.

Use Dice, Virtual or tangible

- 6 Thinking Hats, 6 sides on a die
- Eins ist rot 1 is red
- Zwei ist blau 2 is blue
- Drei ist grün 3 is green
- Vier ist gelb
- Fünf ist weiß
- Sechs ist schwarz





Make Dice Lite

Version 1.1

App Size: 18.4 MB

Type colours of the Thinking Hats in the Language.

















Red, Blue, White, green, yellow and black.

A student responds according to the colour.

Name: _____ Klasse: _____

Write the date in the box
when you showed a HoM

Habits of Mind

<u>Persisting</u>  <p>Stick to it! Persevering at task through to completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up!</p>	<u>Striving for Accuracy</u>  <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	<u>Questioning and Posing Problems</u>  <p>How do you know? Having a questioning attitude, knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	<u>Thinking and Communicating with Clarity and Precision</u>  <p>Be clear! Striving for accurate communication in both written and oral form; avoiding over-generalisations, distortions, deletions and exaggerations.</p>
<u>Managing Impulsivity</u>  <p>Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>	<u>Listening with understanding and Empathy</u>  <p>Understand others! Devoting mental energy to another person's thoughts and ideas; make an effort to perceive another's point of view and emotions.</p>	<u>Applying Past Knowledge to New Situations</u>  <p>Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<u>Gathering Data through all the senses</u>  <p>Use your natural pathways! Pay attention to the world around you. Gather data through all the sense; taste, touch, smell, hearing and sight.</p>
<u>Thinking about your Thinking: Metacognition</u>  <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effect on others.</p>	<u>Thinking Flexibly</u>  <p>Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>	<u>Responding with Wonderment and Awe</u>  <p>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty. Being passionate.</p>	<u>Creating, Imagining and Innovating.</u>  <p>Try a different way! Generating new and novel ideas, fluency, originality.</p>
<u>Remaining Open to Continuous Learning</u>  <p>Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.</p>	<u>Thinking Interdependently</u>  <p>Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	<u>Taking Responsible Risks</u>  <p>Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<u>Finding Humour</u>  <p>Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>



for your participation in today's
workshop.