Put On Your Thinking Cap: How to incorporate Making Thinking Visible Routines into any classroom

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#BLC18
#MakingThinkingVisible
8 Cultural Forces that Define our Classrooms

- **Time**
  - Allocating time for thinking by providing time for exploring topics more in depth as well as time to formulate thoughtful responses.

- **Language**
  - Using language of thinking that provides students with the vocabulary for describing and reflecting on thinking.

- **Modeling**
  - Modeling of who we are as thinkers and learners so that the process of our thinking is discussed, shared, and made visible.

- **Experiences**
  - Setting an agenda for understanding and conveying clear expectations, focusing on the value for thinking and learning as outcomes as opposed to mere completion of "work".

- **Interactions**
  - Scaffolding students’ thinking in the moment as well as providing tools and patterns of thinking that can be used independently.

- **Environment**
  - Making thinking visible by displaying the process of thinking and development of ideas. Arranging the space to facilitate thoughtful interactions.

- **Routines**
  - Showing respect for and valuing of one another’s contributions of ideas and thinking in a spirit of ongoing collabora-tive inquiry.

- **Opportunities**
  - Providing purposeful activities that require students to engage in thinking and the development of understanding as part of their ongoing experience of the classroom.
Set the Stage...

**THINK**
What do you **think** you know about MTV Routines?

**PUZZLE**
What **puzzles** do you have about using them in your classroom?

**EXPLORE**
What are you excited to **explore**?
Let’s see them in action...
Routines to Introduce and Explore Ideas
SEE  What do you see?

THINK  What do you think about that?

WONDER  What do you wonder?
CHALK TALK

Pick up a marker and share your thoughts.
No Talking Allowed!
Respond to the comments of others, adding questions and insights.
Post Chalk Talks in the classroom to refer to throughout the unit.
CIRCLE OF VIEWPOINTS
I am thinking of __________________ from the point of view of ____________________.

(As this character) I am feeling ________________.

I feel this way because ________________.

A question or concern I have from this viewpoint is ________________.
Discuss. What kind of situation was the claim made in? (Who made it? What were people’s interests and goals? What was at stake?)

Brainstorm. Make a list of all the different points of view you could look at this claim from.

Dramatize. Choose a viewpoint to embody and imagine the stance a person from this viewpoint would be likely to take. Would he or she think the claim is true? False? Uncertain? Why? Go around in a circle and dramatically speak from the viewpoint. Say:
  - My viewpoint is...
  - I think this claim is true/false/uncertain because...
  - What would convince me to change my mind is ...

Stand back. Take everything into account: What is your conclusion or stance? What new ideas or questions do you have?

CLAIM: Social Media use leads to depression among teens.
1. Present a fairness dilemma.

2. Identify the factors that "pull" at each side of the dilemma. These are the two sides of the tug of war.

3. Ask students to think of "tugs", or reasons why they support a certain side of the dilemma. Ask them to try to think of reasons on the other side of the dilemma as well.

4. Generate "what if?" questions to explore the topic further.
Tug of War

People and Our Impact on Animal Habitats

People have a positive impact on animals and habitats.
Routines to Synthesize and Organize Ideas
Generate a list of ideas or initial thoughts that come to mind based on a topic or prompt.

Sort your ideas into categories; place key ideas near the center.

Connect ideas by drawing lines between them; write a short sentence to explain how they connect.

Elaborate on thoughts/ideas by expanding, extending, and adding to your initial ideas.
All multiples of 9 are also multiples of 3.
Headlines. Headlines. Read all about it!

Met "The Jigglee who went home with me"
She doesn't know how to do a handstand.

Do you want to read a book about a boy who lives in Botel?<n
Farmer hat turned to a brown nail rod.

"Do you want to read a book about a bear who lives in the woods?"
He always goes in to the wood before the sun goes down.

"Emily is a mermaid and there is a"
Meet a character who wants money.

Sheeps go on adventures.
The teeny tiny woman is scared of a voice in the night.

Meet a character who what ever animal he sees he makes to his feet.

Ivy and bean best friends for ever find fossils but they are not fossils they are bone bones.

Do you want to read a book about an art show that has 3 stars and 3 stories?
Meet a character who likes jumping yes who

Max. The pet show.

Towns of left and right trained of town.

The doc. loves school children and teacher.
Routines for Digging Deeper into Ideas
The Four Cs

**Connections** What connections can you make to previous learning or with your own life?

**Challenges** What puzzles you about this?

**Concepts** What are the key concepts or ideas worth holding on to?

**Changes** How has your thinking or attitude been changed?
Watch the video and jot down your thoughts using the 4 Cs.
Color
Symbol
Image
Routines to reflect...

I used to think...  But now I think...
Resources

Making Thinking Visible book

Project Zero Website

MTV Pinterest board
Post your thoughts on this [Padlet: https://padlet.com/jclark5/MTVroutines]

CONNECT How do these routines/ideas connect with what you are already doing in your classroom?

EXTEND What new ideas pushed or extended your thinking? What new things are you excited to try?

CHALLENGE What is still challenging or confusing? What questions do you have?
Thanks!

Any questions?

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