Harvard Project Zero
Thinking Routines
For English Learners

Increasing Engagement, Thinking and Learning Across the Curriculum

Presenter: Mark Riniker
Objectives:
Explore
Participate
Apply

Photo by Jeremy Thomas
Think Puzzle Explore

What do you think you know about this topic?

The Thinker Auguste René Rodin
Think Puzzle Explore

What questions or puzzles do you have?
Think Puzzle Explore

How can you **explore** this topic?
Think Puzzle Explore

What do you **think** you know about this topic?

What questions or **puzzles** do you have?

How can you **explore** this topic?
How is thinking visible in your classroom?

Painting by Paul Louis Martin des Amoignes
Read “Visible Thinking” by Tishman and Palmer (2005)
4 C’s Thinking Routine

**Connections:** What connections do you draw between the article and other learning and/or your own life?
Challenge: What ideas, positions, or assumptions do you want to challenge or argue with in the text? Or what questions remain for you?
4 C’s Thinking Routine

**Concepts:** What key concepts or ideas do you think are important and worth holding onto from the text?
Changes: What changes in attitude, thinking, or action are suggested by the text either for you or others? In other words, how can you apply what you have learned?
Apply 4 C’s to “Making Thinking Visible”

Connections
Challenge* or Curiosity*
Concepts
Changes
Free write: After reading the passage, complete a 5 minute free write about the article.
Micro Lab Protocol

Write without stopping
Micro Lab Protocol

Free write:
After reading the passage, complete a 5 minute free write about the article. Write without stopping. Keep moving your pen.
Micro Lab Protocol

Write for the whole 5 minutes
Micro Lab Prompts

1. What are some examples of visible thinking?
2. Why is it important to make thinking visible?
3. What are some ways to apply visible thinking in your content area?
4. How do you think visible thinking and thinking routines will affect student engagement?
5. How would you explain visible thinking or thinking routines to someone who is still confused by these concepts?
Micro Lab Prompts

1. What are some examples of visible thinking?
2. Why is it important to make thinking visible?
3. What are some ways to apply visible thinking in your content area?
4. How do you think visible thinking and thinking routines will affect student engagement?
5. How would you explain visible thinking or thinking routines to someone who is still confused by these concepts?
Micro Lab Prompts

1. What are some examples of visible thinking?
2. Why is it important to make thinking visible?
3. **What are some ways to apply visible thinking in your content area?**
4. How do you think visible thinking and thinking routines will affect student engagement?
5. How would you explain visible thinking or the role of thinking routines to someone who is still confused by these concepts?
One person shares their ideas for 1-2 minutes.
Talking Guidelines

No one else talks when the speaker is sharing.
Talking Guidelines

If they finish early, remain silent until the time is up.
Talking Guidelines

You may take notes, but you may not speak
Remain silent for 30 seconds to reflect on what was said
Round 1
Round 2
Reflection
Round 3
Reflection
Round 4
Reflection
Make connections
Clarify what was said
Draw conclusions
Debrief
I used to think... Now I think...
Review
Think Puzzle Explore
Review

4 C’s
Review

Micro Lab Protocol
Review

I used to think... Now I think...
Review

Think Puzzle Explore

4 C’s

Micro Lab Protocol

I used to think... Now I think...
Further Reading

- *Making Thinking Visible* by Ron Ritchhart, Mark Church, Karin Morrison
- *Creating Cultures of Thinking* by Ron Ritchhart
- *Brain Rules* by John Medina
References


Tishman, Sheri and Palmer, Patricia. (Summer 2005). Visible Thinking. Leadership Compass. 2(4).