



Caulfield Racecourse



Thinking & Learning Conference

2014

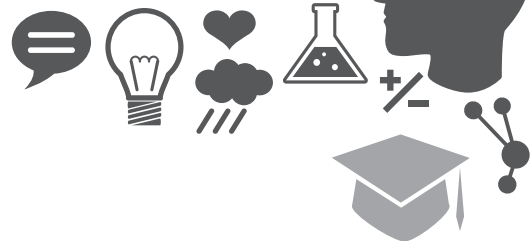
23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!



Kathy Perez

Monday 26 May

**Revitalise Critical and Inventive
Thinking for Student Engagement
Using Thinking Routines**

Session 3



KATHY PEREZ



Katherine Perez, a professor of education at Saint Mary's College of California, has over three decades of teaching experience from the preschool level through graduate school. A frequent presenter and enthusiastic "teacher cheerleader," she offers guidance to both novice and experienced educators. Perez is an international educational consultant, author, and motivational speaker, specialising in instructional strategies and creative approaches to literacy and professional development. She integrates state-of-the-art methods and research with passion and practical insights from her own classroom experiences.

Perez has taught in many diverse environments, including in Richmond and Oakland, as a general educator, special educator, reading specialist, and curriculum and staff development coordinator. In order to "keep it real," she balances her college courses and her work as a coordinator for the California Beginning Teacher Support and Assessment program by serving as a literacy coach in a San Francisco Bay Area middle school, engaging even the most reluctant learners with brain-friendly techniques.

Perez works with teachers, administrators and parents throughout the United States, Canada, Europe, the Caribbean, New Zealand, and Australia. For the past three years, she has conducted extensive training in Singapore and Hong Kong for the Ministry of Education.

A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 10th Annual Thinking & Learning Conference – Innovate, Educate, Inspire. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

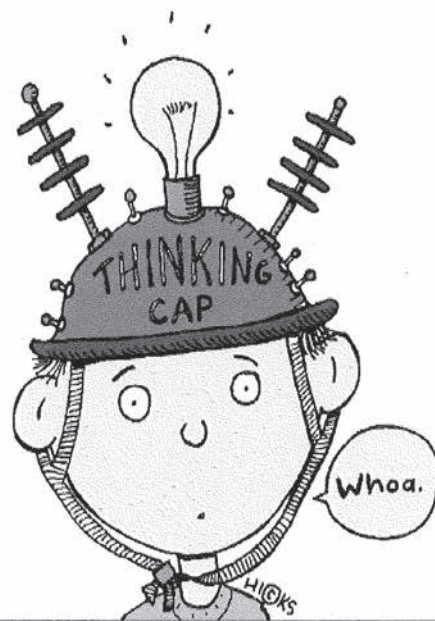
Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

© 2014 Hawker Brownlow Education
Printed in Australia

CODE: 11KP0403
0514

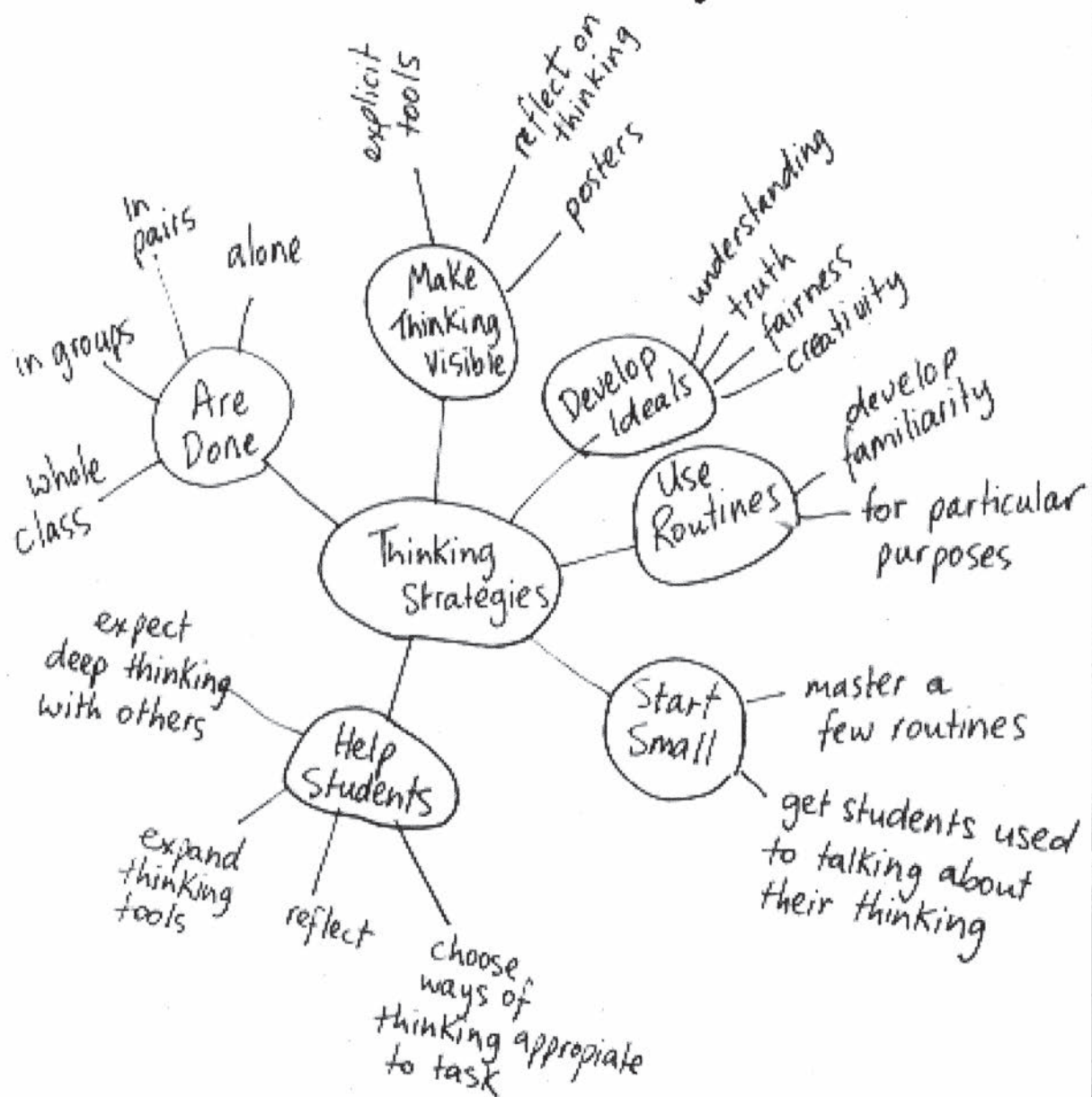
Student Engagement: Thinking Routines

what
do you
think is
going on?



Dr. Kathy Perez
kperez@stmarys-ca.edu

Thinking Routines Mindmap





DEFINING THINKING ROUTINES

- Tools used over and over again in the classroom, that support specific thinking moves such as,
 - Making connections
 - Describing what's there
 - Building explanations
 - Considering different viewpoints and perspectives
 - Capturing the heart and forming conclusions
 - Reasoning with evidence
- Structures, through which students collectively as well as individually initiate, explore, discuss, document, and manage their thinking. These structures are:
 - Explicit: They have names to identify them
 - Instrumental: They are goal directed and purposeful
 - A few steps: Easy to learn, and easy to remember
 - Individual as well as group practices
 - Useful across a variety of contexts
 - Help to reveal students' thinking and make more visible
- Patterns of behavior adopted to help one use the mind to form thoughts, reason, or reflect. We see these patterns emerging as the routines:
 - Are used over and over.
 - Become engrained in us both teachers and students.
 - Flexibility emerges.

Making Thinking Visible

Author: Ron Ritchhart, Mark Church, Karin Morrison
Publisher: Wiley
Publication Date: 2011
ISBN: 047091551X

From Ritchhart et al, 2006

Thinking Routines Matrix

from the upcoming book *Making Thinking Visible* by Ritchhart, Morrison & Church (Spring 2011)

Routine	Key Thinking Moves	Notes
<i>Routines for INTRODUCING & EXPLORING IDEAS</i>		
See-Think-Wonder	Description, Interpretation & Wondering	Good with ambiguous or complex visual stimuli
Zoom In	Description, Inference, & Interpretation	Variation of STW involving using only portions of an image
Think-Puzzle-Explore	Activating prior knowledge, wondering, planning	Good at the beginning of a unit to direct personal or group inquiry and uncover current understandings as well as misconceptions
Chalk Talk	Uncovers prior knowledge and ideas, questioning	Open-ended discussion on paper. Ensures all voices are heard, gives thinking time.
321 Bridge	Activates prior knowledge, questioning, distilling, & connection making through metaphors	Works well when students have prior knowledge but instruction will move it in a new direction. Can be done over extended time like the course of a unit.
Compass Points	Decision making and planning, uncovers personal reactions	Solicits the group's ideas and reactions to a proposal, plan or possible decision.
Explanation Game	Observing details and building explanations	Variations of STW that focuses on identifying parts and explaining them in order to build up an understanding of the whole from its parts and their purposes
<i>Routines for SYNTHESIZING & ORGANIZING IDEAS</i>		
Headlines	Summarizing, Capturing the heart	Quick summaries of the big ideas or what stands out
CSI: Color, Symbol, Image	Capturing the heart through metaphors	Non-verbal routine that forces visual connections
Generate-Sort-Connect-Elaborate: Concept Maps	Uncovering and organizing prior knowledge to identify connections	Highlights the thinking steps of making an effective concept map that both organizes and reveals one's thinking
Connect-Extend-Challenge	Connection making, identify new ideas, raising questions	Key synthesis moves for dealing with new information in whatever form it might be presented: books, lecture, movie, etc.
The 4 C's	Connection making, identifying key concept, raising questions, and considering implications	A text-based routine that helps identifies key points of complex text for discussion. Demands a rich text or book.
Micro Lab	A protocol for focused discussion	Can be combined with other routines and used to prompt reflection and discussion
I used to think	Reflection and metacognition	Used to help learners reflect on how their thinking has shifted and changed over time.
<i>Routines for DIGGING DEEPER INTO IDEAS</i>		
What makes you say that?	Reasoning with evidence	A question that teachers can weave into discussion to push students to give evidence for their assertions.
Circle Viewpoints	Perspective taking	Identification of perspectives around an issue or problem.
Step Inside	Perspective taking	Stepping into a position and talking or writing from that perspective to gain a deeper understanding of it.
Red Light, Yellow Light	Monitoring, identification of bias, raising questions	Used to identify possible errors in reasoning, over reaching by authors, or areas that need to be questioned.
Claim Support Question	Identifying generalizations and theories, reasoning with evidence, counter arguments	Can be used with text or as a basic structure for mathematical and scientific thinking.
Tug of War	Perspective taking, reasoning, identifying complexities	Identifying and building both sides of an argument or tension/dilemma
Word-Phrase-Sentence	Summarizing and distilling	Text-based protocol aimed at eliciting what a reader found important or worthwhile. Used with discussion to look at themes and implications.



10 Suggestions for Getting Started with Thinking Routines in Early Childhood Classrooms

1. Have great expectations. Young children surprise us with their connections, ideas, and the multiple languages they use to make their thinking visible.
2. Do the routines pretty much as they are initially without trying to change them. At the beginning it may feel uncomfortable but wait to see what you learn from using them as they are before adapting them.
3. Match the routines with provocative topics and projects that are significant to the children. The routines aren't the content; they are vehicles for exploring the content.
4. Model the language for younger and less language able students. Build up the language over time and by modeling your own thinking. Be part of the routine with the assistant or someone else in the class to facilitate the modeling.
5. Use the language of thinking as often as you can. Name children's actions: "you made a connection" or "I find your point of view very interesting," and so on.
6. Document students' thinking. It sends a clear message of how much we value students, their thoughts, and work; and it allows revisiting, reflecting on and re-enforcing the topics later.
7. Give yourself permission to be learner and try the routines in a variety of ways to get a feel for them and then try to incorporate them in their daily routines and language.
8. Understand this is a process that takes time. Be patient, consistent and take some risks. Just by trying you will be making a difference already.
9. Focus on the thinking you want to promote and why it is important. Use it as a tool not an activity. This will help you attend to students' thinking as it emerges because you will know what you are looking for.
10. Include parents in the process, they are your allies and it is amazing how they become advocates for the use of thinking language at home.

Developed with the input of Ana Maria Fernandez and other contributors on the forum page www.facebook.com/MakingThinkingVisible

edutopia

from Rebecca Alber

 #iplearns

5 Simple Questions

Student voice in a classroom is a powerful tool of engagement. But to create that culture of student inquiry, good questions are essential. Here are 5 good ones, useful at any time, in any lesson.

"What do you think?"

Best used after a statement, prediction, conclusion, or observation. Students will often need for us to provide clarity on what we mean by "What do you think?" Ironically, the simplicity might confuse them.

"Share with a neighbor before sharing with me."

Push students to provide more depth and reason for their answers.

"Why do you think that?"

"How do you know this?"

When this question is asked, students can make connections to their ideas and thoughts with things they've experienced, read and have seen.

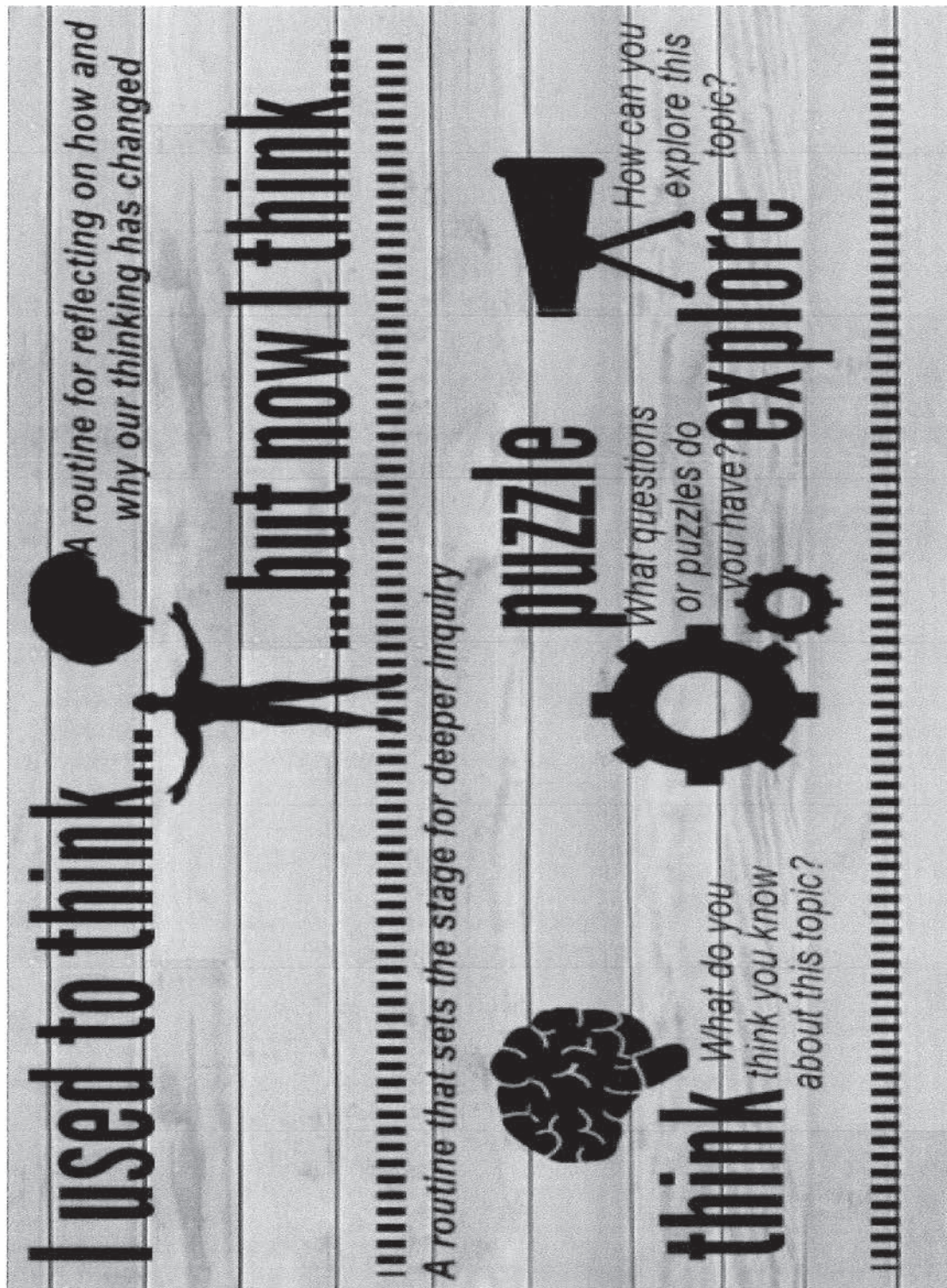
This question challenges students to extend their thinking and share further evidence for their ideas.

"Can you tell me more?"

"What questions do you still have?"

Questions like this require patience - wait time, but also time for students to get used to asking questions, not just answering them.

Brevity is a part of why these are *simple, yet powerful* questions. They require students to provide the weight, depth and complexity to a conversation.



WHAT MAKES YOU SAY THAT?

Interpretation with Justification Routine

1. What's going on?
2. What do you see that makes you say that?

Purpose: What kind of thinking does this routine encourage?

This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

Application: When and where can it be used?

This is a thinking routine that asks students to describe something, such as an object or concept, and then support their interpretation with evidence. Because the basic questions in this routine are flexible, it is useful when looking at objects such as works of art or historical artifacts, but it can also be used to explore a poem, make scientific observations and hypothesis, or investigate more conceptual ideas (i.e., democracy). The routine can be adapted for use with almost any subject and may also be useful for gathering information on students' general concepts when introducing a new topic.

Launch: What are some tips for starting and using this routine?

In most cases, the routine takes the shape of a whole class or group conversation around an object or topic, but can also be used in small groups or by individuals. When first introducing the routine, the teacher may scaffold students by continually asking the follow-up questions after a student gives an interpretation. Over time students may begin to automatically support their interpretations with evidence without even being asked, and eventually students will begin to internalize the routine.

The two core questions for this routine can be varied in a number of ways depending on the context: What do you know? What do you see or know that makes you say that? Sometimes you may want to precede students' interpretation by using a question of description: What do you see? or What do you know?

When using this routine in a group conversation it may be necessary to think of alternative forms of documentation that do not interfere with the flow of the discussion. One option is to record class discussions using video or audio. Listening and noting students' use of language of thinking can help you see their development. Students' words and language can serve as a form of documentation that helps create a rubric for what makes a good interpretation or for what constitutes good reasoning.

Another option is to make a chart or keep an ongoing list of explanations posted in the classroom. As interpretations develop, note changes and have further discussion about these new explanations. These lists can also invite further inquiry and searches for evidence. Other options for both group and individual work include students documenting their own interpretations through sketches, drawings, models and writing, all of which can be displayed and revisited in the classroom.

**THINK / PUZZLE / EXPLORE***A routine that sets the stage for deeper inquiry*

1. What do you think you know about this topic?
2. What questions or puzzles do you have?
3. What does the topic make you want to explore ?

Purpose: What kind of thinking does this routine encourage?

This routine activates prior knowledge, generates ideas and curiosity and sets the stage for deeper inquiry.

Application: When and where can it be used?

This routine works especially well when introducing a new topic, concept or theme in the classroom. It helps students take stock of what they already know and then pushes students to identify puzzling questions or areas of interest to pursue. Teachers can get a good sense of where students are on a conceptual level and, by returning to the routine over the course of study, they can identify development and progress. The third question is useful in helping students lay the ground work for independent inquiry.

Launch: What are some tips for starting and using this routine?

With the introduction of new topic—for example, earth, leaves, fractions, Buddhism—the class can engage in the routine together to create a group list of ideas. Between each phase of the routine, that is with each question, adequate time needs to be given for individuals to think and identify their ideas. You may even want to have students write down their individual ideas before sharing them out as a class. In some cases, you may want to have students carry out the routine individually on paper or in their heads before working on a new area.

Keep a visible record of students' ideas. If you are working in a group, ask students to share some of their thoughts and collect a broad list of ideas about the topic on chart paper. Or students can write their individual responses on post-it notes and later add them to a class list of ideas.

Note that it is common for students to have misconceptions at this point—include them on the list so all ideas are available for consideration after further study. Students may at first list seemingly simplistic ideas and questions. Include these on the whole class list but push students to think about things that are truly puzzling or interesting to them.

THINK PAIR SHARE ROUTINE

A routine for active reasoning and explanation

Think Pair Share involves posing a question to students, asking them to take a few minutes of thinking time and then turning to a nearby student to share their thoughts.

Purpose: What kind of thinking does this routine encourage?

This routine encourages students to think about something, such as a problem, question or topic, and then articulate their thoughts. The Think Pair Share routine promotes understanding through active reasoning and explanation. Because students are listening to and sharing ideas, Think Pair Share encourages students to understand multiple perspectives.

Application: When and where can it be used?


Think Pair Share can be applied at any given moment in the classroom. For example, when approaching a solution, solving a math problem, before a science experiment, or after reading a passage or chapter of a book you may ask students to take a moment to think about a particular question or issue and then turn to their neighbor and share their thoughts. Sharing can also be done in small groups. Some times you will want to have pairs or groups summarize their ideas for the whole class.

Launch: What are some tips for starting and using the routine?

When first introducing the routine, teachers may want to scaffold students' paired conversations by reminding them to take turns, listen carefully and ask questions of one another. One way to ensure that students listen to each other is to tell students that you will be calling on individuals to explain their partners thinking, as opposed to telling their own thoughts.

Encourage students to make their thinking visible by asking them to write or draw their ideas before and/or after sharing. Journals can also be useful. Student pairs can report one another's thoughts to the class and a list of ideas can be created in the classroom.

This routine is adapted from Frank Lyman: Lyman, F. T. (1981). *The Responsive Classroom Discussion: The Inclusion of All Students*. In A. Anderson (Ed.), *Mainstreaming Digest* (pp. 109-113). College Park: University of Maryland Press.

 **VISIBLE THINKING** © Harvard Project Zero



CIRCLE OF VIEWPOINTS ROUTINE

A routine for exploring diverse perspectives

Brainstorm a list of different perspectives and then use this script skeleton to explore each one:

1. I AM THINKING OF ...*the topic* ... FROM THE POINT OF VIEW OF...*the viewpoint you've chosen*
2. I THINK...*describe the topic from your viewpoint. Be an actor--take on the character of your viewpoint*
3. A QUESTION I HAVE FROM THIS VIEWPOINT IS...*ask a question from this viewpoint*

WRAP UP: *What new ideas do you have about the topic that you didn't have before? What new questions do you have?*

Purpose: What kind of thinking does this routine encourage?

This routine helps students consider different and diverse perspectives involved in and around a topic. Understanding that people may think and feel differently about things is a key aspect of the Fairness Ideal.

Application: When and where can it be used?

This routine can be used at the beginning of a unit of study to help students brainstorm new perspectives about a topic, and imagine different characters, themes and questions connected to it. It can be used after reading a book or chapter. Provocative topics and issues are encouraged and the routine also works especially well when students are having a hard time seeing other perspectives or when things seem black and white. The routine can be used to open discussions about dilemmas and other controversial issues.

Launch: What are some tips for starting and using this routine?

After identifying a topic, ask students to brainstorm various viewpoints about this topic. This can be done solo, or as a class, but make sure to give the initial brainstorm enough time for students to really stretch and explore diverse ideas. If students need help thinking of different viewpoints, try using the following prompts:

- How does it look from different points in space and different points in time?
- Who (and what) is affected by it?
- Who is involved?
- Who might care?

After the brainstorm, ask each student to choose one of these viewpoints. Give them time to prepare to speak about the topic from that perspective and to embody the viewpoint using the script skeleton to structure what he or she says.

Once students have prepared their “characters”, the class should be ready to go around the circle and act out their various perspectives. Taking turns, ask students to speak briefly about their chosen viewpoint using the script skeleton. Invite them to stand up and use gestures and movement if necessary. The discussion at this point might move fairly quickly, capitalizing on the immediacy of the experience as each student goes through the script and presents a perspective. The array of responses will hopefully be broad and distinct, as each student should strive to produce a unique viewpoint. If some students choose the same character, encourage them to perform differently. For example, if several students choose the viewpoint of an explorer, one may be trying to seek out wealth through trade, another explorer might be adventurous or want to become famous. Ask them to raise different questions in order to elaborate their viewpoints.

Viewpoints connect to the idea of physical perspective taking and you may notice that your students interpret this literally at first by naming and describing what their characters *see*. While it is fine to help students get started with concrete examples, try to move your students to consider *thoughts and feelings* of characters, rather than describing a scene or object.

As students perform their viewpoint in the circle, their ideas can be recorded or written on the board so that a class list of perspectives is created. The last question of the routine asks students to think of a question they might have from their chosen viewpoint. Collect these questions or ask students to write them down and answer them as they think more about the topic as it is studied in class. Once everyone in the circle has spoken, the teacher can lead a discussion by asking: “What new ideas do you have about the topic that you didn’t have before?” and “What new questions do you have?”



I USED TO THINK..., BUT NOW I THINK...

A routine for reflecting on how and why our thinking has changed

Remind students of the topic you want them to consider. It could be the ideal itself—fairness, truth, understanding, or creativity—or it could be the unit you are studying. Have students write a response using each of the sentence stems:

- I used to think....
- But now, I think...

Purpose: What kind of thinking does this routine encourage?

This routine helps students to reflect on their thinking about a topic or issue and explore how and why that thinking has changed. It can be useful in consolidating new learning as students identify their new understandings, opinions, and beliefs. By examining and explaining how and why their thinking has changed, students are developing their reasoning abilities and recognizing cause and effect relationships.

Application: When and where can it be used?

This routine can be used whenever students' initial thoughts, opinions, or beliefs are likely to have changed as a result of instruction or experience. For instance, after reading new information, watching a film, listening to a speaker, experiencing something new, having a class discussion, at the end of a unit of study, and so on.

Launch: What are some tips for starting and using this routine?

Explain to students that the purpose of this activity is to help them reflect on their thinking about the topic and to identify how their ideas have changed over time. For instance:

When we began this study of _____, you all had some initial ideas about it and what it was all about. In just a few sentences, I want to write what it is that you used to think about _____. Take a minute to think back and then write down your response to "I used to think..."

Now, I want you to think about how your ideas about _____ have changed as a result of what we've been studying/doing/discussing. Again in just a few sentences write down what you now think about _____. Start your sentences with, "But now, I think..."

Have students share and explain their shifts in thinking. Initially it is good to do this as a whole group so that you can probe students' thinking and push them to explain. Once students become accustomed to explaining their thinking, students can share with one another in small groups or pairs.

SEE / THINK / WONDER

A routine for exploring works of art and other interesting things

- What do you see?
- What do you think about that?
- What does it make you wonder?

Purpose: What kind of thinking does this routine encourage?

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Application: When and where can it be used?

Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of study. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas.

Launch: What are some tips for starting and using this routine?

Ask students to make an observation about an object – it could be an artwork, image, artifact or topic – and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask students to think about what this makes them wonder about the object or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., “*I see..., I think..., I wonder ...*.” However, you may find that students begin by using one stem at a time, and that you need to scaffold each response with a follow up question for the next stem.

The routine works well in a group discussion but in some cases you may want to ask students to try the routine individually on paper or in their heads before sharing out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations and wonderings are listed for all to see and return to during the course of study.

**COMPASS POINTS***A routine for examining propositions*

1. E = Excited
What excites you about this idea or proposition? What's the upside?
2. W = Worrisome
What do you find worrisome about this idea or proposition? What's the downside?
3. N = Need to Know
What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?
4. S = Stance or Suggestion for Moving Forward
What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

Purpose: Why use this routine?

To help students flesh out an idea or proposition and eventually evaluate it.

Application: When and where can I use this routine?

This routine works well to explore various sides and facets of a proposition or idea prior to taking a stand or expressing an opinion on it. For instance, the school may be considering the idea of a dress code, a teacher might present the class with idea of altering the room arrangement, a character in a book might be confronted with making a choice, a politician might be putting forth a new way of structuring taxes, and so on.

Launch: What are some tips for starting and using this routine?

The routine needs to be modeled with the whole group initially with responses recorded for the entire class to see. This enables students to build on each other's ideas. You might record responses using the directions of a compass to provide a visual anchor. That is, draw a compass in the center of the board and then record responses corresponding the appropriate direction: E, W, N, or S. It is generally easiest for students to begin with what is exciting or positive about the idea or proposition and then move to worrisome and need to know. Students might be asked to write down their individual stance or suggestion for moving forward after the initial group discussion.

You can also ask students to make an initial judgment or evaluation of the idea or proposition before doing the compass points and then ask them how their thinking has changed after discussion using the compass points routine.

Visualizing Bookmarks Thinkmarks



Visualizing Thinkmark

Visualizing is creating pictures in your mind while you read. You can include sights, sounds, and smells. Visualizing helps you recall events and better understand the text.

Sentence Starters

I can picture ...
In my mind I see ...
If this were a movie ...
I visualized that ...
Visualizing this helps me understand the text because ...

Visualizing Images

Action (plot events)
Characters
Setting (time period and places)



Visualizing Thinkmark

Visualizing is creating pictures in your mind while you read. You can include sights, sounds, and smells. Visualizing helps you recall events and better understand the text.

Sentence Starters

I can picture ...
In my mind I see ...
If this were a movie ...
I visualized that ...
Visualizing this helps me understand the text because ...

Visualizing Images

Action (plot events)
Characters
Setting (time period and places)



Visualizing Thinkmark

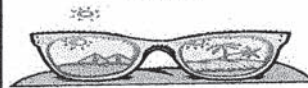
Visualizing is creating pictures in your mind while you read. You can include sights, sounds, and smells. Visualizing helps you recall events and better understand the text.

Sentence Starters

I can picture ...
In my mind I see ...
If this were a movie ...
I visualized that ...
Visualizing this helps me understand the text because ...

Visualizing Images

Action (plot events)
Characters
Setting (time period and places)





Visualizing Class Activities

Turn a chapter book into a picture book. Draw a picture for each chapter and write about the most important events.

Turn a chapter book into a comic strip. Draw a 4 - 8 panel comic for each chapter and write about the most important events through speech bubbles.

Draw a new book cover for a text and write a caption for it.

I See What You Say - students work in pairs. Student A writes a descriptive paragraph and reads it to student B. Student B draws what he or she hears. Then partners switch roles.

Mystery Boxes - Place an object in a box. Students have to rely on their sense of touch to help them visualize and infer what the object may be.

Listen to the lyrics from a song. Have students close their eyes and really listen to the song - lyrics, tone, mood, etc. Then have them draw what they have visualized.

Have students dramatize part of a text they have read to give them the chance to play out the "movie that's in their minds".

Students can build a diorama for a particular setting in their texts.

Visualize math word problems. Students draw a picture to represent the problem and then explain how the image helps them to better understand the problem.

Make a movie proposal. Students write a movie proposal for a text they are reading. The proposal must include real life setting suggestions, real actors and actresses and their roles, and key scenes with examples of how they will be brought to life.

Visualizing Reader Response Prompts

When you were reading the text, did you make any pictures or images in your head? Describe them to me.

Describe the pictures or images you made while you were reading.

How do the images help you understand the text?

How does imaging help you read better?

Describe the setting's time and place. Draw it.

Draw a comic strip or graphic novel page for what you've just read.

Draw 4 objects that represent your reading. Write a sentence for each, telling what each item says about what you've been reading.

Is the setting described well enough that you can create a picture of it in your mind? Why or why not?

Create a magazine ad for the book you are reading.

Thinking about what you just read, draw the picture that appears in your mind.

What object is important in your book? Draw it. Write an explanation for why you feel it is important.

If your book was being made into a movie, who do you see as the main actors and actresses? Why? Where do you see it taking place? Why?

Choose two characters from your book. What do you think they look like? Use examples from your text to justify your thinking.

What senses were triggered during your reading today? Explain the passages that triggered these senses.

Visualizing - A Memory SAVER

S

Seeing the image in the mind's eye.



A

Associate the image to an action.



V

Be vivid! The more colourful it is, the easier the recall.



E

Exaggerate! The more extraordinary the better.



R

Review the image periodically.



Visualizing - Making Mind Pictures

Text: _____

Read the passage given to you and answer the following questions:

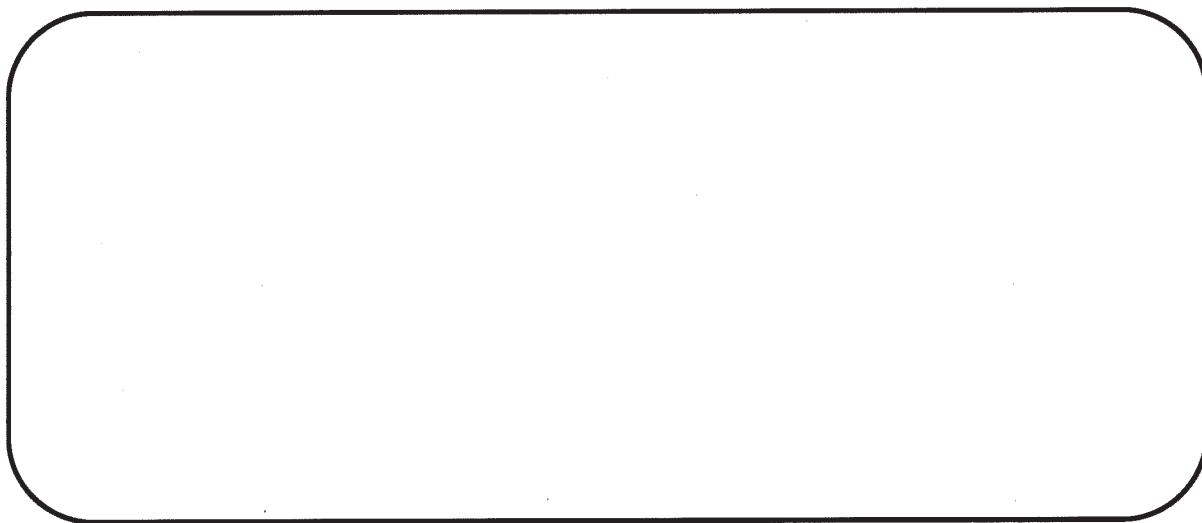
- 1.** With a partner, describe the pictures that you each created in your mind's eye from the sample text provided by the teacher.
What did you like about your own and your partner's mind pictures?

- 2.** Read the passage again for ideas or feelings which add details to your own mind pictures.
Circle the words in the text that best help you to form great mind pictures about the text.
What ideas of your own did you add which make the picture vivid or more interesting but which were not in the text itself?

- 3.** Discuss your mind pictures again with your partner.
What new details or ideas appear in your mind pictures as a result of the second reading?

- 4.** How are your and your partner's mind pictures similar?
How are your and your partner's mind pictures different?
How do you explain the similarities and differences in your mind pictures?






- 5.** Create a key mind picture in the space below.
Create a caption which includes words from the text that inspired your mind picture.



Visualizing - Sense Chart

Text: _____

While reading through your text, list details that relate to your senses.

Sense	Describe Event in Book	Sensory Words / Details
SEE 		
HEAR 		
SMELL 		
TOUCH 		
TASTE 		

Visualizing Quotes

Text: _____

Choose 3 quotes from your text and write them in the left column. In the middle column tell what senses are triggered by the quote. In the right column tell why your senses were triggered by the quote.

Quote	What Senses Does the Quote Trigger?	Why Does the Quote Trigger These Senses?

Visualizing - Creating Mental Images

Text: _____

Key Words and Phrases from your Text	Creates an Image About: characters, setting, events, etc.	Describe Your Image

Why do authors choose words that help create images? How can you use this in your writing? _____



Visualizing - Stretch Your Sketch

Text: _____

After reading the text, draw what you are visualizing.

Describe what you visualized below. Why did you choose this image to draw? _____

Visualizing Changes

Text: _____

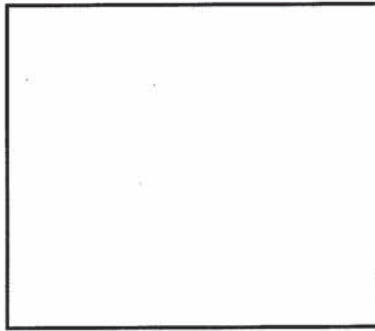
1) My visualization at the beginning of the text:	2) Then it changed to:
3) Then it changed to:	4) By the end of the text my visualization looked like this:

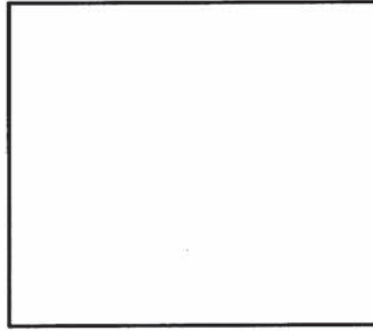


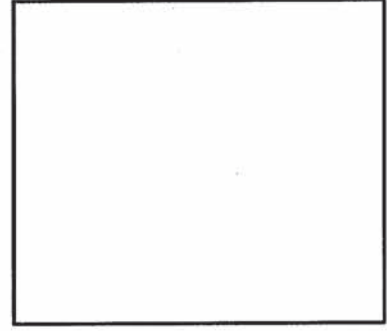
Visualizing - Create a Story Strip

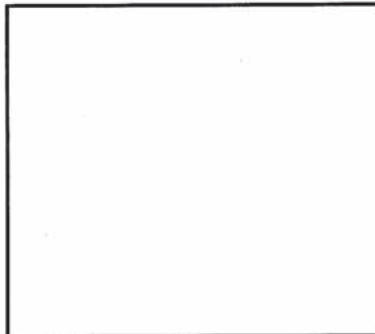
Text: _____

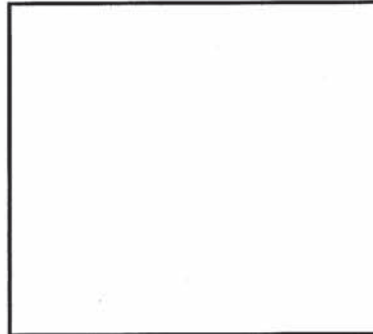
Draw pictures that represent key events in your text. Write a caption under each box to explain each event. Draw the pictures in the order the events occurred.

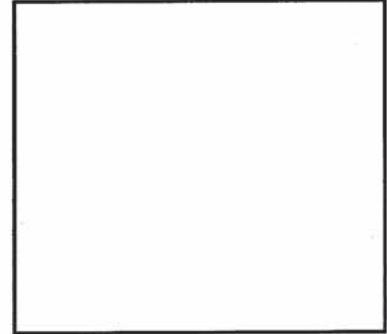


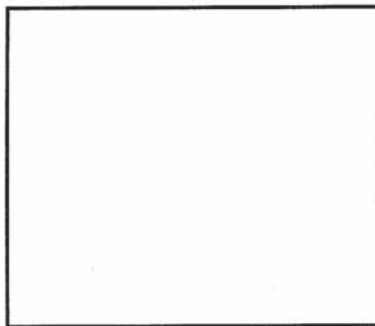


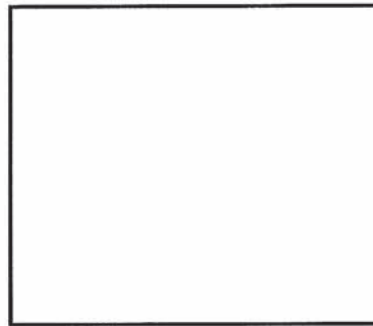


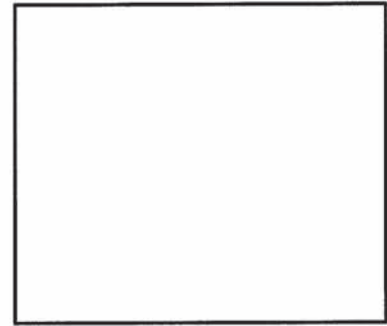










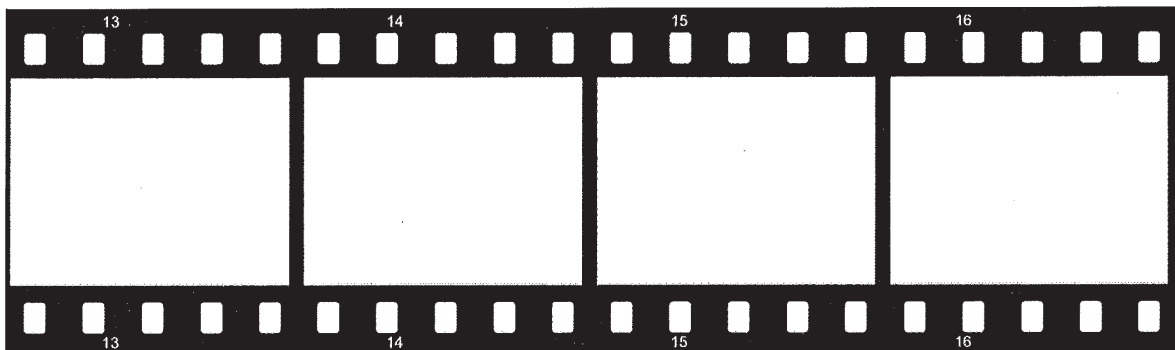
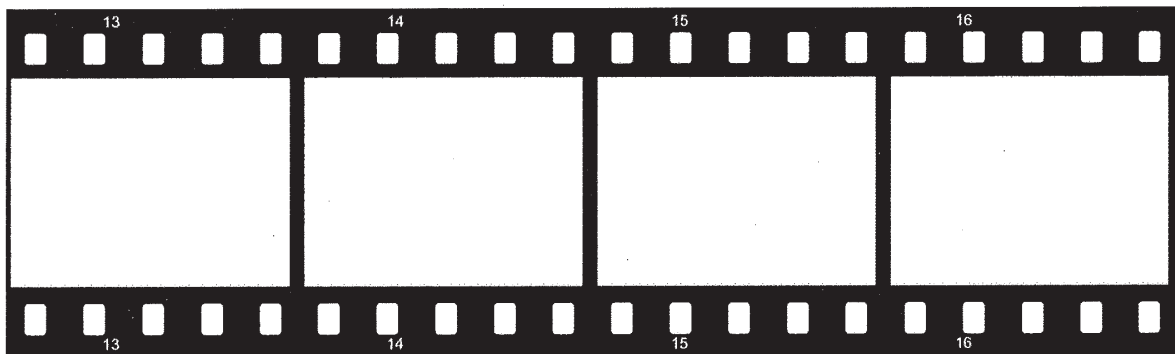
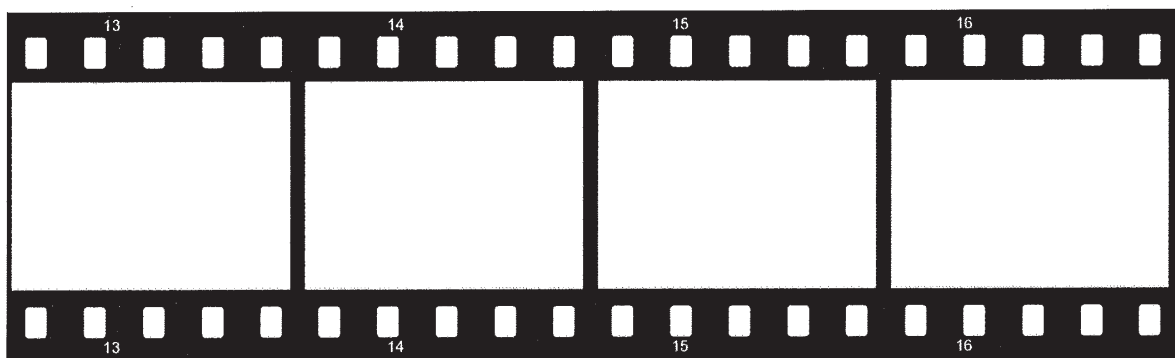




Visualizing - Make a Movie!

Text: _____

Make a movie! Choose the most important events from your text and turn them into scenes from a movie. Draw a sketch in the individual frames of what would be included in the movie scene. Remember to draw your scenes in the order you would have them happen in your movie.



Visualizing Characters

Text: _____

Choose 3 characters from your text and draw what you think they look like.
Beside each picture, write down words and phrases from your text that
helped you visualize the character.

Visualization Image	Words / Phrases from the Text



Visualizing Setting

Text: _____

Visualize one of the settings in your text. Draw a picture of it in the box below.
Then answer the questions below the box.

Draw a picture of the setting:

What words / phrases in the text made you visualize the setting like you did? _____

Is the way you visualized the setting like any real place you know? Explain. _____

Visualizing Definitions

Unit: _____

Choose 4 definitions from your unit of study or word wall. For each definition, write the name on the line, draw a picture in the box, and write the definition on the lines below the picture.

[illegible]

[illegible]



Handwriting practice lines consisting of 20 horizontal lines.

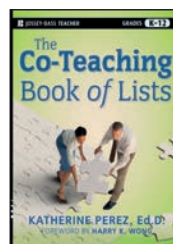
[illegible]

RELATED RESOURCES

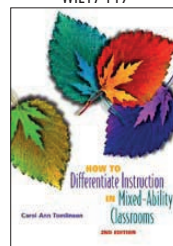


Available from Hawker Brownlow Education

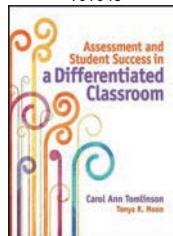
Qty	Code	Title	Price
	108028	Assessment And Student Success in a Differentiated Classroom	\$32.95
	101043	How to Differentiate Instruction in Mixed-Ability Classrooms	\$24.95
	108011	Leading and Managing a Differentiated Classroom	\$30.95
	WIL15516	Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners	\$37.95
	CO6309	More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction	\$37.95
	111021	Teaching 21st Century Skills: An ASCD Action Tool	\$69.00
	WIL17449	The Co-Teaching Book of Lists	\$37.95
	TCP2069	The New Inclusion: Differentiated Strategies to Engage ALL Students	\$32.95
Total (plus freight) \$			



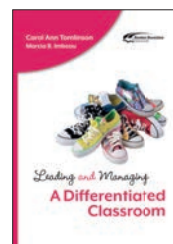
WIL17449



101043



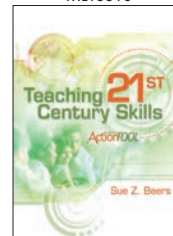
108028



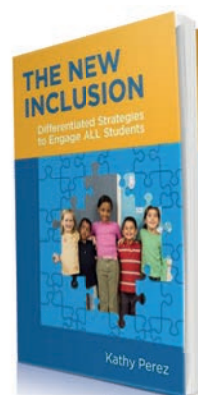
108011



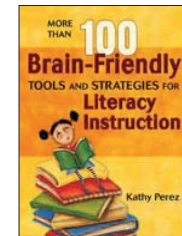
WIL15516



111021



TCP2069



CO6309

New! Available Now!

Attention Order Number

Name of School

Address

..... State P/Code

Country

Email:

☐ Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order, request a catalogue or find out more about our resources:

Call
1800 334 603
(03) 8558 2444

Fax
1800 150 445
(03) 8558 2400

Online
www.hbe.com.au

Mail
Hawker Brownlow Education
PO Box 580,
Moorabbin, VIC 3189

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.