

## Thinking Routine – Claim Support Question



Drawing on your investigation, experience, prior knowledge or reading:

- Make a *claim* about the topic, issue or idea being explored. A claim is an explanation or interpretation of some aspect of what is being examined.
- Identify *support* for your claim. What things do you see, feel or know that lend evidence to your claim?
- Raise a *question* related to your claim. What may make you doubt the claim? What seems left hanging? What isn't fully explained? What further ideas or issues does your claim raise?

### Version 1



### Version 2



You are going to compare two versions of the song 'Stay with me'.

***What could you compare?***

**Instruments? Voices?  
Style? Tempo? Dynamics?**

**C - My claim is...**(make a statement) I prefer Version 1 or I prefer Version 2.

**S - The support for my claim is...** (create evidence to back up your claim)

*I think/I feel/I believe*

**Q - The questions I think about are...** (*What does this make you think? Do you question anything – WHY does...? Do you have suggestions for improvement?*)



The Music curriculum requires pupils to analyse music and discuss their opinions/thought on it. I like to share original recordings and covers of songs with pupils and ask them to select which one they prefer and why. Sometimes pupils can find it challenging to structure their thoughts and I felt that by using Thinking Routine it would provide the support required in order for the learner to engage with the task and delve a little deeper into the reasonings WHY they prefer a particular version.

I set the scene like a court room and had pupils choose whether they preferred Version 1 or Version 2 of 'Stay with me'. Version 1 was the original Sam Smith one and Version 2 was a cover by Post Modern Jukebox.

I trialled CSQ in three S2 Music classes: once class as a starter, once as a lesson task and once as a plenary task. The task was to watch and listen to two versions of the same song, creating a claim, gathering evidence (support) to back up their claim and take time to create questions about what they had listened to and wondered. (Classes had experienced SEE-THINK-WONDER informally as a class discussion format so were used to this format).

### **What has the impact been on learning and the learners?**

Learners engaged with the task better in the second class trial after the summary page and exemplar had been shown. Some learners commented that they liked the opportunity to give an answer in class that was not either CORRECT or INCORRECT but was based on their opinion and evidence. Learners were more open to listening to others during class discussion as they wanted to see if someone else had the same thoughts as them.

### **How did the thinking routine add value to learning?**

All learners contributed to the task, taking time to think about their opinion and gathering of evidence. All learners felt their opinion was valued and as a result, the classes had a lively class discussion time with some volunteering to speak to the class for the first time. What difference did it make to my teaching? I gave more time than I usually would for this task in order to properly explain the Thinking Routine and set up the task. Some learners found the structure and headings enough to complete the task whilst others were given additional verbal assistance with suggested sub-headings and examples of what could be written. A few learners used word banks to access the task. I altered my approach each time and added suggested responses to the second and third trial to assist learners in accessing the task.

## **What would I like to try out/find out more about?**

I aim to trial this with S3 BGE to build evidence gathering and analytical skills in preparation for the Senior Phase SQA Music Question Papers. I would like to trial this Thinking Routine and use The MicroLab Protocol Thinking Routine as a class discussion tool to ensure all learners have time to speak and share equally as I felt I rushed through a few learner contributions due to lesson time restraints. Further reflections on reading, viewing and professional dialogue decided to use this Thinking Routine as a guide for learners to create their own opinion as they compared two pieces of music. By using the headlines of claim, support and question, learners were able to structure their answer, and thinking, methodically. After re-reading the Thinking Routine set up etc. I felt I had altered the Thinking Routine to be an individual task and then had learners find peers who had similar views,

I would trial this again with another class and lead the class discussion and measure the impact/contract of results. I shared this Thinking Routine and learner evidence at a Departmental Meeting, resulting in my departmental colleague trialling this technique using my materials to see if would be as successful in their classroom. After speaking to a colleague in another subject, they had used this Thinking Routine as a means to learners structuring a persuasive essay in their class.

## **Ambassador Tips**

- Stimulus can be two pictures/video clips/songs or approaches to answering a question (something that would generate an opinion but not one right answer)
- Differentiate by asking some pupils to give a Claim and Support whilst others can be stretched to complete all three stages
- Provide an example of what you are looking for (3 supports and 1 question)
- Depending on your class, it may be helpful to introduce this to pupils as a paired or small group task
- A good homework task - Claim or Support element as a preparation task to then do CSQ as a Starter to a lesson/topic
- Giving clear guidelines of support – “Focus on instruments/voices or tempo first”
- Some teachers like to have the Claim in the middle, Support on one side and Questions on opposite side of a piece of paper
- NO right answer so all opinions/thoughts are valid and welcomed – engagement can be high from your more passive learners