OPPORTUNITIES

Showing a

respect for and valu-

ing of one another's

contributions of ideas

and thinking in a spirit

of ongoing collabora-

activities that require students to engage in thinking and the development of understanding as part of their ongoing experience of the classroom

TIME

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

EXPECTATIONS 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."

> Scaffolding students' thinking in the moment as well as providing tools and patterns of thinking that can be used independently.

8 Cultural Forces that Define our Classrooms

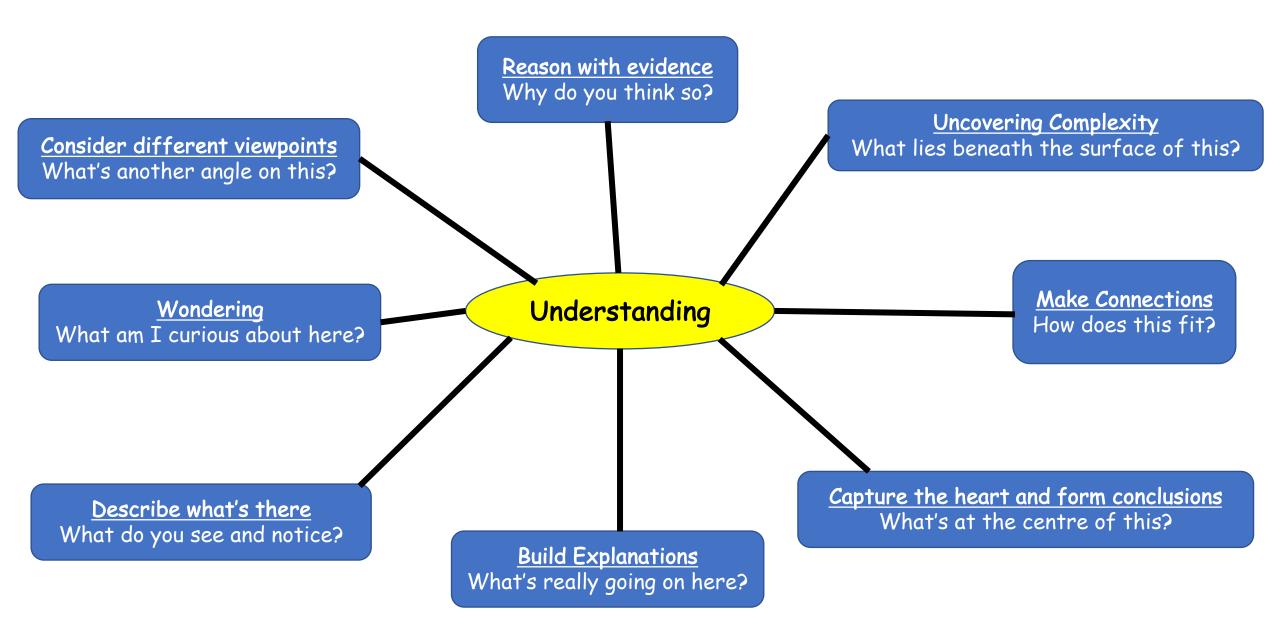
the process of our

Using language of 4ANGUAGE thinking that provides students with the vocabulary for describing and reflecting on thinking.

Making thinking visible by displaying the process of thinking and development of ideas. Arranging the

space to facilitate tive inquiry. thoughtful ENVIRONMENT INTERACTIONS interactions.

Kinds of Thinking to be Developed



- Circle of viewpoints
- Step Inside
- Tug of War

Consider different viewpoints What's another angle on this?

Wondering

What am I curious about here?

- See-Think-Wonder
- Zoom in
- Think-Puzzle-Explore
- Connect Extend Challenge
- The 4C's
- I used to think, now I think

<u>Describe what's there</u> What do you see and notice?

- See-Think-Wonder
- Zoom in
- The Explanation Game
- Colour Symbol Image
- Micro Lab Protocol
- Sentence, Phrase, Word

- Micro Lab protocol
- What makes you say that?
- Tug of War
- Claim-Support-Question

Reason with evidence Why do you think so?

Understanding

Build Explanations
What's really going on here?

- See-Think-Wonder
- Chalk Talk
- Explanation Game
- Compass Points
- Headlines
- Micro Lab Protocol
- What makes you say that
- Step Inside
- Claim-Support-Question

Uncovering Complexity

What lies beneath the surface of this?

- Zoom in
- Compass Points
- Explanation Game
- Micro Lab Protocol
- Claim Support Question
- The 4C's
- · Red Light, Yellow Light
 - 3-2-1 Bridge
 - Generate-sort- connectelaborate
 - Connect, extend, challenge
 - The 4C's

Capture the heart and form conclusions

What's at the centre of this?

Headlines

Make Connections

How does this fit?

- Colour, Symbol, Image
- The Explanation Game
- The 4C's
- Micro Lab Protocol
- Sentence, Phrase, Word