Summary of Ron Ritchhart, Mark Church, and Karin Morrison's Making Thinking Visible

In their book *Making Thinking Visible*, Ron Ritchhart, Mark Church, and Karin Morrison offer a framework for making students' thinking visible. The book provides teachers with a variety of tools that can be used to assess student learning, identify areas where students need additional support, and create a more engaging and supportive learning environment.

The authors argue that making thinking visible is essential for improving student learning. When students are able to see their own thinking, they can better understand it, identify areas where they need to improve, and develop strategies for improving their thinking skills.

Summary of Ron Ritchhart, Mark Church & Karin Morrison's Making Thinking Visible by Perry Shaw

★★★★★ 5 out of 5

Language	: English
File size	: 1434 KB
Text-to-Speech	: Enabled
Enhanced typesetting	: Enabled
Word Wise	: Enabled
Screen Reader	: Supported
Print length	: 68 pages

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The book is divided into three parts. Part 1 introduces the Making Thinking Visible framework and provides an overview of the tools that can be used to make thinking visible. Part 2 provides specific examples of how the tools

can be used in different subject areas and grade levels. Part 3 discusses how to use the Making Thinking Visible framework to create a more supportive and engaging learning environment.

Part 1: The Making Thinking Visible Framework

The Making Thinking Visible framework is based on three key principles:

1. **Thinking is visible.** When students are engaged in thinking, there are a number of observable behaviors that can be used to make their thinking visible. These behaviors include talking, writing, drawing, gesturing, and moving.

2. **Thinking is social.** Learning is a social process, and thinking is no exception. Students learn best when they are able to share their ideas with others and get feedback. The Making Thinking Visible framework provides a number of tools that can be used to foster collaboration and discussion.

3. **Thinking is iterative.** Thinking is not a linear process. Students often need to go back and forth between different ideas before they can develop a clear understanding of a topic. The Making Thinking Visible framework provides a number of tools that can be used to help students track their thinking and identify areas where they need to revise their ideas.

The Making Thinking Visible framework includes a number of different tools that can be used to make thinking visible. These tools include:

- **Thinking routines.** Thinking routines are short, structured activities that can be used to help students think about a topic in a specific way.

There are a number of different thinking routines that can be used, depending on the topic and the grade level.

- **Visual representations.** Visual representations can be used to help students organize their thoughts and make their thinking visible. There are a number of different visual representations that can be used, such as diagrams, charts, and graphs.

- **Metacognition.** Metacognition is the ability to think about one's own thinking. The Making Thinking Visible framework encourages students to reflect on their thinking and identify areas where they need to improve.

Part 2: Using the Making Thinking Visible Tools in Different Subject Areas and Grade Levels

The Making Thinking Visible tools can be used in a variety of different subject areas and grade levels. In Part 2 of the book, the authors provide specific examples of how the tools can be used in different contexts.

For example, the authors provide an example of how to use thinking routines to help students understand the concept of fractions in mathematics. They also provide an example of how to use visual representations to help students develop an argument in writing.

The authors also provide a number of tips for using the Making Thinking Visible tools in different grade levels. For example, they recommend using simpler thinking routines with younger students and more complex thinking routines with older students.

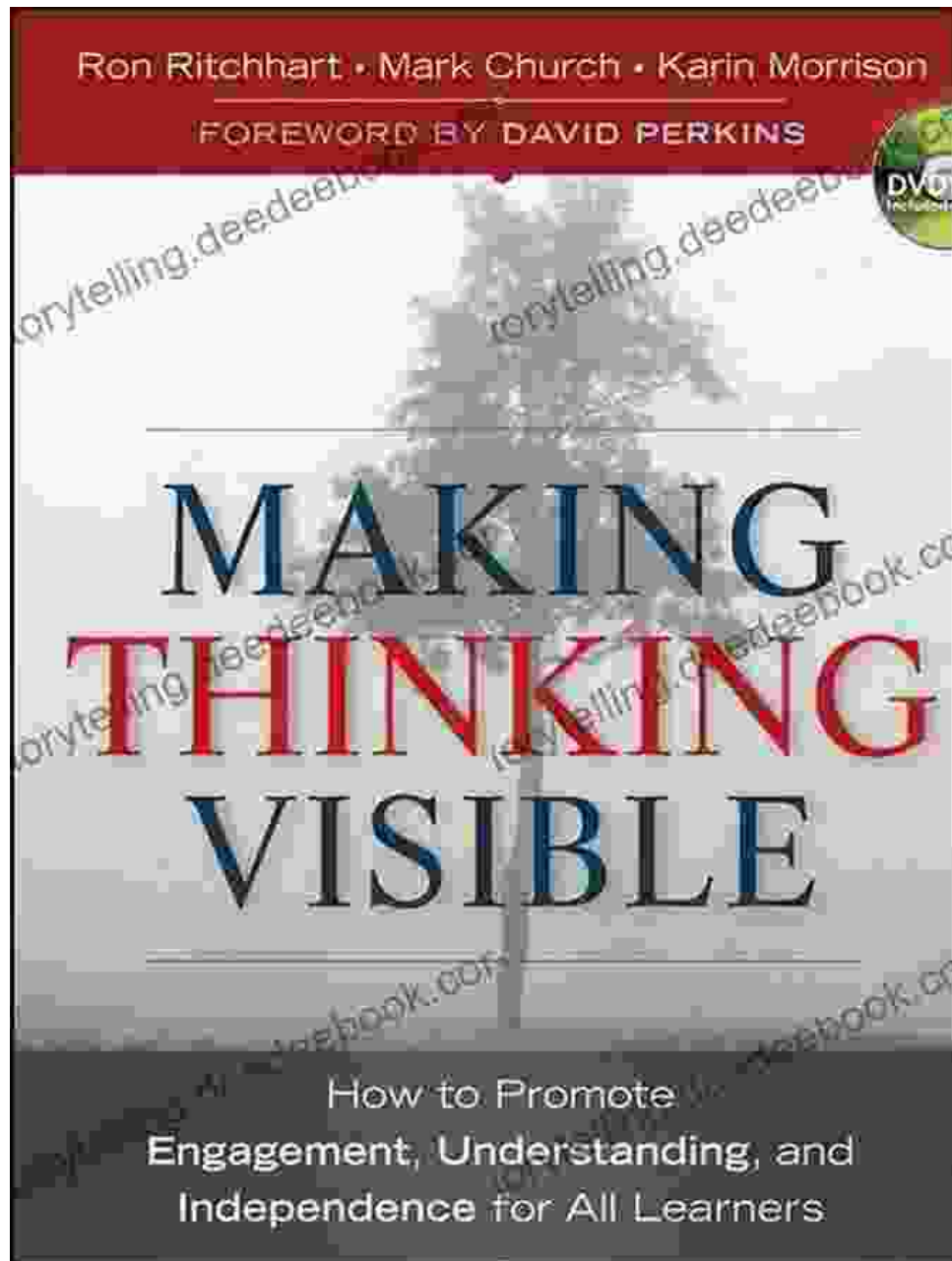## Part 3: Creating a More Supportive and Engaging Learning Environment

In Part 3 of the book, the authors discuss how to use the Making Thinking Visible framework to create a more supportive and engaging learning environment.

The authors argue that a supportive learning environment is one in which students feel safe to take risks and make mistakes. They also argue that an engaging learning environment is one that is relevant to students' lives and interests.

The authors provide a number of tips for creating a more supportive and engaging learning environment. For example, they recommend setting clear expectations, providing feedback that is specific and actionable, and involving students in the design of the learning environment.

Making Thinking Visible is a valuable resource for teachers who want to help students develop their thinking skills. The book provides a comprehensive framework for making thinking visible, as well as a variety of specific examples of how the tools can be used in different subject areas and grade levels. The book also provides a number of tips for creating a more supportive and engaging learning environment.

If you are interested in learning more about *Making Thinking Visible*, I encourage you to read the book or visit the Making Thinking Visible website.

Author Biographies

- **Ron Ritchhart** is an author, educator, and consultant who has worked in the field of education for over 40 years. He is the co-founder of the Making Thinking Visible Project and the author of several books on thinking and learning.
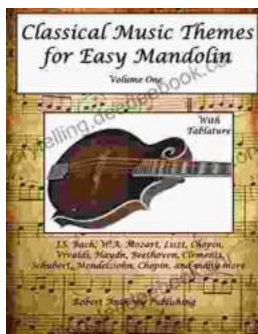
- **Mark Church** is an author, educator, and consultant who has worked in the field of education for over 30 years. He is the co-founder of the Making Thinking Visible Project and the author of several books on thinking and learning.

- **Karin Morrison** is an author, educator, and consultant who has worked in the field of education for over 25 years. She is the co-founder of the Making Thinking Visible Project and the author of several books on thinking and learning.

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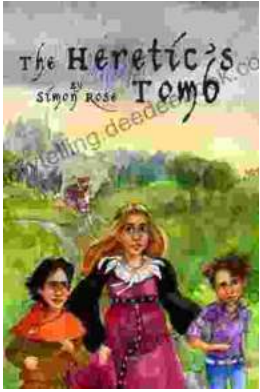
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