

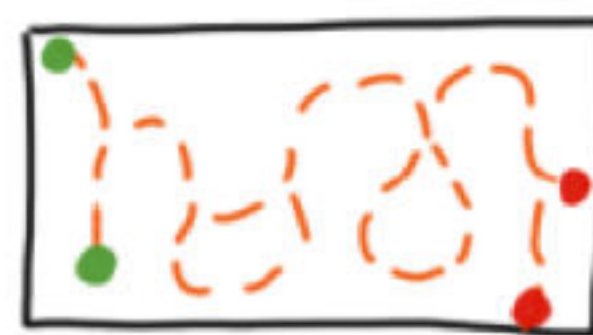
THINKING TASKS

"PROBLEM-SOLVING IS WHAT WE DO WHEN WE DON'T KNOW WHAT TO DO."

GIVE **PROBLEM SOLVING** TASKS

CARD TRICKS → NUMERACY TASKS

HIGHLY ENGAGING THINKING TASKS



NONLINEAR
MESSY
NON-ROUTINE

FIRST 5 MINUTES

NON CURRICULAR TASKS

↳ START WITH THESE

↳ POSE AS CHALLENGES

SCRIPTED CURRICULAR TASKS

↳ SWITCH TO THESE

↳ POSE AS CHALLENGES

AS-IS CURRICULAR TASKS

↳ AVOID THESE

↳ PROMOTE MIMICKING

MIMICKING ≠ THINKING

equity

- MULTIPLE ENTRY POINTS
- CHALLENGE FOR ALL STUDENTS
- HIGH EXPECTATIONS FOR ALL STUDENTS TO THINK

VRG



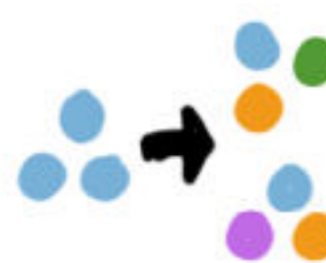
FLIPPITY

VISIBLY RANDOM GROUPS

TIPS FOR VRG SUCCESS



NEEDS TO BE VISIBLE



SWITCH GROUPS EVERY HOUR/TASK



NO INDEPENDENT THINK TIME BEFORE COLLABORATING



EXPLICITLY TEACH AND GIVE FEEDBACK ON INCLUSIVE AND EFFECTIVE COLLABORATION



KNOWLEDGE MOBILITY



RELIANCE ON TEACHER

BORROWING IDEAS → KEEP THINKING

equity

- ELIMINATION OF SOCIAL BARRIERS
- WILLINGNESS TO COLLABORATE
- MORE STUDENTS DO MORE THINKING
- KNOWLEDGE COMES FROM GROUPS
- PUTS STUDENTS' UNBELIEVABLE CAPACITY FOR EMPATHY IN MOTION

VNPS

VERTICAL
NON
PERMANENT
SURFACES



INCREASED KNOWLEDGE MOBILITY



→ BETTER POSTURE

→ IMPROVED MOOD

→ INCREASED ENERGY

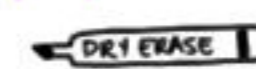
STANDING

TIPS FOR VNPS SUCCESS

• CLOSE NOT CROWDED



• ONE MARKER PER GROUP



• THOUGHTS WRITTEN BY SOMEONE ELSE

• HOLD MEMBERS ACCOUNTABLE TO EXPLAIN GROUP'S THINKING

• DIFFERENT COLOUR MARKER FOR THE TEACHER



• KEEP OLD/WRONG THINKING

equity

- INCREASED RELIANCE ON EACH OTHER INSTEAD OF TEACHER
- STUDENTS DO NOT FEEL ANONYMOUS WHEN STANDING
- OPPORTUNITIES FOR REAL-TIME DIFFERENTIATION
- NEW COMPETENCIES EMERGE
- SKILLS DEVELOPED: PATIENCE, COMMUNICATION, PERSEVERANCE

CONSIDERATIONS FOR

MULTILINGUAL LEARNERS

ENGLISH ARABIC
MANDARIN FARSI
TURKISH SWAHILI

CONNECTIONS TO AND USE OF PRIMARY LANGUAGE



PROVIDE CONVERSATIONAL STRATEGIES



MAKE TERMS VISIBLE AND VISUAL



LISTEN AND OBSERVE TO PROVIDE SCAFFOLDS AS NEEDED

SPECIAL EDUCATION SUPPORTS



INDIVIDUALIZED SUPPORTS (rehearsal, targeted grouping) FOR SOCIAL INTERACTIONS



PHYSICAL ACCOMMODATIONS IF NEEDED



ONE MARKER PER GROUP IS "NATURAL" SCRIBING

UNIVERSAL DESIGN FOR LEARNING



NAME CARDS TO MAKE PRONUNCIATION VISIBLE



LOW STAKES TASKS TO LEARN COLLABORATION SKILLS FIRST



VALUE AND CONNECT TO LIVED EXPERIENCES, INTERESTS, AND CULTURE



MAKE AVAILABLE AND ENCOURAGE USE OF CONCRETE MATERIALS AND MANIPULATIVES

BUILDING THINKING CLASSROOMS
PETER LILJEDAHN @pjliljedahl

CORWIN, 2020

COLLABORATION WITH @WRDSB EDUCATORS
SKETCHNOTE: @alida Klassen