

# HINTS + EXTENSIONS



**OPTIMAL EXPERIENCE:**  
 ✓✓✓ CLEAR GOALS  
 ↔ IMMEDIATE FEEDBACK  
 CHALLENGE  $\triangle$  ABILITY

## TIPS TO MAINTAIN FLOW

EXTENSIONS



↑ INCREASE CHALLENGE  
 ⌚ TIMING MATTERS  
 ↻ DIFFERENT EXTENSIONS FOR EACH GROUP

≡ USE THIN SLICED SEQUENCES

HINTS



➡ INCREASE ABILITY  
 ➡ GIVE A STRATEGY  
 ↓ DECREASE CHALLENGE  
 ➡ GIVE PARTIAL ANSWER  
 ➡ GIVE EASIER TASK

MODE OF ENGAGEMENT

DOING	EASIEST WAY TO ENGAGE
JUSTIFYING	CONVINCE YOURSELVES
EXPLAINING	ARTICULATE TO AUDIENCE
TEACHING	HELP OTHERS LEARN
CREATING	CREATE A NEW TASK

BUILD ENGAGED STUDENTS WHO ARE WILLING TO THINK ABOUT ANY TASK

## equity

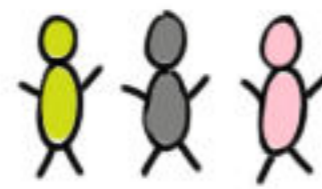
- ACCESS FOR ALL TO START TASK
- TIMELY HINTS AND EXTENSIONS FOR SPECIFIC STUDENTS/GROUPS
- STUDENTS PROVIDE FEEDBACK TO EACH OTHER => FLOW

# CONSOLIDATE ↑



TEACHER LEADS DISCUSSION  
 STUDENT WORK ON VNPS DISCUSSED

## TIPS TO CONSOLIDATE FROM BOTTOM



HAVE STUDENTS STAND IN A CLUSTER AROUND TEACHER



START WITH LOWEST CHALLENGE  
 SPEND LESS TIME ON EACH SUCCESSIVE CHALLENGE



USE A GALLERY WALK AS A FOCUSED GUIDED TOUR OF SELECTED AND SEQUENCED WORK



ASK STUDENTS NOT IN GROUP TO EXPLAIN THINKING



DRAW BOX AROUND WORK TO DISCUSS AND NUMBER BOARDS



IF DESIRED APPROACH IS ABSENT, DROP A HINT DURING FLOW PHASE

## ALTERNATIVE STRATEGIES



TEACHER LED  
 NOTHING RECORDED  
 USE FOR BIG IDEAS



TEACHER LED  
 DETAILS RECORDED  
 USE SPARINGLY  
 WHEN DETAIL NEEDED

# MEANINGFUL NOTES



STUDENTS TAKE NOTES:  
 ✓ ABOUT IMPORTANT THINGS  
 ✓ FOR THINGS WHERE OTHER DOCUMENTATION DOESN'T EXIST  
 ✓ FOR FUTURE FORGETFUL SELVES

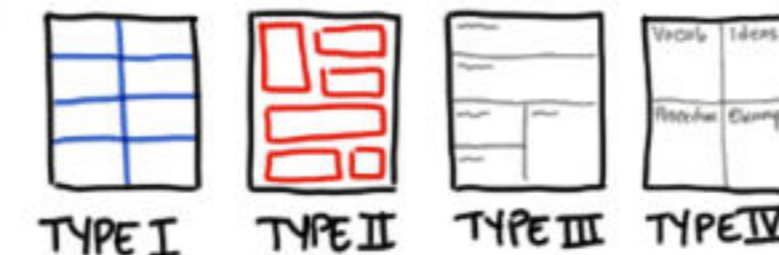
## TIPS FOR MEANINGFUL NOTES SUCCESS

EX. ENCOURAGE INCLUSION OF EXAMPLES  
 USE RANDOM GROUPS TO ANALYZE EXAMPLES OF NOTES

REVISIT CONCEPT WEEKS LATER SO NOTES ARE NEEDED



USE GRAPHIC ORGANIZERS



INCLUDE WORKED EXAMPLES WITH ANNOTATIONS



PROVIDE SELECTION OF QUESTIONS FOR WORKED EXAMPLES



COMMUNICATE THAT NOTES ARE BY STUDENTS AND FOR STUDENTS



GIVE TIME IMMEDIATELY AFTER CONSOLIDATING FROM BOTTOM



HAVE GROUPS CREATE MEANINGFUL NOTES TOGETHER AT VNPS



AVOID PICTURES ON CELLPHONES



MAKE TIME FOR MEANINGFUL NOTES

COLLECTIVE KNOWING DOING



INDIVIDUAL KNOWING DOING

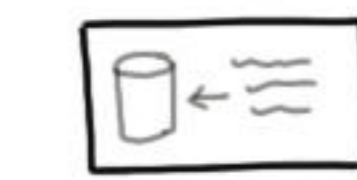
## equity

- STUDENTS TAKE OWNERSHIP OF NOTE-TAKING AND RECORD WHAT/HOW IS MEANINGFUL TO THEM
- BUILDS INDEPENDENCE THROUGH ROUTINE, SCAFFOLDS, AUTONOMY
- TEACHERS GAIN SENSE OF WHAT IS VALUED BY OBSERVING NOTES

# CONSIDERATIONS FOR

## MULTILINGUAL LEARNERS

ENGLISH ARABIC MAKE CONNECTIONS TO PRIMARY LANGUAGE IN NOTES + CONSOLIDATION  
 MANDARIN FARSI  
 TURKISH SWAHILI



PROVIDE FEEDBACK AND MODELS TO SUPPORT ROUTINE



INVEST IN UNDERSTANDING THINKING TO VALUE IN CLASS DISCUSSIONS



LISTEN AND OBSERVE TO PROVIDE SCAFFOLDS AS NEEDED

## SPECIAL EDUCATION SUPPORTS



PROVIDE HARD COPIES OF GRAPHIC ORGANIZERS  
 ENLARGE TEXT AND SPACE



USE ROUTINES THAT BECOME FAMILIAR AND PREDICTABLE



DIFFERENTIATE HINTS AND EXTENSIONS AS NEEDED - PROVIDE VISUALS/OTHER MODEL

## UNIVERSAL DESIGN FOR LEARNING



LISTEN AND OBSERVE FOR TIMELY HINTS AND EXTENSIONS



ENSURE STUDENTS FOLLOW STAGES OF CONSOLIDATION BY CHECKING IN



PROVIDE AUTONOMY TO CHOOSE TAKEAWAYS TO REMEMBER



ENCOURAGE DIFFERENT WAYS OF KNOWING

BUILDING THINKING CLASSROOMS  
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