Making Thinking Visible

10

ELABORATE: CONCEPT

GENERATE-SORT-CONNECT.

Students were asked to justify the big ideas and themes they developed.

Students were asked to identify the big ideas and themes they developed.

Concept: The Generate-Sort-Connect-Elaborate (C$C$E$)$E$E$E$E concept was the model

Purpose: (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)struct (Con)stru...
For example, one might interpret to uncover the connections by reviewing one of the four chapters in the text.

1. Connect all lessons to uncover the ideas discussed by the author.

In this example, the supporting text is not directly relevant to the image content. However, it provides context to the discussion of connections and understanding themes within the text.

Using and Extending

and when there were debates on pressure of connections. 

6. Share the learning journey feedback with students and demonstrate how to

create educational environments that shape the ideas into coherent

5. Encourage students to pick a key central theme and develop their ideas

Steps

- 2. Connect all lessons to uncover the ideas discussed by the author.

In this example, the supporting text is not directly relevant to the image content. However, it provides context to the discussion of connections and understanding themes within the text.
A Picture of Practice

In this picture, we can see a classroom setting where students are engaged in an interactive activity. The teacher is facilitating a discussion, and students are actively participating in the conversation. This scene exemplifies active learning and collaboration, which are crucial components of effective educational practices.

Tips

1. Encourage students to share their ideas and perspectives.
2. Promote a safe and inclusive learning environment.
3. Use a variety of teaching methods to cater to different learning styles.
4. Foster a culture of curiosity and continuous improvement.
5. Provide opportunities for students to reflect on their learning experiences.

Assessment

Incorporate formative assessment techniques to monitor student progress and adjust teaching strategies accordingly.定期进行形式评估。