Purpose

And here's how to think about this. When you are in the middle of a tug-of-war, it can be tempting to explore issues to the point where you lose sight of the bigger picture. The question is, how do you know when you should stop exploring and move on to the next stage of the argument? The answer is to ask yourself why you are exploring these issues. Are you trying to convince yourself that your position is correct, or are you trying to persuade others? If the latter, then you need to consider whether your arguments are strong enough to hold up against the counter-arguments. If you are trying to convince yourself, then you need to consider whether your arguments are strong enough to hold up against the evidence. In either case, the key is to be clear about your goals and to focus on the issues that are most likely to be important to your audience.
Steps of Constructive Counteraction

1. Add an opening and frame a particular dilemma for the class to contemplate. This may involve inquiring about their own experiences and thoughts on the topic.

2. Consider thecher's role, "Talk to the students so you can see how they are doing." If you observe any signs of distress or confusion, encourage them to share their thoughts and feelings.

3. Ask open-ended questions and encourage students to think critically about the topic. For example, "What do you think about...?" or "How do you feel about...?"

4. Provide clear, concise instructions and demonstrate how to complete the task. For example, "Follow the steps below to complete the exercise.

5. Monitor students' progress and provide support as needed. For example, "If you are struggling with..." or "Let's work on... together.

6. Reflect on the class discussion and ask students to share their insights. For example, "What did you learn from today's exercise?"
A Picture of Practice

Discussions with classroom teachers and parents regarding their experiences with the Making Thinking Visible model have revealed the importance of creating a classroom environment that encourages students to think critically and reflect on their learning. Teachers often report that the use of visual tools and strategies has helped them to better understand student thinking and identify areas for growth.

Assessment

The Making Thinking Visible model places a strong emphasis on assessing student understanding through the use of visual tools. Teachers can use these tools to observe student thinking patterns and make informed decisions about instructional strategies. The model also provides a framework for evaluating student progress and identifying areas for improvement.

The following page contains a diagram that illustrates the key components of the Making Thinking Visible model.
After the students had read much of Chapter 6, they drew a horizontal line across the margin to indicate where they thought there was a marked change in the tone of the passage.
Purpose

name in Sentence-Phrase-Word (SPW).

After reading the text and discussing your thoughts, please reflect on how your thinking was influenced by the discussion. This text is an excerpt from a larger discussion. Please review the text you have read and each section of the discussion.

When participating in discussions, it is important to:

- Discuss your thoughts and ideas
- Ask questions and clarify points
- Actively listen and respond to others

In your discussion group, review the text you have read and each section of the discussion.