

Lesson Plan

<p>Lesson Objectives:</p> <ul style="list-style-type: none"> - To begin a process of looking at and responding to art objects. - To comment on what they see in the pictures presented. - To hear the ideas of others. - To hear teacher's acknowledgment and support of . . . 	<p><i>Ten to fifteen minutes per picture. Length of time depends on the number of students and the image. To know when to stop, or move on to the next image, take cue from students. However, silence doesn't always mean they are finished; they may just be puzzling. If they get restless, or if the comments become repetitive or silly, it is time to move on.</i></p>	
	<p>Introduce VTS</p>	<p>Ask students what they think Visual Thinking Strategies might mean.</p> <ul style="list-style-type: none"> - Briefly explain the process (2 images will be reviewed) and the ground rules. Make sure they understand that they will be looking at art and will be encouraged to think, to contribute ideas and observations, to listen, and to build understandings together. <p>Ground Rules</p> <ul style="list-style-type: none"> - One speaker at a time. - Raise hand to comment, lower hand if not called on to listen to fellow student. - Teacher will paraphrase after each student comment. - Be respectful of others' thoughts.
	<p>Project First Image</p>	<p>Ask students to examine the image silently for a few moments.</p>

<p>their responses.</p>	<p>Ask Questions:</p>	<p>Begin with: <i>"What's going on in this picture?"</i></p> <ul style="list-style-type: none"> - Opens up the discussion after students have examined the image. The phrasing of this question encourages the finding of stories and narratives while also allowing comments of any sort. Open with this question but do not continue to use it; instead follow with <i>"What more can we find?"</i> <p>Whenever an interpretation is given, ask: <i>"What do you see that makes you say that?"</i></p> <ul style="list-style-type: none"> - Asks students to back up opinions with evidence. Use it even when you agree with the opinion or think you know what the student refers to. This includes descriptions, such as <i>"I think that thing is a headdress"</i> as well as inferences and interpretations such as <i>"I think the girl is sick."</i> Repetition allows students to learn behavior useful in many different disciplines of study. <p>Throughout the discussion, ask <i>"What more can we find?"</i></p> <ul style="list-style-type: none"> - Should be used between each speaker, even when hands are in the air. It tends to broaden discussions and keeps reminding students that there is more to think about no matter how much they have already noticed.
<p>Teacher Reflection: <i>Think about VTS:</i></p> <ul style="list-style-type: none"> - Why these questions? Why paraphrase? Why point? Why link? <p><i>Think about VTS impact:</i></p> <ul style="list-style-type: none"> - What did I observe happening with my students? 	<p>Respond to all student comments</p>	<p>Point precisely to what students observe.</p> <ul style="list-style-type: none"> - Helps all to see what is being mentioned - including the student who made the observation. <p>Be warm and attentive while listening to each student's comments.</p> <ul style="list-style-type: none"> - Acknowledgement encourages active exploration, and as a result more is observed. <p>Treat all comments equally.</p> <p>Paraphrase each comment.</p> <ul style="list-style-type: none"> - Conveys that student ideas matter to you and add value to the group's examination of the image being studied. - Lets students know that you not only hear them but also understand them. Helps learners gain the confidence that is a prerequisite for growth. - Provides useful vocabulary to help students express what they want to say. - Models sentence structure and demonstrates that there is more than one way to say something. - Combination of pointing and paraphrasing helps those who struggle with language. Oral expression is a useful precursor to writing.

<p>Link related comments</p>	<p><i>When ideas are linked, it creates a kind of outline of the discussion as it builds and students become aware of how thinking unfolds and meanings are discovered. They begin to see how observations stack up and lead to others, and how many interpretations can be achieved if you keep working at something.</i></p> <p>Acknowledge agreements and disagreements:</p> <ul style="list-style-type: none"> - "It seem that several people see that..." or "We have a variety of opinions here." <p>Connect thoughts that build on others:</p> <ul style="list-style-type: none"> - "[Name] said that the woman had a sad expression, and [Name] added that he thought it was because of her eyes." <p>Note shifts in the discussion:</p> <ul style="list-style-type: none"> - "Several of you thought she was sad, but now there are arguments suggesting she might just be thinking about something." Or, "I see you have changed your mind, or added another possibility."
<p>Conclude</p>	<p>Compliment students on their ideas and participation. If applicable, preview the slides for the next lesson.</p> <ul style="list-style-type: none"> - "You were particularly thoughtful about such and such and you listened to each other during the discussion of such and such." Or, "I was impressed by how much you listened to each other during the discussion of such and such." Or, "I am glad so many of you contributed to the discussion today." - Can also ask students what they enjoyed or what they might like to remember to tell other at home.