

Reading images and the Thinking Skills Framework			
	Sentence stems	Visual image skills	Some suggested Strategies (this is not an exhaustive list)
Plan - Asking questions - Activating prior skills, knowledge and understanding - Gathering information - Determining the process/method and strategy - Determining success criteria	<i>What are we trying to achieve?</i> <i>Talk to the rest of your group about what you're trying to achieve.</i> <i>What is the important information?</i> <i>What do we need to know to be able to do this?</i> <i>How are we going to get this information?</i> <i>How will we know when we've succeeded?</i>	Familiarity with visual images as a means of communication <ul style="list-style-type: none"> ▪ View and categorise images ▪ Explain how design, layout and organisation of images create effects ▪ Discuss how to compose images according to audience and purpose ▪ View images to design models e.g. to make a picture to show happiness I need... ▪ Demonstrate expressing personal responses to images 	KWL/KWHL Mindmaps TASC Think, Pair, Share Snowballing Brainstorm/Placemats Anticipation Guide Success criteria/Success ladders Think Alouds List, Group, Label Concept cartoons Concept maps Placemat activities Post it challenge Talking heads
Develop - Generating and developing ideas - Valuing errors and unexpected outcomes - Entrepreneurial thinking - Thinking about cause and effect and making inferences - Thinking logically and seeking patterns - Considering evidence, information and ideas - Forming opinions and making decisions - Monitoring progress	<i>Can we think of some ideas?</i> <i>What's the best idea?</i> <i>How are we going to record our ideas so that we (or someone else) can use them, or adapt them to use them again?</i> <i>In which order will we do things?</i> <i>Complete the task.</i> <i>Are we happy with it?</i> <i>Is it ready to share with others?</i>	Explore the features of visual images <ul style="list-style-type: none"> ▪ Capture ideas through digital audio, digital still images and moving images ▪ Record ideas through drawings, story maps, note making ▪ Discuss images in terms of the four roles – Code breaker, User, Participant, Analyst ▪ Prepare responses to share with others 	Diamond ranking Storyboards Storymaps Ideas funnel Questioning Freeze frame Role play Conscience alley Hot seating View finders Viewing guides Talk frames

<p>Reflect</p> <ul style="list-style-type: none"> - Reviewing outcomes and success criteria - Evaluate own learning and thinking - Linking and lateral thinking 	<p><i>Share your work with others.</i></p> <p><i>What did you do first, next, then...?</i></p> <p><i>What worked well?</i></p> <p><i>What went wrong?</i></p> <p><i>What puzzled you?</i></p> <p><i>Did you get stuck?</i></p> <p><i>How did you solve the problem? Explain what you did to the rest of the class.</i></p> <p><i>When might you use this strategy again?</i></p> <p><i>What will you put in your multimodal toolkit?</i></p> <p><i>What's useful for next time?</i></p>	<p>Evaluate the learning</p> <ul style="list-style-type: none"> ▪ Make a judgement about the quality of the learning and the possibility of transferring the skills used into other areas 	<p>Traffic lights</p> <p>Learning logs</p> <p>Two stars and a wish</p> <p>PMI diagram</p> <p>Learner to learner dialogue</p> <p>Concept maps</p> <p>KWL/KWHL grids</p> <p>Graffiti board</p> <p>Talking heads</p> <p>Reflection triangle</p> <p>Art spiral</p> <p>Dartboard evaluation</p> <p>Caterpillar</p>
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Adapted from 'Visual Approaches to Teaching Writing – Multimodal Literacy 5 – 11 Eve Bearne and Helen Wolstencroft