## **DEFINING THINKING ROUTINES**

- <u>Tools</u> used over and over again in the classroom, that support specific thinking moves such as,
  - Making connections
  - · Describing what's there
  - Building explanations
  - Considering different viewpoints and perspectives
  - Capturing the heart and forming conclusions
  - Reasoning with evidence
- <u>Structures</u>, through which students collectively as well as individually initiate, explore, discuss, document, and manage their thinking. These structures are:
  - Explicit: They have names to identify them
  - Instrumental: They are goal directed and purposeful
  - A few steps: Easy to learn, and easy to remember
  - Individual as well as group practices
  - Useful across a variety of contexts
  - Help to reveal students' thinking and make more visible
- <u>Patterns of behavior</u> adopted to help one use the mind to form thoughts, reason, or reflect. We see these patterns emerging as the routines:
  - Are used over and over.
  - Become engrained in us both teachers and students.
  - Flexibility emerges.