

Paraphrasing

Facilitators often begin their paraphrase by identifying or labeling how a student is approaching the image. Starting a paraphrase with language that describes the student's approach supports the participant and the group as a whole. While there are many ways to contextualize student thinking, the list below suggests a few ways to get started.

Ways of identifying or labeling how a student is approaching the image:

Pinpointing or directional language- OR *where* is the speaker looking?

- "You are looking behind the girl."
- "Martin is examining the top left corner..."
- "Julia is drawing our attention to the foreground..."
- "You have moved our eye diagonally across the image..."

Points of similarity or contrast in the discussion:

- "Rameen is elaborating on Sean's earlier idea..."
- "You are building on the concept introduced by Selena..."
- "Anthony has a new way of looking at this..."
- "Maria has a different theory..."

Metacognition or types of thinking:

- "Isabela is speculating..."
- "You are inferring..."
- "Mohammed is identifying..."
- "Melissa and Trevor are comparing..."
- "Sara is revising earlier thinking..."

1

Student: There are two boys playing basketball-taking turns. One boy is shooting and the other boy is blocking the shot.

Facilitator: You are seeing two boys at play and you think they might be taking turns. What do you see that makes you say that one boy is blocking the shot?

Student: He has his hands up in the air trying to block the ball from going into the basket. He's jumping up and waving his hands in the air trying to make the guy miss.

Facilitator: So you are looking closely at the position of their bodies and are seeing movement. To you, the arms are up, to prevent the basketball from going into a basket. What more can we find?

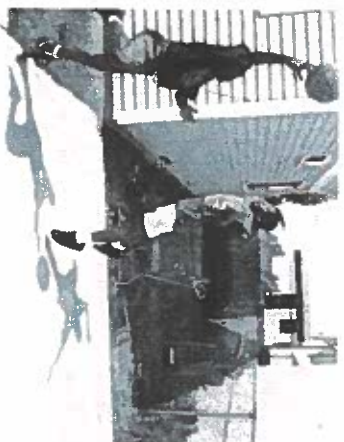
2

Student: The boy blocking the basket doesn't have an arm.

Facilitator: You are drawing our attention to the same figure and agree that this boy might be trying to cut off or intercept the ball. What do you see that makes you say he doesn't have an arm?

Student: I see one hand behind his head, but on the other side I only see a shirt. Nothing else.

Facilitator: You are not seeing a left arm on the front side of this figure. What more can we find?



3

Student: I see their shadows on the ground.

Facilitator: You are bringing our eye to the ground beneath the figures and you are identifying shadow. What do you see that makes you say that these are their [pointing] shadows?

Student: The shape on the ground is the same of as the shape of their bodies. And the ball, too.

Facilitator: So you are comparing the shapes. What more can we find?

4

Student: Well, I know we can't see his arm very well, but if you look at the shadow, you can see the arm there. So I think he has two arms, one is just blended in with the fence.

Facilitator: You have been listening carefully and are offering a possible explanation. You have examined the shadow to make sense of what is going on with his body. The shadow of the arm, for you, is easier to read than the body. So, you are also comparing shapes. What more can we find?



Visual Thinking Strategies™

Advanced Facilitation

Facilitators learn to frame student thinking and link ideas in their paraphrase to support growth and understanding.

FRAMING contextualizes individual comments by

- Pointing out the lens a viewer is using to approach the picture (examining setting, facial expression, etc.)
- Labeling kinds of thinking (wondering, comparing, inferring, etc.)
- Identifying the “big idea” or themes

Framing describes what the speaker is doing.

LINKING describes how ideas are connected or related by

- Identifying points of similarity or contrast in the discussion
- Tracking the evolution of thoughts (moments of revision or elaboration)
- Identifying conceptual connections

In a way, linking describes how the individual comment relates to the group discussion, or what the group is doing.

Some ways of **FRAMING** concepts and thinking behaviors in the paraphrase

Setting
(Time of day/year
Place/location)
Relationship
Mood
Emotion
Theme
Sequence
Timeline
Race
Class
Gender
Ability
"norms"
Relationships

Artist intention
Light and shadow
Light source
Texture
Line
Pattern
Design
Real vs. unreal
Symbolism
Color
Form/Shape
Movement
Tension
Perspective
Scale
Balance

Revising
Predicting
Inferring
Elaborating
Considering multiple
theories
Wondering
Noticing
Speculating
Using pinpointing
language
Analyzing
Understanding
Clarifying
Contrasting
Referencing
Evaluating



VTS “LOOK FORS” IN PRACTICE

Taking a Silent Moment to Look

Accurate wording of the 3 VTS Questions

Q1 What’s going on in this picture? (at the start of the discussion)

Q2 What do see that makes you say...? (with interpretive comments)

Q3 What more can we find? (asked frequently between comments)

Pointing: during student comment & while paraphrasing

Paraphrasing

- Accuracy – not adding or omitting
- Without judgement/neutrality
- Every comment – not skipping any
- Before asking Q2

Strong Paraphrasing Moves

- **Introduces new vocabulary**
- **Links comments**
- **Uses conditional language**
- *this could be... might be...*
- *you are suggesting this is...*

Examples?

When Q2 is asked

(What do you see that makes you say _____?)

Something I appreciated about this discussion



Visual Thinking Strategies®

Teacher/Grade

Trainer: Amy Chase Gulden

Something to consider for next time

A large, empty rectangular box with a black border, intended for handwritten notes or reflections.