

Overview: Discover Student Thinking from a Photograph

Welcome to Teaching with Grace, our virtual classroom designed to strengthen teacher feedback that deepens student learning.

Student task

- Make a claim about when this photograph was taken using details from the image.
- Share thinking using the Domino Share routine.



Student Responses

- Oliver: It looks like it was taken a long time ago.
- Chris: You can see she's dressed the way people were during slavery time.
- Farrah: Maybe in the olden days?
- Luis: The title underneath says Sojourner Truth. She was alive hundreds of years ago.
- Jazmin: Maybe during my grandma's time?
- Sharleen: I think it's from one of those festivals with the costumes and photo booth.

Teaching Challenge

Clarify Student Thinking and **Reflect** Back Student Thinking

- **Clarify:** “What makes you say that?” or “Tell us about the details that you see.”
- **Reflect:** You are noticing details in the picture” or “You are using your knowledge about the past to guide your thinking.”
- **Teach:** Students will teach you two routines: take five breaths and domino discover.

Teaching routines used: [Take 5 Deep Breaths](#), [Domino Discover](#)

Practicing Purposeful Student-Centered Teacher Feedback

| Engage | | |
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| IF, students... | THEN, clarify ... | SO, students... |
| ... don't understand the activity goal ... | "Our goal is to make a claim about when the photograph was taken." | ... understand the purpose of what they are doing. |
| ... have not yet shared their responses ... | "When do you think the photograph was taken?" | ... hear and learn from every student's perspective. |
| ... have not explained their thinking ... | "What makes you say that?" | ... use evidence from the image to support their response. |
| | "Tell us about the details that you see." | |
| IF, you ... | THEN, reflect back ... | SO, students ... |
| ... think that you understand the student response ... | "You are noticing details in the picture" | ... know you are listening and understand their responses. |
| | "You are using your knowledge about the past to guide your thinking." | |
| Teach | | |
| In this activity, students will teach <u>you</u> two routines: Take Five Breaths and Domino Discover . In the next classroom practice, you will have an opportunity to correct misunderstandings and direct students to use resources such as vocab cards and fact sheets. | | |
| Extend | | |
| This introduction activity ends before you move students toward thinking about their learning. If you were to extend their thinking, you could ask students why noticing details is important, what knowledge helped them identify the time period, or to generate questions about the portrait. Learn more about Sojourner Truth . | | |