HookED Describe ++ Map

The HookED Describe ++ Map scaffolds student thinking at surface, deep, and conceptual levels.

The template provides students with visual support and prompts for both surface and deep features when they start writing, through:

- scaffolding for sentence structure and paragraphing

- increasing the number of ideas presented (quantity)

- deepening the quality of ideas presented.
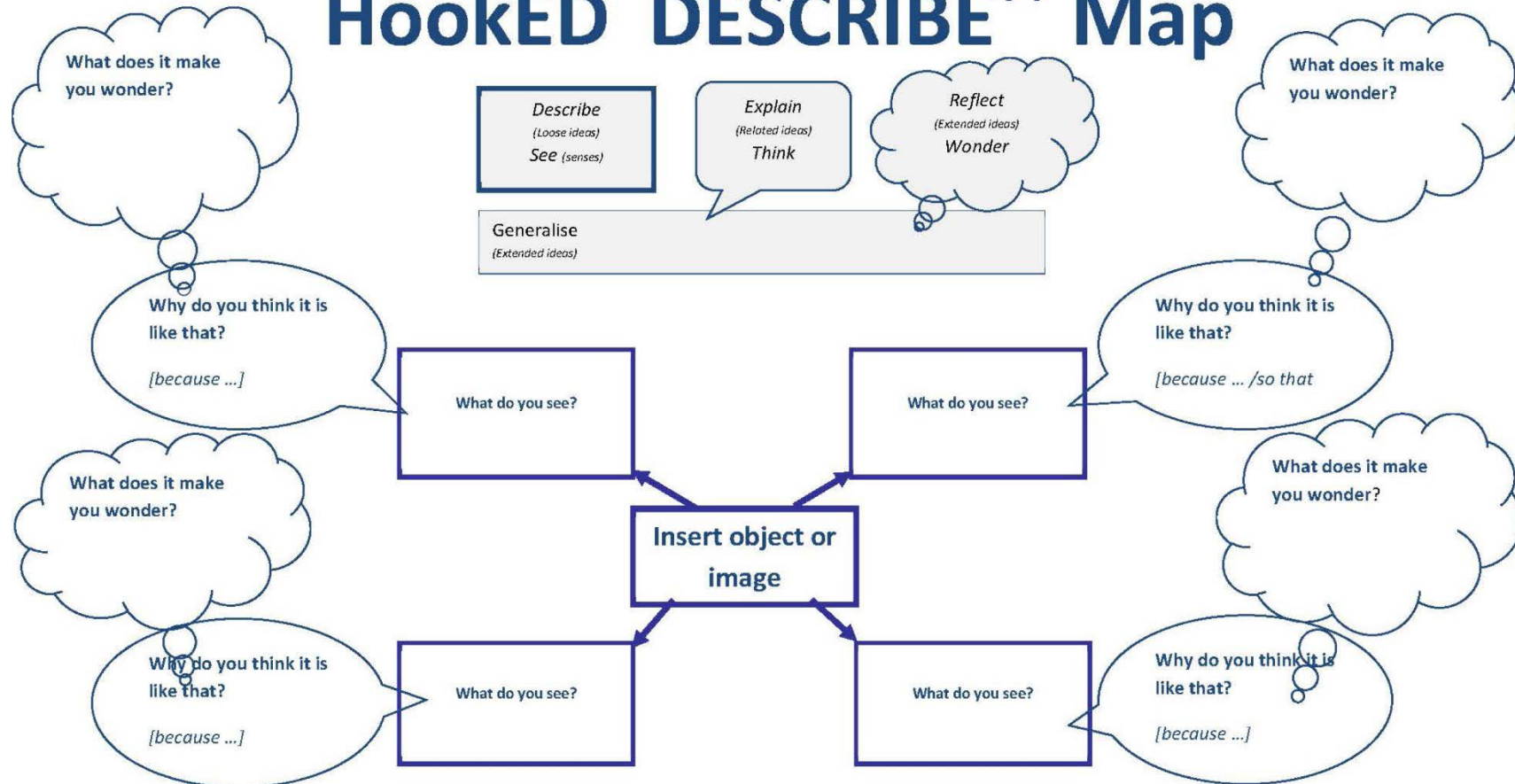
Key:

- Small rectangles ask students to describe what they can see (hear, smell, feel etc.).

- Speech bubbles ask students to explain how or why they think it is like this.

- Thought bubbles ask students what this makes them wonder or how effective this is.

- Extended rectangle asks students to make a generalisation.

For original see http://pamhook.com/wiki/HookED_Describe_Plus_Plus_Map

Instructions for use

1. Align the HookED Describe ++ map with the identified learning intention. For example, we are learning to describe [content] [context].

2. Place the idea or object to be described in the centre of the map.

3. Suggest possible attributes for description. E.g. the five senses, emotions, settings, etc.

4. Record the relevant characteristics in the attribute boxes that sit around the main idea.

5. Explain and or make links between the identified characteristics.

6. Make a generalisation about each attribute. E.g. What does this make you wonder? How effective is this?

7. Make a generalisation about the description. E.g. Overall …. because …because"

8. Share the success criteria for description in the HookED Describe ++ Rubric.

9. With reference to the success criteria, students describe an idea or object using the relevant characteristics and the target vocabulary from the completed HookED Describe ++ Map. These descriptions can be written, oral or an annotated drawing. This process is iterative and can be repeated whenever new learning occurs enabling the descriptions to be improved.

10. Students self-assess/peer-assess and seek teacher feedback on their descriptions.

11. Students assess their learning outcome for the identified learning intention against the levels, explain why they have chosen this level of learning outcome for their work (feedback) and suggest where to next steps (feed up).

12. Record this in a student learning log.
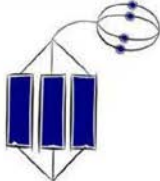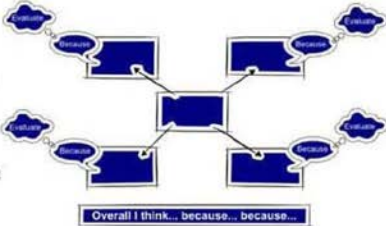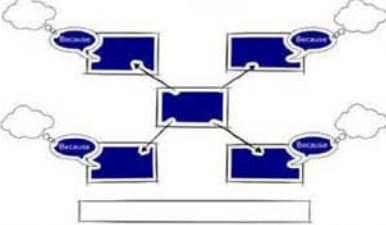
HookED DESCRIBE++ Map

What does it make you wonder?

Describe (Loose ideas) See (senses)	Explain (Related ideas) Think	Reflect (Extended ideas) Wonder

Generalise (Extended ideas)

What does it make you wonder?

Why do you think it is like that?

[because ...]

What do you see?

Why do you think it is like that?

[because ... /so that

What does it make you wonder?

What do you see?

What does it make you wonder?

Insert object or image

Why do you think it is like that?

[because ...]

What do you see?

What do you see?
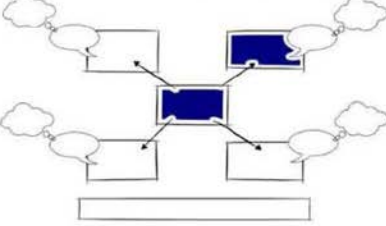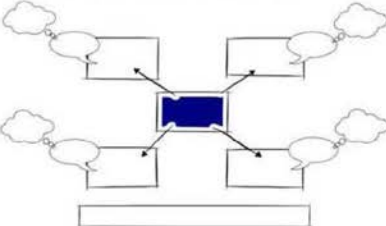
Why do you think it is like that?

[because ...]

Overall what do you think it was all about?

Overall I think [insert claim] because [insert reason] because [insert evidence].

See Think Wonder Routine – Project Zero Visible Thinking.
http://pzweb.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03
c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

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tracksafeeducation.com.au

HookED DESCRIBE++ Rubric

Extended ideas	My description identifies several features, links these and makes a generalisation. It integrates these generalisations into a new understanding.
Related ideas	My description identifies several features and links these by explanation
Loose ideas	My description identifies several features.
One idea	My description identifies one relevant feature.
No ideas	I need help to identify any relevant features.

My learning outcome is _____ because_____

My next step is to _____

HookED
www.pamhook.com