1. Students are facilitating their own learning using observations & data to support their claims.

2. Teacher is probing questions to spark conversations.
   * emphasizing ideas (i.e. natural Selection Conversation)

Sensemaking is trying to figure out how the world works.

Make connections
Support predictions
Use evidence
### Sensemaking:

<table>
<thead>
<tr>
<th>Looks Like:</th>
<th>Sounds Like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording thoughts</td>
<td>Active Conversations</td>
</tr>
<tr>
<td>Engaged w/ others</td>
<td>Respectful disagreements</td>
</tr>
<tr>
<td>Modeling</td>
<td>Use of academic vocab.</td>
</tr>
<tr>
<td>Constantly revisiting</td>
<td>Some &quot;Alone Zone&quot; time</td>
</tr>
<tr>
<td>DGB Concept Map, Class Model, Related Phenomenon</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The teacher is...</th>
<th>The students are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>asking questions</td>
<td>collaborating</td>
</tr>
<tr>
<td>listening</td>
<td>exploring</td>
</tr>
<tr>
<td>encouraging</td>
<td>justifying their thinking</td>
</tr>
<tr>
<td>conversations</td>
<td>validating classmates' ideas.</td>
</tr>
<tr>
<td>guiding their understanding</td>
<td>making connections across the unit</td>
</tr>
<tr>
<td>monitoring</td>
<td></td>
</tr>
</tbody>
</table>
**Sensemaking**

**Students Doing**
- Asking ?'s to have a better understanding of the topic (Natural selection)
- Collaboration
- Interaction (student engagement)

**Teacher Doing**
- Guiding the conversation
- Facilitation of learning
- Posing various levels of ?'s

**What is Sensemaking?**
- All thoughts to make sense or provide evidence of the question.
  - Academic Vocab
  - Patterns
  - Inquiry
Sense-making

The process of making sense around you by using past experiences

<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>allowed group time &amp; alone time</td>
<td>facilitating not full-time instruction</td>
</tr>
<tr>
<td>using critical thinking skills</td>
<td>refocusing when necessary</td>
</tr>
<tr>
<td>using supporting evidence &amp; academic vocabulary</td>
<td>upholding classroom norms</td>
</tr>
<tr>
<td>relating things to personal experiences</td>
<td>moderating acceptance of new ideas</td>
</tr>
</tbody>
</table>
SENSEMAKING

- Students internalizing concepts through without direct instruction

  - Collaboration
  - Evidence
  - Self assessing

  - Listening
  - Sharing
  - Questioning

  - Accepting of new ideas

  - Trial & Error

STRONG COMMUNITY
Related Phenomenon

- Baked Ziti does not change as much as the cake.
- Grilling Steaks - color change
- Mac & Cheese - different type of heat still cause changes
- Making pancakes - similar holes
- Making concrete - changed from liquid to solid, similar holes
- Toast - heat, no mixing, changes color
- Slime - mixing things, no heat, changes
What happens when we make a cake?

- Why are there holes in the cake?
- Why did the cakes come out flat?
- What is the yellow stuff?
- What is the noise?
- Why did the cake fall over?
- Why did the cakes rise?
- Why didn't the cakes rise?
- Why did the holes come from?