**Visual Thinking**

This strategy help students built background knowledge and develop thinking skills. Working with peers in a non-threatening interactive way helps get students thinking and talking. As a result, they are Abel to share ideas without fear of being shamed.

 **How to use**

The teacher selects a picture related to the subject. The students are allowed to look at the picture, for a minute.

The teacher asks the students what they see in the picture. A student then responds what he/she sees. The teacher keeps on adding to the conversation as the students describe what he/she sees. The student gives details of the picture that helps them build such conclusión. The teacher then asks other students to share their opinion if different, and justify their opinión. The discusión doesn't stop until everyone has given their thorough thoughts. The teacher then summarized what everyone has stated.

**When to use**

* Prior to a Reading assignment.
* Before starting a new lesson.
* To enhance the student’s knowledge.
* To help develop thinking skills.
* To help develop talking skills.

**Variations**

* The students write a few sentences about the picture.
* The student will work in groups.
* The students will pair up.

**Think Aloud**

Think-aloud is a strategy that helps students decode meaning within a text. It helps students by keeping everyone engaged in the sharing of thoughts.

**How To Use**

The teacher introduces the Think-Aloud strategy by modeling how to think aloud work. For example, the teacher reads while the students follow along. The teacher stops and asks questions about the passage.

The teacher then allows the students an opportunity to practice the technique. The teacher introduces an assigned text. The teacher develops a set of questions to ask the students. The teacher allows the students to work in groups, while she monitors for help. She then offers structured feedback to students.

**When to Use**

* Before starting a new lesson.
* Before taking a test.
* To assess students’ comprehension.
* To help student monitor their thinking skills.
* To improve comprehension.
* To help students locate context clues.
* To help slows down the reading process.
* To help students monitor their understanding of a text.

**Variations**

* Do think-aloud individually,
* Do think- aloud in pairs.
* Compare think- aloud with each other.
* Do think- aloud in writing.

**Listen-Read-Discuss**

The listen-read-discuss strategy helps students comprehend text by working in group discussion. The students built talking tactics and comprehension by staying engaged while listening, reading, and discussing.

**How to use**

**Listen, Read, Discuss**

The teacher will present information about the selected book, in graphic form. The teacher will then ask the students to read from the text selection. The class will then discuss the differences between the teachers and their presentation about the text.

**When to use**

* To help students comprehend the orally presented material.
* To help built prior knowledge about a subject.
* To help engage ELL in classroom discussions.
* To help engage struggling readers.

**Variations**

* Select a text according to comprehension level.
* Allow students to work in pairs
* Allow students to work in groups
* Allos students to pair according to the comprehensive level. o comprehensive level.

**References:**

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