



Pause and Reflect

Gallery Walk

Students move around the classroom to view chosen content or shared digital notes (i.e. quotes from text, questions, responses) then provide their own ideas through group conversation or written response.

Suggested Time: 35-40 minutes

Student Tasks:

- Reflect on content independently or in groups
- Respond directly on gallery or graphic organizer
- Rotate to next gallery item
- Repeat steps 1-2, but also reflect or respond to other student responses when necessary
- Large group share out

Online ThinkCERCA Modules:

- ThinkCERCA provides Pause and Reflect questions with core readings and guiding questions for all texts.
- ThinkCERCA provides multiple choice questions and organizers for test-taking strategies.
- Student Guides in ThinkCERCA platform provide graphic organizers for students to record reading notes and discussion points.
- ThinkCERCA provides sentence frames for writing and discussion with larger texts.

Rationale/Research Base

A gallery walk promotes discussion, critical thinking, and social learning while also encouraging movement. Students respond to prompts and peer ideas as they move around the room as if visiting an art gallery.

Optimal Application Notes:

Have clear routine for student transitions around gallery. Set up gallery and any materials necessary for students ahead of time. Choose shorter content (quotes, questions, images) that students can respond to with prior knowledge or previously-learned ideas.

Before:

- Choose content related to a text the class has read:
 - Quotes from the text or related to the text's content, themes, etc.
 - Images related to the theme or text
 - Open-ended reflection questions
 - Multiple choice questions
- Set up the classroom for a gallery walk:
 - Tape content to different parts of walls or place on tables
 - Provide post-it notes or chart paper for students to respond directly on gallery pieces.
- Create clear student transition routine and response expectations:
 - How do students go from one item to the next? How will they know it is time to rotate? How much time will students have at each item?
 - Where should student reflections/answers go (e.g. on graphic organizer, post-it, chart paper)? How can they respond to other students' ideas?
- If using the Pause and Reflect questions, students should have their completed "Share Your Reflections Page" available.

During:

- Frame the purpose of a gallery walk: to share thoughts, ideas, and questions about the reading in a new format that focuses on reflection.
- Prompt students to respond to the content by:
 - Answering or interpreting what's written
 - Making connections to other readings or real-life
 - Challenging or adding to another comment
- Group students and send each group to one of the items; ask students to consider the content independently or briefly in pairs/groups for the allotted time.
- Students respond to prompts, questions, or other student reflections (only after the first rotation) using the graphic organizer, post-it notes, or writing directly on chart paper.
- When time is up, groups transition to new item.
- The process repeats until students have reflected on all items or time elapses

After:

- Students reflect on the ideas generated in their gallery walk using the graphic organizer, "Share Your Reflections" page, or on their "Raise Your Score" page.
- Teacher facilitates classroom discussion, asking for students to summarize ideas, trends, questions, or further thoughts they have based on the gallery walk

Scaffolds & Supports:

- Provide an anchor chart with sentence stems to aid student responses
- Allow students to use online tools such as an online translator or voice-to-speech
- Strategically arrange mixed-level groupings
- Create shorthand for students to respond to peer reflections:
 - 😊 = agree
 - 😞 = disagree,
 - ? = need clarity
- Circulate and provide gentle prompting to help students generate comments when needed

Gallery Walk Reflections

Instructions: Visit the items and prompts around the room and complete this summary as you reflect and connect.

Item	Reflection(s)	Connection(s)
<i>Example: #4: "Agatha placed the emerald-covered crown upon her daughter's head."</i>	<i>The reference to the color green in this quote connects to the story's theme of new beginnings.</i>	<i>New beginnings was also a theme in "The Nightlight."</i>

Modify the table using "Format>Table" (to insert/delete rows/columns) or adjust height and width with mouse.