

NDA: NAME-DESCRIBE-ACT

A routine for the looking closely, noticing, developing memory, and analyzing

Choose an image to examine closely or select an event or topic to analyze and:

NAME	Recalling from memory, name and make a list of all the parts or features you can remember. These will most likely be nouns, things you can point to and name.
DESCRIBE	For each of the things you have named, add a description. What adjectives would you add to the nouns you have listed?
ACT	For each of the thing you have named, tell how they act. What are they doing? What is their function? How do they add or contribute to the whole?

Purpose: What kind of thinking does this routine encourage?

This routine can be used to enhance close looking, develop descriptive language, and enhance working memory. Depending on the stimulus/context, it can also be used to facilitate analysis of a topic

Application: When and where can it be used?

Working with an image, the routine is used to help students notice and describe an image in ever increasing layers of detail. For young children or for students learning another language the routine can also help to build up language proficiency. When used with a topic that has been studied, the routine helps to solidify understanding by analyzing the parts or aspects of the topics and then developing more detail and understanding around each of those aspects. It can be done in groups or individually but only when done individually is it likely to help boost working memory.

Launch: What are some tips for starting and using this routine?

To facilitate looking closely and develop working memory, have students look silently at an image for 1-2 minutes. Instruct them to notice as much as they can. Remove the image from view and ask students to name as many things as they can that they recall seeing. Tell students to focus on just things they can name a touch, that is specific objects (i.e. "soldiers, guns, flames, etc." rather than "a fight" or "war"). Return the image to view for one more minute, asking students to look again at each item on their list to get a better sense of it. Ask them to think about what qualities it possesses, how it might be described to someone who couldn't see it. Look for one minute without writing. Again, remove the image from view and ask students to add description to each item on the list. Finally return the image to view for one additional minute, asking students once again to focus on the items they have listed but with attention to how the item is acting. What is it doing? What role does it play? How does it contribute to the image as a whole? Variations: These last two steps could also be done from memory. Students could swap lists each time and add on to the list of another student. Return the image to view as students how this process helped to focus their attention and delve more deeply into the image.

To use to examine a topic, have students make a list of all of the facts, parts, or aspects of the topic the class has studied from memory. Next, have them describe each of these parts, adding detail and descriptive language. Finally, for each item, have students tell how it acts in conjunction with other things? What is its purpose or role?

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