

# Peel The Fruit

## Outside Skin:

What do you see, observe, or notice?

## Make a Connection:

How does this story fit with your life?

## Under the Skin:

What questions or puzzles do you have?

## Different Viewpoints:

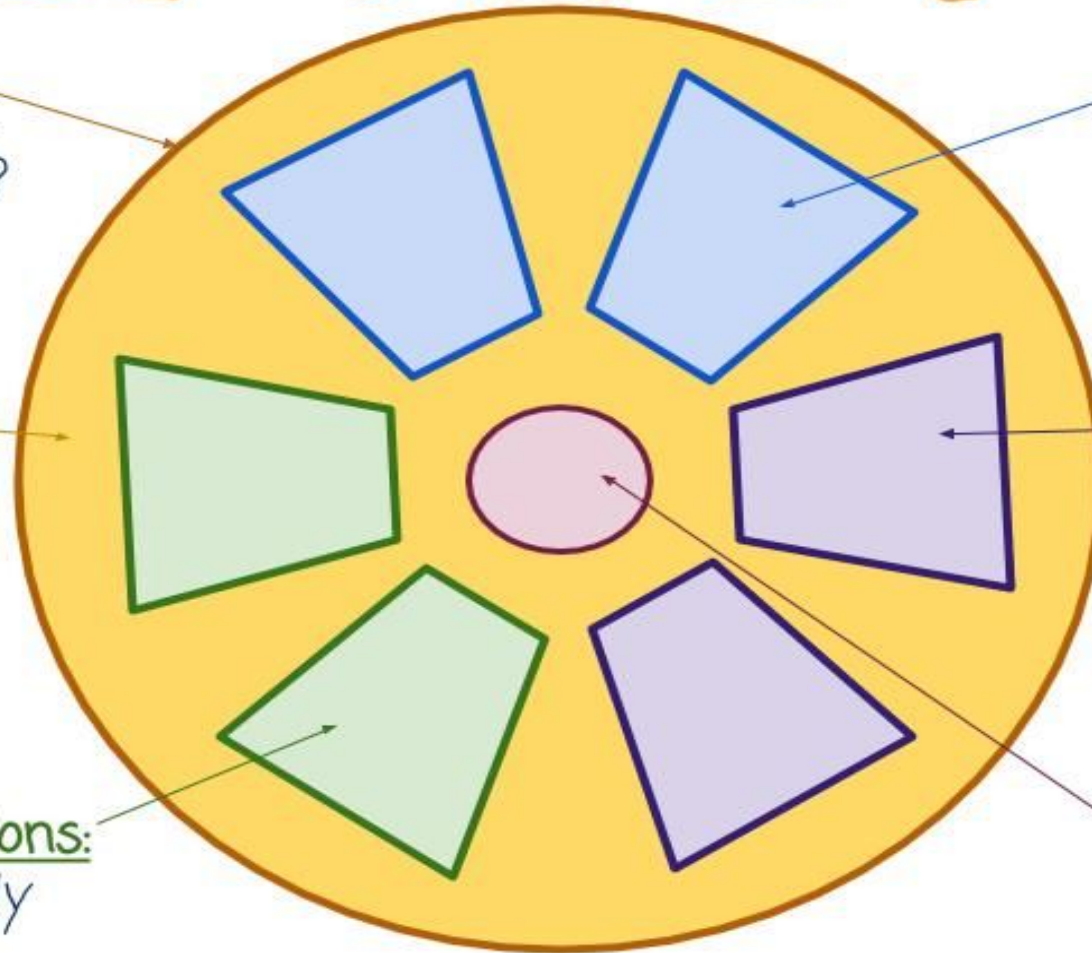
How could we see this from another perspective?

## Building Explanations:

What is this really about?

## Capturing the Heart:

What is the central idea or message?



purpose

This routine helps to guide the exploration of a topic, idea or text. It encourages learners to 'peel' back the layers to gain a deeper understanding.

Digging  
Deeper Into  
Ideas

## **PURPOSE**

*What kind of thinking does this routine encourage?*

This routine helps to guide the exploration of a topic, idea or text. It encourages learners to 'peel' back the layers to gain a deeper understanding.

## **APPLICATION**

*When and where can it be used?*

Use this routine:

- Across a variety of Key Learning Area
- To examine a text or part of a text
- To explore a topic, idea or concept

## **ASSESSMENT**

*How can I use this routine as an assessment?*

- Over time, look for deepening responses.
- Are learners about to explain what it is really about in a deeper way or is their explanation only scratching the surface?*
- Can learners make connections beyond themselves and their own experiences?*
- Do learners identify different viewpoints and consider the issue, topic or text from the perspective on another?*
- Are learners able to recognise the central theme or message being conveyed?*

Adapted by Alice Vigors 2017

## **LAUNCH**

*What are the steps needed for starting and using this routine?*

1. **Set up** → Give learners time to read the selected text, passage, information in advance. Encourage active reading and highlighting or recording key points or questions on post-it notes as they read.
2. **Outside Skin** → Ask: *What do you see, observe, or notice?* This could be done as a simple list of items or written in sentences by individuals or as a whole class.
3. **Under the Skin** → Ask: *What questions or puzzles do you still have?* Document questions or puzzles. Talk and turn to a partner to share questions.
4. **Building Explanations** → Ask: *What is this really about?* Document thinking.
5. **Make a Connection** → Ask: *How does this fit with your life?* Encourage learners to make text to self, text to text and text to world connections. Document thinking. Talk and turn to a partner to share connections.
6. **Different Viewpoints** → Ask: *How could we see this from another perspective?* Encourage learners to use evidence from the text. Document thinking. Talk and turn to a partner to share different perspectives.
7. **Capturing the Heart** → Ask: *What is the central idea or message?* What is it the author wants us to know? Document thinking.
8. **Share the Thinking** → If the routine has been done as a whole class and documented, the the group's thinking has been visible throughout the process. Looking at the documentation ask the class to articulate what the central theme(s) is.