Talk about Reading with a Gallery Walk

Above are several ideas for using a Gallery Walk which is a technique used to get people thinking and talking about their reading.

The objective of a gallery walk is to showcase a display of text, graphics, or math problems or solutions that will prompt responses from the observers. The students walk around the “displays” and annotate the text with their own thoughts, questions, and other ponderings. These annotations can be written on sticky notes or on the display itself. By studying the original work and the responses of others, students learn how others are processing the content and it gives them insight into new ways of thinking about the content. In addition, faculty can level the comments by using two colors of sticky note: the first color is for the readers own ideas and the second color is for responding to a comment posted by another person. The online environment can do this with PDF files and the sticky note feature.
A gallery walk can be an activity on its own or it can be a culminating activity pulling together a unit. I use this technique for reading and for writing tasks.

Below are some sample sentences, which I print, then I paste them on colored paper and post around my classroom. Students work in pairs to analyze one sentence and to comment on the analysis of another pair’s work. Each pair is given yellow 3-M post-it notes to write their comments of analysis about the sentence. Another color of post-it is used to comment on the analysis of another pair’s work. Then the pairs present their sentence and their analysis to the class. Using the sentence as text, they learn how to discuss their metacognitive processes in grammatical analysis. Students engage in detailed sentence analysis.

<table>
<thead>
<tr>
<th>The antics of the old man always makes me laugh.</th>
<th>Correct</th>
<th>Incorrect Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is as concerned about the mess in the garage after the terrible storm as her.</td>
<td>Correct</td>
<td>Incorrect Why?</td>
</tr>
<tr>
<td>She got so angry at her son that she shouted loudly and walked away.</td>
<td>Correct</td>
<td>Incorrect Why?</td>
</tr>
<tr>
<td>I should be able to meet you around five o’clock on Saturday in the mall.</td>
<td>Correct</td>
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</tbody>
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The antics of the old man always makes me laugh.

He is as concerned about the mess in the garage after the terrible storm as her.

She got so angry at her son that she shouted loudly and walked away.

I should be able to meet you around five o’clock on Saturday in the mall.

The gallery walk can be used for any subject. Faculty may use incorrect math steps or problem solutions as well. When students see these “texts” on the wall, they seem to be able to come together and discern what steps are missing, how the text relates to them. This is an active learning strategy. Each student is given several sticky notes and the expectation is that he or she will comment on the display. The idea is not so much about getting the right answer, but stimulating metacognitive conversations; thus, the final reporting out and classroom discussion regarding the posts is essential.

For more information about using a Gallery Walk in your classroom including a video of Michele Lesmeister demonstrating a Gallery Walk, go to the RA/RATs LibGuide at http://libguides.rtc.edu/rats, click on the RA Routines & Topics tab and select Gallery Walk from the drop-down menu.

Resources for Learning More about RA

- The RTC Library’s RA/RATs LibGuide will remain available indefinitely at http://libguides.rtc.edu/rats.
- The RATs website http://www.rtc-rats.org and its online files will available at least until 09/01/2013.
- Info about WestEd’s online RA course is available at http://www.wested.org/cs/ra/view/serv/158
- Feel free to email Michele Lesmeister (mlesmeister@rtc.edu) with questions about RA.