

Lessons from The Thoughtful Classroom

Volume 2

MAKING STUDENTS AS IMPORTANT AS STANDARDS

The Official Newsletter of Silver Strong & Associates and Thoughtful Education Press

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LESSONS FROM *MY THOUGHTFUL CLASSROOM*

by Beatrice Singh-Arnone with Matthew Perini

What is a Thoughtful Classroom? The answer – or at least my answer – lies in the double meaning of the word *thoughtful*. A classroom can be considered thoughtful when it inspires deep thinking among students. As teachers, we all wish to help our students build their thinking skills. We want our students to be able to reason their way through learning challenges, solve complex and non-routine problems, and apply their learning to new contexts. But thinking is only half the story. The word thoughtful has a heart as well as a mind – a heart that is reflected in

synonyms like *considerate* and *generous*. A Thoughtful Classroom is considerate of individual differences; it respects and nurtures the unique talents and contributions that each student brings to school.

There is no single or right way to create a Thoughtful Classroom. Each teacher nurtures a culture of thought and finds the right balance between research-based instruction and individual student expression in his or her own way. In my nine years as an educator, whether as an elementary teacher of grades two through five, or as a special education

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NEW PRODUCT SHOWCASE

From the Classroom to the Web:

An Innovative New Professional Development Program is Bringing the Thoughtful Classroom Online

by Gregory Tuculescu

It's a cold February morning in North Tonawanda, a suburb of Buffalo, New York. A fresh snow has covered trees, roads, and houses, sealing the landscape in a blanket of white. Everything around the community takes on a sleepy quality at this time of year. But, while the world outside sleeps and waits, the students in Andrea Kladke's kindergarten class at Errick Road Elementary School in the Niagara-Wheatfield School District are wide-eyed and attentive. Andrea introduces the lesson of the day by asking students to think about some of the folktales they have read recently in class. "Let me see your thinking faces," she says and gives her students a few

minutes to think. Some put their heads in their hands, some close their eyes, others rest their chins on their fists and look to the sky. Andrea continues with the lesson:

Ok, do we have some ideas? Let's take out our Fist Lists and erase them from the last time we used them. Next, I'd like you to take your pencil and sharpen

continued on page 10



instructor of self-contained fifth- and sixth-grade students, I have learned a number of important lessons about what it takes to create a Thoughtful Classroom. Here, in no particular order, are four of my favorites:

Lesson 1:

Thinking is learning

One way I like to begin the Thoughtful Classroom journey with my students is to get them thinking and talking about what it means to learn. For instance, I present my students with a set of scenarios, such as:

- A fifth-grade student receives a 100 on an addition facts test.
- Two girls are showing each other cheerleading moves.

Students read all the scenarios, determine which ones are examples of learning, and then share their ideas and defend their positions. We discuss the different ideas that emerge and together, the students and I work out a preliminary definition for learning. The key idea – that learning involves thinking – becomes a core principle of the classroom and when, after the discussion, students respond to sentence prompts about learning, we can hear this new understanding quite clearly:

Shane: “Learning is...thinking about what you’re talking about and doing, and working on it.”

“I am a learner when I...think about what I am doing.”

Bridgette: “I am a learner when I...am reading, writing, and best of all, thinking.”

Another benefit of having students respond to simple prompts about learning is that the concept of learning styles emerges naturally. For example, in completing the prompt, “I learn best when...” students’

responses include a wide range of ideas, including:

- Working in small groups or studying with a friend
- Practicing alone or in a quiet space
- Sketching ideas out on paper
- Reading carefully and taking notes
- Watching the teacher do a demonstration
- Asking questions

Thus, early in the year, students become aware of another core principle of a Thoughtful Classroom: as individuals we have different ways of thinking and learning, and these differences are cause for celebration.

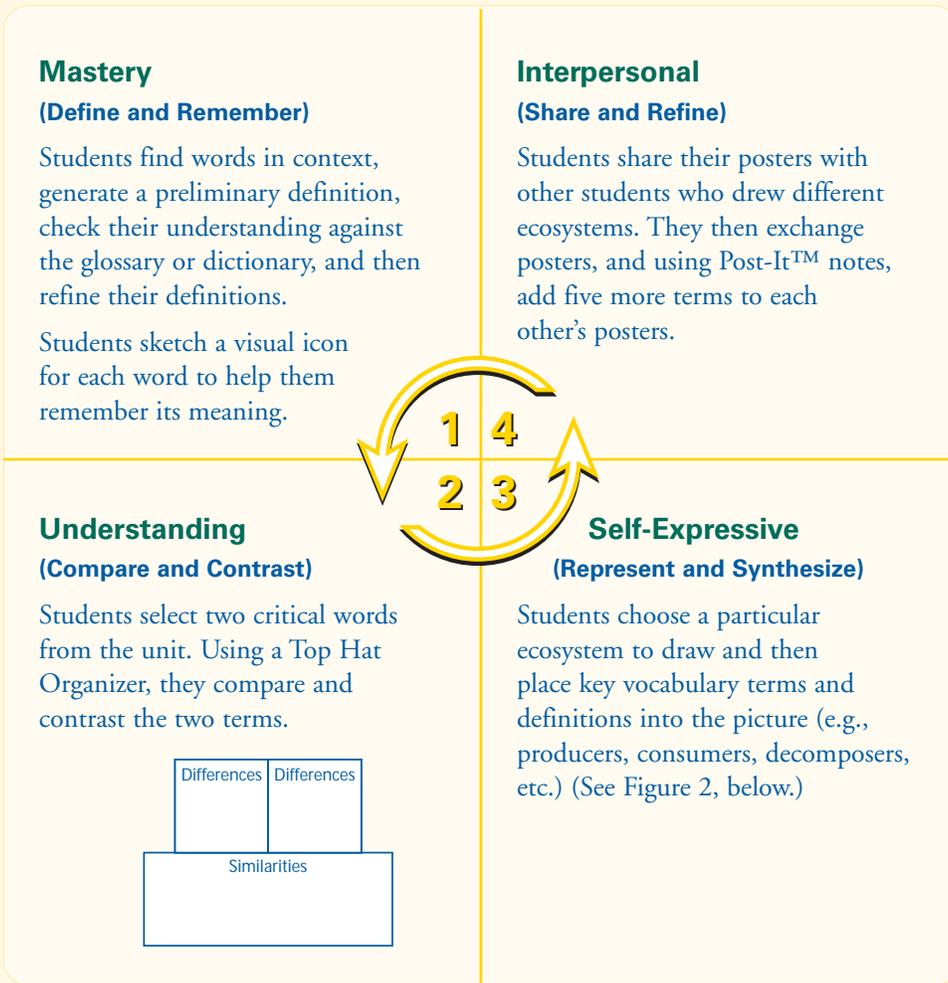
Lesson 2:

Vocabulary instruction is critical...and style-based

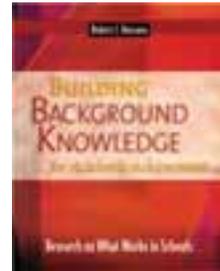
As Robert Marzano (2004) has made clearer than ever in *Building Background Knowledge for Academic Achievement* (see sidebar on page 3), it is critical for students to understand the key academic terms that make up the discipline for two reasons. First, vocabulary terms are the building blocks of all content knowledge. Second, a solid base of vocabulary allows students to deepen and expand their learning. To see how this is true, take the word *colony* in social studies. If students have only a hazy understanding of this fundamental term, then their future learning about the Thirteen Colonies and their relationship with England in the years leading up to the American Revolution will be hindered. Now, think about how this effect can multiply as the student tries to build new learning on a shaky foundation of half-understood or misunderstood terms. That’s why I prioritize vocabulary around the most critical terms and use learning styles when I design new units. By providing multiple exposures to words and by allowing students to interact with key terms deeply while using different forms of thinking, learning styles help all students build a solid foundation for present and future learning. The quadrant in Figure 1 (page 3) shows how learning styles can be used in constructing a vocabulary-centered unit on ecosystems.



Figure 1: Constructing a Vocabulary-Centered Unit on Ecosystems



REFERENCES: Marzano, R. (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.



Building Background Knowledge for Academic Achievement: Research on What Works in Schools
By Robert J. Marzano

ISBN# 0-87120-972-1, 225 pages
\$26.95

Available at
www.ThoughtfulEd.com
or call (800) 962-4432

Figure 2: Student work



Lesson 3:

Writing improves learning... and dual-coding improves writing

A strategy I use to increase thoughtful learning is the Write to Learn strategy.** One of the great powers of writing is that it slows down the thinking process. When students have to stop and think about what they are learning, what their minds are doing as they learn, and how they can put their own ideas about that learning into words, they not only clarify their thinking; they also get their tentative ideas out in the open where they can fuel new and surprising insights. What's more, not all writing activities have to be formal and involved exercises requiring multiple phases.

CONGRATULATIONS TO THOMAS DOOLEY ELEMENTARY

Winner of the 2005 Blue Ribbon Award!

On November 11, 2005, Thomas Dooley Elementary School in Schaumburg, Illinois was awarded the *No Child Left Behind*-Blue Ribbon Schools Award by the U.S. Department of Education. As prestigious as school awards get, the Blue Ribbon Award is presented to public and private K-12 schools demonstrating superior academic performance. To get a sense of how difficult it is to achieve Blue Ribbon status, consider this: only seven out of a possible 4000 Illinois schools received the Blue Ribbon Award for 2005.



Dr. Tom Dewing is the principal at Dooley. He is also a Thoughtful Classroom* trainer who has committed the last 23 years of his professional life to the ideals of accommodating student diversity, helping teachers implement the most effective instructional strategies, and building professional learning communities. According to Tom, "Because the teachers at Dooley are well-versed in the strategies and philosophy of the Thoughtful Classroom, we have been able to develop and refine our instructional plans so that they motivate and engage all our learners – not just our high achievers."

A visit to Thomas Dooley Elementary School reveals a proud and vibrant learning community. The school is composed of 430 students representing 21 nationalities. Besides being a highly effective neighborhood school, Dooley also hosts two innovative, choice-based programs: a Japanese-English Dual Language program and an Early Instrumental Music program. Both programs begin in kindergarten and take students through a multi-year journey combining a rigorous curriculum with real-world performance. For example, students in the Early Instrumental Music program apply their musical instruction in an authentic setting – a student repertoire group.



Dr. Tom Dewing



Dooley is also home to its district's elementary magnet program for gifted and talented learners as well as a wide variety of extracurricular clubs including Japanese Club, Environmental Club, Mentoring and Tutoring Clubs, and a traveling marimba group. What holds all of these diverse academic offerings together is the community. Principal Dewing explains, "All of us at Thomas Dooley are very lucky to have the support we do. The parents, district, and the teachers are all working toward the same important goal of helping all our students achieve at the highest levels."

This same diversity of offerings marks Dooley's approach to professional development. Wednesday afternoons are early-release days for all staff members to attend either staff development workshops or a district-wide meeting devoted to continuous improvement and professional growth. Recent staff development workshops at Dooley have focused on using *Cracking Vocabulary's CODE*,* (an innovative set of tools, strategies, and unit design templates for improving vocabulary instruction by Thoughtful Education Press. Strategy-of-the-Month Teams and Learning Clubs (groups of teachers and administrators who work collaboratively to improve classroom practice) are also part of Dooley's professional culture. With so much attention paid to professional learning, it is little wonder that so many Dooley educators have achieved a high level of prestige among their colleagues. By delivering presentations and training sessions not only within their own district, but also to neighboring districts and at a large number of regional and national conferences, Dooley's teachers and administrators are working to bring their brand of academic excellence to the larger educational community. For that, we can all be thankful. ■

* For more information on The Thoughtful Classroom Program's professional development products and services and *Cracking Vocabulary's CODE*, call Silver Strong & Associates/Thoughtful Education Press at 1-800-962-4432.

THE “CRAFT” OF LEADERSHIP

By David Almand

In a new set of leadership training seminars designed for both administrators and teacher-leaders, Dr. Harvey Silver, Richard Strong, and the members of the Thoughtful Classroom team pose a simple but provocative question: Why do some organizations achieve at high levels? Thirty years of research and work in thousands of schools across the country have yielded this answer: successful, high performing schools and organizations understand both the art and science of getting results. Put another way, high performing schools know their *CRAFT*, or that:

- C** **COLLABORATION**, or a school’s capacity to create forums in which faculty and administration can work together as a team
- R** + **REFLECTION**, or a school’s capacity to select and apply assessment strategies and use data to develop and revise plans
- A** + **ADAPTABILITY**, or a school’s capacity to support teachers in their quest to apply what they learn in their classrooms
- F** + **FOCUS**, or a school’s capacity to select a common goal and maintain focus over time
- T** = **THOUGHTFUL TEACHING**, learning, and leadership for all.



Currently in Simpson County, Kentucky, we are in our second year of Thoughtful Classroom professional development. The teachers really enjoy using the best and most current research-based strategies, and the level of dialogue among teachers and between teachers and administrators has risen to a new and very exciting level. But what really brought the power of this work home for me was CRAFT. More than just a theoretical framework, the CRAFT Leadership Seminars provide administrators and teacher-leaders with a set of ready-to-use tools that build capacity in the four core leadership values (Collaboration, Reflection, Adaptability, and Focus). These tools give us powerful ways to work with teachers and help keep the entire organization focused on continuous improvement. For example, the tool called 5x10 has dramatically changed the nature of teacher observation in our schools.

5x10 represents a commitment to getting into classrooms regularly. Through 5x10, school leaders establish a routine and rhythm for collecting data. Best of all, the process is flexible: a principal can conduct a 5x10 alone, or with members of an Instructional Learning Team.

In Simpson County, we use 5x10s like this:

First, we (the principal and the Instructional Learning Team) establish a focus. Before beginning a 5x10, school leaders decide what they will be looking for while touring classrooms. For example, drawing from the work of not only Harvey Silver and Richard Strong, but also Robert Marzano, we might be looking for evidence of instructional “Best Bets” like summarizing, notemaking, or identifying similarities and

We believe that our potential is virtually unlimited as teachers acquire more tools and strategies during the second and third years of Thoughtful Classroom training.



DAVID ALMAND

About the author...

David Almand is the Director of Secondary Instructional Support for the Simpson County School District in Kentucky. With 24 years of experience in education, David has taught middle and high school mathematics and has served as both an assistant principal and high school principal before assuming his current administrative position. David continues to teach classes at Western Kentucky University where he received his B.A. and M.S. in Mathematics.

differences. Or, we may be focusing on the integration of learning styles into the classroom.

Second, we identify the five classrooms that will be part of the tour. Each classroom gets 10 minutes of observation time, so the whole observation process takes under an hour — and we get a wealth of data. Because five or six colleagues enter each classroom, we try to schedule observation time carefully to minimize disruptions. In Simpson County, we run both formal (or announced) 5x10s and informal 5x10s. Informal 5x10s are unannounced and the focus of the observation is not stated. We also like to invite teachers to participate in 5x10s. Making teachers part of the process is good for everyone — it reduces the sense of “us vs. them” and leads to better observations. Plus, classroom teachers have deeper insight into the realities of the classroom.

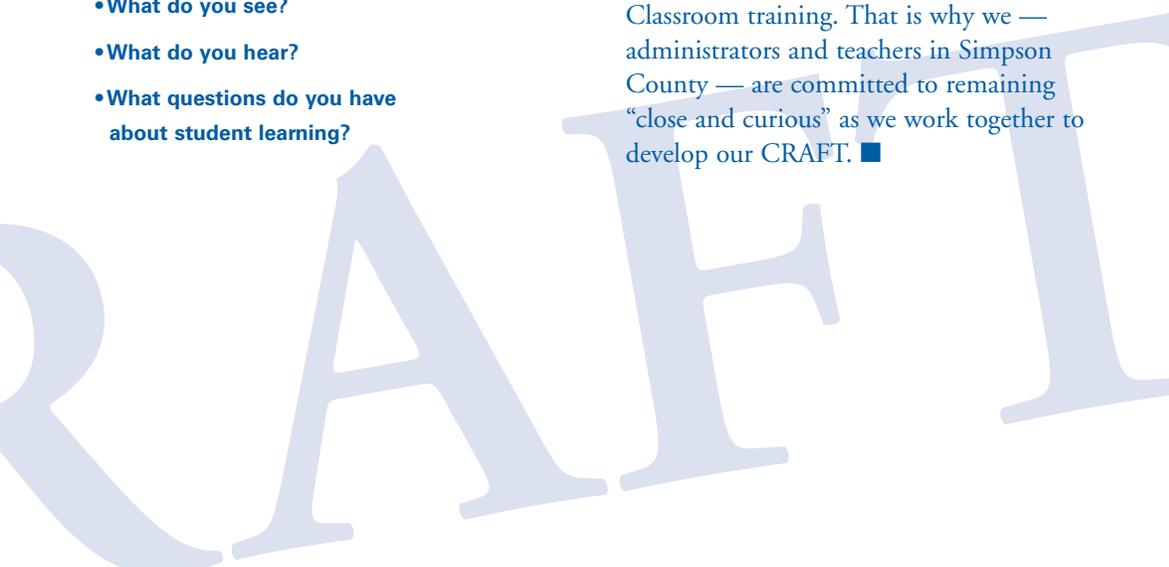
Next, we make notes describing what we see in each classroom. Observation notes are structured around a set of simple questions:

- What do you see?
- What do you hear?
- What questions do you have about student learning?

The idea is to describe, raise questions, and open dialogue channels about teaching and learning. Notes are never judgmental.

Finally, we share the results. 5x10s are not some secretive process by which one group evaluates another. Collecting data is not particularly useful if you don’t share it, talk about what it means, and collaborate on how it can lead to collective improvement. That’s why we take the time to give feedback individually to those teachers who were observed, and meet periodically as a faculty to discuss how our efforts are progressing.

While Simpson County has only recently started working with the Thoughtful Classroom Program, there is already evidence of improved achievement. Our six-point improvement on the State Assessment in 2005 ranked third-highest in Kentucky, and we are confident that administrator tools, such as 5x10, and other strategies that our teachers began using during our first year in the Thoughtful Classroom program have contributed to this gain. We believe that our potential is virtually unlimited as teachers acquire more tools and strategies during the second and third years of Thoughtful Classroom training. That is why we — administrators and teachers in Simpson County — are committed to remaining “close and curious” as we work together to develop our CRAFT. ■



Another Must-Have Book from

THE CONSTANT “GARDNER”

by Richard Strong

Changing Minds: The Art and Science of Changing Our Own and Other People’s Minds may be Howard Gardner’s best book yet. Gardner has constructed a beautiful and elegant theory of how people’s minds change and how those of us in leadership – or teachership – positions can boost our effectiveness as mind changers. What makes Gardner’s theory so attractive is that it manages to be simple without becoming simplistic, and humane without sounding like a teenage self-help guide. Gardner claims our ability to change people’s minds rests on four factors:

1. The **nature and content of our ideas**, as well as the nature and content of opposing ideas. If your opponent’s ideas are based on a stereotype, hope your idea can be stated as a story.
2. The **type of audience** you’re addressing: large, small, diverse, homogeneous, or your own sweet self.
3. The **media or format** in which your ideas are presented. Here, Gardner takes the opportunity to bring back his multiple intelligence theory in an entirely new form – as tools of persuasion.
4. **Tipping Points**, which form the heart of Gardner’s framework. These tipping points are a collection of seven levers that, when appropriately adjusted, significantly increase the likelihood that someone’s mind will change. Gardner’s set of levers include:

Reason

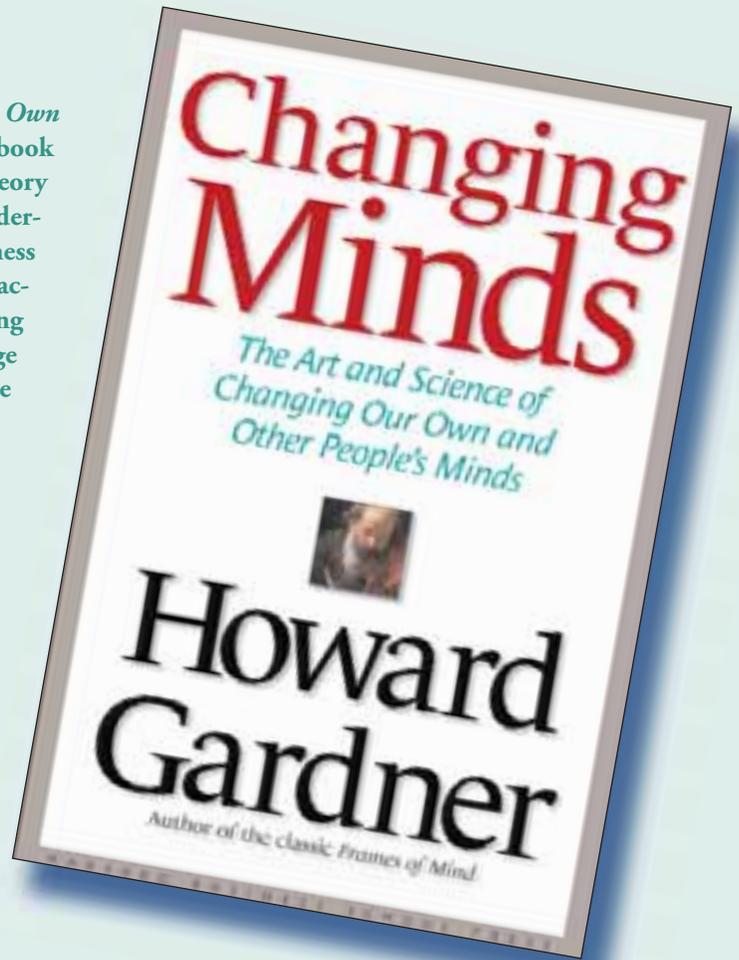
Use of evidence, logic, and convincing categories or principles.

Research

Use of information and relevant examples.

Resonance

How effectively you hum along with the emotional needs of your audience.



Representational Redescription

Presenting your ideas in a variety of formats and media.

Resources and Rewards

How effectively you are able to provide resources and rewards for those who come to agree with your beliefs.

Real World Events

Not everything is, or can be, planned. Sometimes events in the world make your ideas feel like a slam dunk. Sometimes events change the context and your lemonade turns back into lemons.

Resistances

Analyzing why people resist or reject your idea and using the other six levers to find your resistor’s “sweet spot.”

The real beauty of Gardner's book lies in the quality of the cases he uses to illustrate the applicability of his ideas. Gardner calls forth a rich set of examples and many famous mind-changers, ranging from Darwin to the Designated Driver, from Margaret Thatcher to Mahatma Gandhi, from modified foods to the birth of Modernity. The book is cleverly organized so that its cases move from large to small scale, from changing the minds of a nation or culture, to leading the minds in classrooms, to seeking to change a spouse or partner, to confronting and clarifying the need to change yourself.

Two small deficits: first, there is, perhaps, a vague authoritarian slant to Gardner's examples. Example after example shows us another leader and especially business leader who has changed the minds of people. The book might have profited from at least one example of people changing their leaders' minds. Second, since so many educators buy every book Gardner writes, *Changing Minds* might have contained a little more advice

about how teachers or principals could use the *Changing Minds* framework to motivate parents to support a homework policy, students to bring their supplies to class, or fellow faculty members to search out and make use of new ideas in education. Such omissions are minor when compared to the power and scope of this book – from perhaps our greatest living cognitive psychologist.

To learn more about Dr. Howard Gardner and his teaching, professional and educational projects, and other books and articles, please consult the following websites:

Howard Gardner's Website

<http://www.howardgardner.com>

Project Zero

(at the Harvard Graduate School of Education)

<http://pzweb.harvard.edu/>

Harvard Graduate School of Education

<http://www.gse.harvard.edu> ■



RICHARD STRONG

a renowned expert on improving literacy and a former teacher, has served as a trainer/consultant for ASCD and numerous other teacher and professional organizations. As co-founder of the Institute for Community and Difference, Richard has been studying democratic teaching practices in public and private schools for over 10 years. Richard has authored several books including *Teaching What Matters Most* and *Questioning Styles and Strategies*.

CHANGING MINDS: THE ART AND SCIENCE OF CHANGING OUR OWN AND OTHER PEOPLE'S MINDS

By Howard Gardner

Published by Harvard Business School Press (Boston, Massachusetts)

ISBN# 1-57851-709-5

244 pages

\$26.95

Changing Minds, as well as other titles from Howard Gardner, are available at www.ThoughtfulEd.com or call (800) 962-4432

*The real beauty of Gardner's book
lies in the quality of the cases
he uses to illustrate the applicability
of his ideas.*



The 5 Practices of Highly Effective Classrooms in a Nutshell

Designed for teachers and administrators alike, *The 5 Practices of Highly Effective Classrooms* online professional development course allows participants to:

- “Attend” a set of online lectures in which Dr. Silver, Dr. Marzano, and Richard Strong discuss how 30 years of research and practice led to *The 5 Practices*, and explain the rich research base supporting these practices.
- Look in on real classrooms as teachers show how to put each practice into action.
- Hear real students talk about their growth and increased self-awareness as learners.
- Discover powerful techniques that allow teachers and administrators to work together to improve practice using cooperative structures called Learning Clubs.
- Learn from principals and administrators how to create and take an active role in a professional learning community that supports teachers as they incorporate new strategies into their classrooms.
- Download activity-based curriculum guides that facilitate deeper learning.
- And much more!
For more details, go to www.ThoughtfulEd.com/5p.

From the Classroom to the Web:

An Innovative New Professional Development Program

by Gregory Tuculescu

CONTINUED FROM PAGE 1

it. When you’ve finished sharpening I’d like you to write in the center of your palm the words ‘folk literature.’ Once you’ve written the words ‘folk literature’ in the palm of your Fist List, I’d like you to turn to your neighbor and come up with five characteristics of folk literature and write one characteristic on each of your fingers. When your Fist List is full, raise your hand up high so I can see it.

Andrea’s students proceed to open one of their hands and with the other hand, make a motion as though they are erasing something previously written on their palms. The young students then take an index finger, raise it to their lips, and make a humming noise on the tips of their fingers to “sharpen” their pencils. Moments later, tiny index fingers meet tiny palms as the children mutter to themselves, “folk literature.” Without missing a beat her students turn to each other and begin to share ideas. Over the sibilant whisper of children’s voices I can hear specific ideas emerge: “Folk literature has talking animals.” “Folk literature takes place a long time ago.” “It has a good guy and a bad guy.”

As I stood behind the film crew that was filming Andrea and her students, I thought to myself: how is it possible that students who cannot yet read or write are able to engage in such sophisticated analysis? When I was in kindergarten I know that I was never asked to consider the attributes of any kind of literature. Then I realized that scenes like this are what the Thoughtful Classroom is all about. When students have the tools and strategies they need to organize, process, and explore the riches of content, you get kindergartners who can analyze folk literature; you get students in districts like Niagara-Wheatfield where there is a palpable passion for learning and where



students are scoring higher than ever before on state assessment tests.

Last winter, Silver Strong & Associates partnered with Educational Impact, a leader in online professional development for educators, in order to capture the essence of the Thoughtful Classroom and make it accessible to a wide internet audience. This six-hour course combines the work of Dr. Harvey Silver and Richard Strong, founders of the Thoughtful Classroom program, with the work of Dr. Robert Marzano, the foremost expert on research-based instruction. The name of this new online professional development course is **The 5 Practices of Highly Effective Classrooms**. As project coordinator for *The 5 Practices*, I was fortunate to see these three renowned trainers bring their many years of research and experience together in the lecture hall. But I was even more fortunate to be part of the film crew that captured real Thoughtful Classrooms in action – classrooms like Andrea Kladke’s kindergarten where active engagement in the learning process is as routine as apple juice and graham crackers; classrooms where the strategies and practices developed by Harvey Silver, Richard Strong, and Robert Marzano are brought to life in unique and powerful ways by committed teachers; classrooms where students, teachers, and the administrators who support them all work together to create genuine homes for the mind.

Program is Bringing the Thoughtful Classroom Online

In combining 35 years of research with 30 years of work in schools across the country, Dr. Silver, Dr. Marzano, and Richard Strong lay out five essential questions facing every educator. They then go on to provide five specific and practical answers to these questions – **The 5 Practices of Highly**

Effective Classrooms. The five questions, the corresponding practices that provide the answers to these questions, and a brief outline of the course material found in **The 5 Practices of Highly Effective Classrooms** are provided below.

The 5 Practices of Highly Effective Classrooms Answers these Essential Questions:

1. What skills must students learn in order to achieve at high levels?

PRACTICE ONE:

The Hidden Skills of Academic Literacy

- Richard Strong presents the Hidden Skills – a concise list of skills that separate high achievers from low and average achievers.
- Classroom teachers show how they build key Hidden Skills such as vocabulary management.

2. What instructional strategies enable the greatest gains in student performance?

PRACTICE TWO:

Research-Based Instructional Strategies

- Dr. Marzano explains the connections between memory and effective learning; Dr. Silver, Richard Strong, and Dr. Marzano explore comparison strategies in depth.
- Teachers at various grade levels and content areas show how they use comparison in their classrooms.

3. How can we address the diversity of our students in a manageable way while still providing opportunities for all students to achieve?

PRACTICE THREE:

Diversity That Works

- Dr. Silver discusses how a learning-style-based model of differentiation can be used to engage and motivate all learners.

- Students describe their own experiences as learners and explain how their own learning styles affect their experiences in school.

4. How can we design lessons and units that motivate learners yet still address the skills and core content knowledge that students need to achieve?

PRACTICE FOUR:

Classroom Curriculum Design

- Dr. Silver and Richard Strong present a simple and deep unit design model that incorporates the Hidden Skills, research-based strategies, learning styles, and research on student motivation.
- Teachers meet in Learning Clubs to discuss units, share their experiences, evaluate student work, and help each other raise student achievement.

5. How do schools become professional learning communities that support teachers through the improvement process?

PRACTICE FIVE:

Instructional Leadership Teams

- Richard Strong lectures on the importance of creating collaborative school structures in which teachers and administrators support each other as they learn.
- Teachers and administrators conduct a real leadership meeting showing how they manage the improvement process.

GREGORY M. TUCULESCU

is Silver Strong and Associates' Project Coordinator for *The 5 Practices of Highly Effective Classrooms* online professional development program. Gregory is also a writer, editor, and researcher for Thoughtful Education Press. Gregory is co-author of *Reading for Academic Success: Powerful Strategies for Struggling, Average, and Advanced Readers, Grades 7-12.*

THE 5 PRACTICES OF HIGHLY EFFECTIVE CLASSROOMS
Featuring Dr. Harvey Silver, Richard Strong, and Dr. Robert Marzano

Brought to you by:
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The
Thoughtful Classroom™
MAKING STUDENTS AS IMPORTANT AS STANDARDS



A SAMPLE TOOL FROM THE AWARD-WINNING BOOK
TOOLS FOR PROMOTING ACTIVE, IN-DEPTH LEARNING

by Harvey Silver, Richard Strong, and Matthew Perini

TOOL #9

ASSOCIATIONS

Purpose: A technique used to spark student interest in a reading, to help students generate associations and build an interpretation, and to deepen students' understanding of a text through dialog and writing. The tool works best with short pieces that have a central main idea.

Procedure: The teacher selects a short reading, poem, essay, article, or chapter in a text and prepares a triangle organizer similar for students to organize, collect and develop their ideas (See sample organizer on page 13 and a blank reproducible organizer on page 14). The teacher or students read the piece twice: once to get the overall meaning of the piece, and the second time to generate three words or associations that represent personal thoughts about the piece. Students then form groups of three and share their words. In groups, students negotiate their words and select the three words that best represent the piece. They then write the three words that they have agreed on in the triangle organizer. Each student is invited to explain the relevance of each word or word pairing and then to write a brief interpretation of the reading.

Steps:

1. The teacher selects a text.
2. The teacher distributes blank triangle concept map organizers (see **reproducible organizer on page 14**) so students can collect associations and develop connections.
3. After reading or listening to the piece twice, students generate three words that represent their thoughts about the piece.
4. Students form groups of three and share their three words. Students must agree on the three words that best represent the text.
5. Students lay out and explain the three words they have agreed upon in their triangle organizer.
6. Each student writes a brief interpretation of the text.

A FOURTH GRADER'S ASSOCIATIONS FOR THE FABLE
"ANDROCLUS AND THE LION."

SAMPLE
(Reproducible copies of this
organizer can be found on page 14.)

Title: Androclus and the Lion

My three words

Androclus

help

friends

Agreed upon words

ran away

help

friends

Explanation

Androclus and the lion became friends. When Androclus was captured, the Romans put him in a stadium with a hungry lion. But it was the same lion. The lion wouldn't kill Androclus because they were friends.

Ran away

Explanation

Androclus was a slave. His master was mean and cruel. So he ran away.

Friends

Help

Explanation

Androclus helped a lion by pulling a thorn out of his paw.

My interpretation of the text

I think "Androclus and the Lion" is teaching us that we need to be kind to each other. Androclus's master was mean, so Androclus ran away. Androclus was nice to the lion, so the lion wouldn't kill him later on. If you are nice to others, they will be nice to you.

ASSOCIATIONS TOOL #9

Title: _____

My three words

Agreed upon words

Explanation

Explanation

Explanation

My interpretation of the text

Standards are uniform. Students are not.



JARED:

Likes...lectures, demonstrations, opportunities to practice new skills

Experiences difficulty when... faced with open-ended questions

Learns best when... instruction is focused on modeling, feedback, and practice

KARALYNN:

Likes...creative and artistic activities, asking "What if?"

Experiences difficulty when... instruction focuses on drill and practice

Learns best when... she is invited to express herself

STEFAN:

Likes...cooperative learning activities, group discussions

Experiences difficulty when... instruction focuses on independent seat work

Learns best when... his teacher pays attention to his success and struggles

JULIA:

Likes...debates, research projects, asking "Why?"

Experiences difficulty when... there is a focus on rote learning, cooperative learning

Learns best when... she is challenged to think and explain her ideas

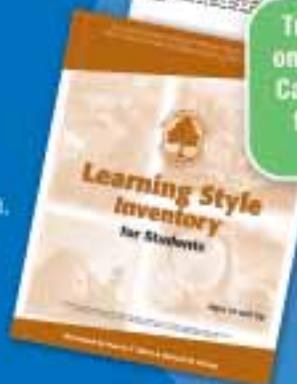
Without a clear understanding of how our students learn, there is little possibility we will be able to raise our standards.

Now you can unlock every student's potential with the new **Learning Style Inventory for Students™ (LSIS)** – the most valid, reliable, and practical tool for identifying each student's unique learning style profile. This groundbreaking diagnostic and planning resource is easy to use and now comes standard with the most comprehensive reporting system in education today.

For less than \$5 per student, you will receive:

- A detailed and **individualized learning style profile** of every student in your classroom or school
- **Separate levels of reporting** for teachers, students, and administrators
- **Electronic data files** to merge with your school's data management system.
- **LSIS User's Manual** showing how to administer the LSIS, interpret the results, and put data from the reports into powerful practice.
- Free access to the **LSIS Resource Center**, an online hub of information, research, and classroom strategies.

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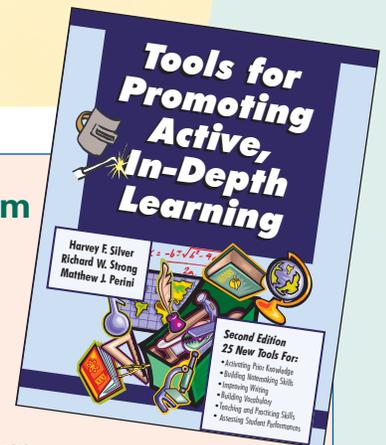
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