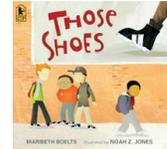




About the video: This video was created to view within in a webinar titled “5 Elements of The Critical Thinking Triangle®.” The video and webinar were the introduction to our new SGM® product: *The Critical Thinking Triangle® In Action!* Many references to components of the kit and guidebook are mentioned.

Maryellen’s Wrap-Up:

In this extended clip, the sequence of lessons is shown. I began my work with the boys in the summer between first and second grades. The book chosen for all our sessions thus far is *Those Shoes* by Boelt.



Please note that I numbered the pages of the book for ease of reference beginning with the Dedication Page.

Viewing the Webinar and my wrap-up will provide you with the details of the video clips shown during the webinar of the boys and myself.

There is a picture of the three boys, Gerry, Isaiah, and Frankie holding one of the manipulatives. The “frame” is something that we utilized this summer when discussing universal feeling/basic emotion words (happy, sad, mad, scared, surprised and disgusted) and their synonyms. I have various sizes of these frames to frame human faces, as shown and others to frame specific bodies or faces in books or on the screen when I want to link facial expression and body language (pragmatic components) to the text. Craft stores sell packages of these in various colors and sizes. Affix five of them together with glue dots. Students love to make them. I have found that zeroing in on the illustrations this way focuses their attention on details that may go unnoticed and that contribute greatly to the comprehension of character motivations and perspective taking. The other two manipulatives are included in your kit. Simply affix the pouch and the stick and they are ready to use. Feelings and Thoughts may be isolated and talked about using these manipulatives. Students may “turn and talk” using these tools, with each student in the dyad having one. The small feeling and thought word cards may be placed in the appropriate pouches as discussion progresses centered on personal experiences, text or media presentations.

Thought Words/Thinking Words Segment

I wanted to demonstrate, using text illustrations and passages how a plan, or decision is made. In *Those Shoes*, Jeremy must decide whether to give his recently acquired, coveted pair of shoes, that are too small for him, to his friend Antonio whose shoes are torn and taped.

Notice the Thought Words in your kit. Although there are scores of these words in research and life, we chose five to teach. They are abstract, academic vocabulary words applicable to various disciplines within school and of course, in life.

They are: Think, Know, Remember, Understand, Realize.

The prelude to this particular video segment involved two components of the CTT® besides character and setting elaboration. They were done prior to this video but reviewed in this lesson.

Kick-Off: Jeremy is in his bed at night trying to decide whether to give the shoes to Antonio or not to give them. (Please see the illustration in the book on page 28.) It is important that you take out the Thought Bubble manipulative to show that this Kick-off is a Thought! It is not a concrete action or event.

Feelings: Take out the feelings (heart) manipulative coupled with the following cards for the pouch: sad (the universal feeling for Jeremy's expression), glum, unhappy, discouraged, miserable, and the social emotion, confused. I have found that circling through synonyms for a universal feeling and frequently discussing particular ones relative to different texts, cements an understanding. Please note that you have a laminated set of these words, and the Thought Words, to model. The same list is available to download for the students if you wish for them to use with the *Student Thinking Mat*, or individual activities as explained below. I recommend printing them on different colors of paper for each child.

Example:

Maryellen: I am framing this picture. Jeremy is feeling _____ in this illustration. Notice his facial expression. Who can look like this?

Maryellen: Use your bookmark to find the feeling words that are synonyms (*mean the same as*) the word _____.

In this instance the word would be *sad*. Take those words out of your feeling word pile.

Please note that at the end of the session, I presented all of the feeling words in front of the boys and asked them to use their Feelings Bookmark to circle the words from the story that were used. They loved this! Of course, they wanted to bookmasks to take home! Upon circling all of the words, they were asked what category (of universal feelings) had the most circles. It was **sad**. Discussion followed.

Video: Today's Lesson's Explicit Focus: The Thought Words/Thinking Words

Note: The terms "thought words" and "thinking words" are used interchangeably. We have found that younger students like "thinking words".

Each boy had a *thought/thinking word* assigned and I selected the text from which to work. The page numbers appear on the handout that you received with the Webinar that is included in the appendix of this booklet.

#1: I began with the word Think and inserted it into the pouch on the modeling Student Thinking Mat. Here, if you wanted to, you could provide each student with a thinking word/thought word bubble. Remember the feeling and thought words are available as downloads. Each student would be able to have his/her own set, stored in a baggie. In this way sorting, comparing (with the bookmarks as a source) and use of the Thinking Mat would be facilitated over time.

Jeremy was **thinking** about his problem/dilemma.

It is important to note that for the development of personal narratives, the ability to talk about a memory is important. Use a book as we are, or previous field trip or art project or class experience if students “can’t remember”.

#2. We continued with Frankie and the word: Remember (pages 24 (11-12)). The text I turned to was the illustration of the classroom when Jeremy returned with his Mr. Alfrey shoes from the guidance counselor’s office. Antonio was the only one not laughing. (A **Stick Frame** could be used here on text or on the student’s faces mimicking the “taunters”...great discussion!) Frankie provided a great thought.

I wrote the **memory** on the card and placed it in the pouch.

#3: Next Gerry talked about what Jeremy knew for a fact. The pages referred to the experience in the thrift shop and at home afterward where he experienced sore feet and blisters. Gerry communicated that Jeremy **knew** that the shoes were too small. As an aside, he wrote this sentence on his name card.

I wrote the **knowledge** on the card and placed it in the pouch.

#3: After that, Isaiah talked about the word “understand”. It is through *personal* involvement in *multiple experiences* surrounding a familiar topic that we come to understand. (See Westby, 2016 regarding personal narrative development.)

We referred to the pages in the park when Jeremy, playing with Antonio, comes to understand that Antonio needs *Those Shoes*. (smaller feet, taped, etc.). We did not show where we used Jeremy’s own words to express increasing understanding causing even Jeremy to think about this later in bed. The boys varied their voices in volume and emphasis and their facial expressions as well.

I wrote the **understanding** on the card and placed it in the pouch.

#4: Finally, I talked about the word “realize”, my given word. **Realize** has the word “real” in it. The whole idea became real when Jeremy thought about memories (remember), facts (know) and personal experiences (understand).

Thus, in this extended lesson the objective was accomplished:

The following is an attempt to make the lesson purpose more “visible” to students:

Today, we are learning to use thought words and a thought bubble to **talk about “HOW” a character decides to do something.** We will show we can do this by talking with our teacher while she fills out the thought bubbles on the Critical Thinking Triangle and talking about how Jeremy finally makes the decision or plan, to give his shoes to Antonio.

Ending note: This video shows the use of the CTT® Thinking Mat and the five thought/thinking words: think, remember, know, understand, realize. Over time, the Mat and the thought bubble/heart combination utilized with different stories/experiences, show how thinking through memories, facts (including background knowledge) and multiple past experiences serve to make planning/deciding what to do, more “real”!

The boys decided that Jeremy should decide to give the shoes to Antonio because of the thoughts Jeremy had because of sad feelings about a dilemma.

In closing, the above could be broken down into many mini-lessons as shown in the handout accompanying this video and webinar. It was a demonstration of possibilities and the possibilities are endless!