

Handout to Accompany MindWing Concepts, Inc. Webinar: October 19, 2016

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This webinar was developed to introduce our new product
The Critical Thinking Triangle® In Action!

LITERATURE SELECTION: Boelts, M. & Jones, N. (2009). *Those shoes*. Somerville, MA: Candlewick Press
Grade 2 Boys

MATERIALS: Critical Thinking Triangle In Action Student Thinking Mat; Feeling cards; thought word cards; Feelings book mark; and thought bubble stick.

LESSON OBJECTIVES: There is an objective for teacher and student. Students should know what is expected from them.

Teacher:

To teach the Story Grammar Marker® Feelings and thought bubble in relation to the Critical Thinking Triangle® by having students identify what Jeremy, a Character from *Those Shoes*, remembered, knew for a fact, and understood in relation to given Kick-Off and Feelings so that each student will be able to discuss HOW Jeremy decided to give his sneakers to Antonio.


Student:


- Today, we are learning to use Feelings, 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®.
- Then we will talk about how Jeremy finally makes the decision, or Plan, to give his shoes to Antonio.


PROCEDURE: The first two steps are a review since the boys were with me for a lesson six weeks before. They returned for this lesson and want to come back for another!

1. Review the first episode of the book using the SGM® as a scaffold to retell how Jeremy got Those Shoes. There is not a need to re-read the story but keep pictures available.
2. Quickly ask for details pertaining to the Characters, Setting, Kick-Off and Feelings from this first episode.
3. Focus illustration: Jeremy in bed, thinking about Antonio.
4. Jeremy has a problem: He can't decide whether to give those shoes to Antonio or not. Ask children to point to the Kick-Off. Discuss how, in this case Jeremy has a problem (dilemma). Please note that a dilemma such as this, is a thought and is also the Kick-Off. It, itself, causes a change in feeling and if there is to be a Plan to do something about it, there has to be time given to think. The Feelings and thought words on the Critical Thinking Triangle® often have to be inferred. If students know that Feelings follow Kick-Offs and that thoughts should precede Plans, their thought process begins to broaden and deepen.
5. Feelings about the problem range from sad, to glum, to discouraged, to unhappy, to miserable to confused. Confused is a Social Emotion, such an emotion is usually a blending of two or more primary emotions and depends on the explicit situation the Character is facing. For instance, confused is a blend of sad and mad.
Example: Lego Project that student cannot complete because he does not understand the directions. Put these feeling words in the feeling pouch on the mat. At the end of the lesson you may have students use their book-mark and a dry erase pen to circle the feeling words used on the mat.

6.  *Kick-Off:* Jeremy has a problem. Jeremy is having trouble making a decision.

 *Feeling:* He feels sad for himself and is feeling confused about his friend, Antonio.

 *Thought words:* He thinks about his life experiences with the shoes and with Antonio (see examples below)

 *Plan:* He (ultimately) decides that Antonio needs the shoes and should have them. But at the beginning he has two choices:

#1 to give those shoes to Antonio

#2 to keep those shoes for himself

How does this process happen?

Activity #1:

Page 28 shows Jeremy in bed “thinking.”  On a THINK card write Jeremy is thinking about Antonio. Put it in the pouch.


Text Selection: “That night I am awake for a long time thinking about Antonio.”


Provide a copy of this sentence for students to circle the thought word.

Activity #2:

Note: We chose three situations that Jeremy was reflecting upon that night in bed when he was trying to decide what to do about his love of those shoes and Antonio’s need. Each boy views illustrations from the following pages, teacher (or students) read text. The students dictate the thoughts to the teacher using the thought word cards.


REMEMBER Pages 24 (about pages 11 & 12)

Jeremy remembers  about the day in the classroom when he had just gotten his Mr. Alfrey shoes and that Antonio was the only one who didn’t laugh at him wearing the Mr. Alfrey shoes.

REMEMBERS  that Antonio was the only one who didn’t laugh

KNOW Pages 19, 20, 21

Thinks  about himself and Grandma in the shoe store and when they got home. (He spent his own money. He finally had his favorite shoes. The shoes didn’t fit. He has bandaids on his feet to prove it.

KNOWS  that the shoes do not fit.

UNDERSTAND Pages 23, 24

After school I head to the park to think. Sees Antonio with tape on his shoes and that Antonio’s feet are smaller than his are. While they shoot baskets, leap off the swings and race, Jeremy notices that Antonio’s shoes are falling apart like his were.


Understands  ANTONIO MIGHT NEED NEW SHOES because his shoes are taped like Jeremy's were.

Note: Use the Realize card to note that by remembering, knowing facts and understanding Actions, Jeremy realized that he could help his friend.


Activity #3

Each boy puts the thought words into a sentence to communicate Jeremy's thought.

Example:

Jeremy remembered  that Antonio was the only one who didn't laugh at him when he got his Mr. Alfrey shoes.
(See sentence frames)

Activity #4

Discuss the Plan  using a planning word. Remember to Stop, Think, Make a Plan!

 *Plan:* (After thinking about these and other experiences, Jeremy decides to give the shoes to Antonio.)

Activity #5

Sequence the Attempts  to carry out the Plan  and achieve the goal  (Direct Consequence).

Attempts:



First, he tries on those shoes for the last time.



Next, before he could change his mind, he put the shoes in his coat.





After that, he ran across the street to Antonio's apartment and put the shoes in front of his door.



Finally, he pushed the doorbell and ran.

Activity #6


Discuss the end, the Direct Consequence  and how it relates to the Critical Thinking Triangle® .

You may use the Sentence Frames included in this kit to scaffold this component.



Direct Consequence: As a result, Antonio has the shoes as Jeremy planned! Jeremy sees Antonio open the door and look at the shoes. Jeremy sees Antonio smiling at school. Antonio says "thanks."


Activity #7

After accomplishing his Plan, Jeremy feels both *happy* and *mad* . Ask students to discuss how two Feelings may occur at the same time as a result of the same "happening." Perspective taking is necessary to discuss these two Feelings.



Resolution: The Consequence (giving the shoes, Antonio's smile, Antonio's thanks) gives rise to the Resolution: "I feel happy when I look at his face and mad when I look at my Mr. Alfrey shoes."

Activity #8

 Lessons, morals and themes are often discussed as the episode or story winds down. Each of the three hearts at the bottom of the SGM® call for a different component related to these topics:

Heart #1 is the feeling the Character has as a result of the Direct Consequence.

Heart #2 is the lesson learned.

Heart #3 is the moral of the story.

Lesson: Jeremy learned that he has put someone else's needs and wants ahead of his own. (empathy)

Moral: Be kind to others


Themes: The following are themes within this story: sharing, kindness, generosity, empathy, sacrifice. Making connections among story grammar elements allows us to infer Feelings, thoughts and Plans of Characters to understand themes.

Activity #9

How a Plan is made? All of the life experiences which come into play in Jeremy's thoughts prior to the Plan. A Plan is made by:


 Identifying the problem, or Kick-Off.

 Thinking about the problem, or Kick-Off and verbalizing it.

 Thinking about your/others' Feelings

Before one does anything, one Stops, and Thinks using thought words such as remember, know, understand, realize.


Express the thought in a sentence.


 Then, make a Plan.


Pull all of the elements together using a sentence frame.

It is this thought process of recalling memories and experiences that Jeremy went through when he was thinking about Antonio in bed that night.

A story such as *Those Shoes*, even though it is fiction, is a wonderful model for a personal narrative since it involves memories for facts, stories and stories where one is an integral part of the outcome. These are semantic memory, episodic memory and autobiographical memory respectively. We love this book for modeling because the plot is realistic in that the experiences could be anyone's.






Semantic memory is related to facts: He knew  for a fact that the shoes did not fit since he had blisters, bandaids and sore feet.

Episodic memory: He remembered  his trip to the thrift store where he bought the shoes with his own money. This was one of many trips, or episodes, to a thrift store.

Autobiographical memory: Such memories  involve “awareness of oneself as the experiencer of the event in the past and the rememberer of the event in the present” (Westby & Culatta, 2016). Jeremy put himself right in the situation (swinging, shooting baskets and racing) where he saw and responded to Antonio’s taped shoes. Through these experiences, he understood that he, Jeremy, should give the shoes to Antonio. Jeremy is aware that he vividly experienced the events and he is remembering them in the present, before he falls asleep.

Activity #10



The following bullets are a review of situations used in Jeremy’s decision process:

- In the shoe store (He **remembers**  that he used his own money. The shoes looked perfect)
- At home when he has sore feet (He **realizes**  through wearing the too small shoes that they are too small.)
- Sees Antonio’s taped shoes and notices he has smaller feet. (He **thinks**  that Antonio needs new shoes.)
- Sees Antonio at the park (**remembers**  he didn’t laugh at Mr. Alfrey shoes)
- Is interacting with Antonio and it becomes obvious that Antonio is in need and Jeremy could help but he is not ready to do so yet (He **remembers**  his favorite shoes and using his own money)

The three following bullets are experiences that helped him **think**  **clearly and understand**. He voices his growing angst:

- Shooting baskets “I’m not going to do it!”
- Jumping off the swings “I’m not going to do it!”
He is thinking aloud! Looks like he will not do it!
- Race “I’m not going to do it!”

These three observations and the comments getting larger each time show the difficulty Jeremy is having making a decision to do good in spite of his own wants.

- Hears Antonio say “How come you don’t wear them?” (**Realizes**  that Antonio **knows** Jeremy is not wearing those shoes anymore. Note: This is “second-order theory of mind, when one person (Jeremy) realizes that another person (Antonio) is thinking about him/her (Jeremy). It is a complex mind move!”)
- Feels Antonio wishing for those shoes (He **knows**  that Antonio desperately wants shoes like his.

Jeremy has empathy when he “feels” Antonio “wishing” for those shoes.)