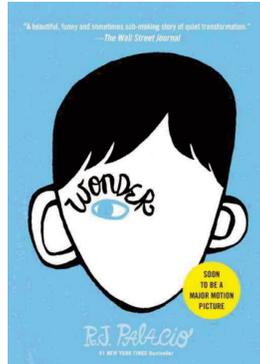


In this Webinar we wanted to show an example of
The Critical Thinking Triangle in Action! using a novel.

We selected *Wonder* by R.J. Palacio.
The novel, appropriate for
students in grades 6 and above,
has been the topic of several
adult book clubs in our area.



Wonder

Palacio, R.J. (2012)
NY: Random House Children's Books

On our website (mindwingconcepts.com) we have a Lesson Blog devoted to *Wonder*, posted February 9, 2017. It is entitled: *6 Ideas for Perspective-Taking, Character Traits & Conflict Using Wonder by R.J. Palacio*. In this blog we discuss mapping of episodes from multiple characters' perspectives. Please see this entry.

For this Webinar, we decided to elaborate on the Critical Thinking Triangle® (CTT®) through pages 134-141 from *Wonder*. The CTT® teases out the feeling and thought processes involved in making inferences and understanding a character's motivation. It is a deep thinking tool that makes thinking visible and allows for discussion and inquiry using cohesive ties and complex sentences.

One of the nice things about this novel is that the chapters are short. They are all titled, so that, upon reading the text, the Kick-Offs for each title are easily recalled. These eight pages contain three chapters entitled:

- *The Call*: The Kick-Off was the call from Mr. Tushman, the middle-school director and the overheard conversation between him and Jack's mother concerning a request from the director.
- *Carvel*: Carvel is an ice cream experience! Many things are involved in a typical visit to Carvel. On this day however, there was a "situation." The Kick-Off was not spoken, but viewed, and it unleashed feelings and thoughts from many perspectives.
- *Why I Changed My Mind*: Thinking about situations remembered and those "characters" who would be involved in the future situation give rise to many conflicting feelings and thoughts causing a "change of mind."

Steps to follow in planning a lesson:

1. **Decide on your student goals** using the protocol from *The Critical Thinking Triangle® in Action!*
The Teacher Learning Scale Protocol for the Critical Thinking Triangle® on page 21 of the booklet contains those goals. Two of them will be focused upon in this Webinar. These are useful for creating Learning Goals for Students.
2. **Choose a selection of literature** that students are currently using to work on your goals from Step 1. In this way quality literature and the curriculum are focused upon.
We chose just a few pages since our goal is to think deeply about several interactive Kick-Offs. We would classify these pages in the novel as *Interactive Episodes*, where the Kick-Off happening in a situation gives rise to feelings and thoughts on the part of a person, who in time, decides to take Action.
3. **Reread the selected portions of the text** with students. If a picture book is used, highlight the accompanying illustrations.
4. **Model the thought process** with student participation. We will model using the *CTT® in Action! Discussion Mats*.
5. **Add the Plan and review the thought process** on the completed mat with the students using the academic vocabulary written on the CTT arrows or sentence frames for advancing sentence structure which accompany *The Critical Thinking Triangle® in Action!* booklet.

We are modeling this book using *The Critical Thinking Triangle In Action!* materials.

The episode is from Jack's perspective, as he decides whether to participate, as requested by the headmaster, in being a "welcoming buddy," by showing Auggie the school (pages 134-141). The CTT® facilitates academic discussion and makes the thinking of characters visible for students.

As we pointed out in our introduction, there are three chapters from the novel that we will use in this lesson. Each of the chapters is an episode in itself.

1. **The Call**
2. **Carvel**
3. **Why I Changed My Mind**



The three chapters together provide Settings and the personal experiences within them, Initiating Events (Kick-Offs), Feelings, Thoughts and characters' perspectives so that Jack DOES change his mind. The CTT® provides the language structure for students to call to mind the feelings, background knowledge, memories, and realizations which cause a change of mind!

This lesson shows the use of the Critical Thinking Triangle®, thought bubbles, and feeling words as shown. In the end, Jack has empathy for Auggie and his situation. What a wonderful opportunity to discuss the complex emotions and thoughts that brought about the plan to show Auggie around the school!

Although picture books provide wonderful opportunities to demonstrate the CTT®, we decided to use a novel to show the breadth of the tool. *Wonder* is appropriate for students in grade 6 and above as well as adults and for small discussion groups.

STEPS OF LESSON IMPLEMENTATION:

1. Decide on your student goals. We had been working on identifying the Kick-Off, what a Character was Feeling in response to the Kick-Off and using related feeling words. Using the *Teacher Learning Scale Protocol* for the CTT found on page 21 of the manual, we decided to work on:

- **Thoughts Goal #2:** Thought(s) expressed and related to the Feeling.
- **CTT Goal #2:** All components of the CTT are present.

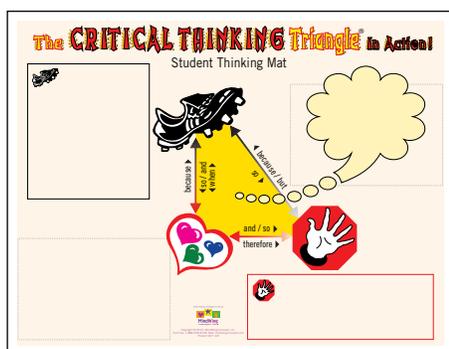


2. Choose a selection of literature that students are currently using to work on your goals from Step 1. Our student goals are what drives our instruction. Using selections that the student is familiar with aids in making connections and learning new concepts. Using relevant materials is much more effective than relying on random and isolated examples. *Wonder* is one of these quality materials. The novel contains many examples to reinforce the Kick-Off, what a Character was thinking, and related feeling words. We chose page 134-141 of our novel, *Wonder*.

3. Reread the selected portions of the text with students. If a picture book is used, highlight the accompanying illustrations. Each student had a copy of pages 134-141 of our book. After rereading the pages, we began chunking and discussing the content. We consider these eight pages “together” since “The Call” contains the *Kick-Off* for the whole situation and “Why I Changed My Mind” reveals the *Plan*. In between are the *Feelings*, *Thoughts* and *Perspectives* that Jack calls

upon in order to make a decision.

Provide each student with a *Feelings Bookmark* from *The Critical Thinking Triangle® in Action!* kit. Choose and organize the Feeling Words and the Thought Bubbles (Knows, Remembers, Understands, Thinks, Realizes) to use with the *CTT® Student Mat*.



4. Model the thinking process with student participation: An example

Reread pages 134 through top of page 135.

Lead student discussion about the Kick-Off...
The Call.

While on the phone, Mom (Amanda Will) is overheard thanking Mr. Tushman, middle-school director, and acknowledging that it was nice of him to say something... that Jack did not hear, of course, but that made mom happy.

Also, his mom tells him that is very flattering... that Jack was recognized as a “really great” kid and “especially nice.”

Jack’s mom tells Jack the he is known by teachers as “a good egg” and that she is proud.

Keep reading through the end of page 135. Here we learn that initially Jack does not want to participate as a Welcome Buddy as he knows who the new kid is... August... and that he is “deformed.”

So, let’s go back and look at our CTT mat:

Write the Kick-Off as shown. We like to include the page numbers as evidence from the text.

Jack *KNOWS* his mother is proud that he was asked to be a “welcome buddy” (put the corresponding thought bubble in the slot).

The Critical Thinking Triangle® Student Map Process as Demonstrated in The Webinar

The following reflects Jack’s growing realization (eventual Plan) that he has to help Auggie. Students chose feeling words and discussed relationships among story grammar components.



Main Kick-Off: Page 134

Mr. Tushman calls to ask Jack to bring Auggie on a tour- a “Welcome Buddy.” Jack overhears his mom’s side of the conversation with the Mr. Tushman.

Feeling Words: (chosen from the six universal feelings and their synonyms).

Surprised because Mr. Tushman never called before.

Upset because he does not want to be a Welcome Buddy.

Shaken because he knows who this student is and that he looks very different.

The next segment refers to evidence from the text in the form of thoughts or mental states that Jack deals with in thinking about the phone call and growing “situation.”



Thought #1, page 135. Jack *knows* his mom is proud that he was asked to be a “Welcome Buddy.”



Feeling: Guilty, because of his feeling about the call and the job and his mother’s expectations of him.

This thought will begin to help Jack make a Plan. Right now how do you think Jack feels? Because...

We learn that Jack does not want to participate and knows who the new kid is... He refers to August as deformed.

Using the Basic Emotions side of the bookmark.

Say: "I know that Jack is not happy (point to the first category). He seems a little..." Ask the students to discuss Jack's *Feelings* related to both the *Kick-Off* (phone call) and his *Knowledge* that his mom is proud of the accolades from Mr. Tushman.

Students in the group chose *upset* and *shaken*, listed under *Mad* and *Scared* on the bookmark. Another student mentioned that she would have felt sort of *sad* too. Why? Because mom is proud of him, expecting that he will say he will "buddy" Auggie. But we know that Jack doesn't want to because of how Auggie looks. This will disappoint mom. Thus, Jack has a combination of feelings...*sad*, *upset*, *shaken*.

As we discussed further, another student added that Jack was probably *shocked*. He said "Jack was probably *surprised* in a bad way, too." Students agreed that *Scared* was the closest.

Now, you may want to turn the bookmark over and review the *Social Emotions* with the students (although the emotions on the front of the bookmark may be enough for your students... again, it depends on your students).

This is a *social emotion* and relates to a situation involving the perspective of another person(s). A social emotion is often a combination of two or more basic emotions and depends upon a particular situation.



Thought #2, pages 136-138. Jack **remembers** Auggie and the incident at Carvel Ice Cream Store including what Veronica, the babysitter said. Jack was about five or six years old.



Feelings:

Shocked: Jack was shocked to see Auggie.

Repulsed: This strong synonym for disgusted reflects the situation at Carvels with his little brother and their babysitter, Veronica.

Scared: Jack says in the text that he was scared. He describes the sound he made: "the kind of 'uhh' you say when you're watching a scary movie and the bad guy like jumps out of the bushes." Jack says he got scared because he thought Auggie was wearing a zombie mask.

Embarrassed could be one of the feeling words because of the reactions of Auggie's sister (glaring at Jack for his comment).

Ashamed: Perhaps he felt ashamed when Veronica's commented, "Jack, sometimes you don't have to mean to hurt someone to hurt someone. You understand?"

The Social Emotions are governed by character interaction within a setting/situation and are probably the result of two or more emotions. Regarding Social Emotions, one student chose *guilty*: Jack knows his mom is proud, and that is a good thing, but something about August makes him not want to participate... he is feeling *sad, upset, shaken* and *shocked (guilty)* that he does not want to participate because he wants his mom to be proud.

Reread Pages 136-137

Jack **REMEMBERS** the incident at Carvels when he first saw Auggie. Put the corresponding Thought Bubble in the slot. Direct students to the front of the bookmark... “How do you think Jack was feeling when he saw Auggie for the first time?” Students came up with: *scared* (directly from the text), *surprised* and *shocked* (“Hhh”). One student said *repulsed*. “And how do you think he felt when his babysitter, Veronica, told him ‘...sometimes you don’t have to be mean to hurt someone.’” I asked the students to look at the Social Emotions side of the bookmark. They chose *ashamed* and *embarrassed*.

Continue in this manner: I chose three other segments to review and guide students through the same process as above:

Page 138: Thinks about how he has trouble acting normal when he sees Auggie.

Page 140: Knows his mom want him to be sympathetic

Page 141: Realizes Auggie may have a tough time in middle school. We actually get to see

Jack also noted here that Veronica had an angry voice and that when she got mad “she got mad.”

Tone of Voice and *Body Language* could be modeled here.



Thought #3, pages 140-141. Jack **knows** that his mom wants him to be sympathetic.



Feelings:

Embarrassed: Mom says “I honestly thought both my boys were more sympathetic than that.”

Mom says this in response to both her sons’ discussion of the Carvel Incident several years ago regarding Auggie and his looks, including Jamie’s response.

Nervous: Jack thought about other students and their reactions to Auggie, especially Julian. Maybe Jack is thinking middle-school in general, about Carvel, Auggie’s family’s perspective at Carvel, and also Veronica’s statement and mom’s expectations. Mom’s expectation of “sympathetic” is very important.

All these perspectives, when taken together with a personal point of view result in a



Plan.



Thought #4, page 141. Jack **realizes** that Auggie may have a tough time in middle school.



Feeling:

Empathy: His mom expected “sympathy” but we contrasted sympathy with

how Jack got to this realization by reading the last paragraph on page 141. Jack realizes this in culmination of all that has gone on in his house since the call from Mr. Tushman.

5. Add the Plan

(Jack decides to help Auggie out and be a “Welcome Buddy”) and review the entire process on the completed mat with the students.

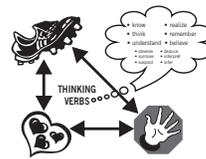
You can see the richness of using the literature that the students were reading. You are able to chunk the sections accordingly. **The Critical Thinking Triangle®** teases out the thought process involved in making inferences and understanding character’s motivation. It is a deep thinking tool that makes thinking *visible*.

References

- Boudreau, D. (2008). Narrative abilities: Advances in research and implications for clinical practice. *Topics in Language Disorders, 28*, 99-114.
- Cain, K. & Oakhill, J. (Eds.) (2007). *Children’s comprehension problems in oral and written language: A cognitive perspective*. NY: The Guilford Press
- Hwa-Froelich, D. (Ed.) (2015). *Social communication development and disorders*. NY: Taylor and Francis.

empathy. It seems that Jack put on Auggie’s shoes in his mind. He did feel badly for Auggie (sympathy) but went further:

“The thing is, there are always going to be kids like Julian who are jerks. But if a little kid like Jamie, who’s usually a nice enough kind, can be that mean, then a kid like August doesn’t stand a chance in middle school.”



This is why Jack changed his mind... “Changing one’s mind” is a *mental state* term. It is the result of *thinking* with Feelings about incidents related to a major Kick-Off. That’s why this Critical Thinking Triangle® is so important to social and academic success. With it, students are provided the language structure (macro structure and microstructure) to communicate.



PLAN: Jack makes a plan to agree to be the Welcome Buddy.

In the process Jack discovers that Auggie is cool, funny and smart and also discovers a lot about himself!

If your school district or organization is interested in Professional Development workshops or consultations with Maryellen Rooney Moreau, please call 888-228-9746 or email Sheila Moreau at smmoreau@mindwingconcepts.com.

Mention this Autism Awareness Webinar and receive 20% off your professional development contract if your Purchase Order is received before May 31, 2017.

linking language development to literacy

