Thinking Dispositions: Reflect on the past week. Which of the following thinking dispositions do you think your classroom instruction helped students develop? (Check as many as apply. Give a double check to dispositions that were strongly emphasized this week.)

Reasoning \(\checkmark\)  Questioning & Investigating \(\checkmark\)  Observing & Describing

Exploring Viewpoints

Finding Complexity

Comparing & Connecting \(\checkmark\)

Frequency of Thinking Routines: Think about the past week in your classroom. How many routines did you try? Include any partial use and/or combined use of Artful Thinking routines as well as use of other thinking routines you’ve invented or know about.

\(\quad\) 0 routines

\(\checkmark\)  1-3 routines

\(\quad\) 4-6 routines

\(\quad\) 7-10 routines

\(\quad\) More than 10 routines

Use of Thinking Routines: Circle the routines you tried this week. Include any partial routines and/or combined use of routines.

<table>
<thead>
<tr>
<th>WHAT MAKES YOU SAY THAT?</th>
<th>LOOKING/LISTENING: TEN TIMES TWO</th>
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</thead>
<tbody>
<tr>
<td>CLAIM / SUPPORT / QUESTION</td>
<td>BEGINNING MIDDLE OR END</td>
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<tr>
<td>THINK / PUZZLE /EXPLORE</td>
<td>ELABORATION GAME</td>
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<tr>
<td>CREATIVE QUESTIONS</td>
<td>COLORS SHAPES LINES</td>
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<tr>
<td>SEE THINK WONDER</td>
<td>CREATIVE COMPARISONS</td>
</tr>
<tr>
<td>PERCEIVE/ KNOW / CARE ABOUT</td>
<td>OTHER ROUTINE(S): Word, Question, Analogy – an adaptation of 3-2-1 Bridge from VT</td>
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Today I presented students with a powerpoint of 9 images of Japanese Woodblock prints. Students were able to access the ppt on their computers. They each picked one that they liked. They had a sheet asking them to do the following routine that I adapted from the VT routine, 3-2-1 Bridge:

List below, 20 words to describe what you see in the image use both nouns and adjectives, be descriptive:

Write 2 questions about what you see in the image:

Write 1 analogy either a simile or a metaphor comparing the image, or one part of the image, to something else:
Once the students completed their routine, I introduced them to several “classic” Haiku poems by Basho, Issa, etc. I then taught them that Haiku are often pictures of nature with words. Lastly, the students were assigned to use their routine sheets to create a Haiku based on the image they picked.

**Integrating Art:** Did you use any art in your classroom this week?  √ Yes   no
If yes, what did you do? Check as many as apply.

___ Discussed an art image/object with a thinking routine you’ve used before
√ Discussed an art image/object with a new routine
___Discussed an art image/object without using a thinking routine

___Created art using a thinking routine at some point in the creative process
___Created art without using a thinking routine
√ Created poetry using a thinking routine at some point in the creative process

√ Connected an art image/object to a topic in the curriculum
___Connected an art making experience to a topic in the curriculum

___Other. Please describe:
Optional: Tell us more about how using art in any of the above ways affected your students’ thinking or understanding.