

Teacher names: J. Ross
 Date: Week of: 03-16-09

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 ✓  Questioning & Investigating ✓ 

Exploring Viewpoints _____  Observing & Describing ✓ 

Finding Complexity _____  Comparing & Connecting ✓ 

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.

- 0 routines
- 1-3 routines
- 4-6 routines
- 7-10 routines
- 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.

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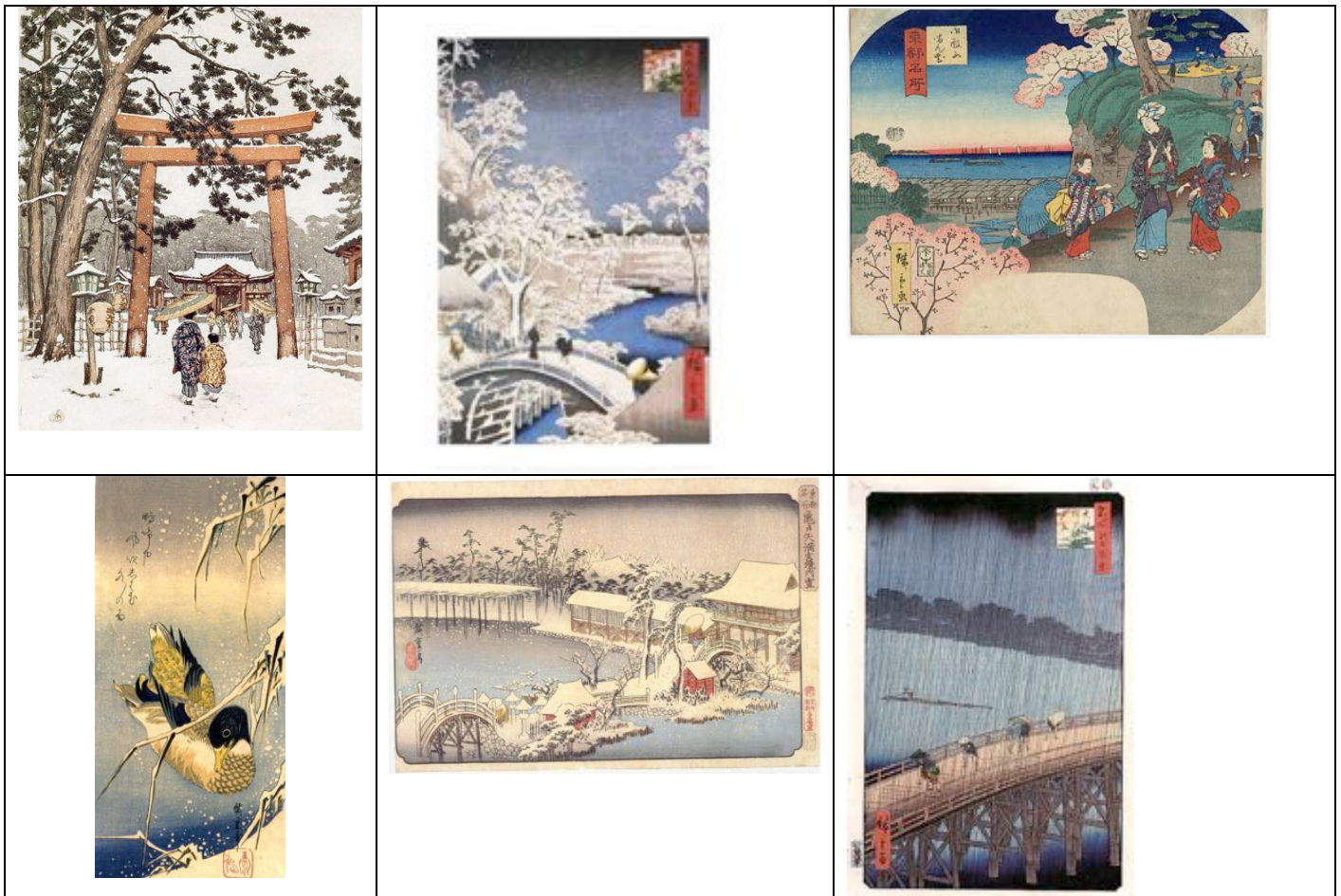
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Today I presented students with a powerpoint of 9 images of Japanese Woodblock prints. Students were able to access the ppt on their computers. They each picked one that they liked. They had a sheet asking them to do the following routine that I adapted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