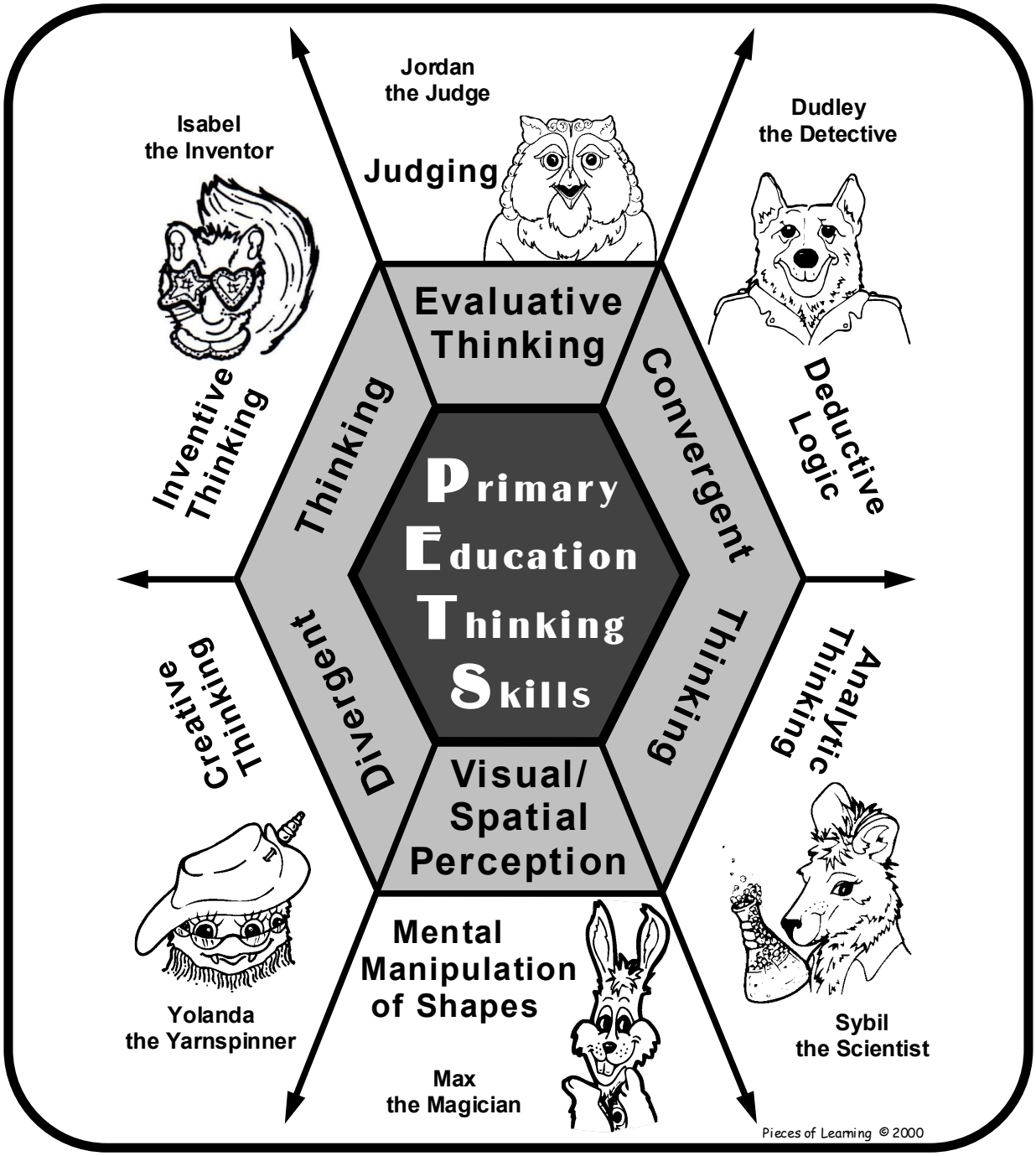
Pieces of Learning PETS™ Webinar Series 6



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Resources:

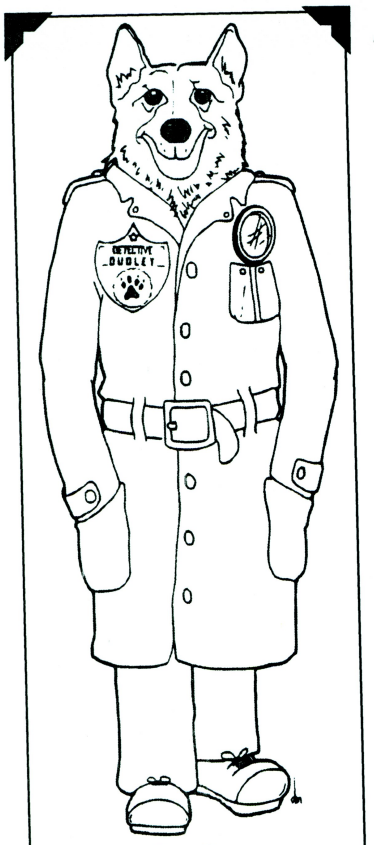
Primary Education Thinking Skills 1 introduces the six characters, each with a special thinking strategy, through a variety of problem-solving activities.

Primary Education Thinking Skills 2 develops the thinking strategies further. The characters blend their thinking skills to work together to solve problems.

Primary Education Thinking Skills 3 provides more complex challenges for expanding these problem-solving strategies in the young learner.

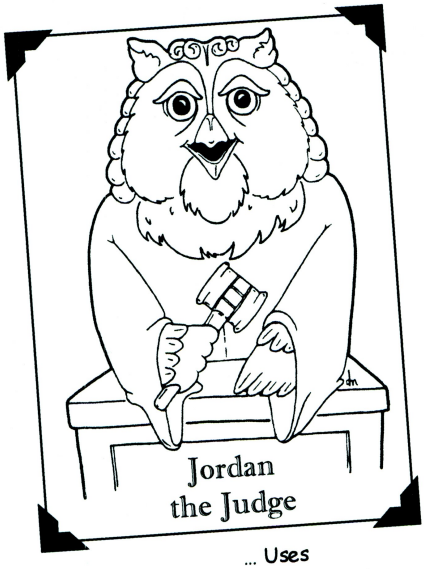
Kindergarten Primary Education Thinking Skills introduces the thinking skills through activities and questioning strategies aligned to a wide array of kindergarten-level trade books.

The Crystal Pond Woods Thinking Specialists



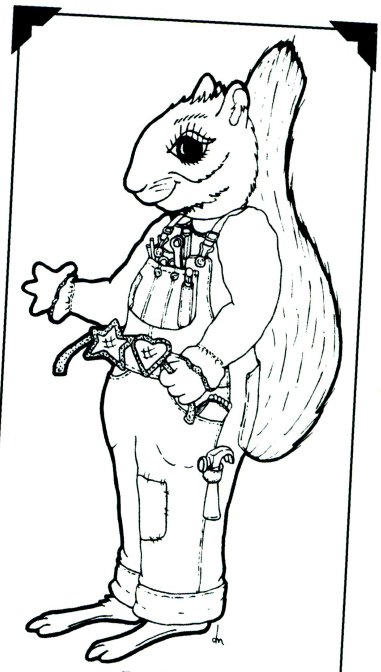
Dudley
the Detective

... Uses clues
... To find one and ***only one right*** answer



Jordan
the Judge

... Uses considerations
... To find the ***best*** answer



Isabel
the Inventor

... Brainstorms
... To find ***lots and lots*** of answers

Max
the Magician

... Looks for ***patterns***
... To find ***a reasonable solution***

Yolanda
the Yarnspinner

... Uses her ***imagination***
... To weave wonderful stories

Sybil
the Scientist

... Studies ***the parts*** of things
... To sort ***& classify*** them

From Primary Education Thinking Skills
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List names of students as each behavior appears.

Add checkmarks after name if behavior is repeated.

Use a different color of ink or pencil for each whole group lesson.

PETS™

Behavioral Checklist

Judge Thinking

(criteria-based evaluative thinking)

Teacher _____

Grade _____

Dates of whole group instruction: 1. _____ 2. _____

GRASPS CONCEPTS QUICKLY	**DRAWS VALID CONCLUSIONS BASED UPON CONSIDERATIONS** DEVELOPED IN THE LESSON
SUPPORTS RESPONSES LOGICALLY	**SEES MORE THAN ONE VIEWPOINT**
OFFERS UNIQUE CONSIDERATIONS AND/OR **SOLUTIONS**	**IS TENACIOUS** IN APPROACH; WORKS DILIGENTLY TO THE END
RETAINS INFORMATION FROM PREVIOUS LESSONS	**PETS™ CLASSWORK** INDICATES AN OUTSTANDING ABILITY TO USE THIS THINKING SKILL

I see these behaviors in these students regularly during class time as well:	These students did not stand out during the PETS™ lessons, but I see these behaviors during regular class time:	Notes:

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DIAGNOSTIC NOTES • JUDGE THINKING

GRASPS CONCEPTS QUICKLY ♦ *uses considerations to eliminate choices* ♦ *offers lots of ideas for factual measurable/observable considerations* ♦ *uses considerations to make valid choices*	**DRAWS VALID CONCLUSIONS BASED UPON CONSIDERATIONS** DEVELOPED IN THE LESSON ♦ *applies valid considerations accurately to narrow the field of choices regardless of personal preferences*
SUPPORTS RESPONSES LOGICALLY ♦ *states considerations used in determining solution choice* ♦ *supports considerations by offering ways of observing or measuring them*	**SEES MORE THAN ONE VIEWPOINT** ♦ *sees the viewpoints of others* ♦ *develops considerations from other viewpoints*
OFFERS UNIQUE CONSIDERATIONS AND/OR **SOLUTIONS** ♦ *offers valid considerations not previously stated*	**IS TENACIOUS** IN APPROACH; WORKS DILIGENTLY TO THE END ♦ *works diligently to conclusion* ♦ *will NOT give up*
RETAINS INFORMATION FROM PREVIOUS LESSONS ♦ *shares knowledge accurately during review* ♦ *applies knowledge during activities*	**PETS™ CLASSWORK** INDICATES AN OUTSTANDING ABILITY TO USE THIS THINKING SKILL ♦ *seatwork and/or challenge papers are exceptionally well done*

I see these behaviors in these students regularly during class time as well: ♦ *normally great evaluative thinkers*	These students did not stand out during the PETS™ lessons, but I see these behaviors during regular class time: ♦ *normally great evaluative thinkers who "hid out" during the PETS™ lesson*	Notes: ♦ *absentees* ♦ *new students*

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- *be generous — more inclusive than exclusive*
- *names can go in more than one box per answer*
- *be sure to add ✓s after names for multiple answers*
- *be sure to use different colors for each whole group lesson*

JORDAN THE JUDGE

Contributed by Bev Pryor

Yolanda the Yarnspinner and Rosalyn Robin were very excited one fine sunny day in Crystal Pond Woods. Yolanda had saved up some extra money to spend. She had 10 dollars to buy herself something.

"Rosalyn," sighed Yolanda, "I have so many things I want to buy that I can't decide how to spend my money! What do you think should do?"

"I think we need to go and visit Jordan the Judge again," suggested Rosalyn Robin. "Remember, he's always helping people with tough decisions so they make the **best choices**."

"I remember how he helped me before," replied Yolanda. "He said to base my decisions on the facts. He told me to think about my **considerations**."

"That's right," agreed Rosalyn. "Let's go see him."

The two friends hurried over to Jordan's courtroom, high up in his tree. When they arrived, they noticed the courtroom was empty.

"Wonderful!" shouted Rosalyn. "We go right in!"

Jordan the Judge noticed the friends as they entered the courtroom. "Good morning, ladies, what can I help you with today?"

"Well, Jordan." began Yolanda. "I have 10 dollars to spend, and I can't decide how to spend it. Here is a list of things I'd like to buy." Yolanda handed Jordan the list and he read it aloud.

(Put the laminated list up so students can follow along.)

"So, you would like a gray swim suit, a black umbrella, a green backpack, some red luggage, snorkeling gear, a brown straw hat, pink and purple sunglasses, ice skates, white socks, a beach ball, a strawberry ice cream cone, and flip-flops. Hmmmm, so what are your considerations, Yolanda?"

"Well, as I mentioned," replied Yolanda, "I only have 10 dollars."

"That helps," said Jordan. "Now we can eliminate all the items on your list that cost more than ten dollars."

(Discuss with students the items to be eliminated from the list because they cost more than ten dollars. Cross them off the list as students suggest. Be sure that students are only considering cost at this time.)

"OK, Yolanda," said Jordan the Judge in his superior voice. "Are there any other things that must be considered?"

"Yes," replied Yolanda, "I want to buy something for my summer beach vacation."

"Well, well, that seems clear enough," reasoned Jordan. "We must eliminate all the items on your list that are not items that you can use on your summer beach vacation."

(Now discuss with students which items should be eliminated from the list based solely on this new consideration. Cross those items off the list.)

"Are there any further considerations?" Jordan asked Yolanda.

"Yes," answered Yolanda. "You know how I love colorful, fun words, so I want to buy something really colorful and fun!"

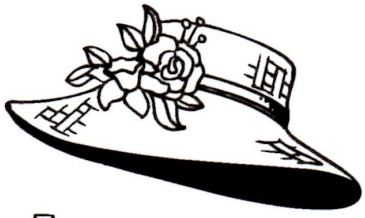
(Now discuss with students the items that should be eliminated based solely on the color criterion.)

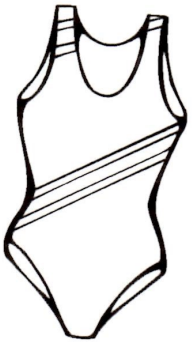
"In that case, there are clearly two possibilities. You can buy the pink and purple sunglasses OR the beach ball. Would there be another consideration to keep in mind?" inquired Jordan patiently.

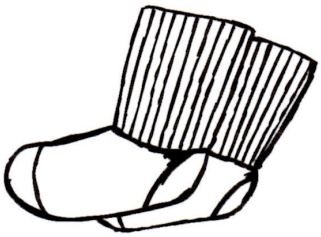
Rosalyn Robin looked carefully at her friend, Yolanda. Then, grinning from ear to ear, she cried, "Of course there is! Yolanda is a spider and has more than two eyes!"

Jordan banged his gavel and proudly announced, "Then the decision seems very clear: **Buy the beach ball!** Case closed."

What Should Yolanda Buy?







gray swim suit

black umbrella

green backpack

red luggage

snorkeling gear

pink & purple sunglasses

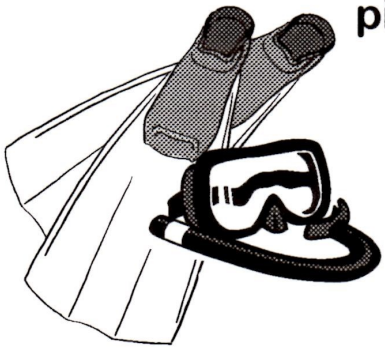
ice skates

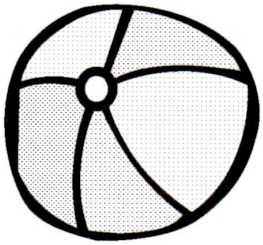
white socks

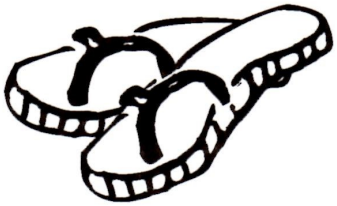
beach toys

strawberry ice cream cone

brown flip-flops







Contributed by Bev Pryor, Bay City ISD, TX

Name_____ Class _____

Task:

Using the deck of eight cards, **choose**, **rate**, and **prioritize** the **six** items **most needed to accomplish this task**. Glue the pictures in order of importance and **write a factual reason why the item is needed**. Glue the **two eliminated items** at the bottom of the page and **write a reason why these items are not needed as much**.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Not needed. Why?

_____

_____

Not needed. Why?

_____

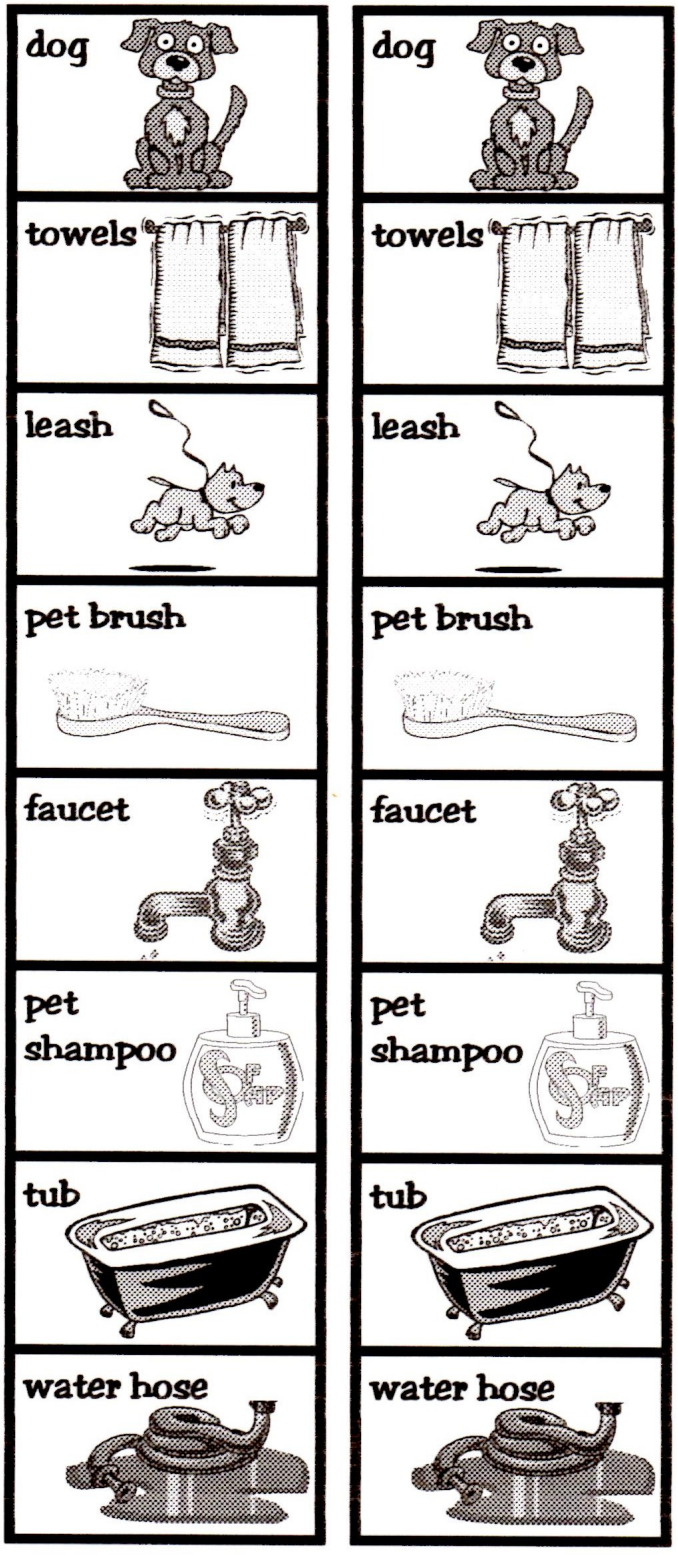
_____

Contributed by Bev Pryor, Bay City ISD, TX

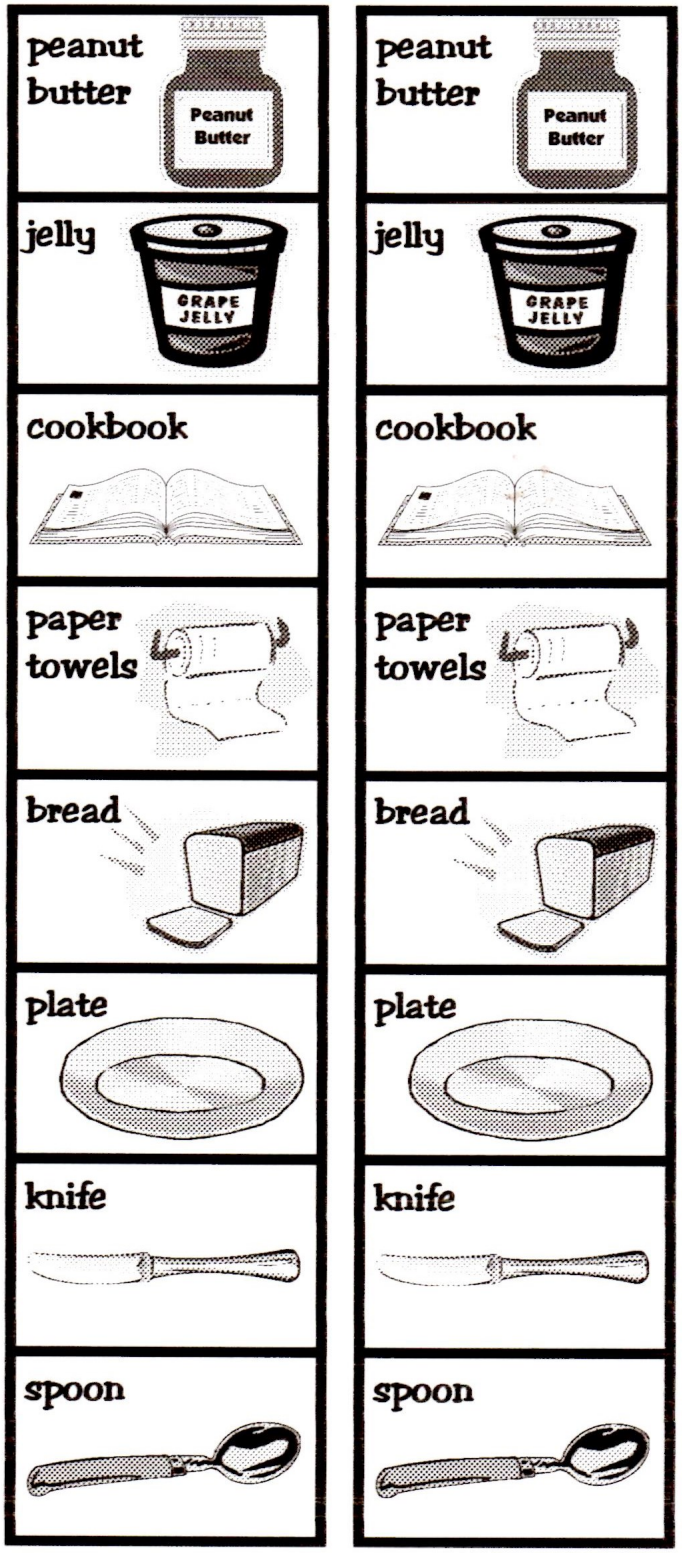
Task Cards for More Notable Necessities

Cut a strip of cards for each student to use on the Task page.
Or enlarge and create a set of laminated cards for students to manipulate.

Giving the Dog a Bath



Making a Sandwich

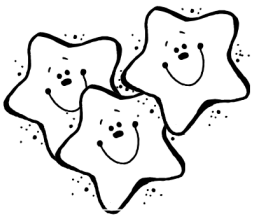
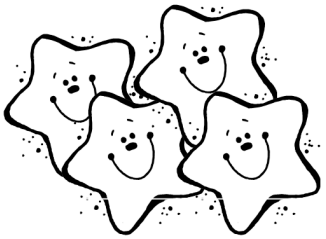


Contributed by Bev Pryor, Bay City ISD, TX

Title:

Author:

I think this book is:

Not so hot	**OK**	 **Pretty good**	 **Great!!**

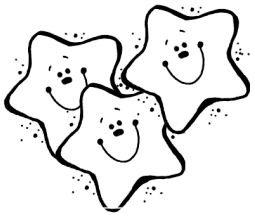
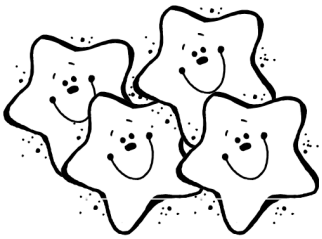
Here's a picture of my favorite part:

Your name:

Title:

Author:

I think this book is:

Not so hot	**OK**	 **Pretty good**	 **Great!!**

because _____

_____

_____

_____

_____

Your name:

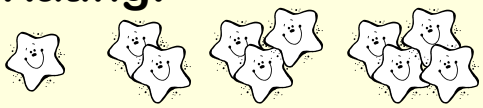
Title:

_____

Author:

_____

Rating:



Not So Hot | OK | Pretty Good | Great!

Why you should ☐
should not ☐
read this book:

_____
_____
_____
_____
_____
_____
_____

Reviewer: _____
Your name

Fold

_____
_____
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This book is about:

_____
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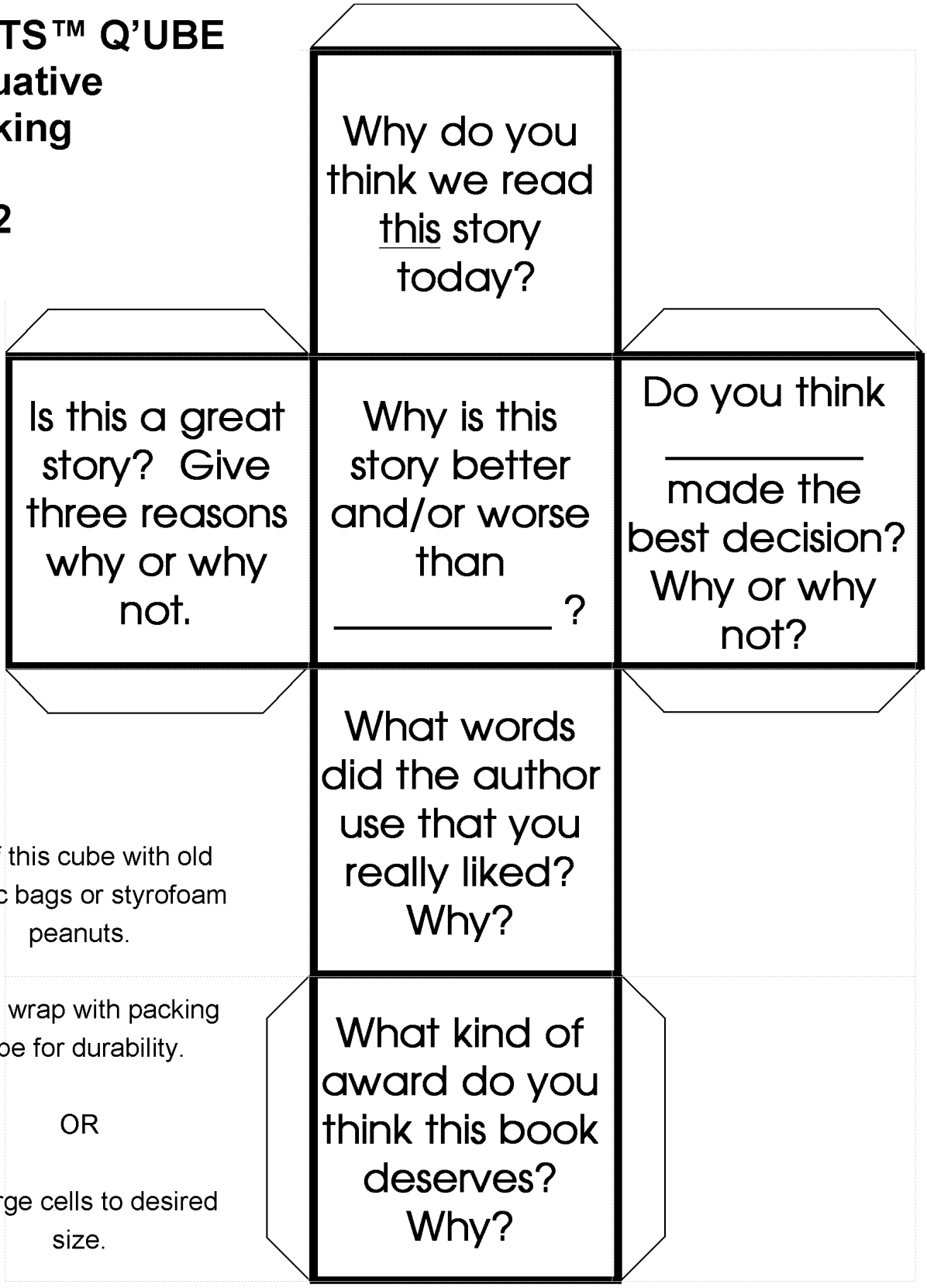
A PETS™ Q'UBE Evaluative Thinking

Tier 2



Stuff this cube with old plastic bags or styrofoam peanuts.

Then wrap with packing tape for durability.

OR

Enlarge cells to desired size.

Cut out and clue to the sides of a larger cardboard box.

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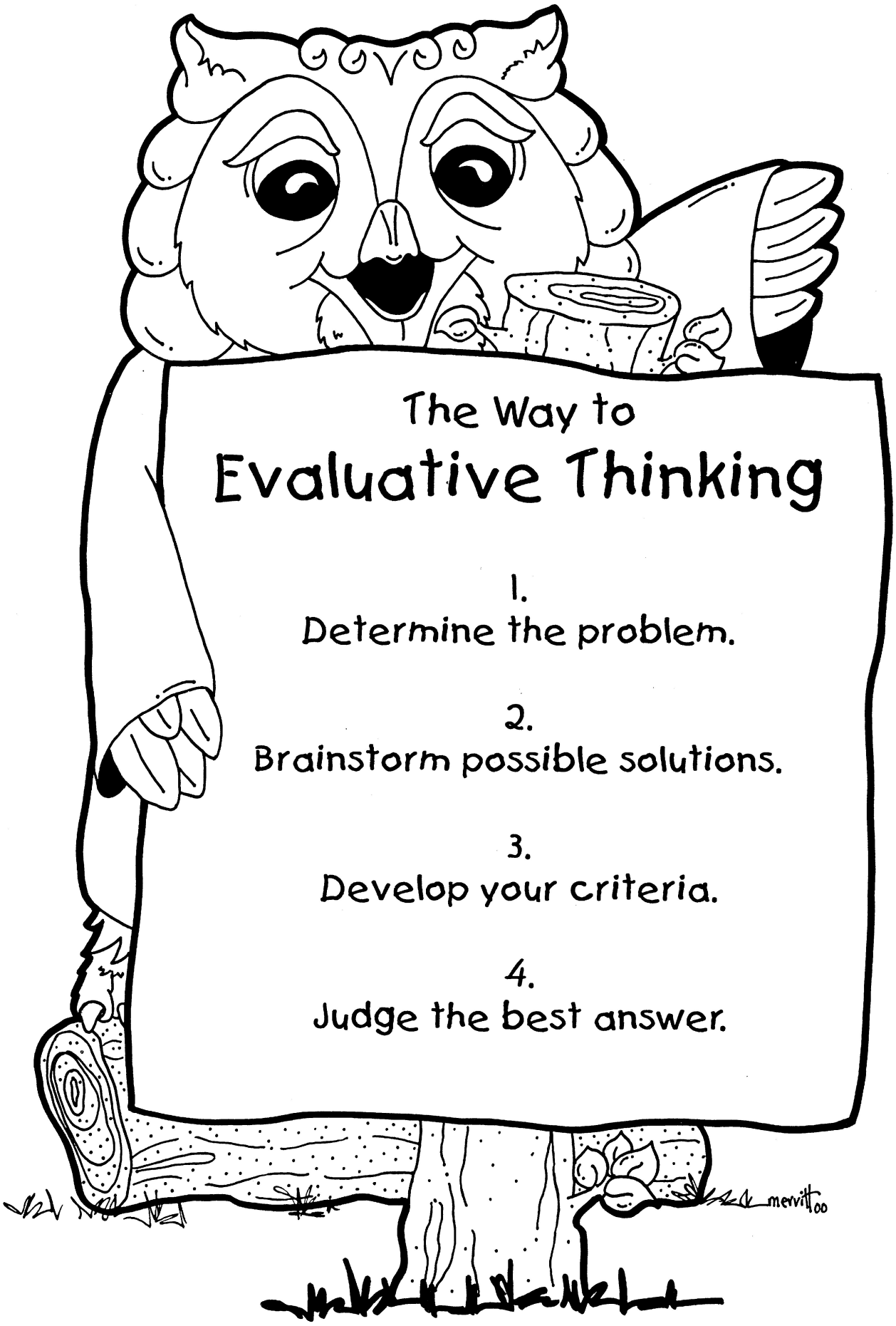

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PETS™ in the Regular Classroom

Lesson/Activity	Thinking Skill/s	Thinking Specialist/s
		❑ Dudley/Detective ❑ Sybil/Scientist ❑ Isabel/Inventor ❑ Yolanda/Yarnspinner ❑ Max/Magician ❑ Jordan/Judge

Notes:

Lesson/Activity	Thinking Skill/s	Thinking Specialist/s
		❑ Dudley/Detective ❑ Sybil/Scientist ❑ Isabel/Inventor ❑ Yolanda/Yarnspinner ❑ Max/Magician ❑ Jordan/Judge

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Lesson/Activity	Thinking Skill/s	Thinking Specialist/s
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Notes:

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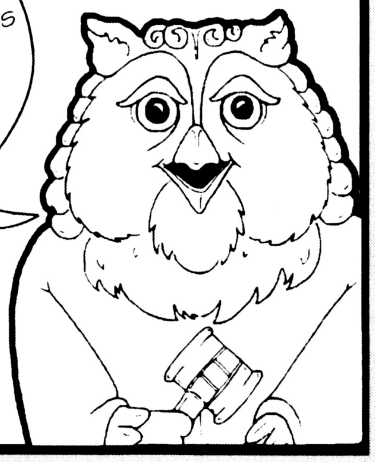
Ask me what I did in Thinking Skills today!

. . . using considerations to find the best answer . . .



Ask me what I did in Thinking Skills today!

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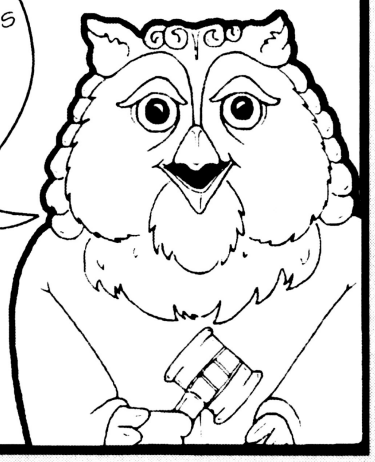

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