



Infusing Thinking
skills with
content for Our
Youngest
Learners

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C💡nfratute 45



Thank
You

Confratute 2023



SCAN ME

INTRODUCTION



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WHY?

How Did You Think Today?

*Putting Students and Their Thinking
in the Driver's Seat*

Alicia Schroeder-Schock
Brian Housand, Ph.D.



Objectives

- Evaluate thinking skills/routines and identify curriculum tie-ins for young learners
- Learn how to create a standards-based thinking skills lesson
- Synthesize learning to create lessons for your setting

Depth and Complexity





GIFTED GUILD'S GUIDE TO

DEPTH AND COMPLEXITY

Finding Your Way
Through The Framework

Ian Byrd and Lisa Van Gemert, M.Ed.



Project Zero

[PZ's Thinking Routines Toolbox](#) | [Project Zero \(harvard.edu\)](#)

CORE THINKING ROUTINES

INTRODUCING & EXPLORING IDEAS

DIGGING DEEPER INTO IDEAS

SYNTHESIZING & ORGANIZING IDEAS

INVESTIGATING OBJECTS AND SYSTEMS

PERSPECTIVE-TAKING

CONSIDERING CONTROVERSIES, DILEMMAS, AND PERSPECTIVES

GENERATING POSSIBILITIES AND ANALOGIES

EXPLORING ART, IMAGES, AND OBJECTS

GLOBAL THINKING

See, Think, Wonder

What do you see?

What do you think about that?

What does it make you wonder?

What Makes You Say That? (Adapted)

What's going on?

What do you see that makes you say that?

Circle of Viewpoints

A routine for exploring perspectives.

1. Brainstorm a list of difference perspectives.
2. Choose one perspective to explore, using these sentence-starters:
 - I am thinking of ... *the topic* ... from the viewpoint of ... *the viewpoint you've chosen*
 - I think ... *describe the topic from your viewpoint. Be an actor—take on the character of your viewpoint*
 - A question I have from this viewpoint is ... *ask a question from this viewpoint*

Connect, Extend, Challenge

Consider what you have just read, seen, or heard, and then ask yourself:

- How are the ideas and information connected to what you already know?
- What new ideas did you get that broadened your thinking or extended it in different directions?
- What challenges or puzzles emerge for you?

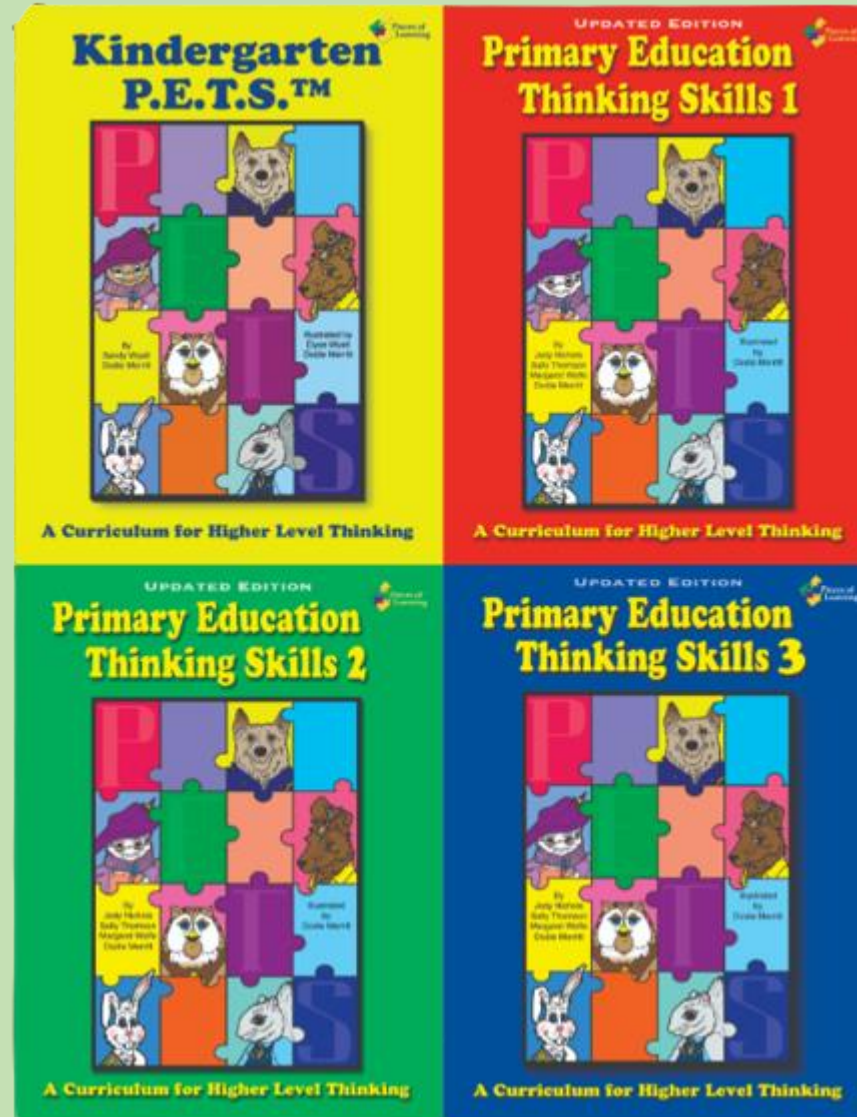
I Used to Think... Now I think...

Think about what you have learned about the topic we have been studying and complete the following sentence stems:

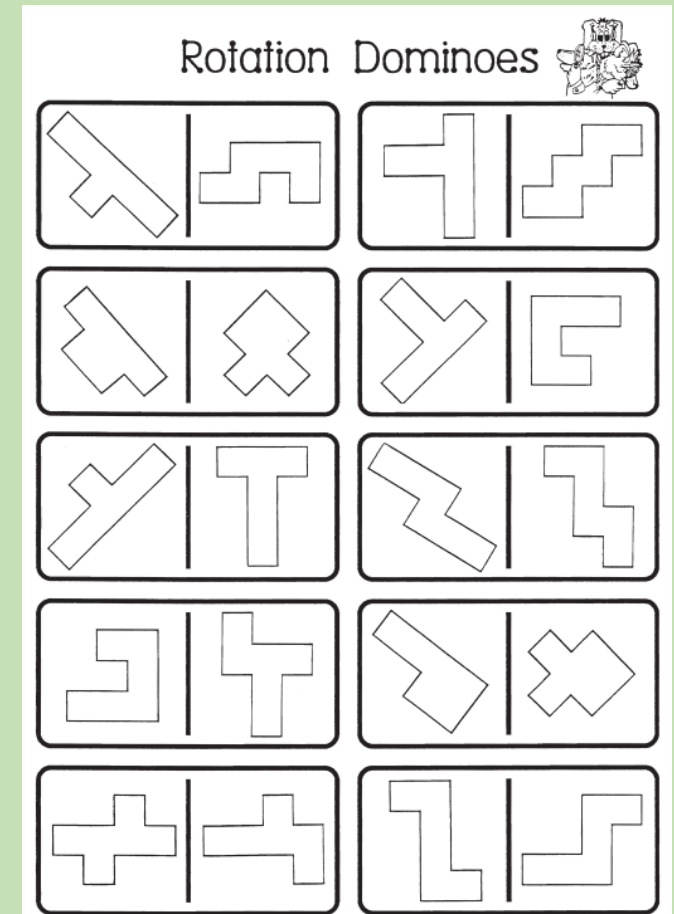
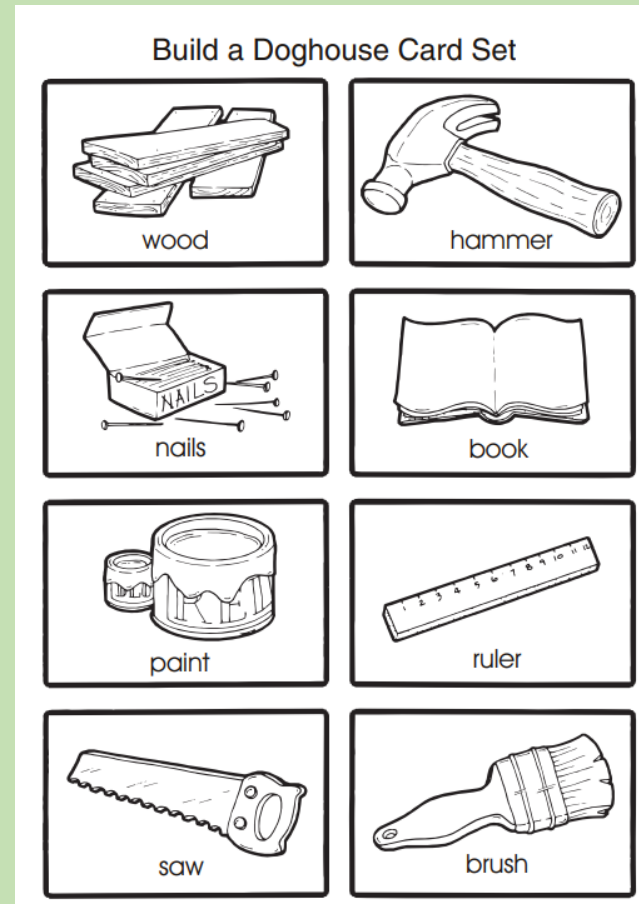
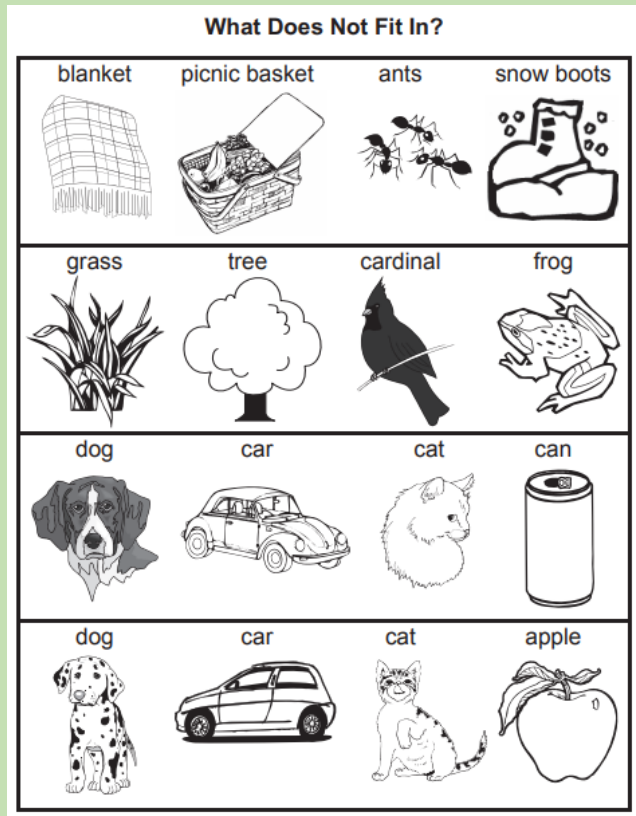
I used to think...

Now I think...

PETS



- **Convergent** (Sybil and Dudley)
- **Divergent** (Isabel and Yolanda)
- **Evaluative** (Jordan)
- **Spatial** (Max)







Identify your
standard



Select your
thinking
skill/routine



Write your
objective

Depth and Complexity





Identify your
standard



Select your
thinking
skill/routine



Write your
objective

kinder

1

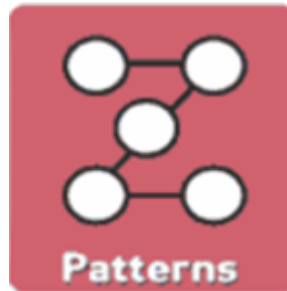
Identify your standard

O.RL.3 With prompting and support, identify characters, settings, and major events in a story.

2

Select your thinking skill/routine

Patterns



3

Write your objective

I can identify the patterns between characters, setting, and major events in multiple stories.

1

Identify your standard

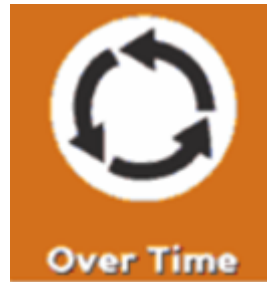
1.RL.3 Describe

characters, settings,
and major events in
a story, using
key/supporting
details.

2

Select your thinking
skill/routine

Change over time



3

Write your objective

I can describe how
characters, the
setting, or major
events in a story
caused a character
to change over time.

1

Identify your standard

2.RL.3 Describe

settings and how
characters in a story,
respond to major
events and challenges.

2

Select your thinking
skill/routine

Multiple
perspectives



3

Write your objective

I can describe how
characters to
respond to events
and challenges from
multiple perspectives.

kinder

1

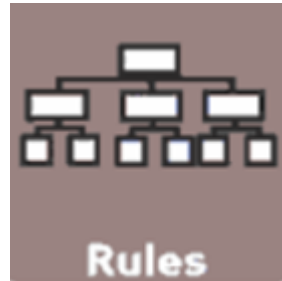
Identify your standard

O.G.4 Compare and classify two-dimensional shapes (squares, circles, triangles, rectangles) of different sizes and orientations, using informal language to describe their similarities, differences, and attributes.

2

Select your thinking skill/routine

Rules



3

Write your objective

I can classify two-dimensional shapes and explain the rules of my sort using their attributes.

1

Identify your standard

1.MD.6 Count and tell
the value of
combinations of
dimes and pennies up
to one dollar.

2

Select your thinking
skill/routine

Language of the
Discipline



3

Write your objective

I can create coin
combinations for
values up to \$1.20
and explain them using
the language of the
discipline.

1

Identify your standard

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends.

2

Select your thinking skill/routine

Trends



3

Write your objective

I can create arrays for a given values up to 30 and explain the trends I notice.

1st Grade

1

Identify your standard

1.W.3 write narratives.

- a. Recount two or more sequenced events.
- b. Include details.
- c. Use transitional words.
- d. provide sense of closure.

2

Select your thinking skill/routine

Multiple perspectives



3

Write your objective

I can create three stories using the same prompt written from different perspectives.

1

KINDER

0.RI.5 Identify the front cover, back cover, and title page of a book.

0.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

1st Grade

1.OA.8 Determine the unknown whole number in an addition or subtraction equation that uses three whole numbers.

1.W.1 Write opinion pieces.
a. Introduce topic
b. State opinion.
c. Supply a reason.
d. Provide closure.

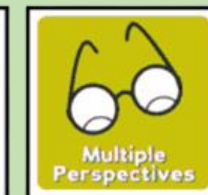
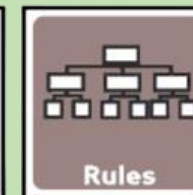
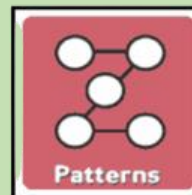
2nd Grade

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number

YOU'RE
IT!

2



Kinder

0.RI.5 Identify the front cover, back cover, and title page of a book.

0.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories



0.RI.5 (Details) I can listen to a story and use details from it to create a front cover, back cover, and title for it.



0.RL.9 (Multiple Perspectives) I can compare and contrast the adventures of characters from multiple perspectives.

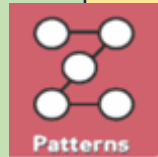
1st Grade

1.OA.8 Determine the unknown whole number in an addition or subtraction equation that uses three whole numbers.

1.W.1 Write opinion pieces.
a. Introduce topic
b. State opinion.
c. Supply a reason.
d. Provide closure.



1.OA.8 (Details) I can determine the unknown number in an addition or subtraction equation that uses three whole numbers and explain my reasoning.

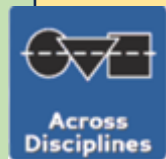


1.W.1 (Patterns) I can analyze the patterns between adventures and experiences of characters to write about a common character trait.

2nd Grade

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number



2.RL.7 (Multiple perspectives) I can write about an event or illustration in a story from multiple perspectives.

2.G.2 (Spatial) I can create rectilinear swimming pool designs, partition them into same-size squares, and find the total. Then I can write about which design is best for a kid's pool.



Project Zero

CORE THINKING ROUTINES

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DIGGING DEEPER INTO IDEAS

SYNTHESIZING & ORGANIZING IDEAS

INVESTIGATING OBJECTS AND SYSTEMS

PERSPECTIVE-TAKING

CONSIDERING CONTROVERSIES, DILEMMAS, AND PERSPECTIVES

GENERATING POSSIBILITIES AND ANALOGIES

EXPLORING ART, IMAGES, AND OBJECTS

GLOBAL THINKING



Identify your
standard



Select your
thinking
skill/routine



Write your
objective

kinder

1

Identify your standard

O.RL.3 With prompting and support, identify characters, settings, and major events in a story.

2

Select your thinking skill/routine

See, Think, Wonder

3

Write your objective

I can identify what I see, think, and wonder about the characters, settings, and major events in a story.

1

Identify your standard

1.RL.3 Describe

characters, settings,
and major events in
a story, using
key/supporting
details.

2

Select your thinking
skill/routine

What makes you
say that?

3

Write your objective

I can describe my
opinion of a
character, setting, or
major event in a
story and defend my
thinking.

2nd Grade

1

Identify your standard

2.RL.3 Describe

settings and how
characters in a story,
respond to major
events and challenges.

2

Select your thinking
skill/routine

circle of
viewpoints

3

Write your objective

I can describe how
characters respond
to events in a story
from a particular
viewpoint.

kinder

1

Identify your standard

O.G.4 Compare and classify two-dimensional shapes (squares, circles, triangles, rectangles) of different sizes and orientations, using informal language to describe their similarities, differences, and attributes.

2

Select your thinking skill/routine

What makes you say that?

3

Write your objective

I can describe which shapes would work for re-designing objects around me using their attributes and explain my thinking.

1st Grade

1

Identify your standard

1.MD.6 Count and tell
the value of
combinations of
dimes and pennies up
to one dollar.

2

Select your thinking
skill/routine

Connect, Extend,
Challenge

3

Write your objective

I can create coin
combinations for
values up to \$1.20
and share my process
using the connect,
extend, challenge
routine.

1

Identify your standard

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends.

2

Select your thinking skill/routine

I used to
think...now I think

3

Write your objective

I can predict and create arrays with values up to 30 and to determine how many possibilities there are for different values.

1

Identify your standard

1.W.3 write narratives.

- a. Recount two or more sequenced events.
- b. Include details.
- c. Use transitional words.
- d. provide sense of closure.

2

Select your thinking
skill/routine

See, Think, Wonder

3

Write your objective

I can create a story
that includes what a
character sees, thinks,
and wonders.

1

KINDER

0.RI.5 Identify the front cover, back cover, and title page of a book.

0.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

1st Grade

1.OA.8 Determine the unknown whole number in an addition or subtraction equation that uses three whole numbers.

1.W.1 Write opinion pieces.
a. Introduce topic
b. State opinion.
c. Supply a reason.
d. Provide closure.

2nd Grade

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number



YOU'RE IT!



PZ

2

- I used to think...now I think
- connect, extend, challenge
- circle of viewpoints
- what makes you say that?
- see, think, wonder

Kinder

O.RI.5 Identify the front cover, back cover, and title page of a book.

O.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

O.RI.5 (Circle of viewpoints) I can listen to a story and create a front cover, back cover, and title for it from a character's viewpoint.

O.RL.9 (What makes you say that?) I can evaluate the experiences of characters to determine their character trait and defend my thinking.

1st Grade

1.OA.8 Determine the unknown whole number in an addition or subtraction equation that uses three whole numbers.

1.W.1 Write opinion pieces.
a. Introduce topic
b. State opinion.
c. Supply a reason.
d. Provide closure.

1.OA.8 (connect, extend, challenge) I can create combinations up to 20 of three numbers using addition and subtraction and explain my thinking using the connect, extend, challenge routine.

1.W.1 (what makes you say that?) I can write an opinion and support it with at least two reasons.

2nd Grade

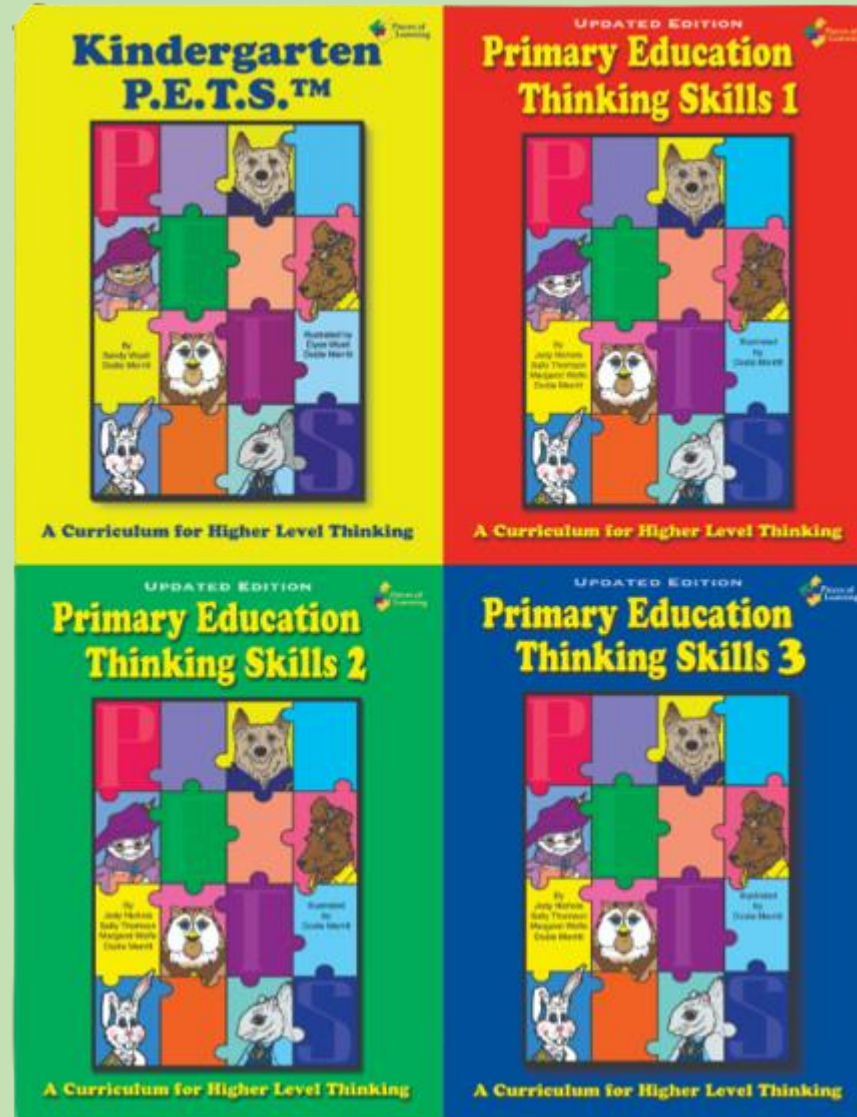
2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number

2.RL.7 (circle of viewpoints) I can analyze an illustration from a picture book that has no words and explain what is happening using the circle of viewpoints routine.

2.G.2 (connect, extend, challenge) I can create a rectilinear design, partition it into same-size squares, and find the total then explain my thinking using the connect, extend, challenge routine.

PETS





Identify your
standard



Select your
thinking
skill/routine



Write your
objective

kinder

1

Identify your standard

O.RL.3 With prompting and support, identify characters, settings, and major events in a story.

2

Select your thinking skill/routine

Evaluative (Judge)
Thinking

3

Write your objective

I can design book awards and evaluate the characters, settings, and events in a story to determine which book award it should receive.

1

Identify your standard

1.RL.3 Describe

characters, settings,
and major events in
a story, using
key/supporting
details.

2

Select your thinking
skill/routine

Evaluative Thinking
(Jordan)

3

Write your objective

I can design book
awards and evaluate
the characters,
settings, and events in
a story to determine
which book award it
should receive using
criteria.

2nd Grade

1

Identify your standard

2.RL.3 Describe

settings and how
characters in a story,
respond to major
events and challenges.

2

Select your thinking
skill/routine

Evaluative Thinking
(Jordan)

3

Write your objective

I can design book
awards and evaluate
the characters,
settings, and events in
a story to determine
which book award it
should receive using a
criteria matrix.

kinder

1

Identify your standard

O.G.4 Compare and classify two-dimensional shapes (squares, circles, triangles, rectangles) of different sizes and orientations, using informal language to describe their similarities, differences, and attributes.

2

Select your thinking skill/routine

Analytical
(Detective) Thinking

3

Write your objective

I can analyze shapes and describe which would work for re-designing objects around me using their attributes.

1

Identify your standard

1.MD.6 Count and tell
the value of
combinations of
dimes and pennies up
to one dollar.

2

Select your thinking
skill/routine

Convergent
Thinking (Dudley)

3

Write your objective

I can analyze coin
values to create
combinations using
the least amount
possible for values up
to \$1.20.

1

Identify your standard

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends.

2

Select your thinking skill/routine

Convergent Thinking (Sybil and Dudley)

3

Write your objective

I can create arrays with values up to 30 and analyze them to determine which values produce the greatest number of options.

1

Identify your standard

1.W.3 write narratives.

- a. Recount two or more sequenced events.
- b. Include details.
- c. Use transitional words.
- d. provide sense of closure.

2

Select your thinking skill/routine

Divergent Thinking
(Isabel and Yolanda)

3

Write your objective

I can create three different stories using the same prompt.

1

KINDER

0.RI.5 Identify the front cover, back cover, and title page of a book.

0.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

1st Grade

1.OA.8 Determine the unknown whole number in an addition or subtraction equation that uses three whole numbers.

1.W.1 Write opinion pieces.
a. Introduce topic
b. State opinion.
c. Supply a reason.
d. Provide closure.

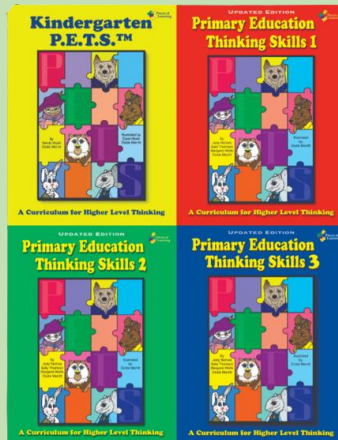
2nd Grade

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number



YOU'RE IT!



2

- **Convergent** (Sybil and Dudley)
- **Divergent** (Isabel and Yolanda)
- **Evaluative** (Jordan)
- **Spatial** (Max)

Kinder

0.RI.5 Identify the front cover, back cover, and title page of a book.

0.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

0.RI.5 (Divergent) I can listen to a story and create a front cover, back cover, and title for it.

0.RL.9 (Evaluative) I can evaluate the adventures and experiences of characters to determine their character trait.

1st Grade

1.OA.8 Determine the unknown whole number in an addition or subtraction equation that uses three whole numbers.

1.W.1 Write opinion pieces.

- Introduce topic
- State opinion.
- Supply a reason.
- Provide closure.

1.OA.8 (Divergent) I can create combinations up to 20 of three numbers using addition and subtraction.

1.W.1 (Convergent) I can analyze the adventures and experiences of characters to write about a common character trait.

2nd Grade

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number

2.RL.7 (Divergent) I can write a story that goes along with a picture book that has no words.

2.G.2 (Spatial) I can create rectilinear swimming pool designs, partition them into same-size squares, and find the total.

Objectives

- Evaluate thinking skills/routines and identify curriculum tie-ins for young learners
- Learn how to create a standards-based thinking skills lesson
- Synthesize learning to create lessons for your setting

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Thank
You