

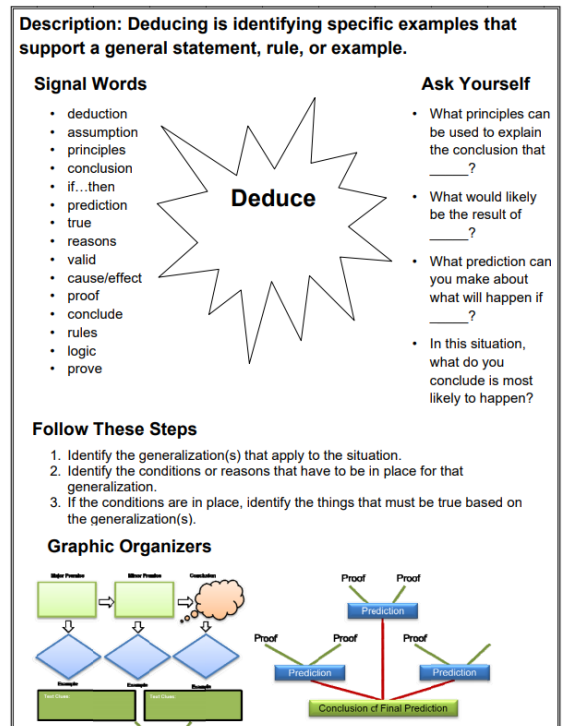
## Thinking Strategies: Anchor Charts

### Deduce Anchor Chart

Ms. Jones is preparing to teach a lesson on how to use deductive reasoning to defend a prediction. She determined to preview the Deduce Higher Order Thinking Strategy using a game: “20 Questions.” She decided she would present students with a mystery bag and they would ask her “yes or no” questions to guess its contents; pausing every three or four clues for students to work in Collaborative Pairs to discuss clues and try to reach logical conclusions about the contents. Once the answer is guessed, she will explain that they were using deductive reasoning. Then she will introduce the Deduce Anchor Chart, pointing out the steps that are necessary to follow to use the strategy, as well as the graphic organizers. Then she will model how to use the information from the game 20 Question and the graphic organizer to Think Aloud how to do each step of the strategy:

- First, list the prediction made.
- Second, note the conditions or reasons that will be identified from the questions students asked.
- Last, check to see if the specific item meets the condition.
- Ask: Are there other items that would meet the conditions? If so, what is another question to ask that would differentiate between the two?

Students will then be presented with a new bag and will play again with a small group. Groups will keep a list of information and make a guess based on the information and prove it using deductive reasoning with the organizer.

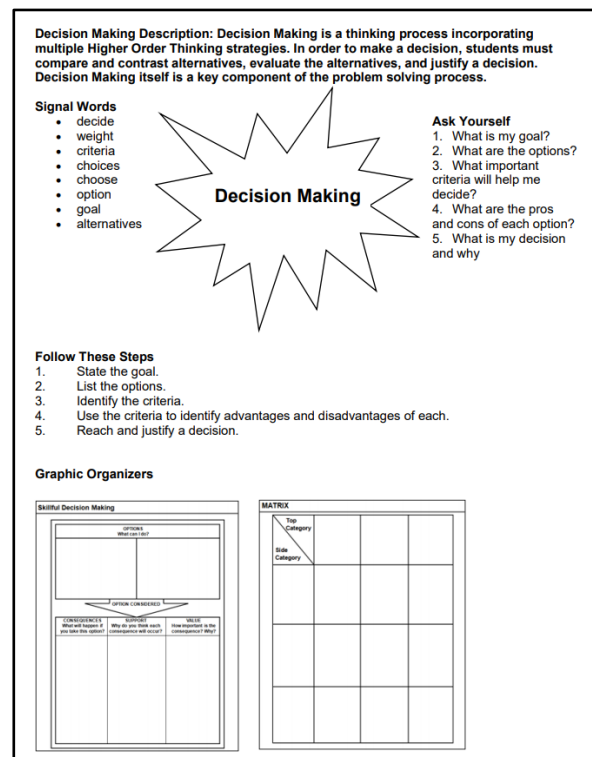


## Decision Making Anchor Chart

Ms. Miller determined that a group of her students would benefit from Previewing how to use the Decision Making process prior to an upcoming lesson. The goal of the lesson would be for students to evaluate choices in order to make the best decision possible. She introduced the process with a simple example: You have to make a decision regarding an afternoon snack and you may only choose one item: apple, coke, bag of chips, a chocolate chip cookie, or a glass of milk, or a glass of chocolate milk. Which would you choose and why?

She then would explain that decision making requires thinking about options, choices, criteria, and advantages and disadvantages for decisions. She would then introduce the Decision Making Anchor Chart and the matrix graphic organizer that she selected to organize students' thinking. Students would discuss with a partner the steps and create a way of helping them remember each one, such as a visual or mnemonic.

She would then use their discussion about the snacks they would choose to Think Aloud how their decisions may change when criteria was considered, such as the nutrition benefits of each item. Pairs would discuss what other criteria could be used to help make the decision.



Finally, students would practice using the steps of the process with a simple example or scenario, such as raising money for the "Books for Every Kid" project. She would provide details as to the logistics of the project, such as timelines and budgets, and ask students to work collaboratively to justify the decisions they make regarding the project.

Students would exit the Previewing lesson by writing a \$3.50 summary about how following the steps in the process and using the graphic organizer helped them to make a decision about how to best reach their goal. Students will pair and square to compare summaries.