

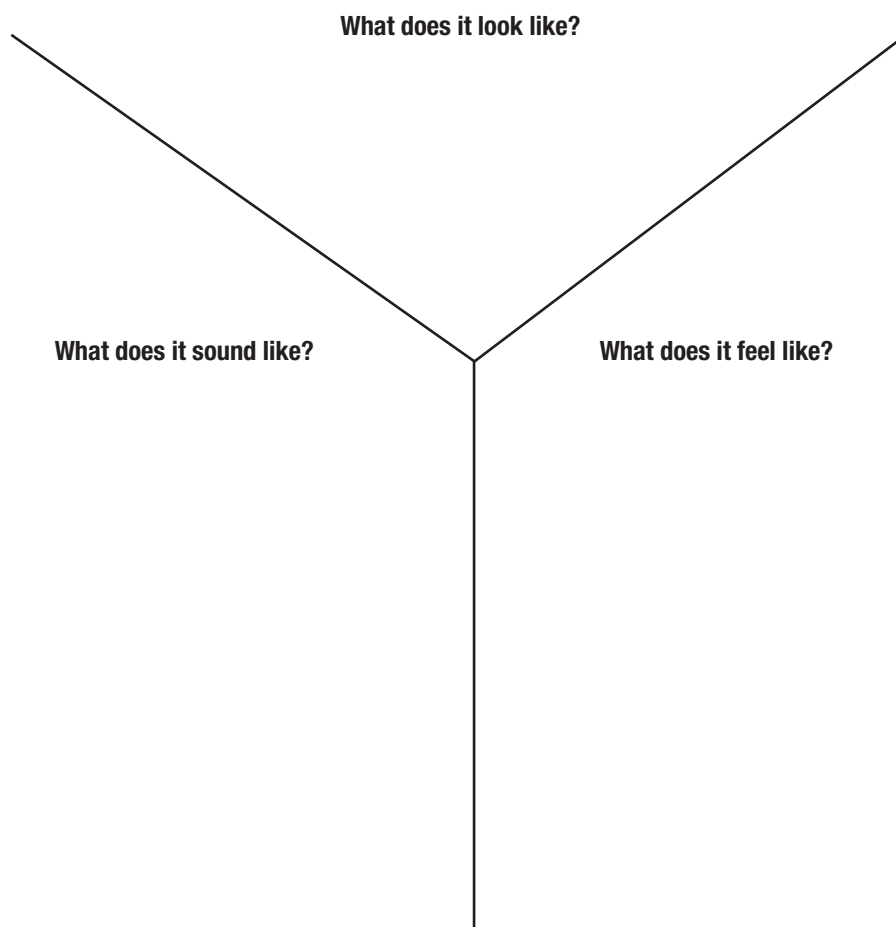
Y-Chart

Name _____ Class _____ Date _____

Y-Chart

You can use this chart to explore your thoughts about the Habits of Mind.

Topic:



Defining Habits of Mind

Name _____ Class _____ Date _____

Defining Habits of Mind

Habit of Mind	My Definition	Good Times to Use	Bad Times to Use
Persisting			
Managing Impulsivity			
Listening with Understanding and Empathy			
Thinking Flexibly			
Thinking About Thinking (Metacognition)			
Striving for Accuracy and Precision			
Questioning and Posing Problems			
Applying Past Knowledge to New Situations			

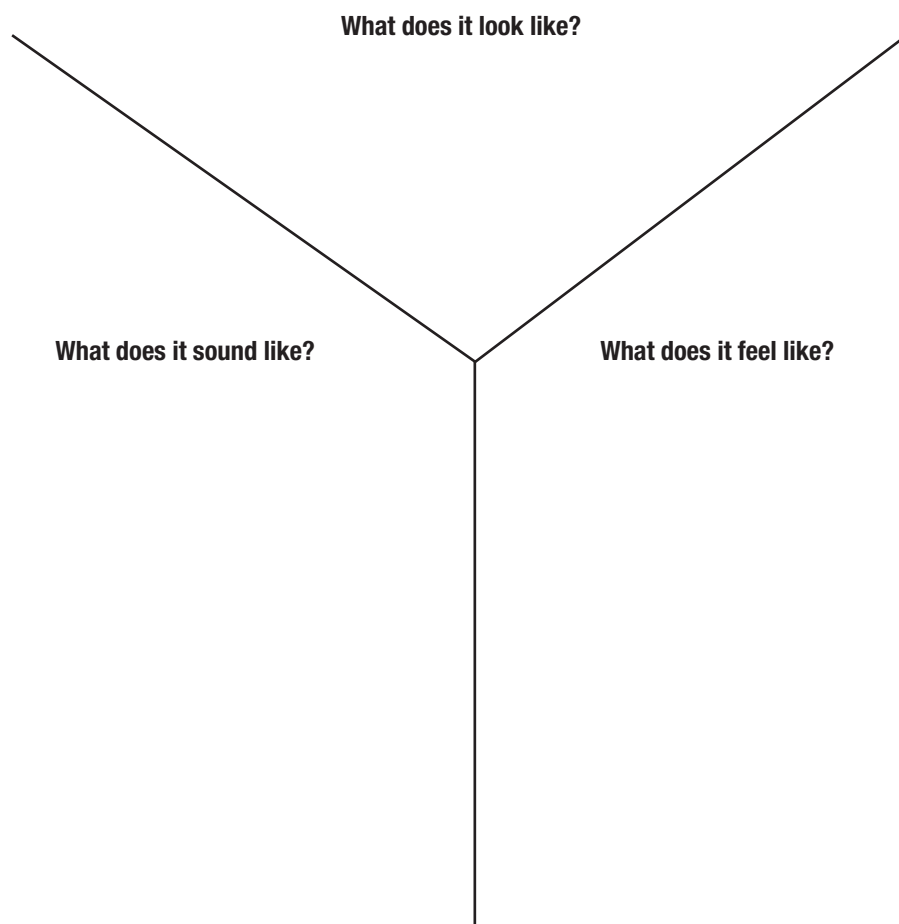
Name _____ Class _____ Date _____

Defining Habits of Mind, *continued*

Habit of Mind	My Definition	Good Times to Use	Bad Times to Use
Thinking and Communicating with Clarity and Precision			
Gathering Data Through All Senses			
Creating, Imagining, and Innovating			
Responding with Wonderment and Awe			
Taking Responsible Risks			
Finding Humor			
Thinking Interdependently			
Learning Continuously			

Y-Chart for Persisting

Y-Chart for Persisting



Classroom Integration for Persisting

Classroom Integration for Persisting

1. It is important to use this Habit of Mind when ...

2. This Habit of Mind is not useful when ...

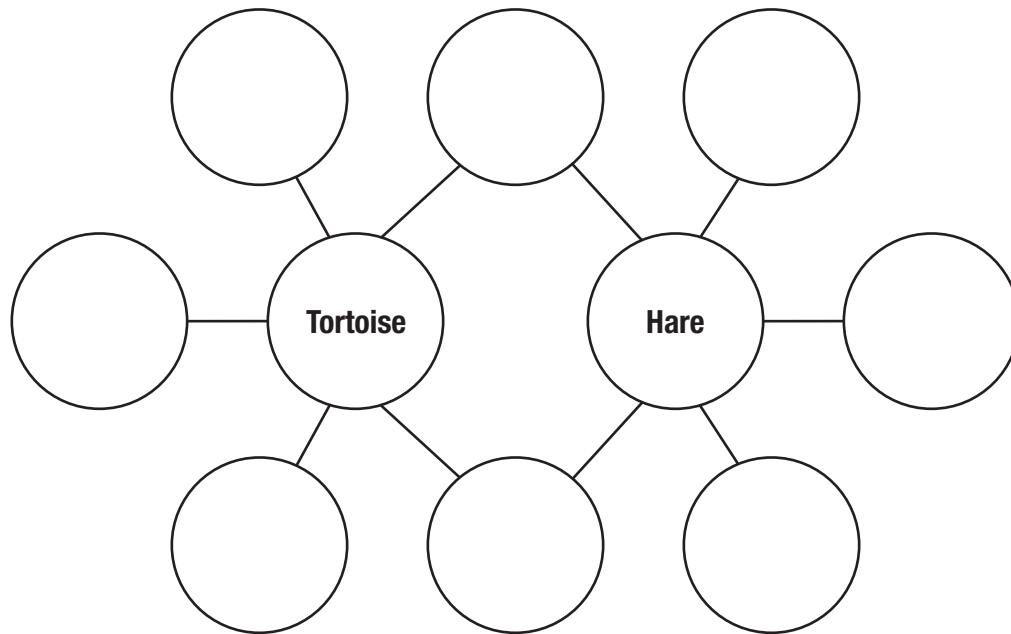
3. I could introduce this Habit of Mind by ...

Mapping the Characters

Name _____ Class _____ Date _____

Mapping the Characters

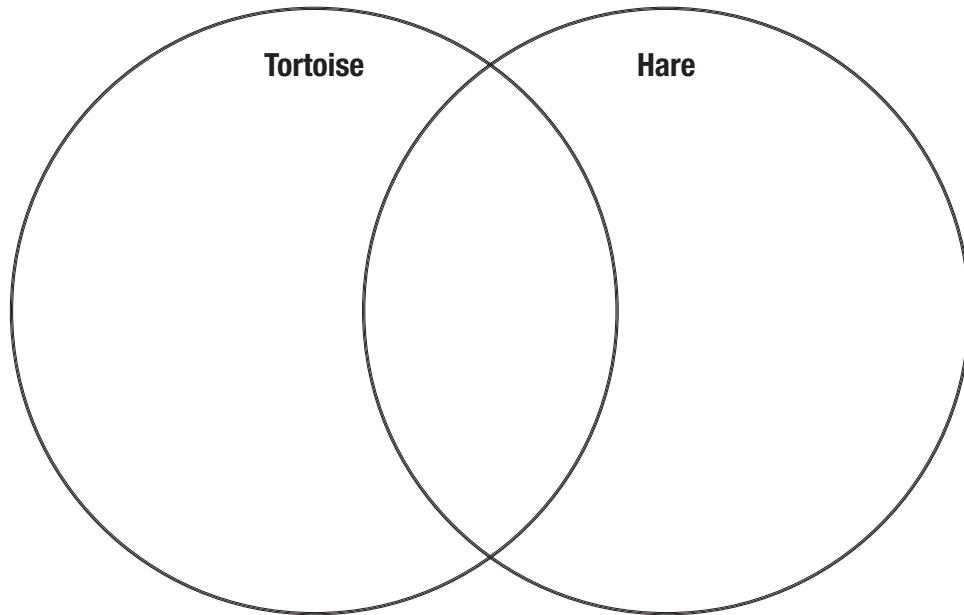
In the bubbles on the left, list words and phrases that describe the tortoise. Using the bubbles on the right, describe the hare. In the bubbles that connect to both the hare and the tortoise, use terms that apply to both characters.



Name _____ Class _____ Date _____

Mapping the Characters

In the circle on the left, list words and phrases to describe the tortoise. Describe the hare in the circle on the right. List characteristics of both in the overlapping portion in the middle of the two circles.

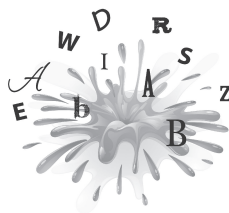


Persisting Word Splash

Name _____ Class _____ Date _____

Persisting Word Splash

A word splash starts with one phrase. To complete it, create several different endings for the phrase to fully describe the meaning of the term. Use the space below to create a word splash for the term *persisting*.



Persisting means ...

Candy Color Tally Chart

Name _____ Class _____ Date _____

Candy Color Tally Chart

Tally the number of each color of candy in your dish by making a mark in the “Tally” column beside the appropriate color for each candy you pull from the dish. If you don’t see the correct color listed, add it on one of the blank lines. When you are finished tallying all of the candies in your dish, count the total number of each color. Write the number for each color in the “Total” column.

Candy Color Tally Chart

Colors	Tally	Total
Red		
Blue		
Yellow		
Orange		
Brown		
Green		
Total Number of Candies		

Candy Color Graph

Name _____ Class _____ Date _____

Candy Color Graph

Take the information in your Candy Color Tally Chart and graph it. Look at the number shown in the “Total” column of your chart for the first color. Fill in that number of squares for that color in the graph below. Then repeat for each of the remaining colors. For example, if you counted three red candies, you would color three red squares in the first column below, and so on.

Candy Color Graph

Red	Blue	Yellow	Orange	Brown	Green

Who's Impulsive?

Name _____ Class _____ Date _____

Who's Impulsive?

In the chart below, list four animals that show characteristics of being impulsive. Then list four animals that seem to manage their impulsivity.

Is Impulsive	Manages Impulsivity

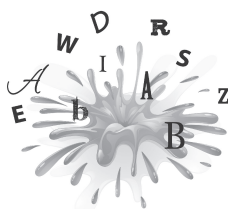
Now pick one animal from each column. List characteristics of each animal.

Impulsive Animal: _____	Animal That Manages Impulsivity: _____
---------------------------------------	--

Name _____ Class _____ Date _____

Managing Impulsivity Word Splash

A word splash starts with one phrase. To complete it, create several different endings for the phrase to fully describe the meaning of the term. Use the space below to create a word splash for the term *managing impulsivity*.



Managing impulsivity means ...

A Sound Feeling

Name _____ Class _____ Date _____

A Sound Feeling

When you hear the sound recording, describe the sound in the first column on the chart below. Then indicate whether hearing the sound made you feel good or not. In the final column, describe in more detail what the sound made you think about or feel.

Sound Chart

Sound	Pleasurable?	Your Feelings or Emotions

Read It and Weep

Name _____ Class _____ Date _____

Read It and Weep

Silently read each statement below. Think about what the statement really means. Write a word or two describing how you feel when you read the statement. Then read each statement aloud with the feeling or emotion that matches the statement.

Statement	Feeling or Emotion
I won first prize!	
I left my lunch at home!	
My cat died!	
My homework is too hard!	
I made the highest grade in my class!	
I lost my shoes!	
We won the competition!	
We lost the competition!	

You can record more statements and feelings here if you like:

Statement	Feeling or Emotion

Riddles

Name _____ Class _____ Date _____

Riddles

Think flexibly to solve each of the following riddles.

1. Karen has \$101 made up of two bills. One is not a \$1 bill. What are her two bills?
2. All of Jenny's pets are dogs except one. All of her pets are cats except one. How many cats and dogs does Jenny have?
3. Two students are sitting on opposite sides of the same desk. There is nothing between them except the desk. Why can't they see each other?
4. Shaun, who is learning to drive, went down a one-way street in the wrong direction. He did not break the law. How is that possible?

Name _____ Class _____ Date _____

Twisted Fairy Tales

Below you will find a short version of several fairy tales. You will also see several options for rewriting each story with a different twist. Pick one option or come up with your own, and then rewrite the story.

Little Red Riding Hood

Little Red Riding Hood goes through the forest to bring her sick grandmother freshly made cakes. Along the way she runs into a wolf. She's frightened and doesn't know what to do. The wolf wants to eat her but doesn't because a woodcutter is nearby. When the wolf asks her where she is going, Little Red Riding Hood tells him she is taking cakes to her grandmother. She even tells him where her grandmother lives. The wolf then runs ahead and gobbles up the grandmother. When Little Red Riding Hood arrives, the wolf is in the grandmother's bed disguised as the girl's grandmother. Little Red Riding Hood thinks her grandmother looks very different. The disguised wolf plays his part well, however, and encourages the girl to get closer and closer until finally he gobbles her up, too.

Three Little Pigs

Three little pigs each decide to build a home. The first little pig makes a house of straw. A wolf comes along and blows his house down. The second little pig makes a house of sticks. The wolf blows that house down, too. The third little pig builds a house of bricks, and his two brothers come to his house to stay. The wolf tries to blow the house down but is not successful. He tries to trick the pig into coming out but doesn't succeed. Finally, he climbs onto the roof and attempts to slide down the chimney to surprise the pig. The pig is waiting, though. He has boiled water in a pot in the fireplace. So when the wolf slides down the chimney, he lands in the boiling water. Then the pigs have the wolf for dinner!

Jack and the Beanstalk

Jack's mother asks him to sell their only cow so they will have money for food. Jack sells the cow to a stranger for "magical" beans. His mother is mad. Jack sadly takes the beans and plants them outside the house. The next morning he awakes to see that the beans have grown into huge beanstalks that grow up to the clouds. They twist together like a

ladder, so Jack decides to climb. At the top, he reaches a new land. A fairy greets him and tells him that he once lived in the beautiful castle on the hill. When the boy was just a baby, a giant came to the village, killed everyone in his family except him and his mother, and took over the castle. The giant still terrorizes the village. The fairy tells Jack to kill the giant and reclaim the village. Jack sneaks into the castle several times and takes items his mother can sell for food. One time the giant hears Jack and chases him. Fortunately, the giant trips and Jack is able to get down the beanstalk first. He chops the stalk down, so the giant falls and dies. Then Jack and his mother are able to move back to the castle and make the village a happy place again.

Hansel and Gretel

Hansel and his sister, Gretel, live with their father and stepmother. Times are tough, and there is barely enough for the family to eat. The stepmother doesn't like the children, so she convinces her husband to take them deep into the forest and leave them. The father doesn't want to but eventually gives in because he has no way to care for them. The lost children eventually happen upon a beautiful house made of chocolate and candies. The owner welcomes them and feeds them well. Soon they discover that she is really a wicked witch who plans to eat them. Gretel gets an opportunity to push the wicked witch into an oven, and they escape. They take treasures they found in the house back to their father. The stepmother has died. The father, who has been deeply grief-stricken about the loss of his children, is overjoyed to see them. They all live happily together.

Options

Little Red Riding Hood: What if Little Red Riding Hood had met a tiger or an anteater and not a wolf?

Jack and the Beanstalk: What if Jack had sold the cow for three wishes?

Three Little Pigs: What if the wolf didn't like eating pigs?

Hansel and Gretel: What if Hansel and Gretel found a kind person in the candy house?

What if ...? [Use your own idea!]

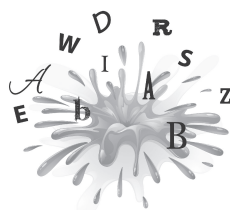
Your Fairy Tale Retold (use the back of this sheet or a separate sheet of paper):

Thinking Flexibly Word Splash

Name _____ Class _____ Date _____

Thinking Flexibly Word Splash

A word splash starts with one phrase. To complete it, create several different endings for the phrase to fully describe the meaning of the term. Use the space below to create a word splash for the term *thinking flexibly*.



Thinking flexibly means ...

Give Me a Minute to Think

Name _____ Class _____ Date _____

Give Me a Minute to Think

When your teacher says “Go!” write down or draw all of the ideas and objects that come to your mind.

Name _____ Class _____ Date _____

TAPS: Think-Aloud Problem Solving

Get yourself a stuffed animal of some sort. If you don't already have one, make one! Be creative. This stuffed animal is now your thinking buddy. Give it a name if you wish. Whenever you have a problem or need to make a tough decision, your thinking buddy can help.

Here's what to do:

1. Talk aloud to your buddy. Imagine it talks back to you.
2. Once you've gotten the hang of talking to your buddy, *think* to your buddy. Again, imagine that it thinks back to you.
3. Soon you will be able to easily think back and forth with your buddy. At this point, you no longer need to rely on your buddy; you can do your own thinking!

Name _____ Class _____ Date _____

Barrels of Rainwater

Mindy is a wonderful gardener. One of the many ways she protects the environment while gardening is to collect rainwater in big barrels and then use it to water her garden. But now Mindy is moving to an apartment in another city. She no longer has any use for the rain barrels. Jana, Danny, and Sally are Mindy's friends. They all love to garden and have asked if she would donate the barrels to them. Mindy will give away the barrels to her friends only if she can divide them equally three ways. Help Mindy solve this problem using the following details:

- Neither Mindy nor her friends have a measuring tool of any sort.
- There are 7 full barrels of rainwater.
- There are 7 half-full barrels of rainwater.
- There are 7 empty barrels.

Use this space to figure out your answer.

Successful People

Name _____ Class _____ Date _____

Successful People

Brainstorm a list of all the successful people you know or have heard about. Write their names below.

I'm Successful When ...

Name _____ Class _____ Date _____

I'm Successful When ...

Finish the sentence stem above by describing some ways that you are successful.

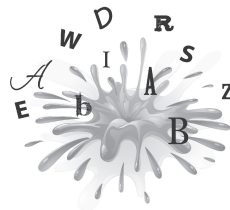
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Striving for Accuracy Word Splash

Name _____ Class _____ Date _____

Striving for Accuracy Word Splash

A word splash starts with one phrase. To complete it, create several different endings for the phrase to fully describe the meaning of the term. Use the space below to create a word splash for the term *striving for accuracy*.



Striving for accuracy means ...

T-Chart

Name _____ Class _____ Date _____

T-Chart

List at least four **thin** questions and at least four **thick** questions in the following chart.

Thin	Thick

Past-Knowledge Metaphors

Name _____ Class _____ Date _____

Past-Knowledge Metaphors

Complete the sentences below to create metaphors about past knowledge.

1. Forgetting what I've done before is like _____

because _____

_____.

2. Sort of remembering something I've done before is like _____

because _____

_____.

3. Drawing on past knowledge is like _____

because _____

_____.

First Day at School

Name _____ Class _____ Date _____

First Day at School

Think back to your first day and first week of school. Remember what it was like ending your vacation and getting ready to start back to class. How did you feel? Think about it, and then answer the questions below.

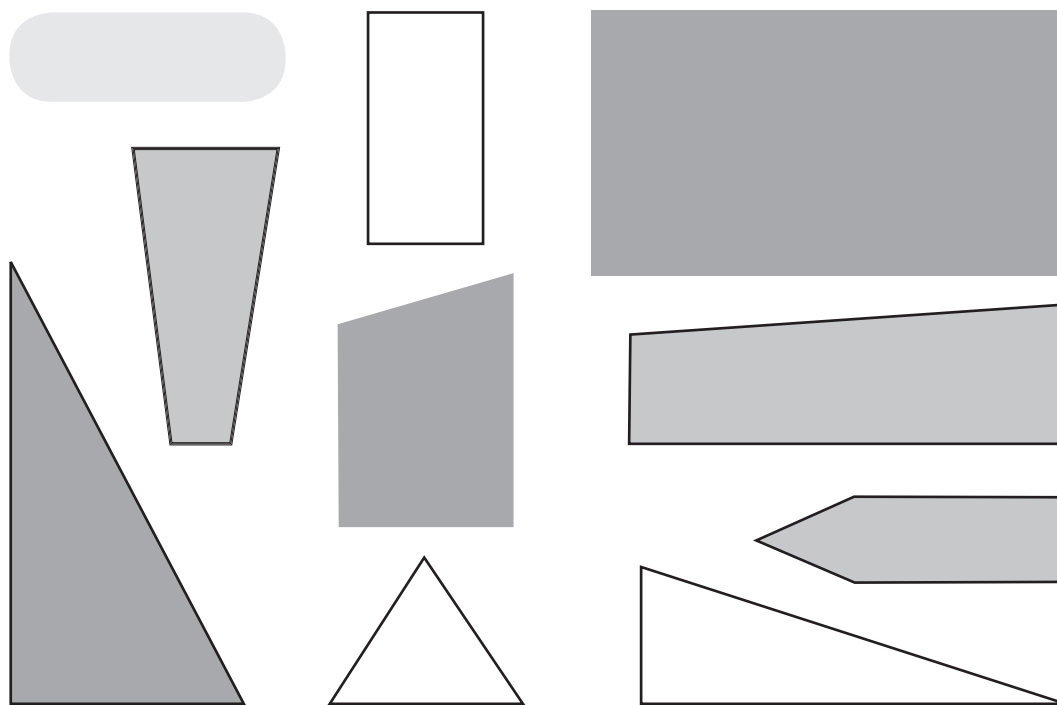
1. How did you feel on the first day of school?
2. What were you afraid of or worried about?
3. What would you have liked to know about school?
4. What kind of help did you want?

Making Patterns

Name _____ Class _____ Date _____

Making Patterns

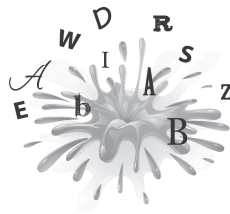
Cut out the following shapes. Then arrange the shapes into a pattern. Your partner will use clues from you to arrange his or her own shapes into the same pattern.



Name _____ Class _____ Date _____

Thinking and Communicating with Clarity and Precision Word Splash

A word splash starts with one phrase. To complete it, create several different endings for the phrase to fully describe the meaning of the term. Use the space below to create a word splash for the term *thinking and communicating with clarity and precision*.



Thinking and communicating with clarity and precision means ...

The Five Amazing Senses

Name _____ Class _____ Date _____

The Five Amazing Senses

List words or draw pictures to describe each of the five amazing senses.

Sight	Hearing	Touch
Taste	Smell	

Dorria Said ...

Name _____ Class _____ Date _____

Dorria Said ...

As part of a school exercise on the senses, Drake made a list of all the things his sister Dorria said after she got home from school yesterday. Help him finish his assignment by classifying each statement. To do so, choose the best sense for each statement. Write that sense in the blank next to the statement.

The Five Senses:

Sight

Hearing

Touch

Taste

Smell

Yesterday, Dorria said ...

1. "I love the sound of the school bell at the end of the day!" _____
2. "Spaghetti is my favorite. This is yummy!" _____
3. "Drake, I can always tell when you forgot to take out the trash. Pee-eu!" _____
4. "Ewwww! I can't stand it when that crazy lizard licks me!" _____
5. "What are you writing there? It looks like it is about me! Why, you little" _____

Comparing Games

Name _____ Class _____ Date _____

Comparing Games

Make a table to compare several board games that you play or know about. Begin by filling in the column headings of columns 2, 3, and 4 with features that you like about board games in general. Then, in the first column, list the names of several games, with your favorite first. Fill in the rest of the table by briefly writing what you think about each feature of each game on your list.

Name of Board Game	Feature 1:	Feature 2:	Feature 3:

Planning Our Game

Name _____ Class _____ Date _____

Planning Our Game

Use this worksheet to help you plan a terrific board game!

Our game is designed for the following type of person:

The basic idea of this game is:

It's going to look like:

We need to keep in mind:

Additional thoughts:

It's All That!

Name _____ Class _____ Date _____

It's All That!

Your challenge is to design a piece of furniture that is a bed, a table, and a storage space. You won't need to actually build the furniture, just create a detailed drawing that shows what it will look like and explains how it will work. Use this worksheet to help you plan your design. Then sketch your design using sketch paper.

What style will my furniture be?

What are some ways I could have it be a bed, a table, and a storage space all at once?
(Brainstorm your ideas here.)

What do I need to keep in mind? (Brainstorm a list of factors to consider here.)

Furniture Sketches

Name _____ Class _____ Date _____

Furniture Sketches

Use this space to draw some sketches of your furniture. Leave room to sketch several different designs. Then you can choose the best design later. Also, be sure to use pencil and have an eraser handy so you can revise your designs as you think about them!

Check It Out

Name _____ Class _____ Date _____

Check It Out

Use the following questions to evaluate your furniture idea so far.

1. Is my idea practical?
2. Can my piece of furniture be easily made?
3. Is my idea as simple as possible?
4. Is it safe?
5. Is my idea original?
6. Will my furniture piece be easy to use, or will it break easily?
7. Will people want to have this type of furniture?
8. Can I do anything to make my design better?

Wonderful Definitions

Name _____ Class _____ Date _____

Wonderful Definitions

Use a dictionary or thesaurus to look up the following words. Think about the definitions you find; then use four or five words to describe the term. Next, draw a picture to show what the word means.

My definition of *wonderment* is:

Wonderment looks like this:

My definition of *awe* is:

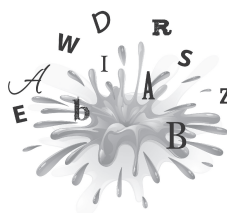
Awe looks like this:

Wonderment and Awe Word Splash

Name _____ Class _____ Date _____

Wonderment and Awe Word Splash

A word splash starts with one phrase. To complete it, create several different endings for the phrase to fully describe the meaning of the term. Use the space below to create a word splash for the terms *wonderment* and *awe*.



Wonderment and *awe* mean ...

What's a Risk?

Name _____ Class _____ Date _____

What's a Risk?

Take a moment to think about and answer the following questions.

What is a risk?

What is a responsible risk?

What is a nonresponsible, or irresponsible, risk?

I'd Love to Try This!

Name _____ Class _____ Date _____

I'd Love to Try This!

When your teacher gives you the word, list as many risky actions as you can think of that you might like to take. If you run out of room, use the back of this worksheet. When your teacher says to stop, go through your list and write “R” next to risks that are responsible and “I” next to risks that are irresponsible.

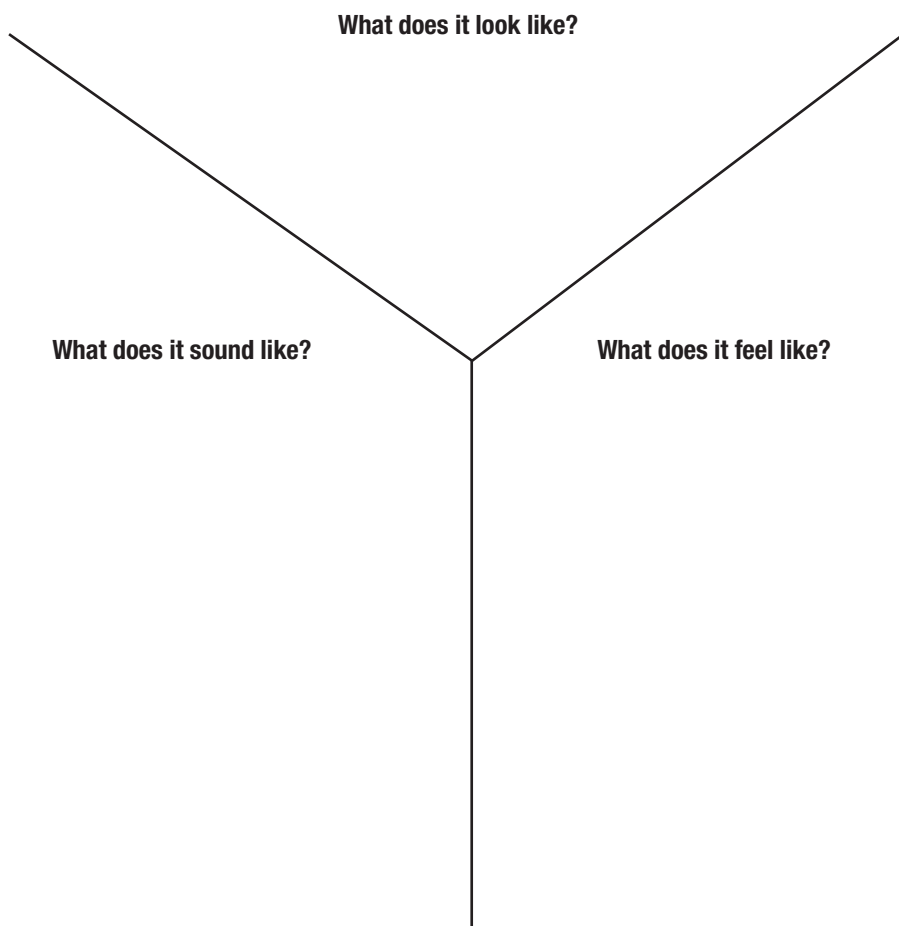
Risks I Would Like to Take	Responsible (R) or Irresponsible (I)?

Finding Humor Y-Chart

Name _____ Class _____ Date _____

Finding Humor Y-Chart

Use this chart to explore your thoughts about the Habit of Mind called Finding Humor.

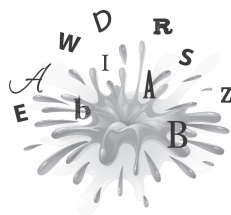


Finding Humor Word Splash

Name _____ Class _____ Date _____

Finding Humor Word Splash

A word splash starts with one phrase. To complete it, create several different endings for the phrase to fully describe the meaning of the term. Use the space below to create a word splash for the phrase *finding humor*.



Finding humor is a useful skill because it ...

We Did It!

Name _____ Class _____ Date _____

We Did It!

Brainstorm a list of times when you were able to accomplish more by working with others as a group than you would have been able to accomplish alone. Think about activities you completed in the classroom this year. You can also consider activities you completed in school in years past. Think, too, about goals you've accomplished with your family or other groups.

When I was working with a group I was able to ...

My New Skills

Name _____ Class _____ Date _____

My New Skills

Brainstorm a list of new skills you have learned in the past year or so. Think about things you’ve learned at school, at home, with friends, and with other groups.

New Skill	How did you feel about learning this skill?

Do I Like to Learn?

Name _____ Class _____ Date _____

Do I Like to Learn?

Check the statements below that are true about you.

- _____ I like learning new skills.
- _____ I like learning new skills only if they are related to something I'm interested in, like sports or music.
- _____ I like learning new skills only if I can immediately see how they will help me.
- _____ I like learning new skills if I can use them to help other people.
- _____ I like learning about new technologies, like the latest video games and cell phones.
- _____ I like learning new skills if the person showing me demonstrates them first.
- _____ I like learning new skills only if I get a chance to practice before I have to use them.
- _____ I like learning new skills only if I absolutely need to have those skills.

It's So True!

Name _____ Class _____ Date _____

It's So True!

Below are some quotes about the Habit of Mind called Continuous Learning. Discuss the quotes with a partner. Pick the quote you like best. Beneath that quote, write an example of how it is true for you.

“To learn is to change.”

—George B. Leonard, Author, Editor, Educator

“I think success has no rules, but you can learn a lot from failure.”

—Jean Kerr, Author

“Every person you meet—and everything you do in life—is an opportunity to learn something.”

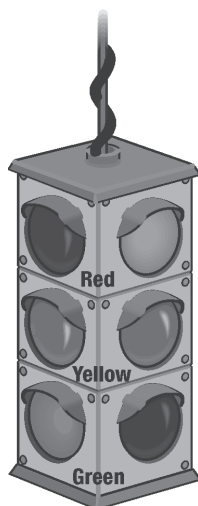
—Tom Clancy, Author

Traffic Light

Name _____ Class _____ Date _____

Traffic Light

What do the various lights mean in a traffic light?



A Simple Test

Name _____ Class _____ Date _____

A Simple Test

1. Put your name at the top of the page.
2. Before answering any other questions, read to the bottom of the page.
3. Draw a circle.
4. Put an x in the circle.
5. What does $2+2$ equal? _____
6. Find a yellow crayon, pencil, or felt pen.
7. Color in the circle.
8. Tap your pencil on the desk three times.
9. Stand up and turn around three times.
10. Once you have read this test, do nothing except answer question 1.

Planning on the Job

Name _____ Class _____ Date _____

Planning on the Job

Interview your parent, guardian, or another adult about the type of planning he or she does on the job or in handling responsibilities.

I interviewed _____

Questions	Answers
1. What kind of planning goes into your job?	
2. Do you follow any systems or directions?	
3. Is there a deliberateness to what you do?	
4. In what ways do you manage impulsivity on the job?	

P-P-P Listening

Name _____ Class _____ Date _____

P-P-P Listening

Use these strategies to help you develop good listening skills.

Strategy	Explanation	Examples
Pause	Stop and listen to the person who is speaking without interrupting him or her.	
Paraphrase	Reword what the person said to show that you are trying to understand him or her.	
Probe	Ask questions if you are not sure about what the person has said.	

Expanding Capacities

Listening Checklist

Name _____ Class _____ Date _____

Listening Checklist

Place a check in the appropriate column if you have used one of the listed listening strategies. You can add additional strategies in the blank spaces.

Checklist for Good Listening Skills

Did you . . .	1st Time	2nd Time	3rd Time
Turn your head toward the speaker?			
Nod?			
Take turns speaking?			
Use eye contact?			
Question (probe) for clarity?			
Paraphrase what the person said?			
Use facial expressions similar to the speaker's expressions?			

Listening Self-Evaluation

Name _____ Class _____ Date _____

Listening Self-Evaluation

Use the following chart to evaluate your listening skills.

Behavior	Often	Sometimes	Not Yet
<i>Verbal</i>			
I restate or rephrase a person's idea before offering my opinion.			
I ask questions to make sure I understand the speaker's concepts or ideas.			
I express empathy for the speaker's feelings or emotions.			
I express a personal interest in what the speaker is saying.			
I do not interrupt the speaker.			
<i>Nonverbal</i>			
I face the person who is speaking.			
I establish eye contact with the speaker (if appropriate).			
I nod my head to show understanding.			
I show facial expressions similar to the speaker's.			

Name _____ Class _____ Date _____

Thumbs Up, Thumbs Down, What If

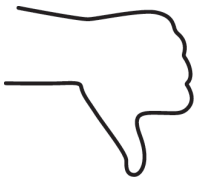
Consider the idea below. Record your thoughts from a thumbs-up, or positive, perspective on the issue. Then record your thoughts from a thumbs-down, or negative, perspective. Finally, consider the idea as a starting point for a brainstorming session. Come up with new ideas that stem from the original.

Idea:

I could have an alligator as a pet!



Thumbs Up!



Thumbs Down!



What If ...

Wait a Minute

Name _____ Class _____ Date _____

Wait a Minute

Think of a time when you used flexible thinking. Perhaps you changed your mind about something or changed strategies to get a different result. Use words to describe what happened. Then draw illustrations or create a comic strip to show what happened.

Description

Illustration

Ultimate Shopping

Name _____ Class _____ Date _____

Ultimate Shopping

Pretend you are a teacher who is competing on a TV reality show about designing rooms. You have the opportunity to design your ultimate classroom for your grade level. The following is a shopping list for items available to you. Circle the items you want, specify how many of each you will order, and compute the total cost of each item. Then add your totals to arrive at one grand total. Remember, you can't spend more than \$11,000.

Shopping List

Item	Cost	How many?	Total Item Cost	Item	Cost	How many?	Total Item Cost
desk	\$20			telescope	\$250		
chair	\$10			toy box	\$220		
carpet mat	\$50			whiteboard	\$150		
desk computer	\$2000			board games	\$150		
laptop computer	\$1500			portable stereos	\$100		
TV	\$600			drum kit	\$250		
DVD player	\$100			costumes	\$50		
swimming pool	\$3000			kitchen	\$90		
microwave	\$100			guitar	\$100		
telephone	\$20			couch	\$150		
stereo	\$200			basketball hoop	\$40		
video game equipment	\$150			science station	\$250		
popcorn maker	\$20			teacher chair	\$50		

Ultimate Shopping

Shopping List, *continued*

Item	Cost	How many?	Total Item Cost	Item	Cost	How many?	Total Item Cost
water cooler	\$30			electric pencil sharpener	\$50		
data projector	\$2000			piano	\$700		
art equipment	\$200			slide	\$75		
PE equipment	\$300			swing	\$75		
math games	\$150			wooden blocks	\$60		
book shelves	\$80			trampoline	\$300		
disco ball	\$25			potted plant	\$15		
table	\$65			pet mouse and cage	\$40		
wall paint, 1 gallon	\$25			aquarium and fish	\$60		
juice bar	\$100			large video screen	\$2000		
fountain	\$100			playhouse	\$150		
COLUMN TOTALS:							
GRAND TOTAL:	\$			<i>Remember, your total can't be greater than \$11,000.</i>			

Name _____ Class _____ Date _____

Ultimate Classroom Design

The following is the shape of your classroom. Sketch a design, showing where you want everything to go. Label the items and wall colors.

windows along this entire wall

storage closet	bathroom	
		d o o r

Ultimate Goals and Plans

Name _____ Class _____ Date _____

Ultimate Goals and Plans

Answer the questions to describe your ultimate classroom goals and plans.

1. Describe your goal for the ultimate classroom. What do you want to achieve?
Remember, you are a teacher!

2. What design challenges do you face?

3. What style will you use for layout and colors?

4. Is there anything you want to do but can't? Explain.

5. What is your best design feature going to be?

Money Metacognition

Name _____ Class _____ Date _____

Money Metacognition

In the space below, list the five Habits of Mind you want to show on the money you design. Provide a reason for each decision. Then sketch or explain the symbol you will use.

Habit of Mind	This Habit of Mind is important for this cause because ...	The symbol I will use to show this Habit of Mind is ...

Expanding Capacities

Money Design

Name _____ Class _____ Date _____

Money Design

Use these templates to design your bills.

5

10

20

50

100

Animal Accuracy

Name _____ Class _____ Date _____

Animal Accuracy

Take a look at the list of animals below. Circle the animals you think probably do the best job of striving for accuracy.

- Owl Dolphin Cheetah Bee Butterfly Horse
- Monkey Dog Eagle Elephant Bear Snail Swan
- Tortoise Pig Dragon Octopus Fish Ant Beaver
- Ox Chicken Tiger Crab Cat Donkey Fox

Now choose four of the animals you circled and explain why you think those animals are good examples of the Habit of Mind called Striving for Accuracy.

Animal	Explanation

Remember: Before you hand this work in, C3B4ME and have them put their initials here:

Name _____ Class _____ Date _____

The C-A-F Model: Consider All Factors

To consider all the factors in a situation, it's important to ask yourself good questions. Choose one or more of the scenarios below. Then brainstorm a list of questions and answer them to solve the dilemma.

Scenario 1: You are going to the grocery store to get something for an adult. On the way, you meet a friend who is going to play with some other kids you know. He asks you to come along. You would like to play but aren't sure if it's the right thing to do.

Scenario 2: You want to get a new pet but don't think your parents will be crazy about the idea.

Scenario 3: You want to get a birthday present for a friend. You have no idea what to get her.

Name _____ Class _____ Date _____

Parents for Breakfast

Read only the headline of the newspaper clipping shown below and then answer the first question below. After you have completed your answer, read the rest of the article and answer the remaining questions.

Students Cook and Serve Parents

As part of their farewell activities, the graduating class of Brentford Academy hosted the first-ever Gratitude Day on Wednesday, June 11. All sixth grade parents and guardians were invited to be guests of honor at a pancake breakfast in the school cafeteria. Under the guidance of their teachers, student teams worked as greeters, chefs, servers, and clean-up crews for the event. Other students coordinated and provided background music and entertainment in the form of skits and a talent show. Still other teams designed and printed the invitations, and kept track of parents' replies; they also designed and printed place cards, souvenir menus, and name tags.

The celebration served as a culminating activity for a grade-level project that involved all curricular areas and a lot of teamwork. Students and teachers began the project in February and say they all learned from the experience. They hope to make Gratitude Day an annual event as part of graduation week activities.

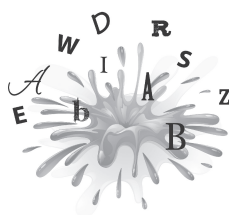
1. By itself, what does the headline appear to be saying?
2. Now read the rest of the article. What is the article really about?
3. Rewrite the headline to better reflect what the article is really about.

Thinking and Communicating Word Splash II

Name _____ Class _____ Date _____

Thinking and Communicating Word Splash II

A word splash starts with one phrase. To complete it, create several different endings for the phrase to fully describe the meaning of the term. Use the space below to create a word splash for the term *thinking and communicating with clarity and precision*.



Thinking and communicating with clarity and precision is really important because ...

Using Our Senses

Name _____ Class _____ Date _____

Using Our Senses

Brainstorm ideas for engaging your senses in each of the following categories. You can add additional categories at the bottom of the chart if you wish.

Subject Area	How We Can Use Our Senses
Spelling	
Reading	
Mathematics	
Science	
All subjects	

A Poem for the Senses

Name _____ Class _____ Date _____

A Poem for the Senses

Write a poem using the following format, referring to each sense in its designated line.

Title:

Line 1: [Sight] _____

Line 2: [Smell] _____

Line 3: [Hearing] _____

Line 4: [Taste] _____

Line 5: [Touch] _____

Name _____ Class _____ Date _____

A Burr-y Good Idea!

Read the following passage about the history of Velcro. Then answer the questions that follow.

One day in 1948, a Swiss mountaineer and inventor named George de Mestral went for a nature hike with his dog. They both returned home covered with burrs. These seed sacs, which cling to animal fur for transport to fertile new planting grounds, fascinated Mestral. He looked at one of the burrs under the microscope to see what kind of structure would allow the seeds to cling so well to fabric and fur. What he saw surprised him—a bunch of tiny hooks! It also inspired him. He set out to design a two-sided fastener that would be just as good as or better than the zipper. So he created a product that had one side with stiff hooks like burrs and another side with soft loops like fabric. Initially, many people laughed at Mestral's idea. But he persisted, worked with a weaver in France, learned by trial and error, and by 1955 had perfected and patented his design. Today Velcro is a multimillion dollar industry. And it all began with a walk in nature!

Expanding Capacities

1. Brainstorm a list of things in nature that are unique and interesting to you.
2. Now brainstorm how one or more of these natural objects might inspire a new product. If you can't think of anything, brainstorm something you would like to see invented, such as a product that would solve a problem you've noticed.

Relabeling Mistakes

Name _____ Class _____ Date _____

Relabeling Mistakes

Suppose friends or family members shared with you the statements in the chart below. Point out the good that came from each person's willingness to risk.

A friend or family member said:	You point out the good that came from the experience by saying:
"I can't believe I can't get down this ski slope without falling!"	
"I can't believe I thought I would be a good cheerleader. I finished my routine facing the wrong direction. I must've looked so ridiculous. The squad was nice but said I didn't cut it."	
"I asked Jenna to be my girlfriend and she said no."	
"I thought I would be some great inventor, but look—this thing I designed doesn't do anything it's supposed to do!"	
"I entered a poetry contest and didn't even get honorable mention. I heard that nearly everyone who enters gets honorable mention."	
"I thought I would be a great lifeguard, but I didn't pass the test!"	

A Risky Character

Name _____ Class _____ Date _____

A Risky Character

Use this worksheet to help you analyze a book or story.

1. What is the name of the book you are reading?

2. Pick a scene from the book that shows a character taking a risk.
 - a. What page number does this scene begin on?

 - b. Describe the risk the character took.

 - c. Was the risk responsible or irresponsible? Explain.

3. What happened after the character took the risk?

4. What would you like to say to the character about the risk he or she took?

Teamwork Self-Evaluation

Name _____ Class _____ Date _____

Teamwork Self-Evaluation

For each item in the chart below, show whether you did a good job, average job, or poor job by checking the column with the correct symbol. Feel free to add good teamwork behaviors to the chart.

Good Teamwork Behaviors	☺	☹	☹
Take turns.			
Listen to each other.			
Respect the ideas of team members.			
Be flexible in your thinking.			
Participate.			
Follow directions.			

Word Frenzy

Name _____ Class _____ Date _____

Word Frenzy

Work by yourself to complete this activity. Cover up all the text below with a second piece of paper. When your teacher says “Go!” reveal only one category and brainstorm to do what it says. Work as fast as you can. Don’t worry about being neat or orderly; it’s fine to scribble the words out quickly. Stop immediately when your teacher says “Stop.” Your teacher will guide you from one category to the next. In the meantime, don’t peek!

Category 1: Write words that begin with the letter A:

Category 2: Write words that begin with the letter M:

Category 3: Write examples of contractions:

Category 4: Write words that are fun to say:

Case Study of a World Leader

Name _____ Class _____ Date _____

Case Study of a World Leader

Ask a variety of questions, and then record your answers.

Questions	Answers
Who?	
Where?	
When?	
Why?	
What?	
How? (Which Habits of Mind?)	

Key Research Questions

Name _____ Class _____ Date _____

Key Research Questions

As you do your research, brainstorm questions that will help you learn more. The following are a few examples:

- Why was _____ famous?
- Why did many people respect him or her?
- What did _____ achieve in his or her lifetime?
- What lessons does _____ teach us?

Your Research Topic:

Questions:

Name _____ Class _____ Date _____

Habits of Mind Research

As you do your research, record notes on the Habits of Mind as you see them exemplified and put into practice.

Research Topic: _____

Habits of Mind: Part 1

Habit of Mind	Example	What did using this Habit of Mind achieve?
Persisting		
Managing Impulsivity		
Listening with Understanding and Empathy		
Thinking Flexibly		
Thinking About Thinking (Metacognition)		
Striving for Accuracy and Precision		
Questioning and Posing Problems		
Applying Past Knowledge to New Situations		

Name _____ Class _____ Date _____

Habits of Mind Research, *continued*

Research Topic: _____

Habits of Mind: Part 2

Habit of Mind	Example	What did using this Habit of Mind achieve?
Thinking and Communicating with Clarity and Precision		
Gathering Data Through All Senses		
Creating, Imagining, and Innovating		
Responding with Wonderment and Awe		
Taking Responsible Risks		
Finding Humor		
Thinking Interdependently		
Learning Continuously		

Increasing Alertness

Case Study of a Famous Person

Name _____ Class _____ Date _____

Case Study of a Famous Person

Ask a variety of questions, and then record your answers.

Questions	Answers
Who?	
Where?	
When?	
Why?	
What?	
How? (Which Habits of Mind?)	

Increasing Alertness

Case Study of a Local Leader

Name _____ Class _____ Date _____

Case Study of a Local Leader

Ask a variety of questions, and then record your answers.

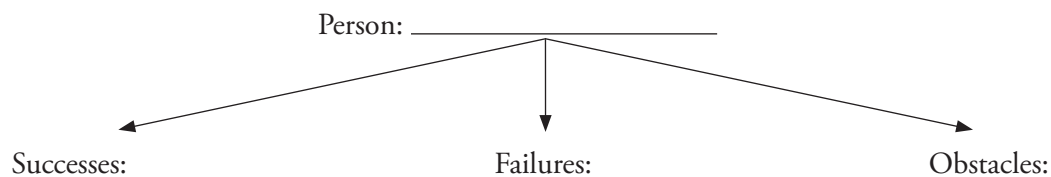
Questions	Answers
Who?	
Where?	
When?	
Why?	
What?	
How? (Which Habits of Mind?)	

Obstacles on the Path

Name _____ Class _____ Date _____

Obstacles on the Path

Complete the following tree map to show successes, failures, and obstacles the subject of your research experienced on his or her path to success.



Which Habits of Mind helped this person overcome obstacles?	How did the Habits of Mind help this person?	What evidence supports your claim?

Profession Analysis

Name _____ Class _____ Date _____

Profession Analysis

The profession I am analyzing is: _____

Habits of Mind a person in this profession regularly uses	How this Habit of Mind relates to this job	Consequences if the Habit of Mind is not used

Increasing Alertness

Two Professions

Name _____ Class _____ Date _____

Two Professions

Use this worksheet to compare two professions that interest you.

The two professions I am comparing are

The similarities between Habits of Mind used in these professions are

The differences between Habits of Mind used in these professions are

Other similarities between these professions are

Other differences between these professions are

To better compare these professions, I would like to know more about

Career Action Plan

Name _____ Class _____ Date _____

Career Action Plan

List Habits of Mind most relevant to careers of interest to you. Then complete this action plan to help you develop those habits.

Habits of Mind I Can Develop to Prepare for These Careers

1.

2.

3.

My Action Plan to Improve These Habits of Mind in One Month

I will do these specific things:

I can seek assistance from these sources:

I can monitor my improvement in these ways:

Issue Analysis

Name _____ Class _____ Date _____

Issue Analysis

The issue I am analyzing is _____

Related Habits of Mind	Relevance of Habits of Mind	Consequences of Not Using Habits of Mind

Name _____ Class _____ Date _____

Case Study of a Local Issue

Share the following sample answers with students to help them get started.

Ask a variety of questions and then record your answers.

Questions	Answers
What?	
Where?	
When?	
Why?	
Who?	
How?	

Key Research Questions

Name _____ Class _____ Date _____

Key Research Questions

As you do your research, brainstorm questions you would like to get answered in order to learn more. The following are a few examples:

- Why is this a problem?
- What are the short- and long-term consequences of this problem?
- What can be done to resolve this problem?
- Who is working on this issue?
- How widespread is the problem?

Your research topic:

Questions:

Teacher Evaluation of Student Checklist

Name _____ Class _____ Date _____

Teacher Evaluation of Student Checklist

This student is able to	Seldom	Sometimes	Usually	Consistently
Recognize increasingly diverse, complex, and novel situations in which to apply the Habits of Mind.				
Spontaneously draw forth appropriate Habits of Mind when confronted with ambiguous and perplexing situations.				
Recognize a wide range of situations in which to apply the Habits of Mind.				
Recognize, without assistance, novel and complex situations in which to apply the Habits of Mind.				
Articulate the criteria upon which the decisions reflected in this review were made.				

Student Self-Evaluation Checklist

Name _____ Class _____ Date _____

Student Self-Evaluation Checklist

Complete this checklist to evaluate your progress in applying the Habits of Mind. In the blank rows, you can add areas you would like to be aware of and improve. Be honest with yourself!

I am able to	Seldom	Sometimes	Usually	Consistently
Recognize different and complex situations in which to use the Habits of Mind.				
Suggest which Habits of Mind are useful or relevant when looking at new situations.				
Recognize a wide range of situations in which to apply the Habits of Mind.				
Recognize, without assistance, new and complex situations in which to apply the Habits of Mind.				
Explain why I would use certain Habits of Mind in a situation.				

Action Plan for Habits of Mind Development

Name _____ Class _____ Date _____

Action Plan for Habits of Mind Development

Pick one Habit of Mind competency that you would like to improve. Then create an action plan for improvement using the following form.

The competency I would like to improve is: _____

Action Plan to Improve This Competency in One Month

In order to improve, I will do these specific things:

I can seek assistance from these sources:

I can monitor my improvement in these ways:

Group Work Evaluation

Name _____ Class _____ Date _____

Group Work Evaluation

1. When I knew an idea I shared it with my group. 😊 😞
2. I encouraged others in my group. 😊 😞
3. I used people's names. 😊 😞
4. When I did not understand, I asked my partner. 😊 😞
5. When my partner did not understand, I helped. 😊 😞

Goal Setting:

What could you do to improve your group work?

Teacher Self-Reflection Tool

Habit of Mind	I am a teacher who ...
Persisting	Perseveres with challenging students and ensures all students have a depth of understanding and skills as a learner. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Managing Impulsivity	Uses wait time and the techniques of pausing, paraphrasing, and probing; I demonstrate thoughtfulness. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Listening with Understanding and Empathy	<i>Actively listens to others; I make genuine attempts to understand where others are coming from and to perceive their points of view.</i> <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Flexibly	Is open to the points of view of others; changes plans and strategies when needed to better meet groups' needs; grasps the teachable moment to foster interest and achievement. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking About Thinking (Metacognition)	Is aware of my own thinking processes; I invest time in reflection; I model my thinking processes to those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Striving for Accuracy and Precision	Sets high standards in the things I do and in relations with others. I check for accuracy in written documents and communications. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Questioning and Posing Problems	Is skilled in composing and asking complex questions. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Applying Past Knowledge to New Situations	Uses past experiences, resources, and knowledge to ensure good practice. I offer wide knowledge to support student learning. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking and Communicating with Clarity and Precision	Strives to be accurate in all communications. I use thinking verbs when giving instructions. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Gathering Data Through All Senses	Stays alert to people and situations by gathering data through my senses. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Teacher Self-Reflection Tool

Habit of Mind	I am a teacher who ...
Creating, Imagining, and Innovating	Is creative and innovative in finding new ways and alternatives. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Responding with Wonderment and Awe	Is enthusiastic about my teaching, my students' learning, and new discoveries. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Taking Responsible Risks	Moves outside my comfort zone and becomes adventurous after thoughtful consideration. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Finding Humor	Can laugh with others and at myself; I do not take myself too seriously. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Interdependently	Works collaboratively with others; I can learn from those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Learning Continuously	Has the humility and pride to admit when I don't know something; I resist complacency. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Student Self-Assessment: Assess Your Persisting Skills

Rate your skills by circling a number from 1 to 10, with 1 representing the lowest level and 10 the highest level of development.

I can ...	Rating
stay on task.	1 2 3 4 5 6 7 8 9 10
use a broad range of strategies to solve a problem.	1 2 3 4 5 6 7 8 9 10
keep going until the solution is found.	1 2 3 4 5 6 7 8 9 10
keep going until the assignment is finished.	1 2 3 4 5 6 7 8 9 10
keep attempting new ways to solve a problem.	1 2 3 4 5 6 7 8 9 10
put up with frustration and confusion to achieve my goals.	1 2 3 4 5 6 7 8 9 10
refuse to quit even when it gets tough.	1 2 3 4 5 6 7 8 9 10
persevere even when answers or solutions are not immediately apparent.	1 2 3 4 5 6 7 8 9 10
enjoy the satisfaction of succeeding in a challenging new task.	1 2 3 4 5 6 7 8 9 10
keep trying even if something gets difficult.	1 2 3 4 5 6 7 8 9 10

Summary of 16 Habits of Mind

Summary of 16 Habits of Mind

1. Persisting: <i>Stick to it.</i> Persevering in a task through to completion; remaining focused.	2. Managing Impulsivity: <i>Take your time.</i> Thinking before acting; remaining calm, thoughtful, and deliberative.
3. Listening with Understanding and Empathy: <i>Understand others.</i> Devoting mental energy to another person's thoughts and ideas; holding in one's own thoughts in order to perceive another's point of view and emotions.	4. Thinking Flexibly: <i>Look at it another way.</i> Being able to change perspectives, generate alternatives, and consider options.
5. Thinking About Thinking (Metacognition): <i>Know your knowing.</i> Being aware of one's own thoughts, strategies, feelings, and actions and their effects on others.	6. Striving for Accuracy and Precision: <i>Check it again.</i> A desire for exactness, fidelity, and craftsmanship.
7. Questioning and Posing Problems: <i>How do you know?</i> Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce data; finding problems to solve.	8. Applying Past Knowledge to New Situations: <i>Use what you learn.</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
9. Thinking and Communicating with Clarity and Precision: <i>Be clear.</i> Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, and deletions.	10. Gathering Data Through All Senses: <i>Use your natural pathways.</i> Gathering data through all the sensory pathways: gustatory, olfactory, tactile, kinesthetic, auditory, and visual.
11. Creating, Imagining, and Innovating: <i>Try a different way.</i> Generating new and novel ideas, fluency, and originality.	12. Responding with Wonderment and Awe: <i>Have fun figuring it out.</i> Finding the world awe-some and mysterious and being intrigued with phenomena and beauty.
13. Taking Responsible Risks: <i>Venture out.</i> Being adventuresome; living on the edge of one's competence.	14. Finding Humor: <i>Laugh a little.</i> Finding the whimsical, incongruous, and unexpected; being able to laugh at oneself.
15. Thinking Interdependently: <i>Work together.</i> Being able to work with and learn from others in reciprocal situations.	16. Learning Continuously: <i>Learn from experiences.</i> Having humility and pride when admitting one doesn't know; resisting complacency.

Lesson Plan Template

Lesson Plan Template

Lesson Title:

Lesson Overview:

Objectives <ul style="list-style-type: none"> • • • • 	Materials Needed <ul style="list-style-type: none"> • • • •
Estimated Time Required	Notes

Suggested Sequence of Activities

- Motivational Activity:
- Core Activity:
- Reflection Activity:
- Synthesis Activity:
- Extension Activity:

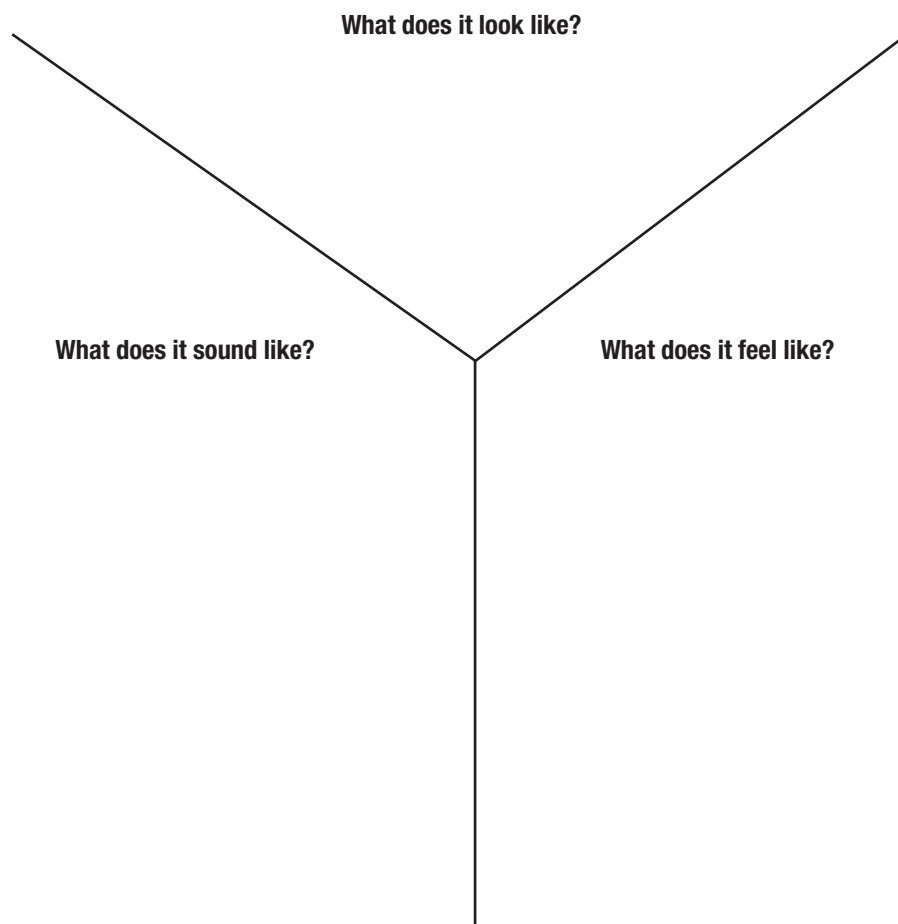
Y-Chart

Name _____ Class _____ Date _____

Y-Chart

You can use this chart to explore your thoughts about many different topics.

Topic:



The C-A-F Model: Consider All Factors

Name _____ Class _____ Date _____

The C-A-F Model: Consider All Factors

Use the C-A-F model when you need to make a decision. To consider all the relevant factors, brainstorm a list of questions to ask yourself. The following will get you started. You can add more. When you are finished brainstorming, answer the questions to help you make a decision.

Key Questions:

What factors are involved?

Who is affected by my decision?

Have I thought of everything?

Do I have everything I need?

The P-D-R Method: Plan-Do-Review

Name _____ Class _____ Date _____

The P-D-R Method: Plan-Do-Review

Use the Plan-Do-Review method to think through a situation before attempting it.

Example:

Mission: Camp in the extreme wilderness for one month and live to tell about it.

Plan:

Do:

Review:

K-W-L Chart

Name _____ Class _____ Date _____

K-W-L Chart

When you are about to start studying something new or are preparing for a test, complete this chart. Fill out the first two columns before you begin studying and fill out the last column after your studies.

What Do I Know Already?	What Do I Want to Learn?	What Have I Learned?

Case Study

Name _____ Class _____ Date _____

Case Study _____

Ask a variety of questions, and then record your answers.

Questions	Answers
Who?	
Where?	
When?	
Why?	
What?	
How? (Which Habits of Mind?)	

Key Research Questions

Name _____ Class _____ Date _____

Key Research Questions

As you do your research, brainstorm questions you would like to get answered in order to learn more. The following are a few examples:

- Why was this person famous?
- Why did many people respect this person?
- What did this person achieve in his or her lifetime?
- What lessons does this person teach us?

Your Research Topic:

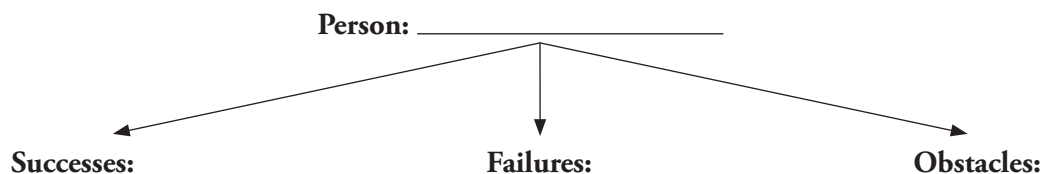
Questions:

Obstacles on the Path

Name _____ Class _____ Date _____

Obstacles on the Path

Complete the following tree map to show successes, failures, and obstacles that the subject of your research experienced on his or her path to success.



Which Habits of Mind helped this person overcome obstacles?	How did the Habits of Mind help this person?	What evidence supports your claim?

Issue Analysis

Name _____ Class _____ Date _____

Issue Analysis

The issue I am analyzing is: _____

Related Habits of Mind	Relevance of Habits of Mind	Consequences of Not Using Habits of Mind

Teacher Evaluation of Student

Student Name _____ Class _____ Date _____

Teacher Evaluation of Student

This student is able to	Seldom	Sometimes	Usually	Consistently
Recognize increasingly diverse, complex, and novel situations in which to apply the Habits of Mind.				
Spontaneously use appropriate Habits of Mind when confronted with ambiguous and perplexing situations.				
Recognize a wide range of situations in which to apply the Habits of Mind.				
Recognize, without assistance, novel and complex situations in which to apply the Habits of Mind.				
Articulate the criteria upon which the decisions reflected in this review were made.				

Student Self-Evaluation

Name _____ Class _____ Date _____

Student Self-Evaluation

Use this checklist to evaluate your progress in applying the Habits of Mind. Be honest with yourself! In the blank rows, include additional areas you would like to be aware of and improve.

I am able to	Seldom	Sometimes	Usually	Consistently
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Recognize, without assistance, new and complex situations in which to apply the Habits of Mind.				
Explain why I would use certain Habits of Mind in a situation.				

Teacher Self-Reflection Tool

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Thinking Interdependently	Works collaboratively with others. I can learn from those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Learning Continuously	Has the humility and pride to admit when I don't know something. I resist complacency. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Student Self-Reflection Tool

Name _____ Class _____ Date _____

Student Self-Reflection Tool

Habit of Mind	I am a student who ...
Persisting	Perseveres with my studies to gain a depth of understanding and skills as a learner. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Managing Impulsivity	Controls impulses; stops and thinks before acting; demonstrates thoughtfulness. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Listening with Understanding and Empathy	Actively listens to others; makes genuine attempts to understand where others are coming from and perceive their points of view. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Flexibly	Is open to the points of view of others. I can change plans and strategies when needed to better meet group needs. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking About Thinking (Metacognition)	Is aware of my thinking processes and invests time in reflection. I can explain my thinking to others. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Striving for Accuracy and Precision	Sets high standards in the things I do and in relations with others. I check for accuracy in written documents and communications. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Questioning and Posing Problems	Is skilled in composing and asking complex questions. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Applying Past Knowledge to New Situations	Uses past experiences, resources, and knowledge to ensure good practice. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking and Communicating with Clarity and Precision	Strives to be accurate in written and oral communication. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Student Self-Reflection Tool

Habit of Mind	I am a student who ...
Gathering Data Through All Senses	Stays alert to people and situations by gathering data through my senses. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Creating, Imagining, and Innovating	Is creative and innovative in coming up with ideas and alternatives. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Responding with Wonderment and Awe	Is enthusiastic about learning and new discoveries. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Taking Responsible Risks	Can move outside my comfort zone and become adventurous after thoughtful consideration. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Finding Humor	Can laugh with others and at myself. I do not take myself too seriously. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Interdependently	Works collaboratively with others and can learn from those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Learning Continuously	Looks for opportunities to learn and improve; is open to growth and change. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Improving Habits

Name _____ Class _____ Date _____

Improving Habits

Select at least three Habits of Mind you need to improve. Explain why you think each is important. Then rank the habits in their order of importance.

Habits of Mind	How will this Habit of Mind help me?	Rank
Persisting		
Managing Impulsivity		
Listening with Understanding and Empathy		
Thinking Flexibly		
Thinking About Thinking (Metacognition)		
Striving for Accuracy and Precision		
Questioning and Posing Problems		
Applying Past Knowledge to New Situations		
Thinking and Communicating with Clarity and Precision		
Gathering Data Through All Senses		
Creating, Imagining, and Innovating		
Responding with Wonderment and Awe		
Taking Responsible Risks		
Finding Humor		
Thinking Interdependently		
Learning Continuously		

Action Plan for Habits of Mind Development

Name _____ Class _____ Date _____

Action Plan for Habits of Mind Development

Pick one Habit of Mind competency that you would like to improve. Then use this form to create an action plan for improvement.

The competency I would like to improve is _____

Action Plan to Improve This Competency in One Month

I will do these specific things:

I seek assistance from these sources:

I can monitor my improvement in these ways:

Rubric for Persisting

Name _____ Class _____ Date _____

Rubric for Persisting

Rating	Description
4 EXPERT: Unconsciously Competent	Does not give up no matter how difficult the solution is to find; has a repertoire of alternative strategies and will use them to find answers; evaluates the use of strategies, developing systematic methods for further use, including how to begin, steps to take, and relevant data to collect.
3 PRACTITIONER: Consciously Competent	Stays on task; develops a broad range of strategies and will use them when searching for an answer; does not give up until a solution is found or the assignment is finished.
2 APPRENTICE: Consciously Incompetent	Tries to complete tasks when answers are not readily available, but gives up easily if a task becomes difficult; fluctuates in staying focused for any length of time; uses few strategies to solve problems.
1 NOVICE: Unconsciously Incompetent	Does not complete any tasks; gives up easily; cannot think of or use strategies to solve problems.

Rubric for Managing Impulsivity

Name _____ Class _____ Date _____

Rubric for Managing Impulsivity

Rating	Description
4 EXPERT: Unconsciously Competent	Carefully evaluates situations and seeks advice from other sources before taking appropriate action; is a thorough and careful researcher; effectively gathers important information; sets clear goals and describes each step taken to achieve goals; schedules and monitors progress.
3 PRACTITIONER: Consciously Competent	Thinks and searches for more information before taking action; evaluates a situation before taking appropriate action; has clear goals and can describe steps needed to achieve goals.
2 APPRENTICE: Consciously Incompetent	Searches for obvious information and then acts on impulse; will seek more information only if needed and easily available; is developing some steps to gather information to form decisions; is beginning to make goals and taking a few steps to achieve goals.
1 NOVICE: Unconsciously Incompetent	Acts before thinking; says the first answer that comes to his or her mind; rushes ahead with incomplete or inadequate information; shows little inclination to gather further data to form decisions; has random goals and is unclear about the steps needed to achieve goals.

Rubric for Listening with Understanding and Empathy

Name _____ Class _____ Date _____

Rubric for Listening with Understanding and Empathy

Rating	Description
4 EXPERT: Unconsciously Competent	Is an attentive listener; demonstrates an understanding of other people's ideas via accurate paraphrasing, building upon statements, clarifying statements, or providing examples.
3 PRACTITIONER: Consciously Competent	Is an attentive listener; shows understanding and empathy for other people's ideas; is able to paraphrase and question to develop further understanding.
2 APPRENTICE: Consciously Incompetent	Is easily distracted and not a consistent listener; is able to repeat some parts of what has been said; has difficulty with other people, either because of a lack of comprehension or because of ridiculing, putting down, or mocking other people's ideas.
1 NOVICE: Unconsciously Incompetent	Is easily distracted from listening by outside and classroom noises; interrupts, daydreams; loses focus; can't paraphrase any part of spoken words.

Rubric for Thinking Flexibly

Name _____ Class _____ Date _____

Rubric for Thinking Flexibly

Rating	Description
4 EXPERT: Unconsciously Competent	Looks at situations creatively and makes useful evaluations; values the opinions of other people and can incorporate or adjust thinking to accommodate new perspectives; consistently explores many alternatives when approaching tasks; illustrates diversity, originality, and effectiveness in ideas and solutions.
3 PRACTITIONER: Consciously Competent	Sees a variety of ways to view a situation and can make a supportive evaluation of each viewpoint; sees the points of view of other people; consistently generates alternative ways of approaching tasks and analyzes how those alternatives will affect tasks; shows some originality in approaching tasks.
2 APPRENTICE: Consciously Incompetent	Will occasionally view and describe different ways to see a situation; sees only his or her own perspective; sporadically generates alternative ways of approaching tasks with originality.
1 NOVICE: Unconsciously Incompetent	Looks at situations in only one way; doesn't generate alternative ideas and cannot see alternative ways of approaching tasks.

Rubric for Thinking About Thinking (Metacognition)

Name _____ Class _____ Date _____

Rubric for Thinking About Thinking (Metacognition)

Rating	Description
4 EXPERT: Unconsciously Competent	Describes steps of thinking in detail when solving problems or doing other mental tasks; explains in detail how and why metacognition helped improve work and learning; describes a plan before solving a problem; monitors steps and develops strategies while working; reflects on the efficiency of strategies and will improvise and develop further as needed.
3 PRACTITIONER: Consciously Competent	Describes thinking while problem solving, posing questions, making inferences, or reaching a conclusion; can explain how and why metacognition helped improve work or learning.
2 APPRENTICE: Consciously Incompetent	Includes sparse or incomplete information when describing thoughts on a topic; has difficulty coming to conclusions, formulating opinions, and recalling information in depth; is inconsistent when linking concepts, thinking sequentially, and solving problems.
1 NOVICE: Unconsciously Incompetent	Is confused about the relationship between thinking and problem solving; sees no link between thinking and learning; is unable to describe thinking when asked to reflect, recall, infer, provide an opinion, or suggest a solution; frequently answers, "I don't know."

Rubric for Striving for Accuracy and Precision

Name _____ Class _____ Date _____

Rubric for Striving for Accuracy and Precision

Rating	Description
4 EXPERT: Unconsciously Competent	Always checks for accuracy and precision without being asked; always takes great care with a project, assignment, or assessment work; ensures all completed work is free of errors; sets a standard of excellence in all areas of his or her school life (academic, athletic, creative); strives to meet or exceed expectations in all areas.
3 PRACTITIONER: Consciously Competent	Checks work for accuracy; takes the time and care to check over work so that it is completely free of errors; sets high standards for accurate work and maintains those standards.
2 APPRENTICE: Consciously Incompetent	Is beginning to check work for errors and correct these errors when prompted; is showing some improvement in handing in work that shows some care has been taken to be more accurate and precise.
1 NOVICE: Unconsciously Incompetent	Does not and will not see errors in work; is doing incomplete, incorrect, and careless work; is settling for minimum effort rather than investing time and attention; will not take the time to revisit work to correct errors.

 Rubric for Questioning and Posing Problems

Name _____ Class _____ Date _____

Rubric for Questioning and Posing Problems

Rating	Description
4 EXPERT: Unconsciously Competent	Asks questions out of curiosity, intrigue, and interest; knows how to ask appropriate questions and has strategies in place to solve problems; uses questions to make causal connections and relationships; has a wide range and repertoire of question types.
3 PRACTITIONER: Consciously Competent	Asks appropriate questions and has strategies to solve problems; has a wide range of question types.
2 APPRENTICE: Consciously Incompetent	Is beginning to question and problem-solve; is developing strategies; is able to use a small range of question types.
1 NOVICE: Unconsciously Incompetent	Is oblivious to questions that arise in situations; cannot pose a simple problem or formulate a question; lacks strategies to search for or find a solution; is unaware of functions, types, or intentions in questions and questioning.

Rubric for Applying Past Knowledge to New Situations

Name _____ Class _____ Date _____

Rubric for Applying Past Knowledge to New Situations

Rating	Description
4 EXPERT: Unconsciously Competent	Always builds a knowledge structure by revisiting previous information and drawing it forth; is able to use past knowledge and experiences as data to support, theories to explain, or processes to solve new challenges; transfers and applies information from past knowledge to new situations; modifies and develops new information from past knowledge, both inside and outside of school.
3 PRACTITIONER: Consciously Competent	Uses past knowledge as a framework to incorporate new information; uses prior knowledge to solve new challenges both in and out of school curriculum-based work.
2 APPRENTICE: Consciously Incompetent	Is recalling past information; will sometimes use prior knowledge to help solve simple challenges but becomes confused with more difficult situations; has difficulty transferring past knowledge across all areas of school life.
1 NOVICE: Unconsciously Incompetent	Is unsure of using past knowledge as a basis for learning new things; begins a new task as if it were being approached for the first time; cannot remember recent experiences; treats each event in life as separate, making no connections with what has come before and no relationship to what follows.

Rubric for Thinking and Communicating with Clarity and Precision

Name _____ Class _____ Date _____

Rubric for Thinking and Communicating with Clarity and Precision

Rating	Description
4 EXPERT: Unconsciously Competent	Always uses precise language; speaks and writes with precision in all subjects, elaborating on ideas and thoughts and using concise and descriptive language; is able to coherently state reasons for generalizations and provide data to support conclusions.
3 PRACTITIONER: Consciously Competent	Uses precise language in everyday speech; is able to clearly and effectively communicate thoughts using accurate language; is able to support statements with explanations, comparisons, and evidence.
2 APPRENTICE: Consciously Incompetent	Is beginning to use correct terms, labels, and names for ideas and objects; is broadening descriptive vocabulary such that similes and comparisons are used when prompted; is developing oral and written sentence structures.
1 NOVICE: Unconsciously Incompetent	Uses vague language to describe thoughts; speaks and writes in phrases rather than in complete sentences; punctuates communication with meaningless interjections such as “um,” “er,” and “uh” and names specific objects with nondescriptive words such as “stuff,” “junk,” and “things”; uses unqualified comparatives such as “I like lunch better.”

Rubric for Gathering Data Through All Senses

Name _____ Class _____ Date _____

Rubric for Gathering Data Through All Senses

Rating	Description
4 EXPERT: Unconsciously Competent	Has strong powers of perception; efficiently and collectively engages and explores all the senses for observation and information gathering; has sensory pathways that are open, alert, and ready to absorb more information from the environment.
3 PRACTITIONER: Consciously Competent	Efficiently and collectively uses several senses to make observations and gather information.
2 APPRENTICE: Consciously Incompetent	Is beginning to use more than one sense to gather and present information; is beginning to notice and describe some textures, rhythms, and other sensory materials.
1 NOVICE: Unconsciously Incompetent	Has dull and sluggish senses; is oblivious to the textures, rhythms, patterns, sounds, and colors around him or her.

Rubric for Creating, Imagining, and Innovating

Name _____ Class _____ Date _____

Rubric for Creating, Imagining, and Innovating

Rating	Description
4 EXPERT: Unconsciously Competent	Thinks outside the box; has a variety of creative strategies to call upon; enjoys generating creative solutions; examines alternative possibilities from many angles; has an active imagination; strives to find new, inventive ways to work on a task; expands the possibility of creative insight by researching a topic in great detail; is eager to seek advice and use the ideas of others to find solutions; frequently reflects and uses metacognition; offers detailed feedback about whether ideas are acceptable; uses a variety of media to present ideas and projects.
3 PRACTITIONER: Consciously Competent	Generates new ideas to solve problems; develops and uses several strategies to complete tasks; is inventive; does detailed research; generates options and possibilities from attained knowledge; finishes the task no matter the length of time; shows well-developed reflection and metacognition skills.
2 APPRENTICE: Consciously Incompetent	Is beginning to volunteer one or two imaginative ideas; is increasingly developing strategies; needs encouragement to develop creative thinking; will stop persisting if answer is not gained after a short time; is developing metacognition with guidance.
1 NOVICE: Unconsciously Incompetent	Says things such as, "I was never good at art," "I can't draw," "I'm not creative," and "I can't." Has no strategies to call upon for new ideas; is afraid to be creative; will not seek alternative methods for solving new problems.

Rubric for Responding with Wonderment and Awe

Name _____ Class _____ Date _____

Rubric for Responding with Wonderment and Awe

Rating	Description
4 EXPERT: Unconsciously Competent	Is actively aware of his or her surroundings and takes great care in protecting and conserving them; is very observant and derives pleasure from thinking and seeking answers to questions that stem from observations; has compassion and empathy for other life forms; is enraptured with awesome phenomena, intriguing situations, and jaw-dropping experiments.
3 PRACTITIONER: Consciously Competent	Is aware of his or her surroundings and understands the need to protect the environment; is developing an enthusiasm and passion about the physical world and will seek answers to inquiries with increasing independence; has respect and awe for other life forms.
2 APPRENTICE: Consciously Incompetent	Is making more detailed observations; has a developing curiosity and is asking questions about the immediate environment; is developing respect and empathy for other life forms.
1 NOVICE: Unconsciously Incompetent	Has no desire to learn about the world; does not search for knowledge; has limited observation skills and no eye for detail.

Rubric for Taking Responsible Risks

Name _____ Class _____ Date _____

Rubric for Taking Responsible Risks

Rating	Description
4 EXPERT: Unconsciously Competent	Always draws on past knowledge; applies considerable thought to consequences; has a well-trained sense of what is appropriate; knows the difference between taking a risk and taking a responsible risk; does not fear failure and will go beyond established limits to tackle challenging tasks, even when success is uncertain.
3 PRACTITIONER: Consciously Competent	Draws on past knowledge and thinks flexibly when considering risk factors; educates himself or herself about risks and curbs impulsiveness; accepts setbacks, confusion, and uncertainty as a natural part of a process that leads to a final outcome.
2 APPRENTICE: Consciously Incompetent	Begins to attempt some responsible risks but only if the correct outcome is within easy reach; is trapped by fear and mistrust; is reluctant to accept the challenge of a process in order to find an answer.
1 NOVICE: Unconsciously Incompetent	Will not take risks because the fear of failure is far greater than the desire for venture or adventure; will not play games, attempt new learning, or make new friendships because of a fear of losing, being wrong, or looking stupid.

Rubric for Finding Humor

Name _____ Class _____ Date _____

Rubric for Finding Humor

Rating	Description
4 EXPERT: Unconsciously Competent	Can see the humorous side of things and create a positive or productive outlook no matter how devastating a situation; is very quick-witted and uses humor to raise the spirits of self and others; is competent at generating funny stories, metaphors, and puns; is quick to laugh at herself or himself and with others.
3 PRACTITIONER: Consciously Competent	Knows the difference between clowning around and using humor to increase productivity; is able to diffuse situations by adding appropriate humor; tends to use humor; appreciates and understands the humor of others; laughs often at himself or herself and with others; doesn't use humor at inappropriate times.
2 APPRENTICE: Consciously Incompetent	Is beginning to find humor in some situations; is beginning to move away from offensive humor; is starting to not take himself or herself too seriously; is beginning to appreciate the humor of others without becoming defensive or offended; is learning to distinguish between appropriate and inappropriate humor.
1 NOVICE: Unconsciously Incompetent	Cannot laugh at self; distorts humor in cases of human differences, ineptitude, injurious behavior, vulgarity, violence, and profanity; uses humor at inappropriate times.

Rubric for Thinking Interdependently

Name _____ Class _____ Date _____

Rubric for Thinking Interdependently

Rating	Description
4 EXPERT: Unconsciously Competent	Is always empathetic to others in the group; always devotes energy to enhancing group resourcefulness; is always working for the common cause, putting aside independence and ego for the betterment of the group; is all about “we” and “us,” not “I” or “me”; is always a team player; focuses on analysis, synthesis, and the evaluation of tasks at hand.
3 PRACTITIONER: Consciously Competent	Is empathetic to others in the group; is an active participant and works for the common cause of the group; is increasingly more interdependent and sensitive to the needs of others.
2 APPRENTICE: Consciously Incompetent	Is beginning to contribute to the group; prefers to let others do most of the work; rarely contributes to discussions or participates in active tasks; will opt for working alone if group dynamics become difficult.
1 NOVICE: Unconsciously Incompetent	Lacks social skills; feels isolated and prefers solitude; says things like “Leave me alone; I’ll do it myself,” “They don’t like me,” or “I want to be alone.”

Rubric for Learning Continuously

Name _____ Class _____ Date _____

Rubric for Learning Continuously

Rating	Description
4 EXPERT: Unconsciously Competent	Is always open to continuous learning; is always inquisitive about the world and constantly searching for new and better methods and ideas; is always striving for improvement and is prepared to modify and change thinking when new evidence is substantiated; shows humility, commitment, and awe in learning.
3 PRACTITIONER: Consciously Competent	Is open to continuous learning; has a questioning mind and is eager and inquisitive to learn about the world; strives for improvement and is prepared to modify learning most of the time; is committed; finds opportunities to be amazed; is developing humility in learning.
2 APPRENTICE: Consciously Incompetent	Is developing an interest in the world; shows some continuous learning in areas of interest but is inclined to give up on expanding ideas if new information isn't readily available.
1 NOVICE: Unconsciously Incompetent	Does not like learning; shows no interest in independent learning; cannot correctly recall information; lacks questioning, researching, and curiosity skills.