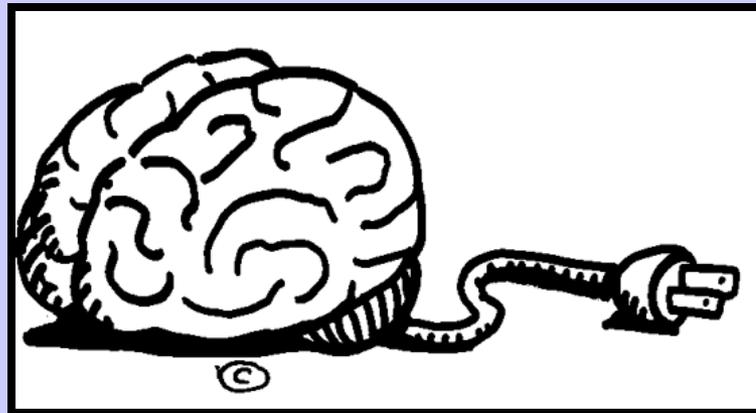


Creating a Culture of Cognition



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Let's see if d can pass...

The First Seven Minutes Test!

Learning Journal Stamps: Use stamps to create a class “shorthand” for replying to journals.

Think Like Tags: Let kids know that how they think is a choice, not an accident. PLUS make a link to field practitioners, personal interests, family, etc.!

Classroom Tunes Mix: Need ten-minutes of movement? Try creating a dance-mix to use in your room!

Culture

Among other things, culture includes ...

Environment

Behaviors

Language

Intentions

Values

History



ownership of space

movement

decision-making

shared language

common-speak

choral-speak

stories

shared history

celebrations

family

The "Us Factor"

belongingness

Begins with safety.

The thing is...

...whether we know it or not,
we're creating culture already.

The trick is, to use the power of classroom
culture to **personalize**, **acclimate**,
engage, **reinforce**, and support
cognitive behaviors, processes, and skills.

Classroom culture can be a powerful
vehicle, a Trojan Horse, of cognition!

What does a
culture of cognition
look like,
sound like,
and **feel** like?

Looks like...

- ~ **Visual cues of cognitive tools are present.**
 - Thinkers' Toolbox, M.V.U. signs
 - Lighthouse/Theme
 - The Chorus of Wonder
- ~ **Wander Thinks / Think Spots**
 - Opportunities for “random thinking” available.
 - Number of the Day & Image of the Day
 - The Opinion Continuum - Dr. Jim Delisle
 - Poetry... in the bathroom?
- ~ **A personalized space**
 - The Steps of Wonder
 - Doodle Tables, Thank Yourself Sign

The Thinkers' Toolbox



The Opinion Continuum

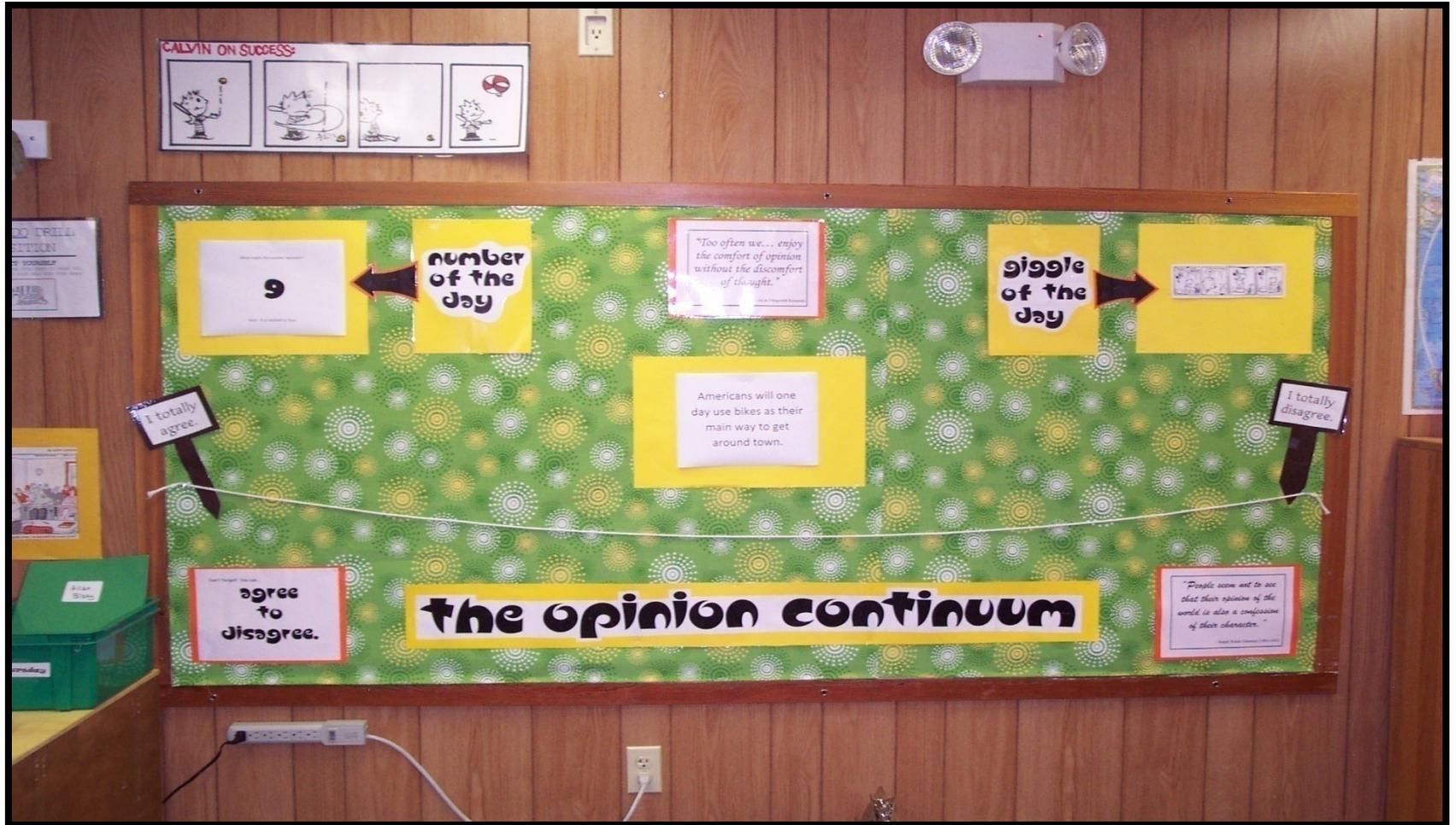


Image of the Day



What caption would you give this picture?

Poetry... ..in the Bathroom?

I can stick up for myself. I can be on my own side.

- By the Light of the Silvery Moon

**You can only eat an elephant
one bite at a time. - Anon.**

**It is not often that someone comes
along who is a true friend and a good
writer. Charlotte was both.
- Charlotte's Web**

**Talent is something rare and
beautiful and precious, and it must
not be allowed to go to waste.
- The Cricket in Times Square**

**“It is only with the heart that one can see rightly;
what is essential is invisible to the eye.”
-- The Little Prince**

**Live courage, breathe courage, give courage.
- Gay-Neck: The Story of a Pigeon**

What you can do is often simply a matter of what you will do. - The Phantom Tollbooth

The Chorus of Wonder



CONSIDER

Consider allows us to contemplate, to think, to ponder about those things in our world which capture our attention.

EXPLORE

Explore pushes us to investigate, to search, to venture into the unknown or the little-known (and sometimes even into the known).

DISCOVER

Discover helps us to find that which we did not know before. Discover guides us to learning something new!





The Steps of Wonder

sounds like...

“Conversation is the laboratory and workshop of the student.”

- Ralph Waldo Emerson

~ Talking:

- Talking about thinking.
- Words that... describe – defend – justify – persuade
 - support – defend – question
- The Language of Support



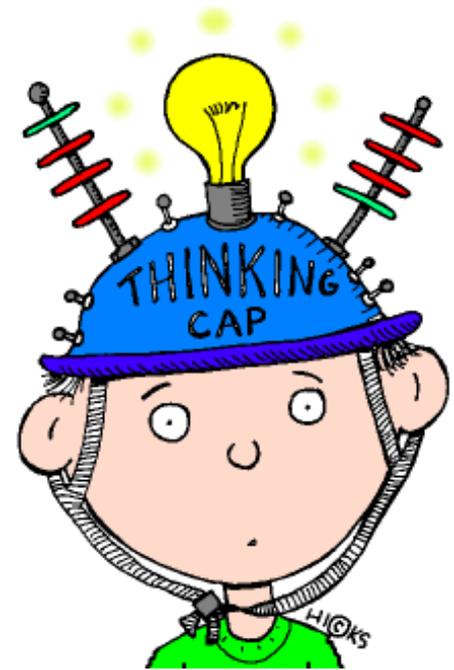
~ Music:

- shared experiences/history
- mood building
- “potentially meaningful movement”



Talking About Thinking

- ~ Create a construct for talking about thinking:
 - Thinkers' Toolbox
 - Thinking Coach
- ~ Discuss good thinking:
 - Good Thinking – Poor Thinking
- ~ Talking about thinking before, during, and after working.



A Few Cool Classroom Tunes

Movement Music

Splish-Splash
-- Bobby Darin

Rockin' Robin
-- Bobby Day

We Are Family
-- Sister Sledge

YMCA
-- Village People

Mambo # 5 (Disney)
-- Lou Bega

You Make Me Feel Like
Dancin'
-- Ella Enchanted CD

Friendish Music

You've Got A Friend In
Me
-- Randy Newman

Thank You For Being A
Friend
-- Andrew Gold

We're All in This Together
-- H.S. Musical

I Wouldn't Have Nothin' If
I Didn't Have You
-- Randy Newman

Mornin' Music

Oh What a Beautiful
Mornin'!
-- Oklahoma

High Hopes
-- Sinatra

What a Beautiful World
-- Willie Nelson

The Puppy Song
-- Harry Nilsson

The Candy Man
-- Sammy Davis, Jr.

Somewhere Over the
Rainbow
-- Harry Nilsson

Hurry -Up Music

Supercalafragilistic
-- Marry Poppins

Walkin' on Sunshine
-- Katrina & The Waves

Bop to the Top
-- H.S. Musical

Hamster Dance
-- Hampton the Hamster

Put a Little Love in Your
Heart
-- Annie Lennox

Orange Colored Sky
-- Natalie Cole

Thinking Music

Chim Chim Cher Ee
-- Mary Poppins

House at Pooh's Corner
-- Loggins & Messina

Simple Gifts
-- Aaron Copeland

Rainbow Connection
-- Kermit

Feels like...

~ Feels Connected:

- Bonded, sense of **belonging**, “The Us Factor”
- **Safety**: They can’t take mental risks without it!
- To the broader world
 - **to the school/community** (service learning)
 - **to the fields/disciplines** (practitioners)

~ Reflective:

- Learning Journals – end of the day
- What Are We Doing? Why Are We Doing It?
- What – So What – Now What?

~ Opportunities for Choice:

- Projects with choices: topics, productions, teams...
- We are in control of our own learning.

Creating a Feeling of "Us"

- ~ Clearly deliver the message of "us-ness" .

"We are a family. That's our job while we're here together – to stretch our brains and to be good to each other."

- ~ Use "we statements".

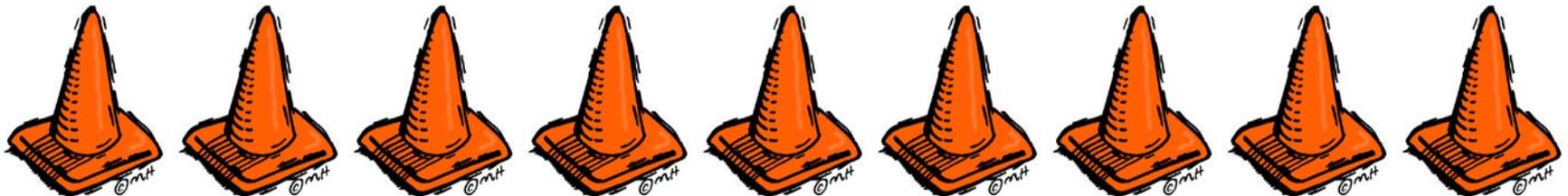
As teachers, we miss an opportunity for connection if we use "you" instead of "we".



CAUTION

Establishing an “us-y” feeling can have unintended results:

- ~ it can make it hard for new comers to feel part of something that was pre-established before they arrived.
- ~ it can inadvertently pick up an “us –vs- them” feeling about gen-ed (procedures, teachers, kids, etc.).
- ~ if there’s too much, (too many stories, too many bits, too many references, etc.) to buy-into, some kids won’t want to bother trying... they can feel lost before they even begin.



Connecting with Practitioners in the Field

What they're doing touches my world.

What we're doing might even touch their world.

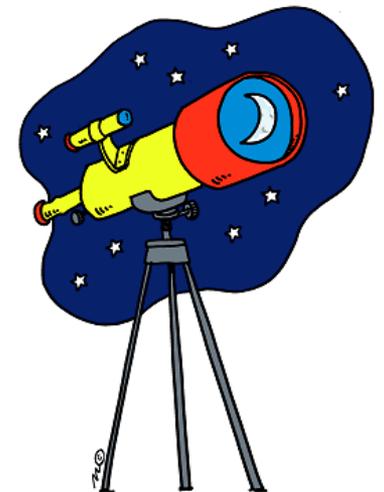


How?

1. We can ask what they think.
2. We can send them what we think.
3. Imagine we are them. (simulations)
4. Try to think like them. (Think Tags)

Finding the Practitioners

- ~ National Public Radio
 - “Diversions” stories
- ~ Public Broadcasting Service
 - NOVA & other documentaries
- ~ Discovery Channel documentaries
 - they give names & affiliations
- ~ Universities
 - check websites for specific disciplines





Learning Journals



Ten minutes of reflecting writing time at the end of the day (end of an activity), the purpose of which is to describe their personal learning process, to “**unpack their thinking**”.

Turning Learning Journals into **dialog journals** by writing back to our learners gives us a unique point of connection with many learners.

Looking for a way to both speed up and focus the process?
Try creating a system of **Journal Stamps** to represent the mental practices you're hoping to develop.

What Are We Doing?

- ~ Discovering how the problem solving steps are used in the real world in order to know them better.
- ~ We are collecting information and organizing it.

Why Are We Doing It?

- ~ If we understand the problem solving steps better, we'll be better problem solvers!
- ~ If we wish to be strong problem solvers, we should study real world problems.
- ~ Gathering and managing information is an important learning skill. If we can manage information, we can't use it well.

Instructional Choices to Promote Cognition

~ Simulations

- being the practitioners, “letters” from people who need our help

~ Assessments

- include cognition (skills & processes) in our rubrics

~ Real World Problems

- studying real problem solvers (stories from the news & documentaries)

~ Meaningful Note Taking

- Miss Kelly’s right-side/left-side note taking system

~ Collaborative Cognition

- building cognitive groups

~ Setting Cognitive Goals for Our Teaching

- planning for thinking

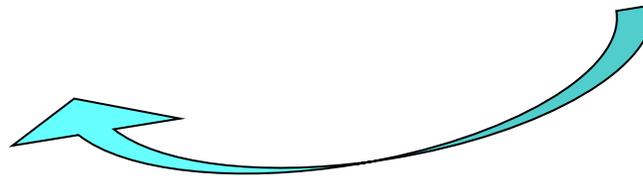


Collaborative Cognition

~ **Working Together:**

- Work Solo
- Work With
- Work Near

Match the grouping to the cognitive process or expectation.



- ### ~ **Roles of Cognition:** Create group roles that support cognition.
- **The Idea Champion** – protects & supports ideas
 - **The Plan Protector** – keeps things moving along
 - **The Decision Maker** – makes quick small decisions
 - **The Agreement Finder** – hunts for common ground

What do I want to have happen?

What will they need for what's coming next?

What's most important?

What do I want them to walk away with?

Cognitive Goals I've Been Working Towards Lately

Taking mental risks is good for you.

Good thinking is a decision, not an accident.

How much I learn is up to me.

We should use specific thinking skills for specific tasks.

Verbalize/Describe mental processes.

What Can I Do In Class Tomorrow?



1. “One of the things good thinkers do is...”
2. Create a class motto.
3. “What are we doing? Why are we doing it?”



What Can I Do Later Today?

1. Stop by Michaels & get some journal stamps!
2. Create a play list for your morning welcome!

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