Thinking Kit 1

Curate artifacts and create a visual thinking kit for a group of third graders to investigate.

The images should prompt them to think about an idea in art.

You will enact this kit in class with 4 of your peers. You will not talk while you facilitate this with your peers.

Your kit should be made for a real group of 4 children. That means you need to print as many images as needed for 3 people to use. They can share as they would in any second grade classroom. But just be aware that you are preparing for a table of 4 humans.

**Do not wait the day of class to print out your images!** This **always** causes delays.

(!) Be guided by the Text Reading Level example and Yardsticks pg 97-105 for 3rd Grade.

Part One: Mystery Images

Give your students images to observe. Don't talk. Give them one sentence of written instruction that tell them to organize the images on the table in any way they want. *If I was making a thinking kit about Monet's paintings of the Rouen Cathedral, I would have many prints of the different paintings he did of the cathedral with different light, climate, and time of day.*

Part Two: Guided Viewing

Remain silent. Hand students a note-catcher that guides their observations in some way. This may have a few words or one or two questions on it that guide what you want the students to notice and wonder in the images. They might move the images into new places as they look at them through the lens of your questions. *If I was making a thinking kit about Monet's paintings of the Rouen Cathedral, I might ask students how the paintings look alike and how the paintings look differently. I would ask this because I would want them to notice that they are all the same subject matter, but painted with very different colors and light.*

After you enact this thinking kit with your peers in class, they will discuss its effectiveness and you will take notes. For the rest of your thinking kit grade, you will do a second draft of your kit based on your feedback during this class.

At the end of class, turn in one clean copy of this first draft of this thinking kit to Anne.

THINKING KIT CRITERIA

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|  | ENACTMENT 3 points |
|  | Kit was enacted in the context of research and discussion with participants. |
|  | IDEA 2 points |
|  | Kit invites curiosity and inquiry, connecting to the life experience and concerns of the age group. |
|  | SEQUENCE 1 point |
|  | Layers are sequenced to build cumulative understanding and uncover the meaning of the idea without giving away all the answers at once. |
|  | RESOURCES 1 point |
|  | Artifacts (images) help students uncover meaning and thus lessen the need for “explaining” texts. |
|  | CLARITY 3 points |
|  | Text is clearly written and age appropriate, corresponding to text level indicator.  |
|  | Layers are visually organized so that they are easy to follow and understand. |
|  | Images and overall print quality is good and easy to view. |
|  | TOTAL |