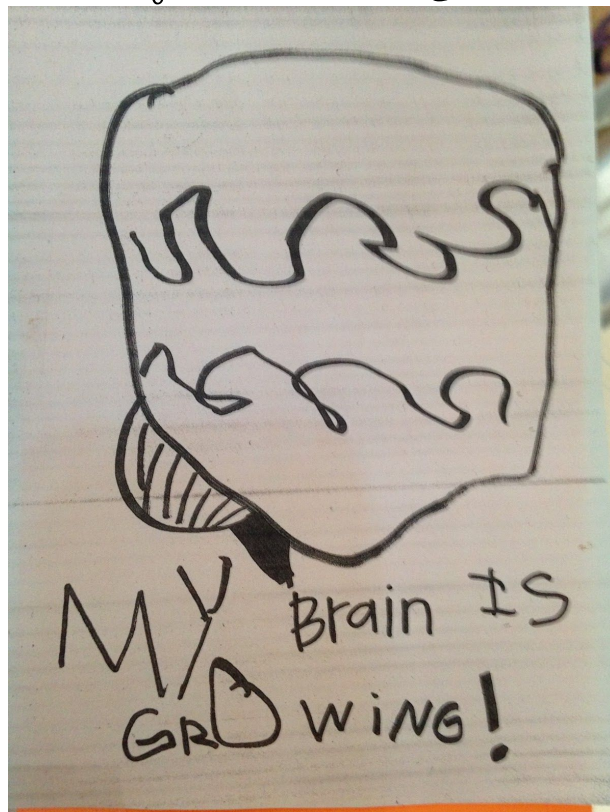


MINDSETS FOR LEARNING

*Teaching Strategies for Joyful,
Independent Growth*



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MINDSET STANCES

Stance	Your Visual	Definition	Possible “kid” Definitions
Optimism		Feeling hopeful that risks are worth taking and that problems will work themselves out.	<i>When you do something new, you think, “I can try” and give it your best shot because that’s how you grow.</i>
Persistence		Sticking with something even when it is challenging.	<i>When you try and try again even when it feels hard.</i>
Flexibility		Seeing and trying many possible actions within a task.	<i>When one thing doesn’t work, you try a different way.</i>
Resilience		Bouncing back and recovering from setbacks or failures.	<i>Bouncing back from trouble and trying again</i>
Empathy		The ability to feel how another person is feeling, and imagine what it would be like in another’s position	<i>When you feel someone’s feelings in your own heart</i>

MATCHING MINDSETS TO BEHAVIORS

If you see:	The child may need more:	You Might Teach Him/Her to Say:
<p>A child not starting the work</p> <p>A child who says he or she is “thinking” for a long period</p>	<p>Optimism</p>	<ul style="list-style-type: none"> ● I have done it before, I can do it again! ● I can try, the worst I can do is fail! ● I can try, let’s see what happens! ● I know the steps to start, let me say them again ● I can use tools in the classroom, let me look at them to get started
<p>A child scribble over or obliterate his or her work</p> <p>A child throw out work or continually restart</p>	<p>Resilience</p>	<ul style="list-style-type: none"> ● I made a mistake, it happens. I can look it over and see what I can change ● That was disappointing, but let me try again, I might get it ● That didn’t work at all! I will try something else ● I am going to take some time away and come back to this

<p>A child says the work is “boring”</p>		<ul style="list-style-type: none"> ● Let me think about the steps again, which one could I change?
<p>A child who tries one way and then is stuck</p> <p>One attempt at a task</p> <p>A child who says, “I’m done” very quickly</p>	<p>Flexibility</p>	<ul style="list-style-type: none"> ● What options do I have? ● That way isn’t working, what else can I do? ● What are all the ways I could solve this? ● Let me look at the tools in the classroom to help me think of <p>Options</p>
<p>A child with very little work</p> <p>A child who works a little then gets stalled</p>	<p>Persistence</p>	<ul style="list-style-type: none"> ● I am getting frustrated, but if I try again maybe I will get it ● I have gotten over tough spots before, I just need to stick with it a little longer ● I know the steps, let me do them one more time more slowly

INTEGRATING STORYTELLING WITHIN A DAILY FRAMEWORK

Time of Day	Ways to Integrate Storytelling
Morning Meeting	<ul style="list-style-type: none">• Open the day with a quick story of the day before• have children tell each other a story as you wait for children to settle in• put a picture up and have children tell a story about it
Reading, Writing, Math Workshops	<ul style="list-style-type: none">• start the lesson with a story, or by having a student share a relevant story• stop independent work mid-way through and tell a quick story of something you noticed• wrap the work time with a story
Transitions	<ul style="list-style-type: none">• tell the children gathered on the rug a story• spend the first few minutes back from lunch or recess with a story
Afternoon Meeting/End of Day	<ul style="list-style-type: none">• Look at schedule and tell a story from one part of the day• Have children share a story from the day• put a picture/piece of work up from the day have children tell a story about it
Anytime	<ul style="list-style-type: none">• keep a space in the room where you and your students can jot story ideas on sticky notes so you can tell them at other times

SUPPORTING STORY THROUGH QUESTIONING

Story Elements	Coaching Questions
Beginnings, setting the scene	<ul style="list-style-type: none">• what happened first?• who was there?• what did you see around you? use your five senses?• can you think of another way to begin- talking, action?• what story words could start this? once upon a time... one dark stormy night...?
Building tension	<ul style="list-style-type: none">• what did character say? do?• act it out- what actions go with that feeling?• make your voice match the mood, how does this part feel? how ill it sound?
Endings	<ul style="list-style-type: none">• can you say the big idea?• what happened last?• can you end another way- talking, action, feeling?

Sketch Out Your Story:

SUPPORTING RICH CONVERSATIONS
PROBLEM SOLVING WHOLE CLASS CONVERSATIONS

If..	Then try these (temporary) scaffolds...
Everyone talks at once.	<ul style="list-style-type: none"> • Try using a talking stick or ball to slow down the voices and have one person talk at a time. • Teach children a signal to use when they are done sharing their idea.
The conversation stalls out quickly.	<ul style="list-style-type: none"> • Teach children to ask questions ("tell us more about that" or "why?") or to ask for clarification ("I think you're saying... is that right?") or to disagree respectfully ("I hear what you're saying, but...") • Take a moment to turn and talk or stop and jot or stop and act to get students to rehearse their ideas 1:1 or alone before speaking in front of the whole group.
Some children participate much more than others.	<ul style="list-style-type: none"> • Teach children to monitor how much they're talking with a quick tally on a post it. Remind them that conversations are about contributions, not domination. • Explicitly teach phrases that invite quiet children to speak such as, "What do you think?"
Some children are more reluctant to speak	<ul style="list-style-type: none"> • make a personal tool with questions or prompts to use in conversation • Give concrete materials to the child (like a page from a book, or their own notes) to help them feel confident to share

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