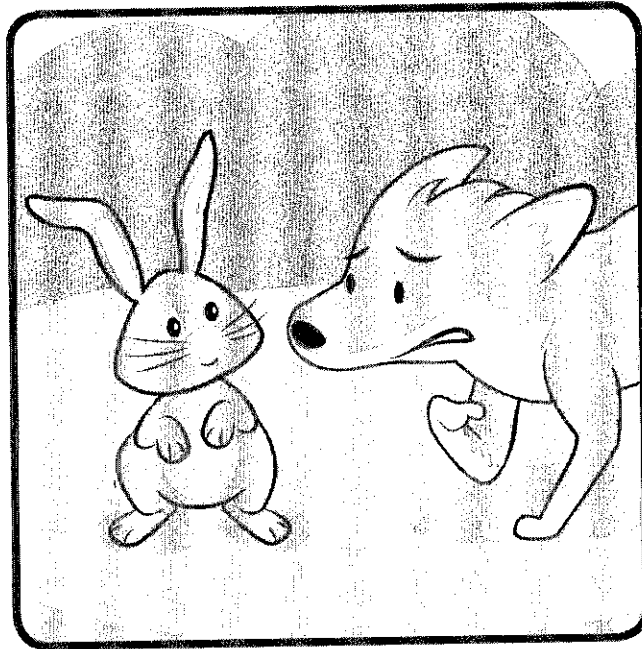


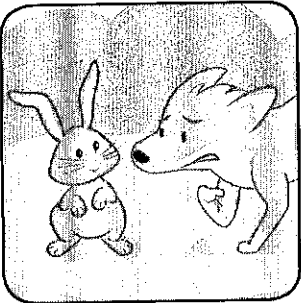
THE
HABITS OF MIND
INSTRUCTIONAL ANIMATIONS
BY **WonderGroveLearn™**



Thinking and Communicating with Clarity and Precision

Be clear!

Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.



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Expanded Learning:

- Striving for Accuracy
- Thinking About Your Thinking
- Thinking Interdependently

Materials Needed:

- "Thinking and Communicating with Clarity and Precision" video episode, DVD player, screen or monitor, drawing paper, pencils, crayons or colored pencils

Preparation:

- Familiarize yourself with the lesson, video, and the related fluency passage.
- Gather the needed materials in an appropriate area.

Breaking it Down:

- Establish an anticipatory set to get students to think about thinking and communicating with clarity and precision.
 - When you communicate with clarity and precision, you choose your words carefully to ensure that what you're saying or writing is accurate and makes sense. Think of a time when you had to explain something to someone. What did you do to make sure they could understand you?
- Watch the video, "Thinking and Communicating with Clarity and Precision."
- Discuss observations and thoughts about the video.
 - What did you notice about the way Peter tried to explain the story to Maria the first time in the video?
 - What did you think about the way Maria felt when she couldn't understand Peter's story?
 - What strategies did Peter use to help him communicate with clarity and precision in the video? (he closed his eyes and imagined what he was thinking, he chose his words carefully, etc.).

(Continued on next page)

Classroom Lesson Plan

"Thinking and Communicating with Clarity and Precision"

Grade: 1

Breaking it Down: *(Continued)*

- Complete the classroom activity.
- Open dialogue to summarize the learning.
- Invite applications of this Habit in school, at home, on the playground, etc.

Activity:

1. Write down different names of animals on little scraps of paper (e.g., dog, tiger, pig, etc.).
2. Group students into pairs.
3. Tell students to decide which person will be A, and which person will be B.
4. Hand out the scraps of paper with animals on them to all the A's, and drawing paper and coloring utensils to all the B's.
5. Instruct the A's to look at the animal they've been given and describe that animal to their partner without saying the name of it. B's then have to draw what they think the animal looks like based only on their partner's description.
6. Remind all the A's to choose their words carefully as they describe the animal.
7. When students are done, they can compare the drawing to the animal.
8. Hand out more animals to the B's and new drawing paper to the A's and instruct pairs to switch roles.
9. As a class, discuss any difficulties students had during the activity. Then, discuss strategies students can use to communicate more clearly and more precisely.

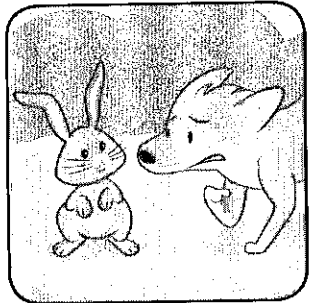
Open Dialogue:

- Have students share situations in school in which using clarity and precision is important.
- Ask students what could happen if clarity and precision were not used in those situations.
- Have students share situations outside of school in which using clarity and precision is important.
- Ask students what could happen if clarity and precision were not used in those situations.
- Have students share about a time someone did not understand them because they were not being clear and precise. Prompt students to discuss how they felt and what they did to solve the problem.
- Have students share about a time they could not understand someone because that person was not clear and precise. Prompt students to discuss how they felt and what they did to solve the problem.
- Discuss thinking strategies that students can use to help ensure that they are communicating with clarity and precision.

Capping it Off:

- Have students complete the practice math and language exercises.
- Have students color the associated coloring pages. Display within the classroom or have the students take them home to share with their families.
- Have students complete the active learning project.
- Encourage students to refer back to the animation, the printable book and fluency passage as needed.
- Reinforce the lesson throughout the year by using reminders, calling on students to give examples from their observations and experiences, and reviewing the episode.





Thinking and Communicating with Clarity and Precision

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Related Vocabulary Words:

- precise, accurate, communicate, detailed, thorough

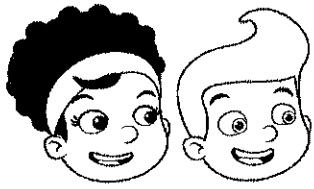
Materials Needed:

- Large copy of fluency for "Thinking and Communicating with Clarity and Precision" (This could also be hand-written on a whiteboard or typed on a projector), copies of the fluency passage for each student

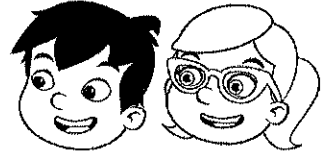
Activity:

1. After watching the video and completing the extension activities, gather the students so they can see the fluency passage for the day.
2. Ask your students to find the first word of the passage. Have them follow along and point to each word as you read.
3. Read the passage out loud, pausing at the last word of every sentence so that all of the students can finish the sentence together.
4. Have your students read together. Call one student up to point to the words while the rest of the class reads together (chorally) at your lead.
5. Point to words in random order. Have your students read these words together.
6. Post the fluency passage in the classroom. Have your students read it throughout the day.





Fluency Passage:



When I speak, I will try to be clear.

I will try to be precise by giving details and examples.

I will try to be accurate by making
certain what I am saying is right.

I will try to speak with clarity and precision.

When I write, I will try to choose my words carefully.

I will try to be detailed.

I will try to write with clarity and precision.

When I communicate, I will try to help my
friends understand what I am saying.

If they tell me they are confused,
I will give more details or examples.

I will try to communicate with clarity and precision.



Practice Exercises

Name: _____ Date: _____

"Thinking and Communicating with Clarity and Precision"

CHOOSING THE RIGHT WORDS

Help Peter tell his story with more clarity and precision.
Replace the underlined word with one of the words from the word bank.

fox hunters carrots adventure bunny

1. The story is about a cute animal with long ears and a fluffy tail.

2. One day, a creature with pointed ears told the bunny that hunters are coming.

3. The bunny led his friends on an epic thing across the meadow.

4. In the meadow, the bunnies found lots of stuff to eat.

5. The bunnies were safe from the people and lived happily ever after.



Practice Exercises

Name: _____ Date: _____

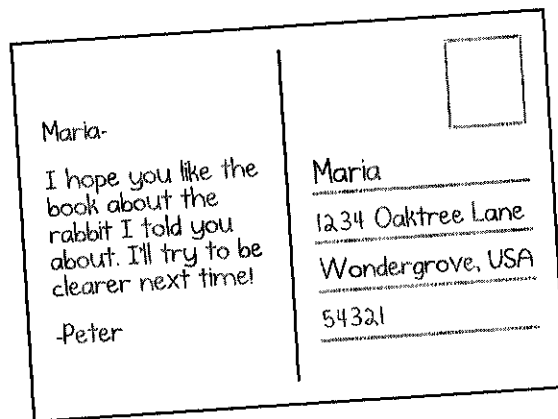
"Thinking and Communicating with Clarity and Precision"

WORD PROBLEMS

Draw pictures to help you solve the word problems below. If the word problem is not clear enough to solve, write what information you would need to solve it.

1. Peter read 4 books. Maria read some books also. How many books did they read in all? _____
2. In Peter's book, there was 1 bunny. That bunny led 5 more bunnies away from the hunters. On their way through the meadow, they met 4 more bunnies. How many bunnies are there in all? _____
3. Maria found 12 bookmarks on the bookshelf. Peter gave her 5 more bookmarks. Then, Maria gave a few bookmarks to Chris. How many bookmarks does Maria have left over? _____
4. Peter told 3 stories with clarity and precision. Maria told 6 stories with clarity and precision. Chris told 4 stories with clarity and precision. How many stories did they tell in all? _____





PRECISION POSTCARDS

Students will learn how to communicate with clarity and precision with this fun postcard craft!

Materials Needed:

- Postcard template
- Scissors
- Pencils
- Crayons or colored pencils
- Optional: Cardstock

Preparation:

- Make copies of the postcard template for each student. (Optional: You can print them on cardstock to make them more like real postcards.)
- Gather the needed materials in an appropriate area.

Steps to Success:

1. Pass out the postcard template to each student.
2. Tell students that they can write a postcard to anyone they want, as long as they communicate with clarity and precision.
3. Show students different aspects of a postcard (e.g., where to write the address, where the stamp goes, where to write the message, etc.).
4. Instruct students to write a message that is clear and precise so that the person they are sending it to can understand.
5. After the postcards are filled out, have students cut them out and draw a picture on the back.
6. Optional: If students choose not to mail them to anyone, they can design their own stamp.



Postcard Template

Name: _____ Date: _____

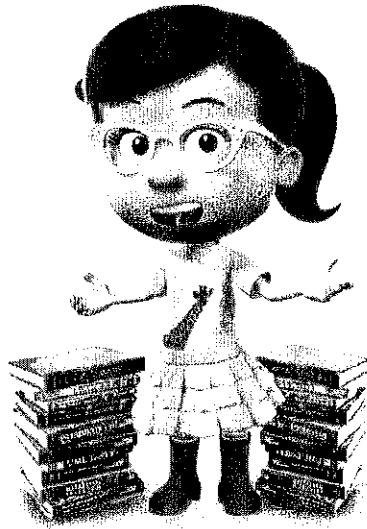
"Thinking and Communicating with Clarity and Precision"



Printable Book Instructions

"Thinking and Communicating with Clarity and Precision"

Grade: 1



PRINTABLE BOOK

This handy printable book is a great way to review what was learned.
And it can be easily referenced at any time!

Materials Needed:

- Printable book pages
- Scissors
- Stapler

Steps to Success:

1. Have students carefully cut along the dotted line that runs across the center of the page.
2. Have the students fold the book pages along the solid fold line that runs vertically down the center of the page.
3. Assist students in stapling the pages together.

Preparation:

- Print copies of the printable book pages for each student.
- Gather the needed materials in an appropriate area.



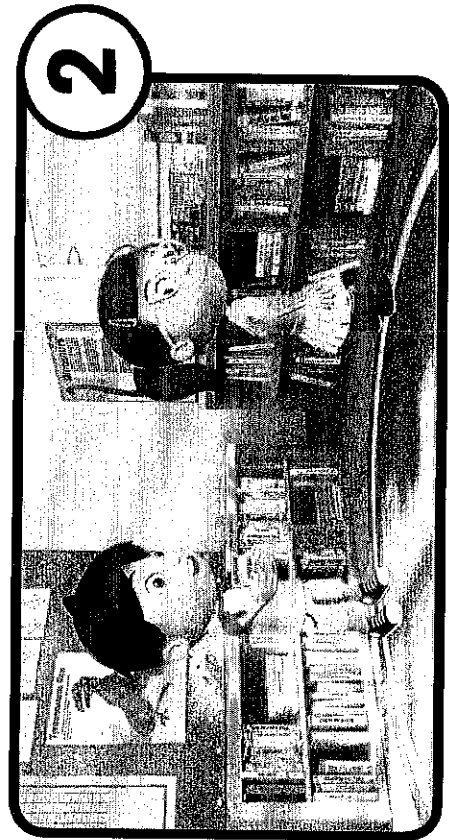
staple



This book belongs to:

staple

cut line

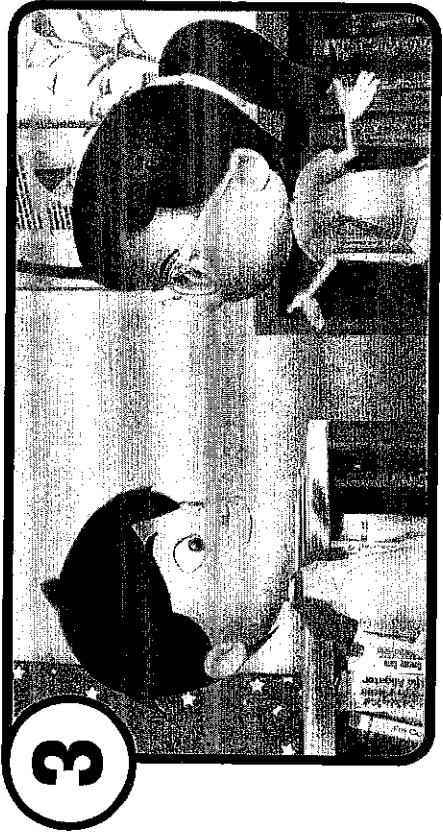


Peter told Maria about a book that he liked reading.

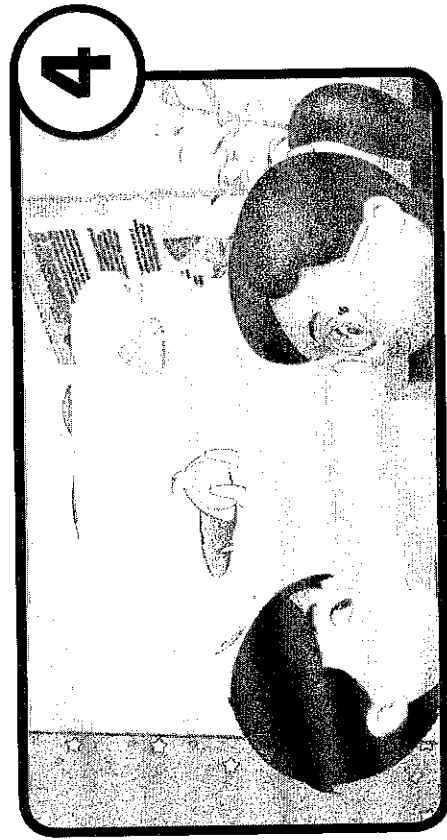
fold line



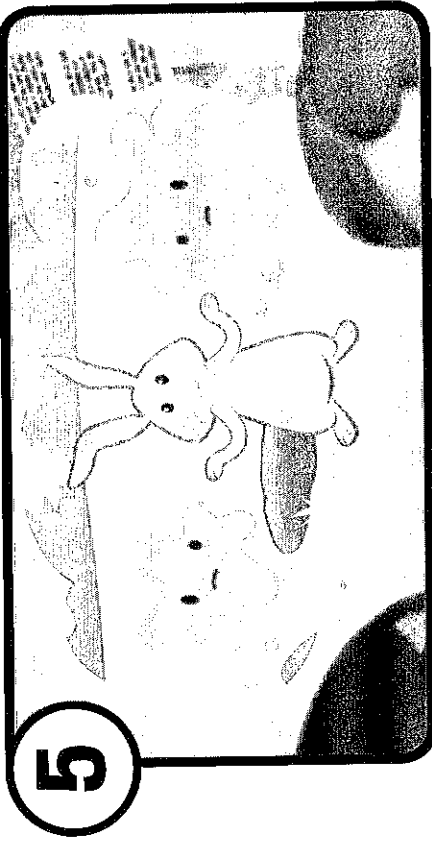
Maria was looking for a book to read.



"What is it about?" asked Maria.



Peter tried to describe the story...



...but he did not explain it clearly and Maria did not understand.



She reminded Peter to use clarity and precision.



Peter described the story again.

fold line

cutline



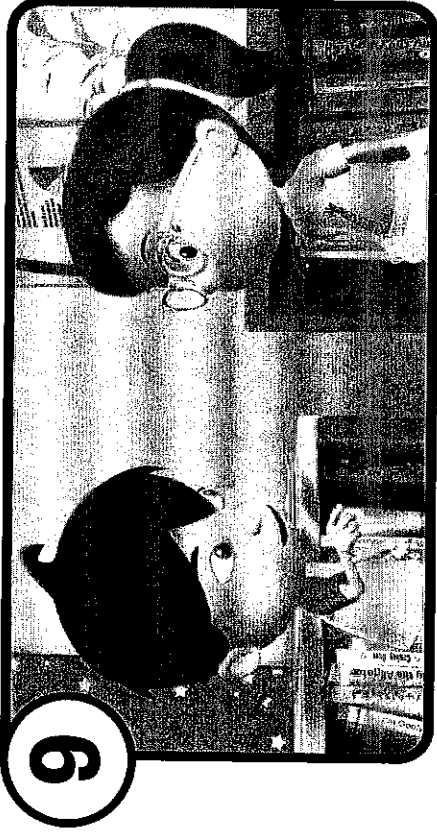
This time, he thought carefully about the words he used.

cut line



She was grateful that Peter used clarity and precision.

fold line



He described the story clearly and Maria understood.

staple

The end.

"Thinking and Communicating with Clarity and Precision"



"Thinking and Communicating with Clarity and Precision"

