My Mind Binder

A thinking workbook for the Mindful Garden of Verses

by MARIE CIOTA

BASED ON THE WORK OF ARTHUR COSTA, Ed.D and BENA KALLICK, Ph.D
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References: Learning and Leading with Habits of Mind and Habits of Mind Across the Curriculum 2009, ASCD

Educating for a more thoughtful world

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THIS BOOK BELONGS TO:
### Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1-3</td>
</tr>
<tr>
<td>What is a habit?</td>
<td>1</td>
</tr>
<tr>
<td>Habit: Persisting</td>
<td>4-7</td>
</tr>
<tr>
<td>The Skating Lesson</td>
<td>4</td>
</tr>
<tr>
<td>Habit: Managing Impulsivity</td>
<td>8-11</td>
</tr>
<tr>
<td>Candy Before Dinner</td>
<td>8</td>
</tr>
<tr>
<td>Habit: Listening with Understanding and Empathy</td>
<td>12-15</td>
</tr>
<tr>
<td>The Blue Dress</td>
<td>12</td>
</tr>
<tr>
<td>Habit: Thinking Flexibly</td>
<td>16-20</td>
</tr>
<tr>
<td>Papaś Van</td>
<td>16</td>
</tr>
<tr>
<td>Habit: Thinking about Thinking (Metacognition)</td>
<td>21-24</td>
</tr>
<tr>
<td>Colors</td>
<td>21</td>
</tr>
<tr>
<td>Habit: Striving for Accuracy</td>
<td>25-28</td>
</tr>
<tr>
<td>The Invitation</td>
<td>25</td>
</tr>
<tr>
<td>Habit: Questioning and Posing Problems</td>
<td>29-34</td>
</tr>
<tr>
<td>Small Men from Outer Space</td>
<td>29</td>
</tr>
<tr>
<td>Habit: Applying Past Knowledge to New Situations</td>
<td>35-38</td>
</tr>
<tr>
<td>Too Late at the Park</td>
<td>35</td>
</tr>
</tbody>
</table>
A habit is something you repeat and repeat, like saying “hello” to the people you meet. Some habits are good; some habits are bad. Some make you happy; some make you sad.

Habits are like a garden full of seeds. Some grow into flowers; others into weeds. Habits like exercising are good to do. Habits like smoking are bad for you.

Some habits are noisy like cracking your toes. Some habits are gross like picking your nose.

Once you have a habit it’s very hard to lose. So be very careful of the ones you choose.

Allow me to speak to you as a good friend. And suggest the habits that I recommend. They are habits for your mind – that’s right – just for you. They help you solve problems and know what to do.

As you turn the pages of this book and read each poem you’ll be welcoming great habits into your home.
Write each of these habits in the “good for you” or “not good for you” columns. Then add 5 habits you think belong in each column.

- brushing your teeth after every meal
- exercising
- smoking
- not wearing a seatbelt
- putting sunscreen on
- checking your work
- picking your nose
- being polite
- always talking in class
- grabbing things
- thinking before you do something
- trying again
- really listening to someone
- biting your fingernails
- imagining
- being creative

<table>
<thead>
<tr>
<th>Good for you!</th>
<th>NOT good for you!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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In the four boxes below draw people practicing two “good” habits and two that are not. Ask a partner to label them as “good for you” or “not good for you” and then explain to you why they think the way they do.
The Skating Lesson

Mama and I are skating on the pond in our back yard. She’s a really good skater but I think its very hard.

Mama glides around me and shows me what to do. How is she able to do that? Oh, how I wish I knew!

Mama smiles at me warmly as she watches me fall and fall. She says that getting up again is the most important lesson of all.
Persisting means to keep on going and to try even if something is very hard to do. It means not quitting no matter what!

1. Why do you think Mama says that getting up again is the most important lesson of all?

____________________________________________________________________________
____________________________________________________________________________

2. What are some things that you really had to keep on trying in order to learn them?

____________________________________________________________________________
____________________________________________________________________________

3. What made you keep on trying?

____________________________________________________________________________
____________________________________________________________________________

4. When you were younger, how did you learn to walk and talk and feed yourself?

____________________________________________________________________________
____________________________________________________________________________

5. What do you think might have happened if you didn’t keep trying?

____________________________________________________________________________
____________________________________________________________________________

6. How does the habit of persisting help you now?

____________________________________________________________________________
____________________________________________________________________________

7. What are some times when persisting may not be the right thing to do? (like asking your parents the same question over and over when their answer is still NO!)

____________________________________________________________________________
____________________________________________________________________________
Draw a picture of you doing something that took a long time for you to be able to do. Write about what it is and how you became good at it.
Explain how persistence has helped these people:

* an Olympic gold medalist

* the leader of your country

* a professional musician

* a person with a disability

* an animal trainer

* Think of people you know who use the Habit of Mind of persisting. Write their names here and give the reason you think they are persistent.
Candy Before Dinner

Oz wants to throw his spinach on the floor.
Shikia wants to put her little brother in the closet and lock the door.
Mikey wants to sneak some candy before dinner.
Mary wants to cheat at cards so she can be the winner.

Josh’s mom yelled at him; he wants to run away.
Numan doesn’t like homework; he only wants to play.
Lily wants to say she’s sick and stay home from school.
Rex wants to push his little sister in the swimming pool.

Carrie wants to write on the newly painted walls.
Kiritin wants to pretend he doesn’t hear when his Grandma calls.
They all want to do these things and that surely is a fact.
But they don’t because they all stop and think before they act.
Thinking Questions

1. Why do you think it is important to stop and think before you do something?

______________________________________________________

______________________________________________________

2. Tell about a time you did or said something before stopping to think.

______________________________________________________

______________________________________________________

3. Why did you regret your words or actions afterwards?

______________________________________________________

______________________________________________________

4. Why do you think that managing impulsivity is good for everyone?

______________________________________________________

______________________________________________________

5. In what ways do you think teachers use impulse control?

______________________________________________________

______________________________________________________

6. Describe a time when it would be OK to be impulsive.

______________________________________________________

______________________________________________________
Imagine a world in which there was no impulse control at all. Draw a picture of what you think the world would look like and write about it.
In one box below, draw a picture of someone who is managing his or her impulse control. You are the ARTIST. Tell a partner about your drawing and ask him or her to explain how the person is managing their impulsivity. Your partner is the AUTHOR. Switch roles and complete the second box together.

Name of Artist: ___________   Name of Artist: ___________
Name of Author: ___________   Name of Author: ___________
The Blue Dress

Mary Sue woke up at dawn
for this was the day on which she was born.
Today her favorite dress must be worn.
She called to her mother as if with a horn:

“I want to wear my blue dress!”
“You can’t; it’s dirty and quite a mess.”
“I want to wear my blue dress!”
“Wear your yellow one – please say yes.”

“I want to wear my dress that’s blue!”
“You can’t; it’s soiled and ripped, too.”
“I want to wear my dress that’s blue!”
“Wear the red one; it’s brand new.”

“I will only wear the one of blue.”
“You can’t; it simply will not do.”
“I will only wear the one of blue.”
“Wear a green one; you have quite a few.”

“BLUE BLUE BLUE BLUE BLUE BLUE BLUE!
“Will you please get that word out of your head!”
“BLUE BLUE BLUE BLUE BLUE BLUE BLUE!
“That’s all- no party! Get back into bed!”
1. Why do you think Mary Sue and her mom aren’t able to understand each other’s feelings?
_________________________________________________________________________
_________________________________________________________________________

2. What do you think they might do in order to change this?
_________________________________________________________________________
_________________________________________________________________________

3. Who do you think was “right” in this situation? _____________
Why do you think so?
_________________________________________________________________________
_________________________________________________________________________

4. Tell about a time when you were speaking to someone and that person just didn’t seem to be listening to you.
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

5. When have you ever found it difficult to understand how a certain person might be feeling?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

6. When did you really want something and you just couldn’t get your Mom or Dad to understand you?
_________________________________________________________________________
_________________________________________________________________________
What did you do? _______________________________________________________
How did you feel? _______________________________________________________
Here are two sets of people talking to each other. In the first set, pretend that the people are not really listening to each other. Write what they are saying in the word bubbles. In the second set, pretend that the people are really listening to each other. Write what they are saying in the word bubbles.
Interview someone in your class. Ask him or her to tell you his or her life "story". Listen really hard. When your partner is finished, tell him or her your life "story". After you both know the other's story, tell his or her story to the class. Remember to include as many details as you can and try to really explain what the other person told you.

Interview an adult either in school or at home. Once again, ask the person to tell you his or her life "story". Really listen to what is being said and try to understand what the other person was feeling when some of the events occurred. You may take notes if you like. In school, tell the class who you interviewed and then tell the class the person's story as if you were really the person. Let's see how well you were able to listen with understanding and empathy!
Habit: Thinking Flexibly

Papa’s Van

It’s Friday night and I’m happy as can be.
(Would you like to know why? Well, listen to me.)
Tomorrow my brothers and I are going to the shore.
(We haven’t been there in a year or more.)
We’ll all pile into my Papa’s van.
(He really is such a great old man.)
We’ll spend the whole day being sandy and wet.
(And won’t come home till we see the sunset.)

It’s Saturday night and I’m happy as can be.
(Would you like to know why? Well, listen to me.)
It rained all day long and there was even thunder.
(Why am I happy then? You may ask and wonder.)
My brothers and I went to Papa’s and helped work on his van.
(He really is such a great old man.)
We spent the whole day being grimy and covered with dust.
(And didn’t come home till our mom said we must.)

I don’t think it matters if there is rain or sun
I think what matters is being able to have fun.
1. What does it mean to be flexible?

______________________________________________________

______________________________________________________

2. What are some flexible objects?

______________________________________________________

______________________________________________________

3. Why do you think the boy was happy even after it rained and the trip to the shore was canceled?

______________________________________________________

______________________________________________________

4. Tell about a time when you were really looking forward to doing something or going somewhere and it was postponed or canceled.

______________________________________________________

______________________________________________________

5. How did you feel and how did you react when you found out?

______________________________________________________

______________________________________________________

(more questions on the next page)
6. What did you do instead?

______________________________________________________

______________________________________________________

7. Think of some people you know who are flexible. What do they do or say that tells you that they are flexible?

______________________________________________________

______________________________________________________

8. Describe someone you feel is not flexible. Why do you like to see them become more flexible?

______________________________________________________

______________________________________________________

9. What do you think might help them become more flexible?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________
Here are some inflexible statements. On the line underneath them, create a flexible statement.

*I will only eat chicken on Monday.
_____________________________________________________

*I am always right.
_____________________________________________________

*I MUST sit in the front seat of the car.
_____________________________________________________

*I will only play with kids who look like me.
_____________________________________________________

Create your own inflexible statements and ask a partner to turn them into flexible ones.

* ___________________________________________________________________

* ___________________________________________________________________

* ___________________________________________________________________

* ___________________________________________________________________
Think of a fairy tale, fable or story you know in which there are characters who have a problem getting along together (maybe Peter Pan and Captain Hook or the wolf and the three little pigs). In the box below tell one character’s side of the story and on the other side tell the other character’s point of view. Really think about what each one of the characters is thinking and feeling that might help to explain their actions.

<table>
<thead>
<tr>
<th>Name of Story</th>
<th>One Point of View</th>
<th>Other Point of View</th>
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<tbody>
<tr>
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</table>
Colors

My very best friend has moved away.  
My thoughts are stormy and darkest gray.  

I’ve been naughty and sent to bed.  
My thoughts are angry and fiery red.  

Today’s my birthday and I’m nine years old!  
My thoughts are shiny and glittery gold.  

I didn’t give up till the answer was right.  
My thoughts are triumphant and puffy white.  

I shouted out without stopping to think.  
My thoughts are squirmy and blushing pink.  

My brother stays up late because he’s thirteen.  
My thoughts are envious and wishful green.  

I didn’t lie and I said what was true.  
My thoughts are honest and noble blue.  

My dog is lost and might never come back.  
My thoughts are worried and cavernous black.  

My dog has been found and as you must know  
my thoughts are the colors of a joyous rainbow.
1. Write the color from the poem for each of the following emotions:
sad ____________________________________________
angry ___________________________________________
happy __________________________________________
triumphant ______________________________________
embarrassed _____________________________________
envious _________________________________________
truthful _________________________________________
worried _________________________________________
very happy ______________________________________

2. Tell about how your emotions can change during the day?
_______________________________________________
_______________________________________________
_______________________________________________

3. What do you think makes them change?
_______________________________________________
_______________________________________________
_______________________________________________

4. Describe what it is like to have more than one color emotion in your mind.
_______________________________________________
_______________________________________________
_______________________________________________
Think about your thinking. Next to each sentence color the face the color you think matches the emotion you are feeling. You can use the same color more than once.

*I'm lost at the mall.

*My friend got a new bike and I didn't

*I admitted that I did something I shouldn't have.

*I found five dollars.

*I burped out loud in class.

*I'm getting a puppy today.

*My team lost the game.

*I won the spelling bee.

*Somebody took my lunch money.

*It's the last day of school.

*My game has been canceled.
What kinds of places are best for you to do really good thinking, planning and decision making? Tell us about the place and then include a drawing, photo or magazine picture that shows what it looks like.

Draw and write about a place that is definitely not a good "thinking place" for you. Explain how you know this.
Habit: Striving for Accuracy

The Invitation

Sophie’s tenth birthday was not far away.  
She planned a party for her special day.  
All of her best friends would be invited.  
She knew they all would be quite excited.  
The invitations were pink; the words were red.  
When you opened them up, the inside said:  
“My party is on the third of June.  
It’s at my house and begins at noon.  
It’s sure to be lots of fun  
so hurry and let me know if you can come.”  
Sophie mailed each letter and waited for a reply.  
But not one came back and she wondered why.  
As the days went on, Sophie got sadder and sadder.  
And after that she got madder and madder.  
But her friends weren’t rude; Sophie was the one to blame.  
She had simply forgotten to include her name!  
Sophie forgot something important you see.  
She forgot to check for accuracy.
Thinking Questions

1. Why do you think it is important to check your work?
______________________________________________________
______________________________________________________

2. What happens in school if you forget to put your name on something?
______________________________________________________
______________________________________________________

3. What has happened if you handed in a test or homework that you didn’t check over first?
______________________________________________________
______________________________________________________

4. What do you think would happen if you weren’t accurate about:
*the amount of gas in your car
______________________________________________________
*the temperature of an aquarium filled with fish
______________________________________________________
*the phone number you give to a friend
______________________________________________________
*the amount of money you have in a bank
______________________________________________________
*the recipe for something
______________________________________________________
*when are some times in your own day that you must really be accurate?
______________________________________________________
Even if you use “spell check” on the computer, you still must check your work for accuracy. Circle the errors you can find in this story that was cleared by spell check. When you are finished checking, rewrite the story accurately.

Too buys watched a little aunt crawl buy. It was on its weigh two its whole. The aunt carried a smell peace of braid to the whole too chair with its fiends. It was a hippy day four the aunt because the boys did knot stop on her. The buoys want back two there house.

Create your own story with words that would pass spell check but are incorrect. Ask a partner to find and correct the errors.
Check these make believe tests for accuracy. If something is accurate, circle it in green. If something is inaccurate circle it in red AND correct it.

<table>
<thead>
<tr>
<th>Math</th>
<th>Spelling</th>
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<tbody>
<tr>
<td><strong>Name</strong>: Mary</td>
<td><strong>Name</strong>: Bob</td>
</tr>
<tr>
<td>2. (+ 3 = 10)</td>
<td>1. house</td>
</tr>
<tr>
<td>3. (8 - 6 = 3)</td>
<td>2. grean</td>
</tr>
<tr>
<td>4. (10 + 12 = 21)</td>
<td>3. teachr</td>
</tr>
<tr>
<td>5. (18 - 9 = 9)</td>
<td>4. people</td>
</tr>
<tr>
<td>6. (10 \times 3 = 30)</td>
<td>5. schol</td>
</tr>
<tr>
<td>7. (4 + 4 + 4 = 14)</td>
<td>6. united states</td>
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<thead>
<tr>
<th>Science</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td><strong>Name</strong>:</td>
<td><strong>Name</strong>: Bill</td>
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<tr>
<td>1. A bat is a bird.</td>
<td>4. George Washington was the first president of the United States.</td>
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<td>2. A dolphin is a mammal.</td>
<td>5. London is a city in France.</td>
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<td>3. All flowers are red.</td>
<td>6. Japan is a country in Europe.</td>
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<td>4. The sun sets in the East.</td>
<td>7. England has a queen.</td>
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<tr>
<td>5. Ice is water.</td>
<td>8. The Pacific Ocean divides the United States and Europe.</td>
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<tr>
<td>6. An apple is a vegetable.</td>
<td>9. Australia is a continent.</td>
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Small Men from Outer Space

My project is due this morning and I haven’t started it!
What can I tell my teacher so she doesn’t have a fit?

Should I tell her it was stolen by small men from outer space?
Or should I say that I am sick and have spots all over my face?

I wonder if she would believe that gorillas came and took it away?
Or that I thought the project was due two weeks from next Thursday?

What if I tell her my hamster ate it or it accidentally fell in the tub?
But wait.........I don’t have to fib because today we are having a sub!

(special thanks to my fourth grade student, Julia O’Sullivan, for the last line)
Rudyard Kipling was an author who lived in the 1800’s. (The Jungle Book was one of the many books he wrote.) Mr. Kipling also wrote this poem*:

I keep six honest serving men  
(They taught me all I knew);  
Their names are What and Why and When  
And How and Where and Who.

*First published in Rudyard Kipling’s “Just So Stories” (1902), in a poem accompanying the tale of "The Elephant’s Child."

Why do you think Mr. Kipling says that his “honest serving men” taught him all he knew?

______________________________________________________

______________________________________________________

How would people go about solving problems if the words what, why, when, how, where and who didn’t exist?

______________________________________________________

______________________________________________________
*Read the following paragraph and then write questions about it using each of the asking questions: who, what, where, when and why.

I was born quite a long time ago. I went to school in a one-room schoolhouse in my town. I thought my teacher was very nice. It took me a long time to travel to school. I had a favorite subject in school and a subject I didn’t like.

1. What does the word problem mean?

2. What do you think is the difference between a big and small problem?

3. Give an example of a big problem:

(more questions on the next page)
4. Give an example of a small problem:

________________________________________________________________________

________________________________________________________________________

5. Why do you think that not everyone agrees on what a big and small problem is for them?

________________________________________________________________________

________________________________________________________________________

6. What do you do when you have a problem?

________________________________________________________________________

________________________________________________________________________

7. Tell about a problem you had and how you solved it.

________________________________________________________________________

________________________________________________________________________

8. Tell how you have helped someone solve a problem:

________________________________________________________________________

________________________________________________________________________
Posing problems to yourself helps you think of several ways you might solve a problem.

Here are some examples of how posing problems might sound:

*What if I try to..........................
*Suppose I do this..........................
*I wonder if this would help..................
*Maybe I could ask.........................
*If it doesn’t work this way, what else can I do? ..................

Here are some situations. Pretend you are in each one and pose some problems to yourself to help find a solution.

*You are locked in your classroom.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*Your cat is at the top of a tree and won’t come down.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*Your mom’s birthday is in two weeks. You want to buy her a present but you don’t have any money.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
*Why do you think people ask questions?

______________________________________________________

*Why do you think some people feel shy about asking questions?

______________________________________________________

*Do you think it is possible for someone to know all the answers to all the questions in the world? _______ Explain why you think this way.

______________________________________________________

______________________________________________________

*What do you think your life would be like if you DID have all the answers to all the questions in the world?

______________________________________________________

______________________________________________________

*What would you do with all this knowledge?

______________________________________________________

______________________________________________________
Habit: Applying Past Knowledge to New Situations

Too Long at the Park

Max stayed too long at the park and had to walk home alone in the dark. 
He won’t do that again.

Emma pulled another girl’s hair and had to sit in the time out chair. 
She won’t do that again.

Ayana wouldn’t help clean up the classroom mess and had to stay in and miss recess. 
She won’t do that again.

Frankie ate the whole birthday cake – every single bite and now his new pants feel too tight. 
He won’t do that again.

Erika got 100 on her test and felt so proud because she did her best. 
She will do that again!
Thinking Questions

1. What is something you have done that you would definitely do again?
   ________________________________________________________
   ________________________________________________________

2. Why did you do it and how did you feel after you did it?
   ________________________________________________________
   ________________________________________________________

3. What is something you have done and would never do again?
   ________________________________________________________
   ________________________________________________________

4. Why did you do it and how did you feel about it?
   ________________________________________________________
   ________________________________________________________

5. What are some things that you now know about school and wish you had known when you were younger and first entering school.
   ________________________________________________________
   ________________________________________________________

6. Interview your mom, dad, grandparent, or another adult you know. Make up your own series of questions to ask them about things that they have done in their lives that they either would or would not do again and what their reasons are.
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
What can be learned from the following experiences?

*driving too fast
*swimming alone
*eating too much candy
*studying hard for a test
*getting a good night’s sleep
*telling the truth
*saving your money
*giving your mom a hug
*smiling at someone who looks lonely
*not doing your homework
*hurting someone’s feelings
*being polite when you want to be rude
Draw a line connecting the character with what they might have learned from their past experience.

* Cinderella  
  Don’t eat the house made of candy.

* Dorothy  
  A carpet is not just something to walk on.

* Pinocchio  
  Don’t touch spinning wheels.

* the Little Mermaid  
  Never take apples from a stranger.

* Hansel & Gretel  
  “Just say no to bullies.”

* Snow White  
  A wand is a useful thing to have.

* Sleeping Beauty  
  Stay away from Kryptonite.

* Simba  
  Don’t trust Uncle Scar.

* Aladdin  
  Your nose will grow if you lie.

* Harry Potter  
  There’s no place like home.

* Superman  
  Don’t trade your voice for legs.

On a separate sheet of paper, create some of your own and ask a partner to connect them.
Habit: Thinking and Communicating with Clarity and Precision

Word Clouds

My words are like a ship sailing softly on the sea. The voyage is often sunny and as bright as bright can be.

But sometimes darkness comes and word clouds chase the light. Then everything I try to say somehow doesn't come out right.

I just can't find the words to explain what I am thinking. No one understands me and I feel like I am sinking.

It's then that I remember the two life preservers on my boat. I take out clarity and precision and my word ship stays afloat.
1. Why do you think it is important to speak with clarity and precision?
_______________________________________________
_______________________________________________

2. What do you do when you tell someone something really important and they don’t understand you?
_______________________________________________
_______________________________________________

3. How do you feel when that happens?
_______________________________________________
_______________________________________________

4. Pretend that there is something that you really want to do or have. You ask your mom or dad and they say no. What do you think you could do or say to help them change their minds?
_______________________________________________
_______________________________________________

(more questions on the next page)
5. Make a list of people you rely on to communicate with accuracy and precision and explain why.

______________________________________________________________________________
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Here are some word clouds. Some of them are light and some are dark.

*Write thought sentences that can be clearly understood in the light ones.

*Write thought sentences that are confusing in the dark ones.
Change these unclear answers into ones that are clear and precise.

*Q: “Is it safe to land the plane?”
A: “If you think so.”

*Q: “What is the weather like?”
A: “Just the way I like it.”

*Q: “Who won the game?”
A: “The best team.”

*Q: “What is today’s date?”
A: “One more than yesterday.”

*Q: “Can I go out to play?”
A: “Maybe.”

*Q: “What time are we leaving?”
A: “Later.”

On a separate sheet of paper create your own questions and unclear answers and ask a partner to clarify them.
Habit: Gathering Data Through All the Senses

Morning in Spring

When I think of a morning in spring
    I see joyous flowers opening.
I smell the moist earth begin to wake.
I hear the noises newborn birds make.
    I taste syrup from maple trees.
I feel my hair blowing in the breeze.

When I think of a summer’s day
    I see children busy at play.
I smell hot dogs on the grill.
I hear crickets loud and shrill.
    I taste watermelon from a vine.
I feel sweat trickling down my spine.

When I think of a bright autumn day
I see farm stand pumpkins on display.
    I smell a pie in the oven to bake.
I hear leaves being piled by a rake.
    I taste an apple crisp and sweet.
I feel a soccer ball kicked by my feet.

When I think of a winter’s night
    I see a man of shimmering white.
I smell the smoke of a hearthside fire.
    I hear the singing of a choir.
I taste the mint of a candy cane.
    I feel the stinging of an icy rain.
1. Why do you think people have certain favorite things to see, hear, touch, smell and taste?
______________________________________________________
______________________________________________________

2. How do you think these things might change as a person gets older?
______________________________________________________
______________________________________________________

3. What are some of your favorite things to:
* see ____________________________________________
* hear ___________________________________________
* touch __________________________________________
* smell _________________________________________
* taste _________________________________________

4. What are some things you really don’t like to:
* see ____________________________________________
* hear ___________________________________________
* touch __________________________________________
* smell _________________________________________
* taste _________________________________________
Pretend you are in the following situations. Write about what all of your senses are experiencing.

1. You are on a roller coaster. You:
   * see ____________________________________________
   * hear ___________________________________________
   * feel ___________________________________________
   * taste __________________________________________
   * smell __________________________________________

2. You are in the school cafeteria. You:
   * see ____________________________________________
   * hear ___________________________________________
   * feel ___________________________________________
   * taste __________________________________________
   * smell __________________________________________

3. You are at an ocean beach. You:
   * see ____________________________________________
   * hear ___________________________________________
   * feel ___________________________________________
   * taste __________________________________________
   * smell __________________________________________

4. You are at the zoo. You:
   * see ____________________________________________
   * hear ___________________________________________
   * feel ___________________________________________
   * taste __________________________________________
   * smell __________________________________________

   (more questions on the next page)
5. Your teacher has sent you to the principal’s office. You:
*see ________________________________
*hear ________________________________
*feel ________________________________
*taste ________________________________
*smell ________________________________

6. You are the star of the school play and the curtain is just about to open. You:
*see ________________________________
*hear ________________________________
*feel ________________________________
*taste ________________________________
*smell ________________________________

Create a scenario and then ask a partner to tell about what his or her senses are telling him or her.
My House in the Tree

In my house high in the tree
I become who I want to be........
  a fierce tiger pacing in a cage
  a great actor performing on the stage
an astronaut traveling in a rocket towards Mars
  a wizard with bubbling potions in jars
   a sailor battling a storm at sea
  a chipmunk inviting friends to tea
  a mother bird with babies in her nest
  a pioneer in a wagon heading west
  a general watching a battle unfold
  a pirate opening a chest of gold
  a cloud fairy sprinkling rain on flowers
an enchanted butterfly with amazing powers
  an Iroquois chief living in a longhouse
   a silent owl staring at a mouse.
  All these things and more I can be
by entering my house high in the tree.
1. In this poem, the child likes to go to a tree house to pretend. Where and when do you find it easiest to pretend?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. What kinds of things do you like to pretend?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. How do you think that pretending helps your imagination grow?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

4. Do you think it is necessary to have a “special” place to pretend or can it happen anywhere?_________ Why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(more questions on the next page)
5. Do you think grownups pretend as well as kids?___________
Why do you think the way you do?
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

6. What do you think the world would be like if no one ever pretended to be someone or something different?
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
Pretend you are a visitor to Earth from outer space and draw a picture of yourself. Then describe yourself in writing. Be sure to include where you come from, what you eat, what you like to do and why you have come to earth.
Imagine yourself as an animal or insect. What kind of a creature are you? Draw a picture of yourself and tell about your life.
Using your imagination can often help to inspire new creations and inventions. Do some research and make a list of inventors and their inventions. Explain how their imagination helped to change the world.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
*Design your own invention. Tell what it is, how it works and why it will be good for the world. Draw and label your invention so we can see how it works. USE YOUR IMAGINATION!
I wonder if ants know they are small
and polar bears know they are really tall.
I wonder if penguins like looking all dressed up
And tea leaves enjoy filling a cup.

I wonder if daylilies have sweet dreams at night
and owls have nightmares when it’s light.
I wonder if fish like to swim in a lake
and oysters are proud of the pearls they make.

I wonder if the sun wishes it was cold
and the moon would like to be made of gold.
I wonder if grownups wonder again and again
or if the wondering will end when I turn ten.
1. What does the word “awe” mean?

2. What are some things that you are in awe of?

3. Must all questions have an answer?____________________
   The child in the poem wondered about a lot of things. Do any of those things really have an answer?

4. What do you think a person’s life would be like without a sense of wonderment and awe?

5. Think about people you are in awe of. Tell who they are and why you are in awe of them:

   *a character in a book ______________________________
   *someone in sports _______________________________
   *someone on T.V.________________________________
   *someone in politics______________________________
   *someone at school________________________________
   *someone in your family ____________________________
Write and draw about something in nature you are in awe of and the reasons why.
Write the word AWESOME in the most AWESOME way you can. Make your writing so AWESOME that even if I couldn’t read the word, I would still know that it meant AWESOME.

OR………………………..

Go to wordle.net. In the empty box write the word awesome and words that mean the same thing as awesome. . Hit the “go” button and watch how they get placed in an awesome way. Print it out and put it in your Mind Binder.
Off to the Circus

Dear Grandma:

I’m going to join the circus and perform lots of tricks. I’ll be the star of the center ring but I won’t take foolish risks.

Under my high-flying trapeze I’ll have a big safety net and the cannon I’m shot out of will be a fake one you can bet.

As my head goes into the lion’s mouth the crowd will loudly squeal. But I will only attempt this feat after he’s had a large meal.

The rope that I proudly walk on will be very tightly wound and I will make very certain that it’s only two feet off the ground.

So, don’t worry about me, Grandma as off to the circus I go. I will only take responsible risks.

love,
Your Grandson Joe
Thinking Questions

1. What does “take a risk” mean?

______________________________________________________

______________________________________________________

2. Name some risks that involve your physical well being.

______________________________________________________

______________________________________________________

3. What are some risks that involve your emotional well being?

______________________________________________________

______________________________________________________

4. How would you define a “foolish risk”?

______________________________________________________

______________________________________________________

5. When have you observed someone taking a foolish risk? What was happening?

______________________________________________________

______________________________________________________

6. When have you observed someone taking a responsible risk?

______________________________________________________

______________________________________________________

(more questions on the next page)
7. Do you think someone would be able to go through life without taking a risk?__________ Why do you think that way?

________________________________________________________________________

________________________________________________________________________

8. What is the biggest risk you have ever taken?

________________________________________________________________________

________________________________________________________________________

9. Why did you take it?

________________________________________________________________________

________________________________________________________________________

10. Would you do it again?_______Why?

________________________________________________________________________

________________________________________________________________________
Here are a few situations for you to pretend you are in. Use your imagination and explain how you could take either a responsible or foolish risk.

*swimming in a pool
responsible risk ____________________________________
foolish risk_______________________________________

*going on a roller coaster
responsible risk ____________________________________
foolish risk_______________________________________

*crossing the street
responsible risk ____________________________________
foolish risk_______________________________________

*riding in the school bus
responsible risk____________________________________
foolish risk_______________________________________

Make up your own situations and ask a partner to give responsible and foolish risks.

* _______________________________________________
responsible risk____________________________________
foolish risk_______________________________________

* _______________________________________________
responsible risk____________________________________
foolish risk_______________________________________
Dear Diary:
Today I took many foolish risks.
I __________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Because of these risks I ______________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Dear Diary:
Today I took many responsible risks. I _______________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Because of these risks I: ____________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Funny Bone

Three cheers for the funny bone,
that joyful little thing.
It appears when life’s too serious
and turns winter into spring.

It shoos away the darkness
that settles in your mind
and always brings a sunny side
to problems you may find.
1. Where do you think your funny bone is located?
______________________________________________________

2. Why do you think your funny bone is important?
______________________________________________________

3. Tell about a time when you were really sad and something funny came along and cheered you up.
______________________________________________________

4. When are some times in life that you shouldn’t joke around?
______________________________________________________

5. How can joking around hurt someone?
______________________________________________________

6. Would you rather be in a bad mood and taken to the toy store or be in a good mood and stay home? ______________________
Why do you feel that way?
______________________________________________________
Imagine that you have just slipped in a puddle and are covered with mud and your whole class is watching.

In the first box draw and write about your reaction if your funny bone is not working.

In the second box draw and write about your reaction if your funny bone is working.
Draw a picture of what you think your funny bone looks like.


What are your funny bone’s two favorite jokes?

😊


😊


Habit: Thinking Interdependently

The Broken Arm

Mother Goose broke her arm in a fall from a rocking chair.
All her friends decided to help by giving her lots of care.

Wee Willie Winkie ran through the town spreading the news near and far.
The cow that jumped over the moon brought fresh milk in a jar.

Peter went to his pumpkin shell and asked his wife to bake a pie.
The three little kittens washed her mittens and hung them out to dry.

Little Boy Blue went straight to the house to bring her a pile of hay.
Little Miss Muffet got off of her tuffet and offered some curds and whey.

Little Bo Peep found her sheep and brought warm wool for a shawl.
Humpty Dumpty stopped by for a visit before going to sit on his wall.

Old Mother Hubbard went to her cupboard and brought her very last crumb.
Little Jack Horner came out of his corner and delivered a sweet tasting plum.

The itsy bitsy spider wove some silk and made her a lovely sling.
The old woman who lived in a shoe brought all her children to sing.

Jack and Jill went up the hill to fetch some water for a bath.
The butcher, the baker and the candlestick maker brought their tub down the path.

Mother Goose was soon better and thanked her friends many times.
She then sat down and began to write a book filled with nursery rhymes.
Thinking Questions

1. Why do you think all of the nursery rhyme characters were so eager to help Mother Goose?

2. How do you think Mother Goose felt about receiving their help?

3. What kind of help would you have given to Mother Goose?

4. Tell about a time you helped someone.

5. How did you know the person needed help?

6. How did you feel after you helped?

7. Think about a time you needed help. Why did you need help?

8. How did you seek help?

9. How did you feel after you received the help?

10. What are some things in school that you like to work on with a group?

11. What are some things in school that you like to work on alone?

12. Why do you think this is?
Make a list of all of the kids in your class. Next to each name tell one thing that each one can do well. Make sure you include everyone, including your teacher and write only positive things.

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<th>Name</th>
<th>Skill</th>
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Draw an arrow $\rightarrow$ pointing to the places you and your family depend on. Draw a double arrow $\leftrightarrow$ showing the places that you depend on but also depend on you and your family.

Talk with a partner about why you choose to put an $\rightarrow$ or an $\leftrightarrow$. 
Habit: Remaining Open to Continuous Learning

My Granny

My Granny is going to college!
She says she wants to know more.
My Granny is going to college!
But why? She’s seventy four!

My Granny is going to have homework!
She’ll have to take music and art.
My Granny is going to have homework!
But why? She’s already smart.

My Granny is going to have teachers!
They’ll give her reports to do.
My Granny is going to have teachers.
But, can a granny learn something new?

My Granny is going to work hard!
She’ll graduate in a cap and gown.
My Granny is going to work hard!
But she’ll be the smartest one in our town!
1. Do you think Granny has made a good decision? ________
Why do you think that way?
______________________________________________________
______________________________________________________

2. What kind of advice would you give to Granny?
______________________________________________________
______________________________________________________

3. When do you think a person begins to learn things?
______________________________________________________
______________________________________________________

4. What are some of the first things a person learns?
______________________________________________________
______________________________________________________

5. Do you think there is a time when a person stops learning things? ________
   Explain why you think that way.
______________________________________________________
______________________________________________________

(more questions on the next page)
6. Do you think you have to go to college or some kind of school in order to learn new things? __________. How else do people learn new things?

____________________________________________________________________________________

____________________________________________________________________________________

7. Do you think there is a time when people stop learning things? __________. Explain why you think so.

____________________________________________________________________________________

____________________________________________________________________________________
*Make a list of the things you would like to know more about and the reason why.

*Ask your Mom or Dad or another grownup to tell you some things they would like to know more about and why. List the things here and give the reason why they want to know more.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*What do you wish your parents or teacher knew more about? Explain why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
Pretend that you are Granny’s teacher. What kinds of things are you going to teach her that you think will be important for her to learn? In the first box write the name of the subject. In the second box write the reason you think this is important for Granny to learn. In the third box give Granny a grade for the subject and explain why she got that grade.

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<tr>
<th>Subject</th>
<th>Reasons</th>
<th>Grade/Remarks</th>
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</table>
Marie Ciota began teaching in 1972. During that time she has taught nearly 1,500 children ranging in age from 4 to 13. She first became interested in the Habits of Mind over ten years ago when she was introduced to them by Art Costa and Bena Kallick. Her teaching and outlook on life has never been the same since. Ms. Ciota lives in Somers, New York with her wonderful daughter, Hope. She is a teacher in the Somers Central School District.