

Storyline Tool #1: Anchoring Phenomenon Routine

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|  | *Select your context for using this tool:* Analyzing Existing Curriculum Materials  * Planning to Teach With Existing Curriculum Materials * Adapting or Designing New Curriculum Materials | What materials are you working with? |

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| **Does the launch of the unit include these elements of the Anchoring Phenomenon Routine?** | | **Yes** | **No** | **➤ *Analyzing*: If you found evidence of this, what did it look like?**  **➤ *Planning*: What will you do when you teach this lesson to accomplish this?**  **Is there anything you need to add to the lesson?**  **➤ *Adapting*: How can you enhance these elements in the materials?** |
| **Element 1**  Explore Anchoring Phenomenon  *What do we notice?* | **1A:** Students explore an anchoring phenomenon and notice aspects that require key pieces of target DCIs to explain. |  |  |  |
| **1B:** Students go public with what they noticed. |  |  |
| **1C:** The class builds a record of what everyone noticed. |  |  |
| **Element 2**  Attempt to Make Sense  *How can we explain this?*  *Do our explanations agree?* | **2A:** Students generate initial explanations that elicit competing ideas about key pieces of the target DCIs. |  |  |  |
| **2B:** Students go public with their explanations. |  |  |
| **2C:** The class builds a record of areas of consensus and disagreement across everyone’s explanations. |  |  |

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| **Element 3**  Identify Related Phenomena  *Where else does something like this happen?* | **3A:** Students generate examples of related phenomena they have experienced. |  |  |  |
| **3B:** Students go public with related phenomena. |  |  |
| **3C:** The class builds a record of related phenomena. |  |  |
| **Element 4**  Develop Questions & Next Steps  *What do we need to figure out*  *to explain all of this?* | **4A:** Students generate questions that could lead to uncovering important ideas in the target DCIs. |  |  |  |
| **4B:** Students go public with their questions. |  |  |
| **4C:** The class builds a record of everyone’s questions. |  |  |
| **4D:** Students generate ideas for investigations that could lead to uncovering important ideas in the target DCIs. |  |  |
| **4E:** Students go public with their ideas for investigations. |  |  |
| **4F:** The class builds a record of everyone’s ideas for investigations. |  |  |