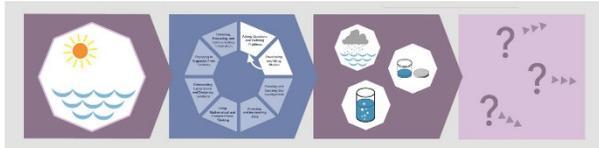


## Storyline Tool #1: Anchoring Phenomenon Routine

Explore Anchoring Phenomenon    Attempt to Make Sense    Identify Related Phenomena    Develop Questions & Next Steps



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?

Does the launch of the unit include these elements of the Anchoring Phenomenon Routine?		Yes	No	<ul style="list-style-type: none"> <li>► <b>Analyzing:</b> If you found evidence of this, what did it look like?</li> <li>► <b>Planning:</b> What will you do when you teach this lesson to accomplish this? Is there anything you need to add to the lesson?</li> <li>► <b>Adapting:</b> How can you enhance these elements in the materials?</li> </ul>
<p><b>Element 1</b> Explore Anchoring Phenomenon</p> <p><i>What do we notice?</i></p>	<p><b>1A:</b> Students explore an anchoring phenomenon and notice aspects that require key pieces of target DCIs to explain.</p>			
	<p><b>1B:</b> Students go public with what they noticed.</p>			
	<p><b>1C:</b> The class builds a record of what everyone noticed.</p>			
<p><b>Element 2</b> Attempt to Make Sense</p> <p><i>How can we explain this?</i></p> <p><i>Do our explanations agree?</i></p>	<p><b>2A:</b> Students generate initial explanations that elicit competing ideas about key pieces of the target DCIs.</p>			
	<p><b>2B:</b> Students go public with their explanations.</p>			
	<p><b>2C:</b> The class builds a record of areas of consensus and disagreement across everyone's explanations.</p>			

Does the launch of the unit include these elements of the Anchoring Phenomenon Routine?		Yes	No	<ul style="list-style-type: none"> <li>➤ <b>Analyzing:</b> If you found evidence of this, what did it look like?</li> <li>➤ <b>Planning:</b> What will you do when you teach this lesson to accomplish this? Is there anything you need to add to the lesson?</li> <li>➤ <b>Adapting:</b> How can you enhance these elements in the materials?</li> </ul>
<p><b>Element 3</b></p> <p>Identify Related Phenomena</p> <p><i>Where else does something like this happen?</i></p>	<b>3A:</b> Students generate examples of related phenomena they have experienced.			
	<b>3B:</b> Students go public with related phenomena.			
	<b>3C:</b> The class builds a record of related phenomena.			
<p><b>Element 4</b></p> <p>Develop Questions &amp; Next Steps</p> <p><i>What do we need to figure out to explain all of this?</i></p>	<b>4A:</b> Students generate questions that could lead to uncovering important ideas in the target DCIs.			
	<b>4B:</b> Students go public with their questions.			
	<b>4C:</b> The class builds a record of everyone's questions.			
	<b>4D:</b> Students generate ideas for investigations that could lead to uncovering important ideas in the target DCIs.			
	<b>4E:</b> Students go public with their ideas for investigations.			
	<b>4F:</b> The class builds a record of everyone's ideas for investigations.			