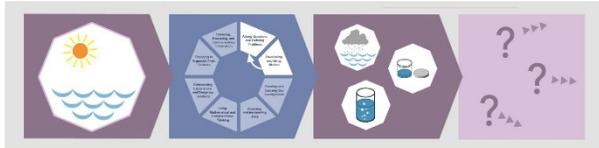


Storyline Tool #1: Anchoring Phenomenon Routine

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"> ► 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?
<p style="text-align: center;">Element 1 Explore Anchoring Phenomenon</p> <p><i>What do we notice?</i></p>	<p>1A: Students explore an anchoring phenomenon and notice aspects that require key pieces of target DCIs to explain.</p>			
	<p>1B: Students go public with what they noticed.</p>			
	<p>1C: The class builds a record of what everyone noticed.</p>			
<p style="text-align: center;">Element 2 Attempt to Make Sense</p> <p><i>How can we explain this?</i></p> <p><i>Do our explanations agree?</i></p>	<p>2A: Students generate initial explanations that elicit competing ideas about key pieces of the target DCIs.</p>			
	<p>2B: Students go public with their explanations.</p>			
	<p>2C: 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"> ➤ 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?
<p>Element 3</p> <p>Identify Related Phenomena</p> <p><i>Where else does something like this happen?</i></p>	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.			
<p>Element 4</p> <p>Develop Questions & Next Steps</p> <p><i>What do we need to figure out to explain all of this?</i></p>	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.			