

PETS™ and the Common Core Standards

| Learning Areas | Standard | Common Core Initiative Site Location | Thinking Strand |
|--|---|--|--|
| www.corestandards.org | | | |
| English Language Arts Standards | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | College and Career Readiness Anchor Standards for Reading »Key Ideas and Details #1 | Convergent/Deductive |
| | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | College and Career Readiness Anchor Standards for Reading »Integration of Knowledge and Ideas #8 | Evaluative |
| | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | College and Career Readiness Anchor Standards for Speaking and Listening »Comprehension and Collaboration #1 | Divergent |
| | Demonstrate understanding of word relationships and nuances in word meanings. | College and Career Readiness Anchor Standards for Speaking and Listening »Vocabulary Acquisition and Use #5 | Divergent |
| Mathematics Standards | Make sense of problems and persevere in solving them. | Introduction » Standards for Mathematical Practice | Convergent/Deductive |
| | Reason abstractly and quantitatively. | Introduction » Standards for Mathematical Practice | Convergent/Deductive Visual/Spatial |
| | Construct viable arguments and critique the reasoning of others. | Introduction » Standards for Mathematical Practice | Convergent/Deductive Evaluative |
| | Look for and express regularity in repeated reasoning. | Introduction » Standards for Mathematical Practice | Convergent/Deductive Evaluative |
| | Look for and express regularity in repeated reasoning. | Grade 1 » Introduction » Standards for Mathematical Practice | Convergent/Deductive Visual/Spatial |
| | Reason with shapes and their attributes. | Grade 1 » Introduction » Geometry | Visual/Spatial |

PROGRAM OVERVIEW

PETS™ has a two-tier delivery system which is easily facilitated by the classroom teacher or a visiting specialist. The first tier focuses on whole class enrichment activities for the entire grade level population. The second tier activities are used in small group settings to challenge the more capable students.

PRIMARY EDUCATION THINKING SKILLS I introduces six characters, each with a special thinking strategy:

Dudley the Detective — deductive logic
Sybil the Scientist — analytical thinking
Isabel the Inventor — inventive thinking
Yolanda the Yarnspinner — creative thinking
Max the Magician — visual perception
Jordan the Judge — evaluative thinking

PRIMARY EDUCATION THINKING SKILLS I

lays a strong foundation for **PRIMARY EDUCATION THINKING SKILLS 2** but is not a necessary prerequisite.

PRIMARY EDUCATION THINKING SKILLS 2 is a more complex development of the thinking strategies and introduces students to the terms convergent, divergent, visual, and evaluative thinking. Through stories and a series of whole class activities, the four units reintroduce the characters, each with its own special thinking strategy and goes on to show how the characters blend their thinking skills as they work together to solve problems. Additional activities are provided for small group lessons. These activities stimulate students with high-interest, challenging activities, many of which are hands-on. Detailed lesson plans are provided for all whole class and small group lessons.

Parallel to the instruction element of **PETS™** is a two-tier diagnostic tool for identifying talented learners. A behavioral checklist that is used by the classroom teacher during the whole group lessons provides information about students who show potential for each thinking strategy. Students demonstrating outstanding aptitude during the whole class lessons, as recorded on the checklist, are invited to participate in the small group lessons. A more detailed checklist is used during the small group lessons to better identify student levels of talent and abilities.

The **PETS™ 2** program is comprised of:

- twelve lessons for the whole class
- twelve activities for the small groups
- detailed lesson plans
- diagnostic checklists

