

This book provides an entry point for seeing through the lens of practice how to introduce and sustain the habits. The stories tell how teachers get started, how they integrate the habits into their curriculum, and how they have changed their ways of planning for curriculum through building lessons and units of study incorporating the habits. We suggest using visualization as one means to familiarize students with the Habits of Mind. To that end, we've included icons related to the Habits of Mind in Figure 1 (see p. x).

Although it might be easy to think of the habits as a set of behaviors that we want students to have so that we can get on with the curriculum that we need to cover, it becomes apparent that we need to provide specific opportunities for students to practice the habits. Habits are formed only through continuous practice. And to practice the habits, our curriculum, instruction, and assessments must provide generative, rich, and provocative opportunities for using them. So, for example, when we are concerned about persistence, we need to provide the kinds of problems and rich tasks that engage students and hold their attention long enough for persistence to be important. When we are concerned with the habit of metacognition, we need to provide opportunities for students to plan for, monitor, thoughtfully reflect upon, and become explicitly aware of how they are thinking. We, as teachers, need to interact with their metacognitive thinking so that we understand better how to reach each student and motivate learning. We need to continuously be asking, what have we done today that creates the opportunity for expressing wonderment and awe? Has there been a problem, an event, an observation that really deserves the exclamation "Awesome!"?

## **Our Purpose in This Book**

The intent of this collection is to provide a wide array of models of lessons. The models are not intended to be adopted or copied per se, but rather to serve as a stimulus for further development of additional lessons in a variety of content areas with diverse populations of students. We encourage schools and school districts to begin to collect archives of such locally developed and tested lessons that may be used for professional study groups, as models to orient new staff members, and to celebrate masterful accomplishments of the craft of teaching.

This book serves as an additional resource for teachers who are learning to implement the Habits of Mind. It builds upon the previous works on the Habits of Mind by Arthur L. Costa and Bena Kallick—namely, *Habits of Mind: A Developmental Series* (2000), which consists of the following volumes: *Discovering and Exploring Habits of Mind*, *Activating and Engaging Habits of Mind*, *Assessing and Reporting on Habits of Mind*, and *Integrating and Sustaining Habits of Mind*. And it is meant to accompany the most recent publication: *Learning and Leading with Habits of Mind* (2008), all published by the Association for Supervision and Curriculum Development.

The collection of stories presented in this book demonstrates that teachers deliberately adopt and assess Habits of Mind as outcomes of their curriculum and instruction. Focusing on, teaching, and encouraging growth in the Habits of Mind can change the design of their activities, determine their selection of content, and enlarge their assessments. The collection also illustrates that there are many ways to teach the habits. You are encouraged to refer to Chapter 5 “Is Your Instruction Habit Forming?” in *Learning and Leading with Habits of Mind*, where you will find several approaches to designing lessons with Habits of Mind in mind.

## How the Book Is Organized

In this book we have carried over and updated some of the chapters from our earlier book *Activating and Engaging Habits of Mind*. And we have added new chapters, most of which represent a different discipline and developmental age group.

After laying the groundwork in Chapter 1, we move on in Chapter 2 to a delightful piece by Nick D’Aglas of Victoria, Australia, whose culinary skills have obviously improved with the Habits of Mind. His survey may also serve as a review of the 16 habits.

We are often asked, “Where do I start?” In Chapter 3, Lisa Davis-Miraglia suggests you start with your own students and gives many classroom examples of how to begin.

Alan Cooper and Georgette Jenson from New Zealand get down to specifics in Chapter 4 and present helpful ways to make the Habits of

I was impressed by the amount of things these little kids know, but I also had to use a lot of *listening with empathy* as they were very quiet. I had to use a lot of *flexibility* in my thinking, as some things they said did not fully make sense. Our group had to be very *persistent* with our little one as she gave up easy. We had to use a lot of *clarity* in our language, as she was only little. We also had to *manage a lot of impulsivity* by not telling Laura the answers. We had to do a lot of *questioning* to get her on the right track. I really enjoyed helping this child. I hope it helped her a lot. I also had to check for a lot of *accuracy* and make sure I was writing down what she told me. I think it's a great idea to help little children like that.

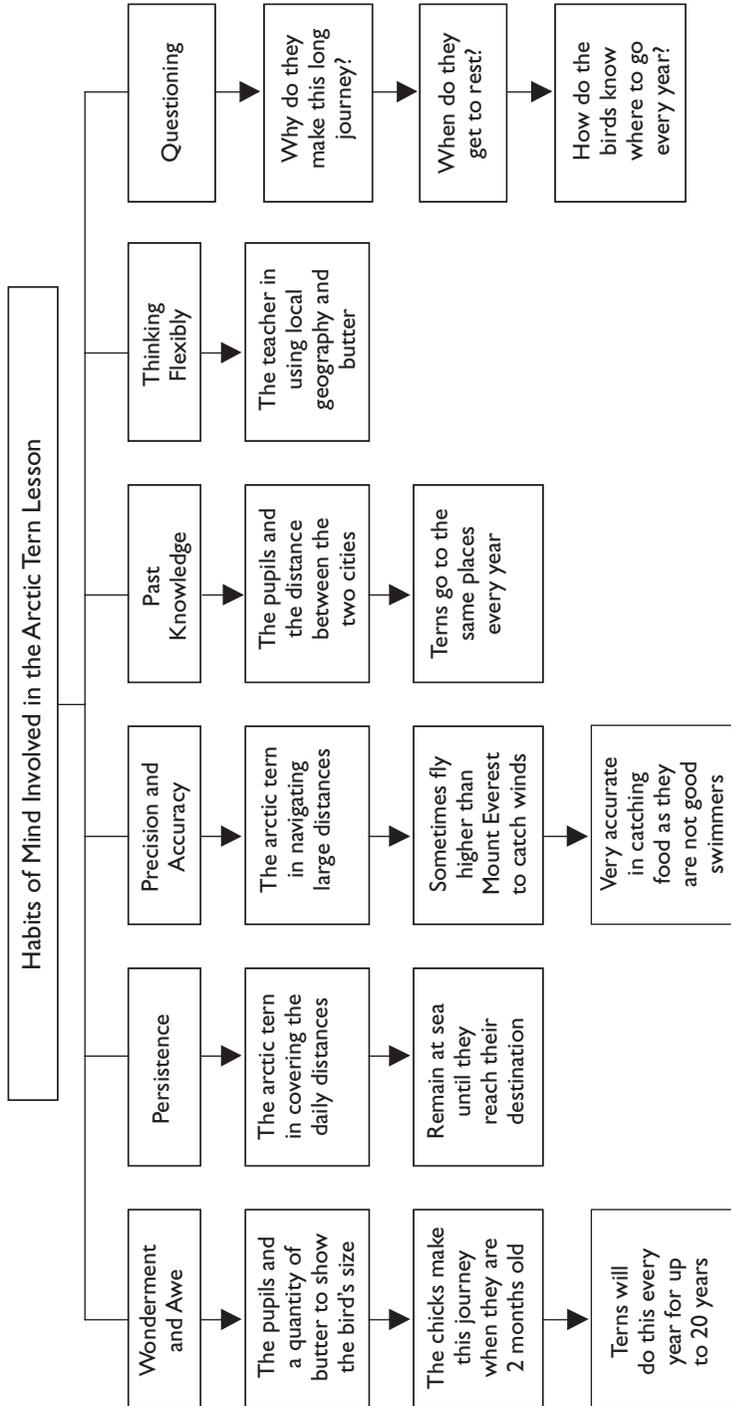
## **Integrate Habits of Mind Directly into Curriculum and Instruction**

If the Habits of Mind are to be an important part of the culture of the school, there needs to be a process for them to be explicitly integrated into the delivery of the curriculum and used in every lesson and in every activity. If students are not aware of the habits, their ability to become independent, lifelong learners is compromised and stunted—even prevented.

Georgette's study of the arctic tern is an example of how this integration is done and shows how the habits can be highlighted both in subject matter content and in delivery of instruction. The arctic tern is a small seabird that has earned the reputation of being the champion of migratory birds. Each year it makes a journey of 21,700 miles (35,000 kilometers)—roughly the circumference of the earth. To make this journey, the arctic tern requires committed *persistence* because the loss of even a day could put it behind schedule and cause it to die. To maintain its *persistence*, the tern breaks down its long journey by pacing itself. This pacing allows even a young bird to cover enormous distances. One such bird tagged in the Arctic Circle (the terns' breeding ground) was found 11,000 miles (17,600 kilometers) south less than three months later.

To ensure that the lesson on the arctic tern would have *clarity and precision*, Georgette devised a flowchart that gave both her and her students a clear and precise visual overview of the lesson (see Figure 4.3).

**FIGURE 4.3**  
**Example of How Habits of Mind Relate to Lesson Content and Instruction**



to probe and discover the text, why didn't they do so? While we were studying *The Great Gatsby*, I asked students in my Advanced Senior Writing Seminar to analyze the novel in terms of Costa and Kallick's Habits of Mind. Beginning with basic discussions of the kinds of behavior apparent in the novel's main characters, they seemed to recognize quickly Jay Gatsby's creativity and persistence, Nick Carraway's wonderment and ability to listen to others, and Daisy Buchanan's impulsivity.

Moving beyond surface evaluations, I asked them to consider how the characters could have behaved more intelligently and to name alternative strategies the characters could have used. With their texts in one hand and the list of the Habits of Mind in the other, they explored the novel with little help from me. All their observations were formed first by their close reading of the text. But their understanding deepened when they pointed to specific instances where a systematic method of problem solving would have changed the direction of the novel's tragic outcome.

For example, they acknowledged that Nick Carraway had the advantages of being a careful listener and of drawing on past knowledge to change the course of his own life. This observation prompted them to think about themselves and their choices. In the course of this exploration, I saw a shift in the classroom from the teacher asking all the questions to students asking questions about the characters, which propelled further discussion. How did Nick make up his mind about Gatsby? What questions did Nick ask? How creative was Gatsby beyond his conception of himself?

Eventually, students drifted into conversations about their own Habits of Mind. Typically I would ask, "How, in fact, did you make up your mind about Nick? In what specific ways did you think about this novel? What were the literary devices that helped you to uncover character motivation and, going further, to think about your own behavior, your own choices?"

In developing their essays about Nick, students were drawn to his steady voice in the midst of chaos. They decided his strength was his ability to approach conflict in alternate ways. Nick maintains his loyalty to Gatsby, even when all others have abandoned Gatsby, and he is mature in the face of the disorder around him. Nick is not a gossip or a judge as he perseveres in his commitment to ensure that Gatsby's funeral be appropriate to his "romantic readiness." Students responded instinctively