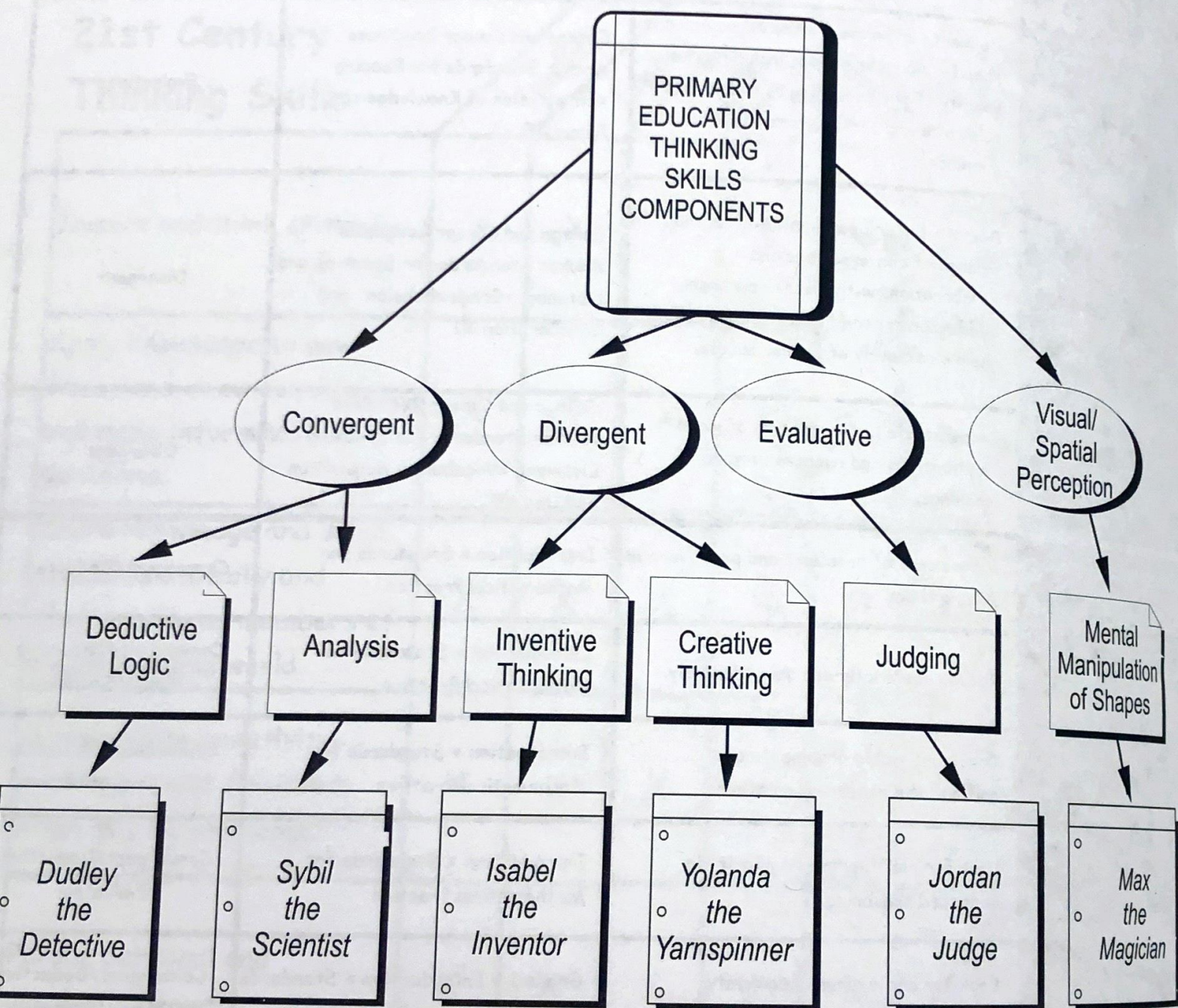


# PROGRAM OVERVIEW

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.

At the beginning of each of the six units, a character from PETS™ introduces a high level thinking skill used in his or her job to solve problems.





# PETS™ and the Common Core Standards

Learning Areas	Standard	Common Core Initiative Site Location	Thinking Strand
<a href="http://www.corestandards.org">www.corestandards.org</a>			
<b>English Language Arts Standards</b>	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
<b>Mathematics Standards</b>	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



# PETS™ (Primary Education Thinking Skills)

## DEFINITION

... is a systematized enrichment and diagnostic thinking skills program that can be easily integrated into an existing primary curriculum. PETS™ serves the dual purpose of helping in the identification of academically talented students and teaching students higher level thinking skills.



Dudley the Detective



Isabel the Inventor



Sybil the Scientist



Yolanda the Yarnspinner



Max the Magician



Jordan the Judge

## PROGRAM RATIONALE

PETS™ follows the taxonomy outlined by Benjamin Bloom, presenting lessons in analysis, synthesis, and evaluation. These higher order skills are less emphasized in most primary curricula, yet students of all ability levels have shown interest in and understanding of these different types of thinking.

PETS™ also provides teachers with the opportunity to identify talented students early in their school careers and to implement a curriculum which will best suit their special needs. This identification occurs in the classroom setting.

The format of the PETS™ delivery system follows a modification of the Triad Model posed by Dr. Joseph Renzulli. The entire class is given the opportunity to experience the challenge of the new thinking skill. Based on teacher observation and student interest, a small group of students is then given further opportunity to explore the thinking skill in a variety of in-depth activities. During the small group activities, the teacher is able to evaluate student potential further and to plan student programming accordingly.