

# Concept Anchoring Routine Implementation Checklist

Directions: Put a checkmark (✓) by each behavior that occurs.

Teacher: \_\_\_\_\_

Coach: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Concept: \_\_\_\_\_

Full Session \_\_\_\_ or Partial Session \_\_\_\_

Length of Session \_\_\_\_\_

## OVERALL the teacher...

Ensured all students were writing on their diagrams      Comments:  
Kept a lively pace  
Involved a large majority of students

## CUE the teacher...

Named the Anchoring Table, or students named      Comments:  
the table  
Explained or elicited how it will help students  
Emphasized importance of the topic  
Handed out blank Anchoring Tables  
Explained or elicited expectations

## DO STEP 1: Announce the new concept the teacher...

Announced the new concept      Comments:  
Wrote the name of the new concept in Section 1

## DO STEP 2: Name known concepts the teacher...

Named the known concept      Comments:  
Wrote the known concept in Section 2  
Explained that it is similar to new concept

## DO STEP 3: Collect known information the teacher...

Collected known information from the students by      Comments:  
brainstorming a list of words  
Wrote known information in Section 3 as it was  
contributed

#### DO STEP 4: Highlight the characteristics of known concept the teacher...

Highlighted the characteristics of the known concept by underlining items necessary for the analogy  
Created a short phrase or sentence for each piece of underlined known information that captured the characteristic of the known concept  
Introduced other characteristics of the known concept as needed

Wrote the characteristics of the known concept in Section 4  
Wrote items in the appropriate order to make the analogy work  
Comments:

#### DO STEP 5: : Observe characteristics of new concept the teacher...

Introduced or elicited the characteristics of the new concept that are parallel to the characteristics of the known concept already listed in Section 4  
Wrote short phrases or sentences in Section 5 about the characteristics of the new concept

Wrote items in the appropriate order to make the analogy work  
Comments:

#### DO STEP 6: Reveal characteristics shared the teacher...

Elicited names for shared characteristics between the known and new concept from the students  
Wrote short sentences or phrases about shared characteristics in Section 6

Comments:

#### DO STEP 7: State understanding of new concept the teacher...

Elicited statements summarizing an understanding of the new concept from the students  
Wrote the summary information in Section 7

Comments:

#### REVIEW the teacher...

Elicited answers to questions related to the characteristics of the new concept  
Elicited answers to questions about the shared characteristics between the two concepts  
Elicited answers to questions about the definition of the new concept  
Elicited answers to questions to review the process of using an analogy to help the students learn

Comments: