

Decisions: The First Two Seconds

We live in a world that assumes that the quality of a decision is directly related to the time and effort that went into making it. When doctors are faced with a difficult diagnosis, they order more tests, and when we are uncertain about what we hear, we ask for a second opinion. And what do we tell our children? Haste makes waste. Look before you leap. Stop and *think*. Don't judge a book by its cover. We believe that we are always better off gathering as much information as possible and spending as much time as possible in deliberation. We really only trust conscious decision making. But there are moments, particularly in times of stress, when haste does not make waste, when our snap judgments and first impressions can offer a much better means of making sense of the world.

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assumes

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diagnosis

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particularly

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impressions

The Summit

The weather for Everest seemed practically perfect. Insulated as we were in all our down clothing and windproofs, we suffered no discomfort from cold or wind. However, on one occasion I removed my sunglasses to examine more closely a difficult section of the ridge but was very soon blinded by the fine snow driven by the bitter wind and hastily replaced them. I went on cutting steps. To my surprise I was enjoying the climb as much as I had ever enjoyed a fine ridge in my own New Zealand Alps.

The ridge continued as before. Giant cornices on the right, steep rock slopes on the left. I went on cutting steps on the narrow strip of snow. The ridge curved away to the right and we had no idea where the top was. As I cut around the back of one hump, another higher one would swing into view. Time was passing and the ridge seemed never-ending. I was beginning to tire a little now. I had been cutting steps continuously for two hours, and Tenzing, too, was moving very slowly. As I chipped steps around still another corner, I wondered rather dully just how long we could keep it up.



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DAR Levels 0-9/10

Strategies: Teacher AND Student Identification of Difficult Words

Student: _____ Grade: _____ Date: _____

1st Passage Title: _____ 1st Passage Level: _____

2nd Passage Title: _____ 2nd Passage Level: _____

Did previewing the words on the list improve the student's accuracy in oral reading? Y or N
Explain:

Was the student able to predict which words would be difficult? Y or N
Explain:

Did one of these strategies result in more difficult words being read correctly by the student? Y or N
If Y, which strategy? Teacher Identification or Student Identification
Explain:

Table with 2 columns: During this activity, the student seemed: (checkboxes for engaged levels and other) and Additional Comments: