

# Teaching Students to Think Critically



Presented by Donna Whyte

# Independence Strategies

- Bouncing Ball Theory
- Think Signal
- Talking Sticks
- Help Signal
- Expert Book
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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Collaboration

~ art of working, one with another; cooperating & understanding what others have to offer to achieve a shared goal

# Activities

- Pros/Cons -
- Fishbowl -
- Group ~ Work ~ Stop and Share -
- Charting -

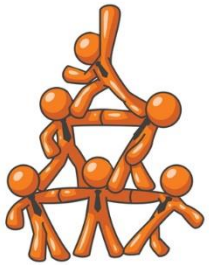
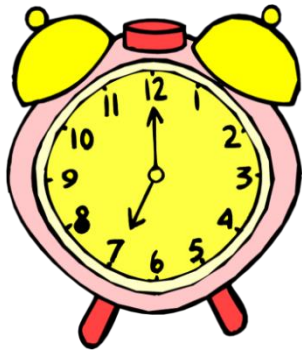
# Activities

- Everyone "in"! -
- Classroom Quilt -
- Puzzle ~ Mural ~ Game Board

# Roles of Group Member

- Mr./Ms Time Keeper ~ Manages Time/Tracks Time
- Recorder ~ Takes notes/Keeps a Checklist
- Questioner ~ Designs/Leads Discussions
- Lead Smartie ~ Keeps the Focus and Motivates the Group
- Material Guru ~ Oversees Materials/Storage

# Role Cards





Strategy

How to do it

What it does

## Chunking

- Stop every 2-5 minutes during a presentation or reading and ask students to THINK
- Chunking makes time for thinking. If you don't stop to make sure students are thinking during direct instruction, they probably aren't.

Strategy

How to do it

What it does

## Think-pair-share

- Pose a question to the class. Good questions ask students to do more than just repeat what you have told them. Ask them to make predictions, judgments, or connections between two ideas. Give them 15 seconds to think of an answer and then have them share with a partner.
- This requires EVERY student to think and holds them accountable because they have to share their thoughts out loud. You can listen in to hear which students are on track in their thinking and which students are having trouble with their ideas.

Strategy

How to do it

What it does

## Non-linguistic representations

- Ask students to transform the ideas that you have presented in words into a non-linguistic representation. This might be a diagram, a picture, a symbol, etc. Then ask some students to present their work to the class.
- When students translate ideas into a new form, in this case an image, they are doing more than just comprehending or remembering what you say. This especially helps students who are visual learners.

Strategy

How to do it

What it does

## Analogies

- Ask students to fill in the blank: \_\_\_\_\_ is like \_\_\_\_\_ because \_\_\_\_\_. Then give them a menu of images or symbols to choose from. They can either write their analogy down or share out loud.
- This encourages students to make creative connections and, like non-linguistic representations, helps visual learners.

Strategy

How to do it

What it does

Four corners ~ (vote with your feet)

- After presenting several competing ideas, ask students to stand up and move to different corners of the room to indicate their preference. For instance, you might ask them which character in a story possesses a certain characteristic. List 4 characters, one for each corner of the room. Once they pick a corner, students discuss why they chose that option with others who agree.
- This requires every student to make a choice by quickly thinking and evaluating several different ideas. Then they have to defend their choices by explaining their thought process out loud.

Not  
Available

Flash



Not  
Available

Flash

