

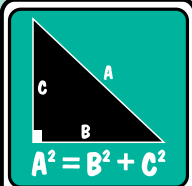



THINKING SKILLS FRAMEWORK

HIGHER ORDER SKILLS

FOUNDATION SKILLS

| 1. Thinking Skills & Task Verbs The Task 'WHY' | 2. Bloom's Six Thinking Levels The Broad 'WHY' | 3. Sentence Starters The 'WHAT' | 4. Thinking Tools The 'HOW' |
|--|---|---|---|
| <p>Create Elaborate Extrapolate Invent Forecast Formulate</p> <p>Generate Hypothesise Modify Organise Plan Propose</p> |  <p>DESIGN</p> <p><i>Acting like an inventor, experiencing 'WOW light bulb' moments for new products, ideas or processes</i></p> | <p>Formulate a set of criteria to judge... Compose a song, jingle or rap to... Plan an argument to persuade people to... Generate key questions for... Create a role play/experiment to... Modify an existing project studied so that... Organise a personal action plan to...</p> | <p>1:4:Publish:Circle:Refine FRESH Pros:Cons:Improve Real Problem-Solution 1 & 2 Word/Image Association Y Chart, Split Y Chart</p> |
| <p>Argue (for/against) Assess Conclude Decide Determine Judge</p> <p>Justify Prioritise Rate Recommend Select Verify</p> |  <p>EVALUATE</p> <p><i>Acting like the Scales of Justice to 'weigh up' the evidence to make and justify a decision based on the Analysis data</i></p> | <p>Determine to what extent... Decide which of the two...would be better for... Justify the decision of... Judge which is more effective, A or B. Evaluate the effectiveness of... Select which is the best option...or... Rank the following from...to most...</p> | <p>Court Case Decision-Making Matrix Extended PCQ Extent Barometer Extent Barometer with Perspectives Tournament Prioritising Y Chart</p> |
| <p>Argue (about) Compare Complex Summary Contrast Differentiate</p> <p>Discuss (in depth) Distinguish Explore Investigate Separate</p> |  <p>ANALYSE</p> <p><i>Acting like a Microscope to identify the component parts of an issue, situation or object</i></p> | <p>Examine...from at least 4 perspectives... Discuss the similarities and differences of... Investigate all factors that could influence...in... Explain how parts interact in... Explore research on the issue of...in order to gain a deeper understanding of... Compare the pros and cons of...</p> | <p>Double Bubble Map Icon Prompt KWL, KWHL PCQ, Extended PCQ S.W.O.T. Analysis T Chart Y Chart</p> |
| <p>Arrange Calculate Compile Complete Construct Demonstrate</p> <p>Extrapolate Illustrate Practise Show Solve Use</p> |  <p>APPLY</p> <p><i>Acting like a Formula, to apply new skills, rules and concepts to related and new situations</i></p> | <p>Apply previously learnt knowledge to construct... Interview a group of people to identify... Compile 4 questions based on your knowledge of... Write a letter to the editor pointing out... Construct a flow chart for... Manipulate a spreadsheet to answer 'what if'... Show/demonstrate how to...</p> | <p>Predict:Observe:Explain (POE) Silent Card Shuffle</p> |
| <p>Comprehend Describe Explain Interpret Outline</p> <p>Paraphrase Recognise Summary (basic) Translate Understand</p> |  <p>UNDERSTAND</p> <p><i>Acting like an AHA! Bubble, showing understanding of words, concepts, cause and effect and 'reasons for'</i></p> | <p>Explain how...has impacted on... Describe in clear logical steps... Use a...metaphor to help others understand... Paraphrase in your own words... Using words, pictures and icons, explain what you know about... Give reasons for...</p> | <p>Cause-Effect Concept Maps Metaphor Multiple Intelligence Model Silent Card Shuffle Six Icon Summary</p> |
| <p>Define Find Label List Locate Memorise</p> <p>Name Quote Remember Retell State</p> |  <p>REMEMBER</p> <p><i>Acting like an Information Desk to recall information, facts and data</i></p> | <p>Make an A-Z list of... Name all the... Describe what happened at... Repeat what...said about... What is...(facts/definition etc.)? Quote 10 facts about... List the ways that you are like...</p> | <p>Alpha Ladder KWL Silent Card Shuffle</p> |

5. Co-operative and Collaborative Strategies The Group 'HOW'

- 1:4:P:C:R
- Court Case
- Doughnut
- Hot Potato
- Human Continuum
- Jigsaw
- Pairs and Stimulus RAS Alert
- Round Robin (Silent and Noisy)
- Silent Card Shuffle
- Think, Pair, Share

6. Howard Gardner's Multiple Intelligence Model The 'WHO'

- Verbal Linguistic (*Word Smart*)
- Logical Mathematical (*Number Smart*)
- Visual/Spatial (*Picture Smart*)
- Body/Kinesthetic (*Body Smart*)
- Musical/Rhythmic (*Music Smart*)
- Interpersonal (*People Smart*)
- Intrapersonal (*Self Smart*)
- Naturalistic (*Seeing Connections to the Natural World*)