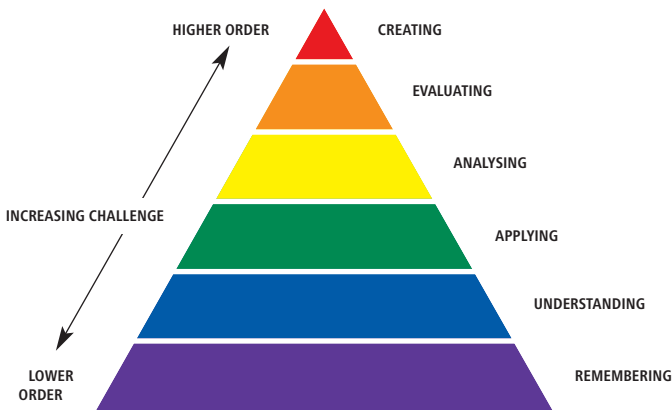


Skills for Learning



'It is important that all learners are given the appropriate opportunities to develop their thinking skills. These skills can be developed across a range of contexts including through more practical or applied learning opportunities.'

BtC 4, 2009, page 11



Remembering

Retrieving, recalling or recognising knowledge from memory. Remembering is when memory is used to provide definitions, facts, lists and/or recite, retrieve information.

Sentence starters

- What happened after...?
- How many ...?
- What is...?
- Who was it...?
- Can you name...?
- Describe...
- Who spoke to...?
- Which is true or false...?
- Identify who...
- When...?

Teacher talk

list

memorise

choose

recite

review

quote

record

match

select

underline

cite

relate

show

locate

give

Possible activities and products

- Recite: rhymes, number word sequences, days of the week, times tables, quotes, significant dates, poems...
- Make a list of: events of a story, characters, healthy foods, significant dates, significant events, equipment, rules, parts of the body...
- Recall: facts, figures, directions, specific steps in a process, instructions...
- Label: a given diagram, map/route, science experiment...
- Memorise: song words, sight/tricky words, a dance sequence, facts, vocabulary, formulae...

Understanding

Constructing meaning from a variety of sources through: interpreting, exemplifying, classifying, summarising, inferring, comparing and explaining.

Sentence starters

- In your own words...
- How would you explain...?
- Write a brief outline...
- What could have happened next...?

Teacher talk

restate

report

recognise

describe

observe

outline

give main idea

estimate

explain

identify

discuss

retell

annotate

translate

paraphrase

Possible activities and products

- Retell event/sequence in own words/pictures
- Summarise: a story, experiment, event...
- Give explanations: why ice melts, why volcanoes erupt, for religious customs, to illustrate thinking
- Draw and annotate: a diagram, map/route, experiment...
- Prepare a flow chart illustrating a sequence
- Perform a play/dance/song to outline: a fiction story, scientific process, historical event, a bible story...
- Translate from: one language to another, media to media...
- Follow a set of instructions based on a recipe, science protocol...

Applying

Carrying out or using a procedure through executing or implementing. Requires the learner to use or apply their knowledge, understanding and skills in different contexts.

Sentence starters

- Do you know of another instance where...?
- Can you group by characteristics such as ...?
- Which factors would you change if...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?
- Give an example of...

Teacher talk

manipulate

practise

calculate

exhibit

change

sequence

show

solve

demonstrate

implement

carry out

use

construct

adapt

illustrate

Possible activities and products

- Use/follow: rules, grammatical rules, mathematical formulae...
- Make: a menu, model, 3D topographic map... according to set criteria
- Write: a letter, story, script, instruction manual, newspaper article... according to set criteria
- Select items for a given task
- Sort numbers, objects... according to set criteria

Analysing

Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall purpose. Mental actions included in this function are differentiating, organising and attributing as well as being able to distinguish between the components or parts.

Sentence starters

- If... happened, what might the outcome have been?
- How is... similar to...?
- What do you see as other possible outcomes?
- Why did... changes occur?
- What are some of the motives behind...?
- What are the advantages/disadvantages of...?
- Which is the best method and why?

Teacher talk

distinguish	inspect	arrange	contrast
question	probe	test	dissect
sift	separate	relate	
appraise	inquire	conduct	
examine	investigate	compare	

Possible activities and products

- Categorise: information, shapes, animals, textures, geographical features, historical evidence...
- Distinguish between: living and non-living, healthy and unhealthy foods, fossil fuels and sustainable energy...
- Interpret data
- Compare and contrast using graphs, spreadsheets, charts...
- Classify the actions of characters/significant figures
- Carry out research to identify information to support a view/idea/theory

Evaluating

Making judgements based on criteria and standards through checking and critiquing. Critiques, recommendations and reports are some of the products that can be created to demonstrate the process of evaluation.

Sentence starters

- Which is better and why?
- Judge the value of...
- Can you defend your position on...?
- How would you have handled...?
- What are the pros and cons of...?
- What do these results mean?
- What evidence do you have for...?

Teacher talk

judge
rate
score
assess

validate
prioritise
hypothesise
critique

compare
rank
measure
decide

conclude
argue
recommend
deduce

Creating

Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning or producing. Creating requires users to put parts together in a new way or synthesise parts into something new and different, a new form or product. This process is the most difficult mental function in the new taxonomy.

Sentence starters

- Can you design a... to...?
- Can you see possible solutions to...?
- Devise your own way to...
- How many ways can you...?
- What would happen if...?
- Can you develop a proposal which would...?

Teacher talk

compose
organise
design
invent

devise
forecast
develop
propose

predict
formulate
improve
generate

originate
concoct
blend

Possible activities and products

Creating is the highest and most demanding taxonomic level that requires deep processing. Most of the processes represented at the lower taxonomic levels are brought together in order to reorganise, generate, plan or produce.

- Invent to solve a problem/for a purpose
- Design a new product and plan a marketing campaign
- Organise a school game, co-operative learning activity, sports event, assembly, showcase event...
- Devise an original TV game show, puppet show, role play, song, pantomime
- Plan an investigation to prove a theory or hypothesis