



BLOOMING KIDS!

Developing critical thinking at Primary
School

Sarah M Howell

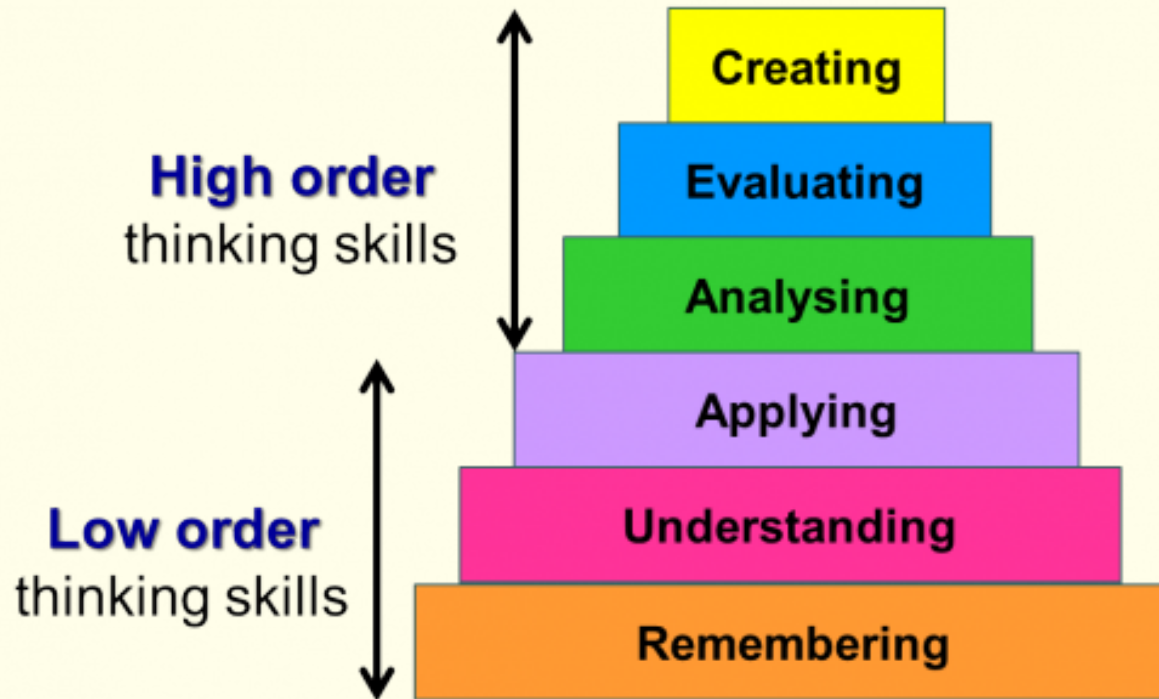
LEND Ravenna 2014

Today's talk...

- What, why, how...critical literacy?
- Stories and critical literacy
 - “Auld Lang Syne”



Bloom's Taxonomy



Bloom's Taxonomy revised by Andersen

HOTS vs. LOTS



- **remembering**

recognising, listing, describing, identifying, retrieving, naming, locating, finding

- **understanding**

interpreting, summarising, inferring, paraphrasing, classifying, comparing, explaining exemplifying

- **applying**

implementing, using, carrying out, executing

- **analysing**

comparing, organising, deconstructing, attributing, outlining, finding, structuring, integrating

- **evaluating**

checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring

- **creating**

designing, constructing, planning, producing, inventing, devising, making

Stories to develop LOTS and HOTS

- Detecting **sequence**
- Identifying **details**
- Noting **cause and effect** relationships
- Making **judgments**
- Determining **main ideas**
- Making **inferences**



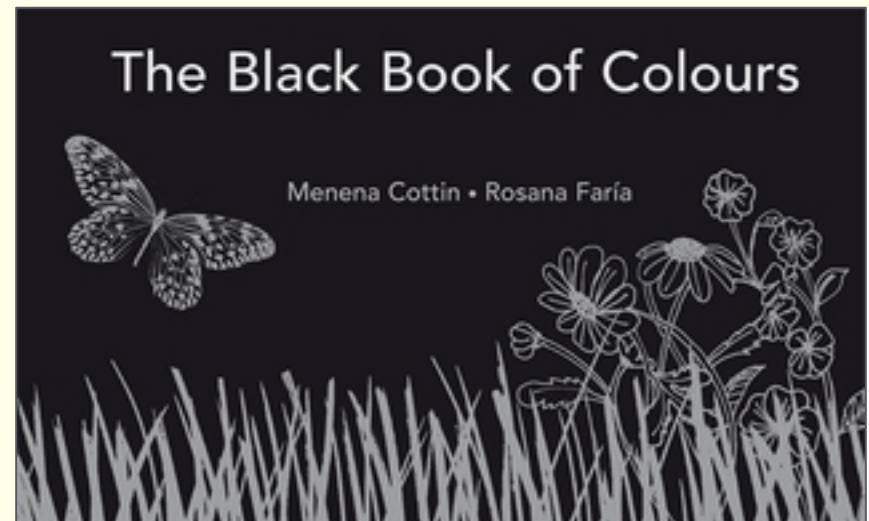
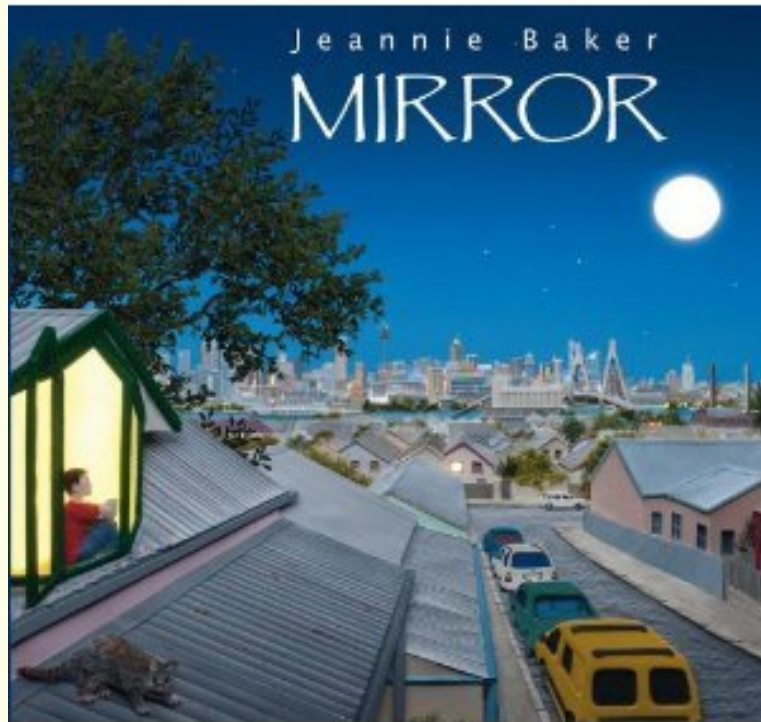
Reading

- Whole class reading
- Buddy / partner reading
- Group reading
- Individual reading



a reading corner

Special books...

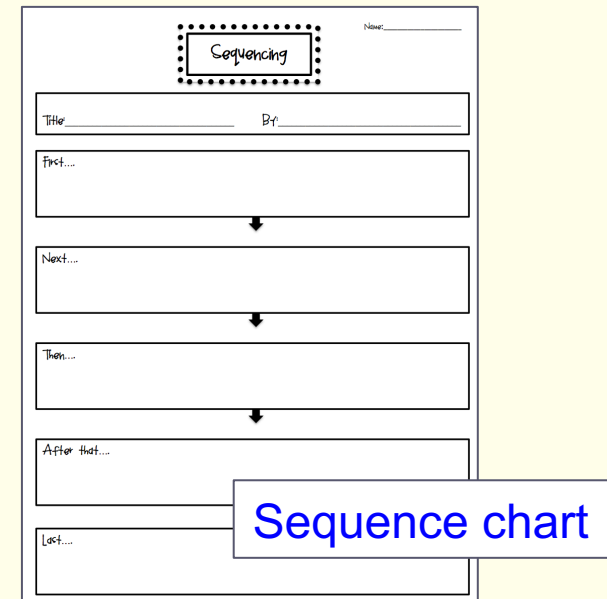
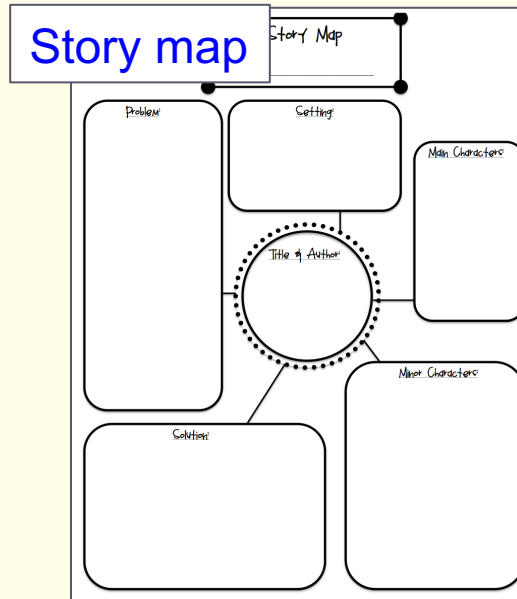
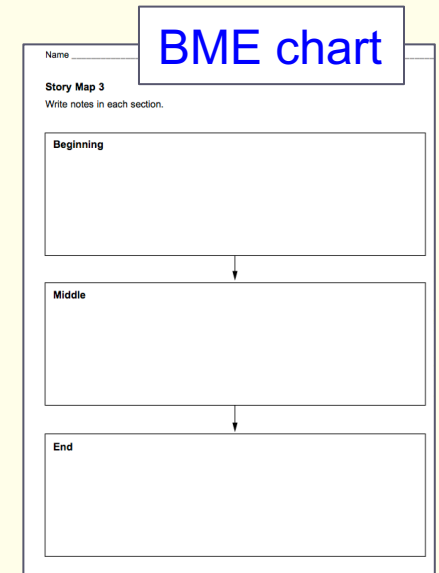
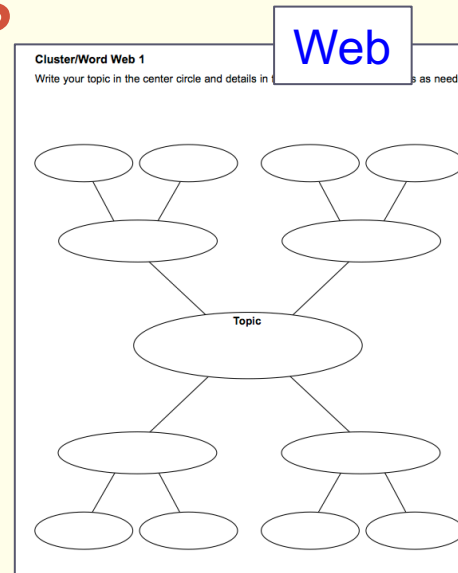
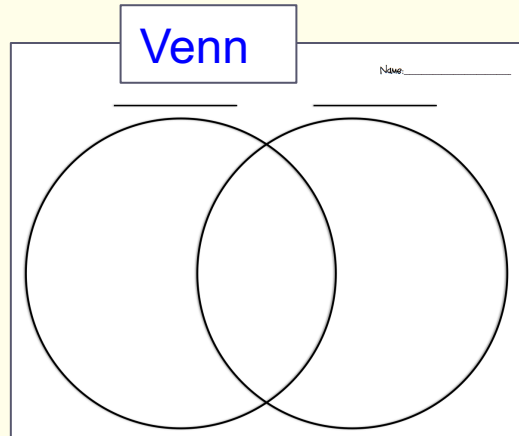


Some strategies

- Speech / thought bubbles
- Storycards
- Drama
- Questioning
- Graphic organizers



Graphic organizers



Sequence – Beginning, middle, end

- Questions
who, what, where,
when, why, how.
- BME graphic organizer
(pictures and/or words)
- Use the pictures to think
about / retell the BME the
story.

Name _____	Date _____
Story Map 3 Write notes in each section.	
Beginning	
↓	
Middle	
↓	
End	

Character

- Describing the character

- map with pictures and words
- map with words
- map with words
+ sentence

Character's name _____

has got

is

Name: _____

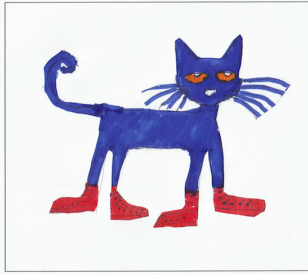
Retell

- Verbal retell
 - Oral with book
 - Oral pictures only
(VoiceThread, PowerPoint)
 - Oral from memory
(with puppet)



Cause and effect

- Look-back with book
- Written with worksheets (gap fills/prompts)
- Questioning
- Making inferences

Cause	Effect
	
Pete's shoes were <u>red</u> because he stepped in <u>strawberries</u> .	
Name: <u>Daria Gucciotti</u>	

Review

- Title, Author, Publisher
- Setting
- Characters
- Conflict / resolution
- Your opinion

Title: Pete the Cat
Author: Eric Litwin
Publisher: Harper Collins



SETTING:

- Where the story takes place
In the country
- Time (past, present, future) past

MAIN CHARACTER:

- Name Pete the Cat
- Physical description blue fur, yellow eyes, black whiskers
- Personality/characteristics funny, happy, good

CONFLICT:

Is there a problem? ☒ Yes ☐ No

His shoes are dirty

RESOLUTION:

Is there a solution? ☒ Yes ☐ No

He is happy. He likes red, brown, blue shoes.

YOUR OPINION

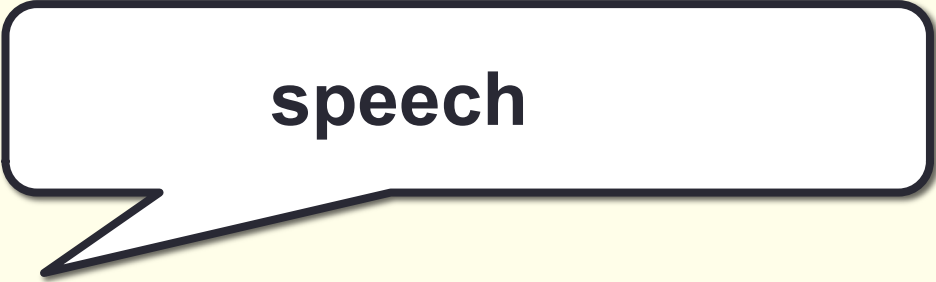
Do you like this story?



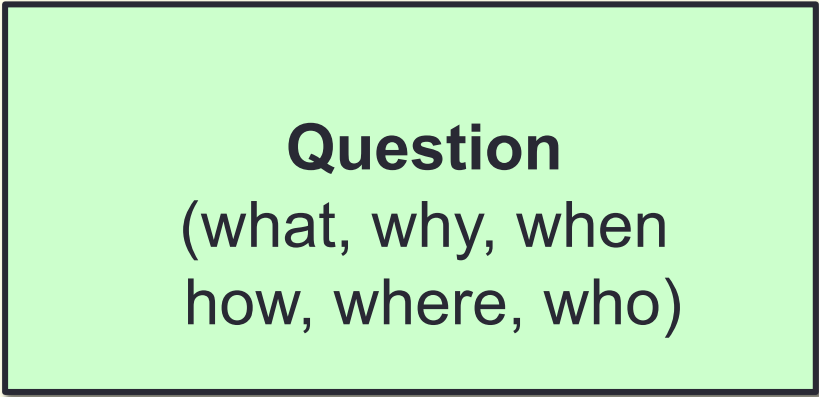
I ☒ We ☒ don't like the story because Pete is a happy cat and he always smiles with difficulty.

Reviewed by: Dana Giacetti Date: 5/5/14

Group task



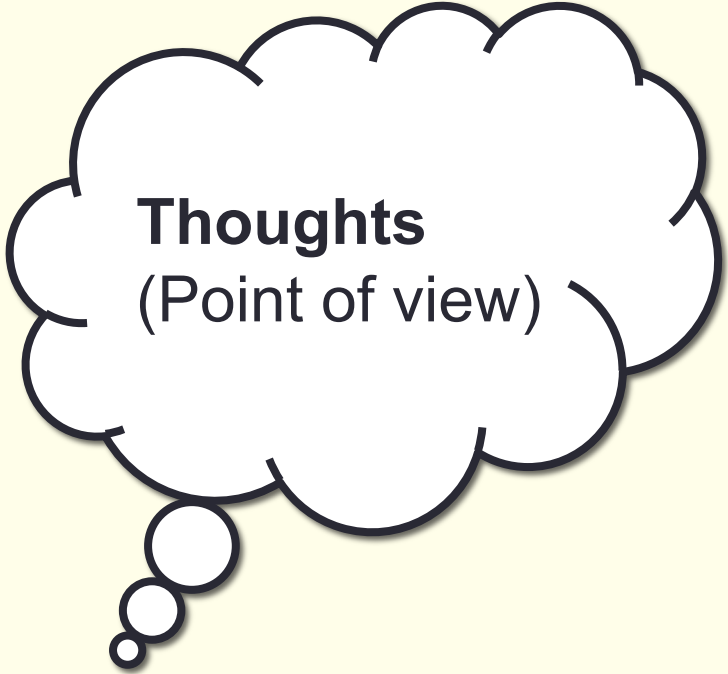
speech

A white speech bubble with a black outline and a tail pointing towards the bottom-left.

Question

A light green rectangular box with a black border.

(what, why, when
how, where, who)



Thoughts
(Point of view)

A white thought bubble with a black outline, featuring a large cloud-like shape and three small circles at the bottom.



















**To be
continued...**



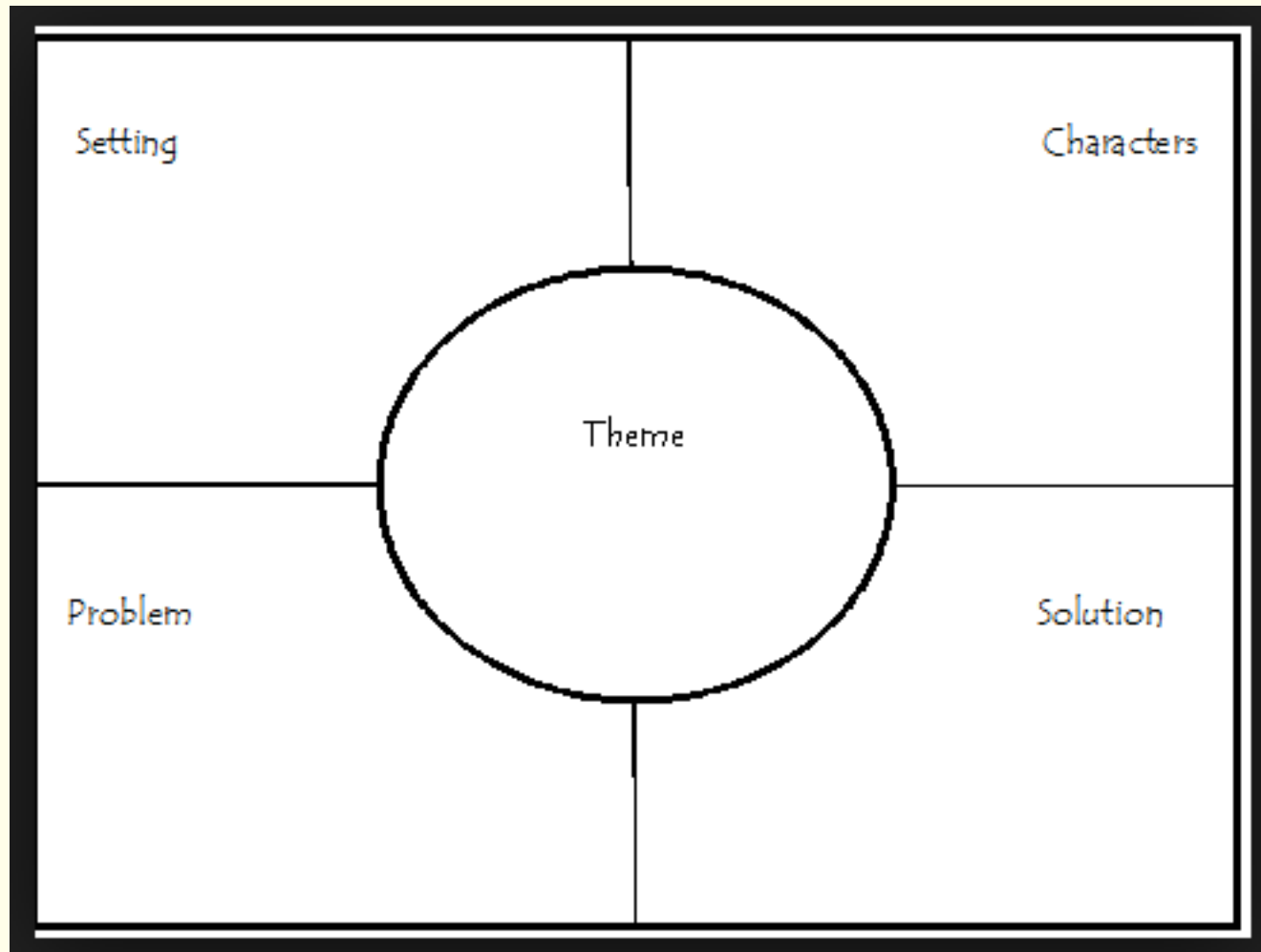
Now let us hold hands everyone
As we sing the best friends song.

Let's all be friends together now,
as we sing the best friends song.

When we're at school we learn
and play together all day long.

So let us hold hands everyone,
and sing the best friends song.

Story organizer



Activities

- Vocabulary
- Scrambled sentences
- Pronunciation
- Describing character
- Sequencing
- Story structure
- Retelling
- Inferring
- Cause and effect
- Alternative ending
- Evaluating

A word on Socratic questioning...

Socratic questioning means using a series of questions to progressively engage higher level of thinking – including literal, analytical and conceptual levels of thinking.

1. **Literal** (or factual) questions ask for information
2. **Analytic** questions call for critical and creative thinking
3. **Conceptual** questions call for abstract thinking

Adapted from 'Philosophy in Primary Schools: fostering thinking skills and literacy.'
Robert Fisher

1. Literal (or factual) questions ask for information

What is the story about?

What happens?

What do you have to do?

2. Analytic questions call for critical and creative thinking

What are your questions?

What reasons can you give?

What are the problems/possible solutions here?

3. Conceptual questions call for abstract thinking

What is the key point here and what does it mean?'

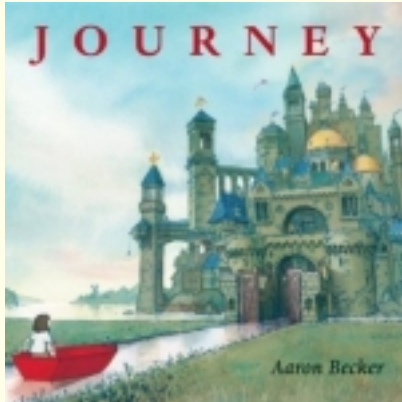
What criteria are we using?

How can we investigate this?

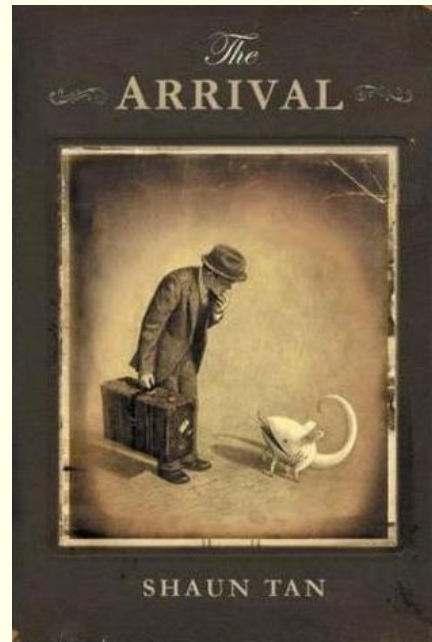
Preparing to read stories

- Make up own mini-story (a special day) (L1 or L2)
- Use a BME chart in pictures
- Use chart to tell story
- Encourage extension with questions
 - Who? —————> Characters
 - What happens? —————> Plot or story line
 - Where and when? —————> Setting
 - Why? —————> Background knowledge
(author and/or reader)

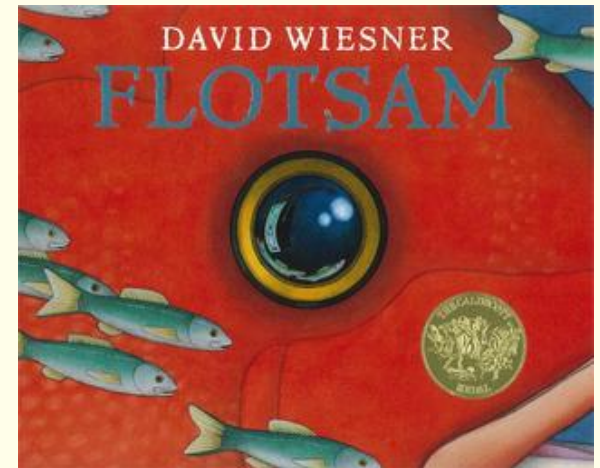
Themes



The Journey
Aaron Becker

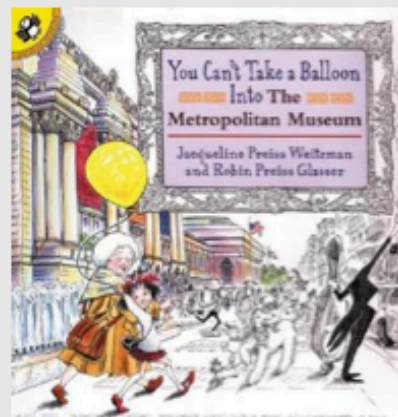
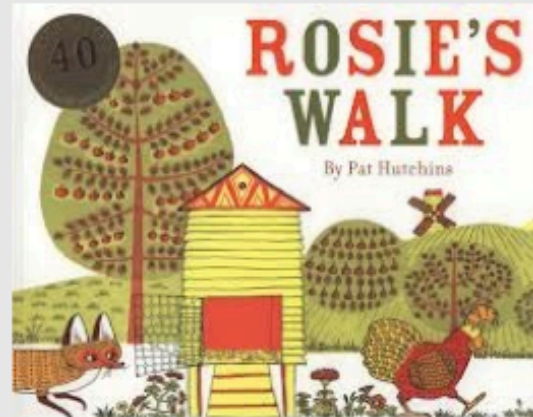
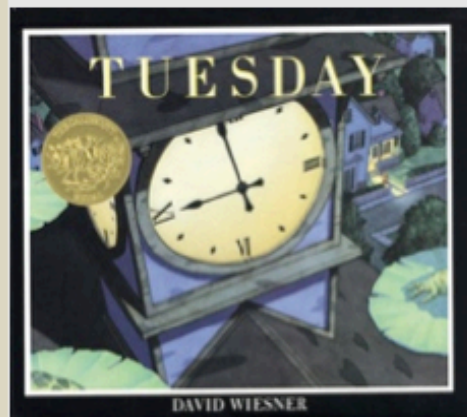
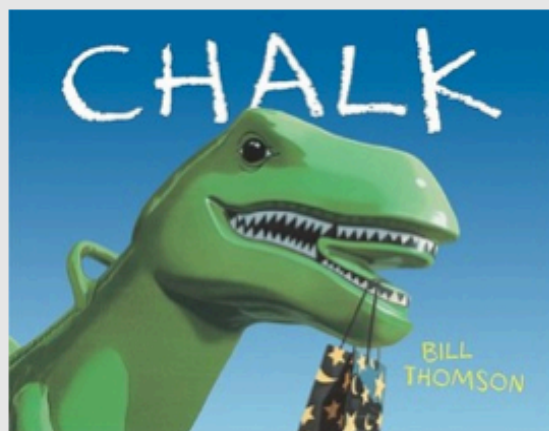
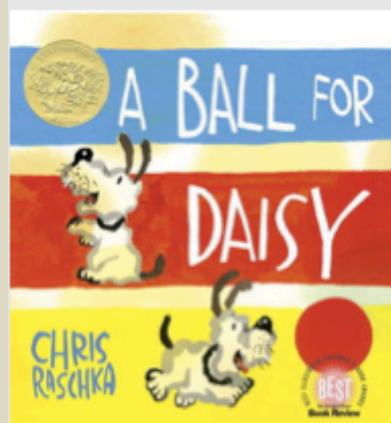
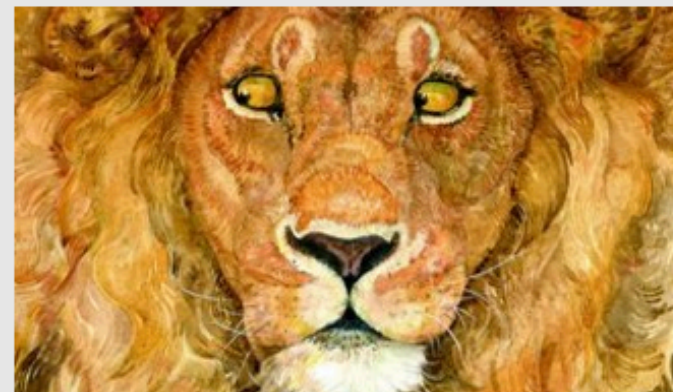
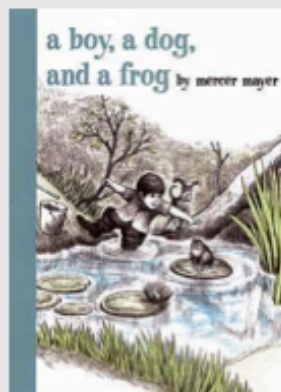
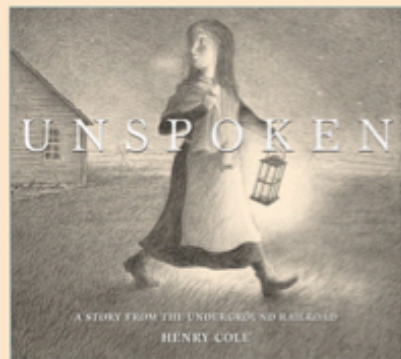


The Arrival
Shaun Tan



Flotsam
David Wiesner

- loneliness
- self-determination
- friendship
- immigration
- Science



I KEEP six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.

Rudyard Kipling

Sarah M Howell

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Keep in touch...



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