

Thinking Strategies

Campbellsville High School

Determining Importance

- A strategy we really use every day.
- In the learning stage, this can best be accompanied by “annotating” and talking with the class
 - You could be reading a piece of literature, viewing a piece of art, looking at a new math or scientific process.
 - The students must be able to talk about what they are learning. This is called metacognition or the process of “thinking about thinking.”

For help:

- http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=5

For Activities:

- http://www.liketoread.com/read_strats_importance.php
- <http://www.cbcsd.org/schools/W-W/mathdep/mathlit/dint.html>

Prior Knowledge (Schema)

- Schema = Background knowledge or prior knowledge.
- Making meaningful connections=
learning that “sticks”
- There is value in what YOU bring (experiences, memories, knowledge) to the table.

Prior Knowledge Thinking Stems...

Making connections using our prior knowledge:

- That reminds me of...
- I'm remembering...
- I have a connection to...
- I have schema for...
- I can relate to...

What makes you so unique?

Your schema is yours and yours alone.

How to Apply Prior Knowledge

- Text-to-Self: When text makes me think of my own life
- Text-to-Text: When a text makes me think of another text (or media)
- Text-to-World: When text makes me think of the world around me, maybe a theme or big idea.

We each have
prior
knowledge...

What we know or
have experienced,
changes how we might
view and connect with
the material.



Using pictures also counts as “Mental Images” or visualizing, which is another strategy.

Without Visualization

- we cannot comprehend, and reading cannot be said to be reading.

Making Inferences

- Inferring makes life interesting- movies, reading, interacting with people
- Inference = schema + evidence
- Every inference must be directly supported by evidence.
- The ability to infer is crucial: in reading, in test taking, even in life
- WHY?

Questioning

- Asking questions can be dangerous! Damaging, even.
- Can you think of a time when you asked about something and regretted asking later?
- Stereotype: Asking questions is for “dummies”
- Students enter school as question marks and come out as periods.

The TRUTH about Questioning

More questions= more thinking

More thinking= higher learning

Higher learning=success!!

“Questioning” food for thought

- While you are experiencing something, you ask questions. Just like a book- questions surface as you are experiencing the text/subject material.
- These questions help you UNDERSTAND what you are reading/doing!
- Even when you finish a book/passage or homework problem, the thinking and questioning goes on and on

When Questioning

- ASK QUESTIONS (obviously)
- Inquire
- Metacognition (Thinking about thinking)
- Use your schema
- Inferences can help you form NEW questions

MATH DEPARTMENT

- There are hidden treasures to help you on the internet!!
 - <http://www.cbcsd.org/schools/W-W/mathdep/mathlit/mathlit.html>

EVERYONE!

- Hidden Treasures

- <http://wvde.state.wv.us/strategybank/AnticipationGuide.htm>
- Activating Prior Knowledge Activities:
<http://wvde.state.wv.us/strategybank/activating.html>
- Comprehension Strategies Activities:
<http://wvde.state.wv.us/strategybank/comprehension.html>
- Examples of “THINK ALOUD” (specifics for math)
<http://www.tantasqua.org/superintendent/Profdevelopment/etthinkalouds.html>
- More help with ALL strategies in ALL content areas:
<http://www.literacy.uconn.edu/compre.htm#strategy>