

Thinking Skills in Roseburn Primary School

Bloom's Taxonomy

Blooms Taxonomy was created by Dr Benjamin Bloom in order to promote higher forms of thinking such as analysing and evaluating, rather than just remembering facts. 'Bloom's Question Starters' promote independent learning and thinking. They are useful to develop reading skills at home.

Remembering Questions:

Who were the characters?
When & where did the story take place?
List the main events in the correct sequence.
What happened after...?
How many...?
Who was it that...?
When did...?
Which is true or false...?
Make a facts chart using information about a character/s or the setting.

Understanding Questions:

Summarise the chapter / story in your own words?
Who do you think...?
Explain why...?
What words in the chapter suggest...?
Find a word which means...?
What events in the story show /suggest...?
How might you describe...?
Predict what might happen after ...
Make a story board showing the sequence of main events.

Applying Questions:

What examples can you find from the text to explain...?
Which words/phrases would you select from the text to explain...?
What do you think might have happened if...?
What 3 questions would you ask in an interview with...?
What important messages do you think the author has given?
Have you, or someone you know, had the same kind of experience/s as the characters in the story?
Explain...
Make up a puzzle or game using information from the story.

Analysing Questions:

How were the events in this story similar to ...?
What was the problem with...?
What is the theme of the story?
What evidence can you find in the text to suggest...?
How is ... similar to ...?
What is the relationship between...?
Make a flow chart to showing the main events.
What conclusions might you make about ...?
What do you see as other possible outcomes / endings ?
What was the turning point in this story?

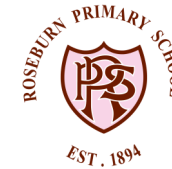
Evaluating Questions:

Was the main character good or bad? Explain.
List 5 strengths & 5 weaknesses of the main character or plot.
Think of a better solution to...
How might you have dealt with ...?
What change/s to..... would you recommend?
Do you agree with... / the way in which..... ?
Do you see any qualities in.....that you can identify with?
What have you learned from reading this story...?

Creating Questions

Make up your own short story including the same characters ?
Create a new character for the story?
Think of a new title for the book?
Design a new cover for the book?
Rewrite the ending of the story and change it.
Compose a song or rhyme relating to the story.
Create a short script for a news report highlighting one of the main characters actions and outcomes?

Roseburn Primary School



Thinking Skills

*A Parent and Carer's Guide to Thinking Skills at
Roseburn Primary School.*

What Makes a Thinker?

Learning to reflect on problems, experiences, learning and knowledge using a diverse range of approaches at school and the wider world will help develop your child's thinking skills. We aim to develop:

- * **Curiosity**
the love of wondering
- * **Creativity**
the urge to make something new
- * **Understanding**
the drive to make sense of it all
- * **Perseverance**
the determination to see things through
- * **Explanation**
the desire to share



Thinking Skills in Roseburn Primary School

What are thinking skills?

Thinking Skills are the mental processes we use to do things such as: solve problems, make decisions, ask questions, make plans, pass judgements, organise information and create new ideas. Often we're not aware of our thinking, it happens automatically, but if we take time to ponder what's going on, then we become more efficient and more creative with our minds. Thinking allows learners to explore text and information of all kinds critically and to use the information purposefully.

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

How we use thinking skills

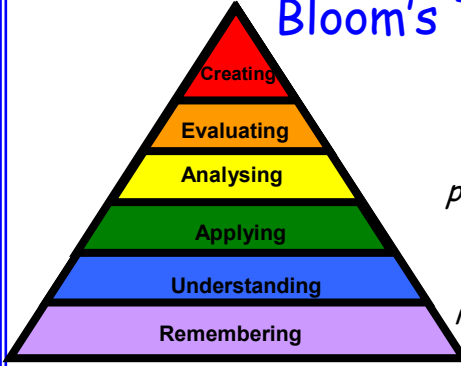
At Roseburn Primary we teach and promote thinking skills across the curriculum through a variety of activities. We encourage learners to think about what they are learning, why they are learning and how to apply skills in new ways. Learners are encouraged to reflect on their learning and think of ways to improve their performance and progress in all curricular areas.

Learners are regularly asked to think on their own, with a learning partner or in co-operative learning groups.

In addition to these daily thinking tasks, examples of thinking tools teachers use are:

- ◆ Bloom's Taxonomy
- ◆ Critical Thinking <http://www.thinkingclassroom.co.uk/ThinkingClassroom/ThinkingSkills.aspx>

Bloom's Taxonomy



Bloom's Taxonomy was created by Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analysing and evaluating, rather than just remembering facts (rote learning).

Remembering: Remembering questions are the most frequently asked questions and require learners to think about the who, what, where, when and why of a subject. These questions **only** require learners to recall information directly from the text.

Understanding: When learners move on from remembering questions, they are required to explain ideas and concepts in their own words.

Applying: When asked to apply, learners are encouraged to think and use what they have learned to resolve a situation or solve a new problem. A good example of this is to ask learners "What might have happened if?"

Analysing: Learners are encouraged to break down information into parts to support their understanding and are encouraged to talk about the reasons for character actions and motives.

Evaluating: Learners are required to think and make judgements and decisions of their own. A good example of this is asking learners to justify an opinion.

Creating: Presenting learners with questions is required for them use to the information and ideas from texts to together to create a new idea.

Bloom's question starter cards promote independent learning and thinking.