

# Higher Order Thinking Question Stems

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## Remember (Level 1)

How would you define \_\_\_\_\_?  
What do you remember about \_\_\_\_\_?  
What is (one) \_\_\_\_\_?  
What would you choose \_\_\_\_\_?  
When did \_\_\_\_\_?  
Where is (one) \_\_\_\_\_?  
Which one \_\_\_\_\_?  
Who was (were) \_\_\_\_\_

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## Understand (Level 2)

How can you describe \_\_\_\_\_?  
How would you compare/contrast \_\_\_\_\_?  
How would you differentiate between \_\_\_\_\_  
and \_\_\_\_\_?  
What can you infer from \_\_\_\_\_?  
What did you observe \_\_\_\_\_?  
What is the main idea of \_\_\_\_\_?  
What would happen if \_\_\_\_\_?

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## Apply (Level 3)

How would you develop \_\_\_\_\_?  
How would you change \_\_\_\_\_?  
How would you demonstrate \_\_\_\_\_?  
What examples can you find that \_\_\_\_\_?  
What other way would you choose to \_\_\_\_\_?  
What would the result be if \_\_\_\_\_?  
Why does \_\_\_\_\_ work?

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# Higher Level Thinking Questions For Preschoolers

**Ann Gadzikowski**



## **Higher Level Thinking Questions For Preschoolers:**

Preschool Clues Angela C. Santomero, Deborah Reber, 2018-04-03 The award winning creator of Blue's Clues Super Why and Daniel Tiger's Neighborhood shares the secret sauce behind her shows powerful transformative results in the form of eleven research based foundational clues to ensure that preschoolers flourish academically socially and emotionally during this critical time The preschool years when children are between the ages of two and five are the most influential important years in a child's life Studies show that pausing to interact playing to solve problems diffusing with humor and using repetition are the hidden clues conscious parents use to raise successful kids and help them learn critical thinking skills foster empathy and nurture their sense of self worth Angela C Santomero MA the award winning creator of children's television phenomena knows this better than anyone and has spent decades working to instill confidence in her young viewers In Preschool Clues she breaks down the philosophy behind her shows educating inspiring and empowering kids into concrete strategies that parents and educators can incorporate into their family and classroom to set their preschoolers up for success such as Intentionally pausing to foster bonding independence and resilience Developing empathy and confidence through soliciting preschoolers help Becoming fluent in the language of preschoolers Play Igniting your preschooler's curiosity Being an involved co player everyday Designing a healthy media diet In Preschool Clues Angela shares the latest research from top thinkers in child development and education Through her practical straightforward advice and inspiring conversational approach you will not only understand exactly what your children are learning from the shows they watch and why these shows are so effective you'll know exactly how to apply these same proven approaches in your daily life and with the same powerful results

**The Comprehensive Preschool Curriculum** Kay M. Albrecht, Linda G. Miller, 2004 Designed for teachers of three to five year olds Innovations the comprehensive preschool curriculum focuses on encouraging facilitating and stimulating a child's development It addresses the major developmental milestones that all preschool children face such as adjusting to school making friends communicating and problem solving Innovations the comprehensive preschool curriculum is a unique combination of the practical and theoretical Discussions of child development theories are accompanied by curriculum plans for 14 different areas including science discovery sensory art literacy writing math manipulatives and movement outdoors among others The book combines these elements in a way that provides a foundation for beginning teachers support for experienced teachers and a complete program for every teacher Page 4 of cover

**Literature and Literacy for Young Children** Cyndi Giorgis, 2024-01-22 The 8th edition of this bestselling text provides a framework and instructional strategies for identifying selecting and teaching high quality children's literature for ages 0-8 This new edition's emphasis on diverse literature will assist in positively impacting the lives of all young people Effective instructional approaches for using literature as a teaching tool are coupled with developmentally appropriate methods for sharing literature with young children This book is a foundational text for graduate and undergraduate students in early

childhood education early literacy literacy methods children s literature and literature instruction      *Problem Solving with Young Children* Ann Gadzikowski,2022-10-04 Whether it s building a rocket learning to take turns or forgetting a teaching material at home both children and adults learn more from our mistakes than from our successes Help children find solutions and learn to problem solve using teachable moments Young children encounter problems mistakes and accidents that challenge them daily Helping children conquer everyday frustrations fosters the creativity critical thinking and resilience that enables children to thrive in a formidable world The ultimate guide to thinking on your feet Problem Solving with Young Children will coach early childhood teachers child care providers and parents to develop a range of strategies to help young children become creative problem solvers including Questions to ask Ways to listen Strategies for brainstorming and trying solutions Suggestions for using the scientific method or design thinking to test ideas Methods for reflecting on what worked and what still needs improvement Featuring anecdotes and advice and incorporating research on how children learn emergent curriculum methods problem based learning developmentally appropriate practices and responsive pedagogies this book will help you lead children through meaningful problem solving processes and prepare tomorrow s critical thinkers

**Creating Curriculum in Early Childhood** Julie Bullard,2019-11-25 Creating Curriculum in Early Childhood explores the backward design model of curriculum development equipping readers with the tools and methods they need to effectively apply backward design in the early childhood classroom Clear yet comprehensive chapters walk new and veteran educators through an effective method for curriculum design that promotes meeting standards through intentional teaching while engaging children in developmentally appropriate interest based education focused on big ideas and conceptual understanding Featuring desired results assessment methods and teaching techniques specific to birth to age eight this critical guide also includes practical tips for educators new to the method Designed to help students and practitioners alike this powerful textbook combines early childhood philosophy and developmental research with highly practical descriptions rationales and examples for developing curricular units using backward design      *Talk, Thinking and Philosophy in the Primary Classroom* John Smith,2010-06-01 Talk thinking and philosophy are crucial components of children s learning This book is a practical and readable guide to the ways in which teachers can provide children with the opportunities to develop and use these skills to their greatest effect It begins by asking why talking and thinking should be taught and examines current approaches in this area It goes on to look at how teachers can develop talking and thinking skills across the six Areas of Learning to help children gain confidence and deepen understanding      **Young Children's Thinking** Marion Dowling,2012-11-12 This is a book to be treasured This deeply respected pioneer brings together major research literature theoretical understanding and practical help She does so in a way that demonstrates her love and commitment in working with young children and helping them to have rich lives intellectually and with personal fulfillment Professor Tina Bruce CBE What comes through is weighty warmth The weight of research and experience coupled with the warmth of the fascination of

children's development over Marion's professional and personal lifetime Professor Mick Waters Wolverhampton University This highly knowledgeable yet accessible book will be hugely valuable for all those who care deeply about young children's learning and development Liz Roberts Editor Nursery World A tour de force which has the potential to change practice and thinking about early childhood Helen Moylett Early Learning and Consultancy President of Early Education Clearly linking theory and practice this highly accessible book will be valuable to practitioners teachers and students The author explores the development of children's thinking from 0-7 years and how this affects home Early Years settings and schools The book includes case studies professional checkpoints to help reflection practical suggestions guidance on involving parents suggested reading questions for discussion It will be a great asset for students on Early Years Foundation Degrees Initial Teacher Education and Early Childhood Studies courses Marion Dowling works as a trainer and consultant in the UK and overseas and is Vice President of Early Education a national charity

**Teaching Young Children: Choices In Theory And Practice** Mac Naughton, Glenda, Williams, Gillian, 2008-11-01 This book presents early childhood students and staff with a broad and diverse range of teaching techniques to support children's learning It examines 26 techniques ranging from simple ones such as describing and listening to more complex methods such as deconstruction and scaffolding The strategies selected are derived from the best current research knowledge about how young children learn A detailed evaluation of each strategy enables childcare staff early childhood teachers and students to expand their repertoire of teaching strategies and to critically evaluate their own teaching in early childhood settings Vignettes and examples show how early childhood staff use the techniques to support children's learning and help to bring the discussion of each technique to life Revised and updated in light of the latest research new features include Coverage of the phonics debate Addition of ICT content Questions for further discussion Revision to the chapter on problem solving Updated referencing throughout Teaching Young Children is key reading for students and experienced early childhood staff working in diverse settings with young children

**Using Stories to Support Learning and Development in Early Childhood** Helen Lumgair, 2021-04-21 This book is an exploration of story and its importance in early childhood It provides a thorough theoretical foundation and considers how to practically implement the use of stories to aid children's wellbeing and holistic development The chapters cover topics including cognitive and emotional development creativity play mathematics language development and trauma and healing It is an ideal resource for early years practitioners parents and all those working in early childhood who are looking to encourage creativity build agency and foster positive communication in children's lives

**Elementary Physical Education** Rovegno, Dianna Bandhauer, 2016-02-15 Includes an access code for online materials **Philosophy For, With, and Of Children** Monica B. Glina, 2014-09-26 On one level Philosophy for Children P4C exists takes place and is understood as a set of relatively theory neutral practices we share a story or other kind of stimulus that is both meaningful and philosophically problematic we raise questions about it that will help us inquire into what is problematic we inquire together as a community

of philosophical inquiry mostly through a process of dialogue we explore ways to experiment with these dialogical judgments in writing in works of art in action and in life and we self assess our own thinking and our work as a community of inquiry in order to collectively self correct On another level P4C exists takes place and is understood as a set of theory laden and agenda laden practices that are undertaken as means to certain kinds of desired outcomes These are the program s aims and objectives and they come from three places the core practices inherent in P4C those that have become obvious to practitioners or have developed out of extensive practice and those that have developed out of philosophical and empirical research in philosophy and education including epistemology learning theory argumentation theory and the politics of discourse and political theory This last kind of work presents the challenge to P4C to find out if there is such a thing as a core theory that justifies the core practices and if so whether the integrity offered by such a theory is either shored up or compromised by being pulled in any of these other directions The diversity of curriculum materials pedagogical protocols and grounding theories P4C has spawned signifies not merely different approaches to but different conceptions of what it means to teach philosophy to children or to engage children in philosophical practices The chapters in Philosophy For With and Of Children present a broad range of directions for P4C and illustrate the considerable diversity of agendas that can be brought to it as well as the ways in which these agendas sometimes complement and sometimes undermine one another Moving With Words & Action Clements, Rhonda, Schneider, Sharon, 2017 Moving With Words Actions will help you develop physical literacy and language literacy in your preschool and primary grade students The text offers more than 70 lesson plans that are aligned with SHAPE America s National Standards and Grade Level Outcomes for K 12 Physical Education The plans use an interdisciplinary approach and are adaptable for various settings **Think Big with Think Alouds** Molly Ness, 2017-07-13 I m guessing that those two are planning a surprise The author keeps mentioning the storm because she wants us to think that the character s upset Wait yikes I gotta go back and reread because I m not getting this part These are the flickering thoughts of a strategic reader If only we could bottle all these mental moves and pour them into the minds of our students then readers achievement would grow exponentially In Think Big With Think Alouds Molly Ness delivers a process that comes close to bottling that magic Molly spent a year researching teachers think alouds and she uses these findings to help you know just what to do The big time saver You focus on just these five strategies asking questions making inferences synthesizing understanding the author s purpose and monitoring and clarifying Select the one or two strategies that align to your text and get ready with a stack of sticky notes Grab a pencil and you are on your way to dynamic lessons using Molly s three step planning process Read Once Go wild putting a flurry of sticky notes on spots that strike you Read Twice Whittle your notes down to the juiciest stopping points Read Three Times Jot down what you will say so there s no need to wing it in front of the kids Other practical tools include More than 20 ready made think aloud scripts for favorite texts by Sandra Cisneros Seymour Simon Shel Silverstein and many others to use for think alouds for fiction informational

text and poetry Fun small group and partner activities to gradually transfer comprehension strategies to your students Downloads on the companion website including spinner and dice templates planning forms and think aloud scripts Molly Ness is an associate professor at Fordham University s Graduate School of Education She graduated Phi Beta Kappa from Johns Hopkins University and earned her PhD in reading education from the University of Virginia A former Teach For America corps member she is an experienced classroom teacher and reading clinician Her numerous books and articles focus on reading comprehension the instructional decisions of teachers and the assessment and diagnosis of struggling readers

**New Kid - Literature Kit Gr. 5-6** Sarah Joubert,2021-12-02 Experience the hardships of being the new kid and how to persevere in a discriminatory climate The activities in this resource allow educators to customize their unit for individual student needs Predict what will be revealed about the character Andy based on first impressions Compare the different results from Jordan s meeting with Maury and then with Drew Recall events from the Secret Santa game in Jordan s homeroom Put events that take place during the holiday break in the correct order Reflect on how you perceive others and how they perceive you Play a game of this or that by comparing two different things and deciding which is better Relate the plot or themes of chapter titles with their real world counterparts Aligned to your State Standards and written to Bloom s Taxonomy our worksheets incorporate a variety of scaffolding strategies along with additional crossword word search comprehension quiz and answer key About the Novel New Kid follows seventh grader Jordan Banks as he embarks on his first day at a prestigious private school His mother s attempts to prepare him for the real world has hindered his dreams of attending an art school At Riverdale Academy Day School Jordan is just one of a few other students who look like him His initial experience is wrought with challenges from fitting in to facing racism Throughout these many struggles Jordan manages to make a few new friends but still struggles to fit in with his old ones Trapped between two worlds Jordan is faced with the realization that some people are blind to the discrimination around them When Jordan finally has enough and sticks up for a friend he sees some change for the better in the school environment New Kid is a graphic novel that shows the struggle of one character s experience being the new kid at school and how he perseveres to grow into a new kid in life

**Early Childhood Education and Care Quality in Europe and the USA** Konstantina Rentzou,Ruslan Slutsky,2020-05-21 This book captures information about early childhood education and care ECEC policies and practices in different countries and aims to question the degree to which these countries have managed to meet the needs of children families and the ECEC workforce The book illustrates how different countries have adapted different strategies focusing on policy when it comes to quality ECEC The goal of the book is twofold First and foremost it aims to present key findings and challenges for improving ECEC as a whole Second it aims to highlight problems and concerns which the field of ECEC faces with respect to delivering high quality care and education to all children As neither ECEC nor quality are universal concepts but are shaped by social cultural values as well as national economic and political contexts in which ECEC services are

provided this cross country volume is extremely relevant for fully understanding issues in the field of ECEC This book was originally published as a special issue of Early Child Development and Care      **Unlocking Mathematics Teaching** Valsa Koshy, Jean Murray, 2011-03-28 Now in a fully updated second edition Unlocking Mathematics Teaching is a comprehensive guide to teaching mathematics in the primary school Combining theory and practice selected experts outline the current context of mathematics education They suggest strategies activities and examples to help develop readers understanding and confidence in delivering the curriculum The book combines an accessible blend of subject knowledge and pedagogy and its key features include Advice on teaching mathematics to high and low attainers Guidance on teaching mental maths Ideas for incorporating ICT Guidance on assessment in mathematics education Teaching problem solving Numerical and non numerical examples Updated references taking into account the Williams Report This book will be of interest to all primary education students and practising teachers looking to increase their confidence and effectiveness in delivering the mathematics curriculum      Early Childhood Curriculum for All Learners Ann M. Selmi, Raymond J. Gallagher, Eugenia R. Mora-Flores, 2014-08-12 Early Childhood Curriculum for All Learners Integrating Play and Literacy Activities is designed to teach early childhood professionals about the latest research on play and early literacy and then to show them practical methods for adapting this research to everyday classroom practices that will encourage the development of learning skills The authors link solid play based research to specific developmentally appropriate practices By combining these two areas the text demonstrates that academic learning and play activities are highly compatible and that children can and do develop academic skills through play In addition the text focuses on socio dramatic play a recently acknowledged essential aspect of child initiated play interactions It provides specific strategies that link these interactive behaviors with the early academic skills needed for the initial primary grades Implementation of the information presented in this book will enable children to experience a richer transition into primary education classrooms      Teaching Children to Learn Robert Fisher, 2005 This exciting book fosters the skills involved in learning providing a framework for developing active learning in every community classroom and school This new edition suggests more ways to create powerful learning environments Teaching Children to Learn has been revised and enlarged giving more practical ideas to develop creative learning skills It includes new sections on learning styles accelerated learning and ways to motivate learning      **Teaching Children to be Literate** Anthony V. Manzo, Ula Casale Manzo, 1995 Prepares teachers for careers in literacy education emphasizing the role of literacy education in promoting the spirit of democratic life Chapters on the reading process teacher empowerment teaching approaches higher order literacy content area reading and literacy provisions for children wit      **Listening and Spoken Language Therapy for Children With Hearing Loss** Sylvia Rotfleisch, Maura Martindale, 2021-12-07 Listening and Spoken Language Therapy for Children With Hearing Loss A Practical Auditory Based Guide is a well organized and practical textbook based on a proven spoken language speech and listening model for teaching children with hearing loss Supported by decades of

research and experience the stage based model is presented with clear steps for intervention Written in easy to understand language this textbook is accessible to university students who are new to the field of hearing loss as well as to new and experienced professionals It is a highly applicable tool for providing auditory based therapy which supports professionals to empower parents and caregivers The stages emphasized in this textbook are developmental in nature starting with the prelinguistic level and ending with advanced communication Unlike the traditional age approach this unique system can address any child regardless of age intervention Operating based on the understanding that language is acquired through meaningful social interaction the stages not ages system can be used for late starters English learners and children with additional disabilities Key Features A color coding system for the model and a consistent presentation of content and tables provide clarity and a streamlined experience A comprehensive case study for each stage puts the approach into context Easy to use resources in the form of tables and handouts for parents give professionals ready made tools for working with families Explanations of proven strategies including speech acoustics applications Rainbow audiogram e mc2 Activities of Daily Living ADL theory cookie dough theory three act play and the dangling carrot A deep conversation about the role of culture provides a uniting thread throughout the text Disclaimer Please note that ancillary content such as handouts learning activities and discussion questions may not be included as published in the original print version of this book

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