

Higher Order Thinking Question Stems

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Remember (Level 1)

How would you define _____?
What do you remember about _____?
What is (are) _____?
What would you choose _____?
When did _____?
Where is (are) _____?
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 Order Thinking Starters

Anitra Vickery



Higher Order Thinking Starters:

Strategies for Developing Higher-Order Thinking Skills, Grades 6-12 Wendy Conklin, 2012-04-01 A professional strategies notebook developed for grades 6-12 provides teachers with strategies to build every student's mastery of high level thinking skills and includes model lessons featuring questioning decision making creative thinking problem solving and idea generating

Strategies for Developing Higher-Order Thinking Skills Wendy Conklin, 2012-02 Help your students become 21st century thinkers This resource provides teachers with strategies to build every student's mastery of high level thinking skills promote active learning and encourage students to analyze evaluate and create

Strategies for Developing Higher-Order Thinking Skills Levels 3-5 Wendy Conklin, 2012-02-01 Help your students become 21st century thinkers This resource provides teachers with strategies to build every student's mastery of high level thinking skills promote active learning and encourage students to analyze evaluate and create

Strategies for Developing Higher-Order Thinking Skills Levels K-2 Wendy Conklin, 2012-06-01 Help your students become 21st century thinkers This resource provides teachers with strategies to build every student's mastery of high level thinking skills promote active learning and encourage students to analyze evaluate and create

[Higher-Order Thinking Skills to Develop 21st Century Learners](#) Wendy Conklin, 2011-10-03 Uses practical and research based approaches to improve students higher order thinking skills and includes strategies for differentiating higher order thinking skills and developing them in English language learners

Strategies for Developing Higher-Order Thinking Skills, Grade K-2 Wendy Conklin, 2012-05-18 Developed for grades K-2 this resource provides teachers with strategies to build every student's mastery of high level thinking skills promote active learning and encourage students to analyze evaluate and create Model lessons are provided as they integrate strategy methods including questioning decision making creative thinking problem solving and idea generating

20 More Ideas Joel McIntosh, 1994 This companion to the original 20 Ideas offers additional innovative activities and lessons for teaching gifted students at the secondary level This book is packed with great engaging ideas for the gifted and talented classroom sure to excite and challenge your students Grades 5-12

Focus on Comprehension - Starter and Introductory Teachers Resource Book Louis Fidge, 2014-11 Offers three levels of differentiated activities designed to help children develop a wide range of comprehension skills Already a popular solution for SATs comprehension practice this new program follows the range of texts and objectives required by the National Literacy Strategy Framework for Teaching from Amazon.com

Developing Active Learning in the Primary Classroom Anita Vickery, 2013-10-10 Establishing an effective learning environment in the classroom requires a clear understanding of different teaching strategies that make children active participants in their own learning This book explores a range of philosophies and strategies to develop active learning in primary education It balances theory with practice to provide evidence based guidance and suggestions for use in the classroom Key topics include Creating a supportive learning environment Developing

the questioning skills of teachers and children Learning through assessment Developing thinking skills through curriculum subjects Active learning in early years education Philosophy for Children P4C Frameworks to promote thinking This is essential reading for professional studies modules on primary initial teacher education courses including university based PGCE PGDE BA QTS BEd school based SCITT School Direct and employment based routes into teaching It also serves as a handbook for schools that are developing their approaches to active learning Anitra Vickery works as senior lecturer in primary mathematics education and the Professional Studies Coordinator at Bath Spa University Introduction to Education Heather Sharp, Sue Hudson, Noelene Weatherby-Fell, Jennifer Charteris, Bernard Brown, Jason Lodge, Lisa McKay-Brown, Tracey Sempowicz, Rachel Buchanan, Scott Imig, Peter Hudson, Michaela Vergano, Michael Walsh, 2021-01-22 Introduction to Education provides pre service teachers with an overview of the context craft and practice of teaching in Australian schools as they commence the journey from learner to classroom teacher Each chapter poses questions about the nature of teaching students and guides readers through the Australian Professional Standards for Teachers Incorporating recent research and theoretical literature Introduction to Education presents a critical consideration of the professional policy and curriculum contexts of teaching in Australia The book covers theoretical topics in chapters addressing assessment planning safe learning environments and working with colleagues families carers and communities More practical chapters discuss professional experience and building a career after graduation Rigorous in conception and practical in scope Introduction to Education welcomes new educators to the theory and practical elements of teaching learning and professional practice Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners Cheryll M. Adams, Alicia Cotabish, Debbie Dailey, 2021-09-23 A Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners provides teachers and administrators with practical examples of ways to build comprehensive coherent and rigorous science learning experiences for gifted and advanced students from kindergarten to high school It provides an array of examples across the four domains of science physical sciences Earth and space sciences life sciences and engineering technology and applications of science Each learning experience indicates the performance expectation addressed and includes a sequence of activities implementation examples connections to the CCSS Math and CCSS ELA and formative assessments Chapters on specific instructional and management strategies assessment and professional development suggestions for implementing the standards within the classroom will be helpful for both teachers and administrators **High Leverage Practices and Students with Extensive Support Needs** Robert Pennington, Melinda Jones Ault, Ginevra Courtade, J. Matt Jameson, Andrea Ruppert, 2022-11-21 Building on the formative work of High Leverage Practices HLP for Inclusive Classrooms this critical companion explores how HLP can be applied to the education of students with extensive support needs ESN Each chapter walks readers through a different HLP exploring its implications for students with ESN and aligning it with current practice supports and terminology Edited by researchers and

teacher educators with decades of experience in serving students with ESN and their teachers this book is packed with rich examples of and detailed supports for implementing HLPs to ensure every student has access to all aspects of their school community

Learning Intervention Jeanette Berman,Lorraine Graham,2018-05-08 This book explores what learning intervention means in inclusive classroom settings It provides educational professionals with the knowledge and skills they require to reflect on and respond to students individual learning needs and enables them to choose implement and evaluate evidence based strategies for learning intervention Taking an ecological perspective and placing a capability framework at its core the book considers how responsive teaching and educational casework combine to create intricate layers of learning intervention and recommends tailored teaching and support strategies that can be used to address a wide variety of student learning needs Learning intervention is thus understood in its broadest sense and educational professionals are equipped with a range of interactive and adaptive strategies to support student learning Chapters introduce and unpack numerous frameworks for practice provide an extension to Response to Intervention models and bring together key evidence based ideas in an accessible format Effective teaching in response to clearly defined learning needs is central to the achievement of all students Learning Intervention will provide future and current educational professionals with the structures knowledge insight and skills they need to respond effectively to each and every student

Your First Source for Practical Solutions for ASD , Critical Thinking Activities (Intermediate) Teacher Created Resources,2001-06

Teaching Middle Years Donna Pendergast,2020-07-16 Teaching Middle Years has established itself as the most respected Australian text to focus on the adolescent years of schooling Recognition of the educational importance of this age group continues to grow as research reveals the benefits of programs designed especially for young people s needs This third edition provides a systematic overview of the philosophy principles and key issues in middle schooling together with a new depth of focus on the emotional problems and behavioural challenges in working with students The editors explore in detail two key areas in middle years pedagogy differentiation and engagement and there are new chapters on achieving effective transition the importance of physical activity in adolescence and how to develop cooperative and collaborative learning Featuring contributions from leading experts in the field and fully revised and updated to reflect the latest research Teaching Middle Years will assist both pre service and in service teachers to bring out the very best in their students Praise for the first edition Teaching Middle Years gives the reader many ideas and examples based on sound research It s an excellent coverage of the current thinking in this critical area of education from Teacher The National Education Magazine Offers educators a combination of theoretical constructions based on Australian and international research and practical suggestions for teaching middle years students based on the proven good practices of many effective middle years teachers from the Australian Journal of Middle Schooling This book should be required reading for every middle school leader who strives to better understand and facilitate middle level learning and achievement from Choice Current Reviews for Academic Libraries

Mathematics Education Programs that Work ,1991

Culturally Responsive Literacy Instruction Robert

Algozzine,Dorothy J. O'Shea,Festus E. Obiakor,2009 Dispels the myths regarding culturally diverse learners and provides concrete strategies that any teacher can easily implement The book contains current research from the most reputable sources in the field and is a must read for every teacher Akina Luckett Canty Special Education Teacher Brighton Middle School Birmingham AL This text addresses the literacy needs of learners who have been left behind Ursula Thomas Fair Assistant Professor of Early Childhood Education University of West Georgia Give students from culturally and linguistically diverse backgrounds the literacy skills to succeed All students bring unique cultural and language experiences to their learning Offering perspectives from experts in diversity and literacy this clearly organized comprehensive resource illustrates how teachers can improve reading achievement for students from diverse backgrounds by combining research supported best practices with culturally responsive instruction Culturally Responsive Literacy Instruction connects students backgrounds interests and experiences to the standards based curriculum Teachers will find effective practices to help plan implement manage and evaluate literacy instruction for students with culturally and linguistically diverse backgrounds This book provides A range of interventions that support five critical areas of reading instruction phonemic awareness phonics decoding fluency vocabulary and comprehension Learning materials that take advantage of multicultural literature themes and topics Guidelines for helping students connect language and literacy tasks to their own cultural knowledge and experiences Make a significant difference in all your students reading success with effective culturally responsive teaching practices

The Rural Nurse Deana Molinari,Angeline Bushy,2011-11-18 Transitioning to rural practice can be daunting for both experienced nurses and new graduates who have an urban orientation and are accustomed to specialized practice with abundant health care resources Since most nursing education programs and practicing nurses are located in urban settings programs are needed to prepare nurses who choose rural practice In their book Dr Molinari and Dr Bushy provide excellent examples of practice models from North America New Zealand and Australia with curricula that address transition issues The text makes a significant contribution to the discussion about how to best prepare nurses for rural practice and will be of interest to administrators educators and clinicians From the Foreword by Charlene A Winters PhD APRN ACNS BC Associate Professor Montana State University College of Nursing This is the only volume to address the pressing need for practical information about transitioning from an urban based nursing education or practice to a rural health care environment It provides successful strategies that nurses in rural settings can use to develop implement and evaluate innovative programs that will meet the needs of individual rural communities The book details current rural nursing transition to practice trends and issues national standards and evidence based model programs worldwide Rural practice culture is described along with professional education issues competency patient care and safety Chapters are presented in easy to access formats that offer ready solutions for problems commonly encountered in rural practice such as nurse

recruitment and retention In addition to health care delivery issues for specific rural populations the book presents program descriptions from local to state levels including locally developed education programs urban hospital systems outreach to rural facilities universities collaborating with rural businesses city based workshops statewide competencies tracked by employers and a distance education program customized by rural agencies Case studies demonstrate how rural facilities even the smallest and most isolated are advancing health care through nurse support The text will be of value to rural nursing staff developers critical access hospitals and community clinic administrators rural professional organizations small urban health facilities continuing education providers nursing workforce centers and graduate programs Key Features The first transition from academia to practice guide for rural nursing Charts evidence based successes and offers model programs in different rural settings Provides rural specific information to facilitate statewide health mandates Features residency program development processes with tips and tools that work *Educating in the Spirit* Eric J. Kyle, 2019-05-16 This book is an attempt to address two struggles for theistic educators e g those who approach their educational vocation from a religious perspective whether they are working in secular or faith based institutions The first struggle is that while numerous guidelines on teaching excellence have been compiled the resulting checklists can contain more than a hundred criteria to consider This book therefore identifies the evidence based guidelines that are likely to have the highest impact on student achievement thereby empowering educators to focus their efforts in more substantial ways The second struggle is related to the lack of resources which can help educators to view and approach their vocation from a theistic perspective While there are texts that discuss the relationship of spirituality and or theology to education few to date have sought to bring evidence based educational literature into dialogue with the western Christian tradition and thereby develop a bottom up theology of education This book addresses this historical and theological gap Overall this book is therefore intended to not only provide theistic educators with high impact guidelines that can significantly improve the quality of education in their school systems but it also strives to do so from a thoroughly theistic perspective

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