Remembering

- Make a story map showing the main events of the story.
- Make a time line of your typical day.
- Make a concept map of the topic.
- Write a list of keywords you know about....
- What characters were in the story?
- Make a chart showing...
- Make an acrostic poem about...
- Recite a poem you have learned.

Questions for Remembering
Pohl, *Learning to Think, Thinking to Learn*, p. 12

- What happened after...?
- How many...?
- What is...?
- Who was it that...?
- Name the ...?
- Find the definition of...
- Describe what happened after...
- Who spoke to...?
- Which is true or false...?

Understanding

- Write in your own words...
- Cut out, or draw pictures to illustrate a particular event in the story.
- Report to the class...
- Illustrate what you think the main idea may have been.
- Make a cartoon strip showing the sequence of events in the story.
- Write and perform a play based on the story.
- Write a brief outline to explain this story to someone else
- Explain why the character solved the problem in this particular way
- Write a summary report of the event.
- Prepare a flow chart to illustrate the sequence of events.
- Make a colouring book.
- Paraphrase this chapter in the book.
- Retell in your own words.
- Outline the main points.

Questions for Understanding
Pohl, *Learning to Think, Thinking to Learn*, p. 12

- Can you explain why...?
- Can you write in your own words?
- How would you explain...?
- Can you write a brief outline...?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Can you clarify...?
- Can you illustrate...?
- Does everyone act in the way that ....... does?
Applying
• Construct a model to demonstrate how it looks or works
• Practise a play and perform it for the class
• Make a diorama to illustrate an event
• Write a diary entry
• Make a scrapbook about the area of study.
• Prepare invitations for a character's birthday party
• Make a topographic map
• Take and display a collection of photographs on a particular topic.
• Make up a puzzle or a game about the topic.
• Write an explanation about this topic for others.
• Dress a doll in national costume.
• Make a clay model...
• Paint a mural using the same materials.
• Continue the story...

Questions for Applying
Pohl, *Learning to Think, Thinking to Learn*, p. 13
• Do you know of another instance where...?
• Can you group by characteristics such as...?
• Which factors would you change if...?
• What questions would you ask of...?
• From the information given, can you develop a set of instructions about...?

Analyzing
• Use a Venn Diagram to show how two topics are the same and different
• Design a questionnaire to gather information.
• Survey classmates to find out what they think about a particular topic. Analyse the results.
• Make a flow chart to show the critical stages.
• Classify the actions of the characters in the book
• Create a sociogram from the narrative
• Construct a graph to illustrate selected information.
• Make a family tree showing relationships.
• Devise a role play about the study area.
• Write a biography of a person studied.
• Prepare a report about the area of study.
• Conduct an investigation to produce information to support a view.
• Review a work of art in terms of form, color and texture.
• Draw a graph
• Complete a Decision Making Matrix to help you decide which breakfast cereal to purchase

Questions for Analyzing
Pohl, *Learning to Think, Thinking to Learn*, p. 13
• Which events could not have happened?
• If...happened, what might the ending have been?
• How is...similar to...?
• What do you see as other possible outcomes?
• Why did...changes occur?
• Can you explain what must have happened when...?
• What are some of the problems of...?
• Can you distinguish between...?
• What were some of the motives behind..?
• What was the turning point?
• What was the problem with...?

Evaluating
• Write a letter to the editor
• Prepare and conduct a debate
• Prepare a list of criteria to judge...
• Write a persuasive speech arguing for/against...
• Make a booklet about five rules you see as important. Convince others.
• Form a panel to discuss viewpoints on....
• Write a letter to. ..advising on changes needed.
• Write a half-yearly report.
• Prepare a case to present your view about...
• Complete a PMI on...
• Evaluate the character’s actions in the story

Questions for Evaluating
Pohl, Learning to Think, Thinking to Learn, p. 14
• Is there a better solution to...?
• Judge the value of... What do you think about...?
• Can you defend your position about...?
• Do you think...is a good or bad thing?
• How would you have handled...?
• What changes to.. would you recommend?
• Do you believe...? How would you feel if. ..?
• How effective are. ..?
• What are the consequences..?
• What influence will....have on our lives?
• What are the pros and cons of....?
• Why is ....of value?
• What are the alternatives?
• Who will gain & who will loose?

Creating
• Use the SCAMPER strategy to invent a new type of sports shoe
• Invent a machine to do a specific task.
• Design a robot to do your homework.
• Create a new product. Give it a name and plan a marketing campaign.
• Write about your feelings in relation to...
• Write a TV show play, puppet show, role play, song or pantomime about..
• Design a new monetary system
• Develop a menu for a new restaurant using a variety of healthy foods
• Design a record, book or magazine cover for...
• Sell an idea
• Devise a way to...
• Make up a new language and use it in an example
• Write a jingle to advertise a new product.

Questions for Creating
Pohl, Learning to Think, Thinking to Learn, p. 14
• Can you design a...to...?
• Can you see a possible solution to...?
• If you had access to all resources, how would you deal with...?
- Why don't you devise your own way to...?
- What would happen if ...?
- How many ways can you...?
- Can you create new and unusual uses for...?
- Can you develop a proposal which would...?

**Sources**