

Language and Thinking

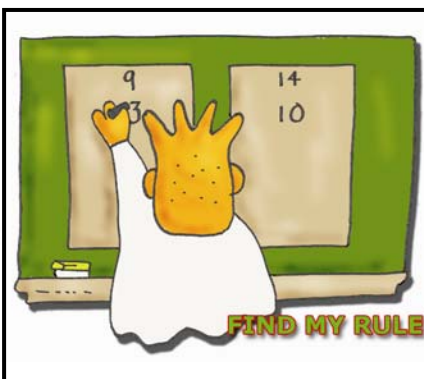
Students may find it helpful to be alerted to 'thinking words and phrases' that they can use both in group discussions and in plenary sessions. Conscious use of thinking words and phrases helps to make processes more explicit, and opens them up to scrutiny, reflection and regulation.

Thinking Words

Adapt	Evaluate	Predict
Analogy	Evidence	Prioritise
Apply	Examine	Realisation
Assess	Experience	Recall
Assumption	Experiment	Recognise
Attitude	Explain	Reconstruct
Belief	Extrapolate	Refine
Clarify	Formulate	Reflect
Classify	Hypothesise	Reorganise
Combine	Identify	Respond
Compare	Image	Scan
Compose	Imagine	Sequence
Consider	Implement	Short-term memory
Context	Interpret	Skim
Contradiction)	Interrelate	Specification
Contrast	Judge	Stereotype
Convert	Justify	Plan
Decide	Stimulus	Structure
Decipher	Stimulate	Memory summarise
Decode	Link	Symbol
Define	Long-term	Synthesise
Design	Meaning	Transform
Develop	Metaphor	Translate
Differentiate	Model	Trigger
distinguish	Negotiate	visualise
	Organise	
	paraphrase	

Gambits for a Thinking Classroom

Why? What? When? Where? How? Who? Is it better than...? What do you think? Imagine that...? What if...? Do you need some thinking time? Why not? Is it worse than...? What are the facts? How do you feel? What are the problems? What are the good things? How do you want to think about this? How do you want to learn this? Can you do it a different way? Do you see it? Do you understand? Can you teach it to someone else? Can you use your idea somewhere else? Can you split up the problem?



T2T(UK) can help you to transform your classroom into a higher-level think tank! Forget designing special thinking skills lessons. Learn to implement the Kagan 15 Thinking Skills Model (See Table below); and make thinking skills part of every lesson! As you use simple structures to deliver any content your students will reap the benefits of an exciting additional curriculum: thinking skills. Learn a host of structures that inspire, demand, and develop the range of thinking skills. Your class will be a buzz of engagement with Spin-N-Think, Idea Spinners, Team Statements, and many more.

Thinking Skill	Related Skills	Sample Structures
UNDERSTANDING		
1. Recalling	Drawing info into Working Memory, Memorising, Paraphrasing, Recollecting	Flashcard Game (Semantic Memory); Boss/Secretary (Procedural Memory); Simulations (Episodic Memory)
2. Summarising	Abstracting, Comprehending, Describing, Observing, Processing	Three-Step Interview; Timed Pair Share
3. Symbolising	Choreographing, Drawing, Illustrating, Translating, Verbalising, Visualising	Draw What I Write; Window Paning; Mind Mapping
4. Categorising	Associating, Classifying, Grouping, Patterning, Rearranging, Sequencing, Sorting	Find-a-Frame; Fill-a-Frame
5. Shifting Perspective	Empathising, Visual/Spatial Perspective Taking	Paraphrase Passport
TRANSFORMING		
6. Analysing	Decontextualising, Disembedding, Dissecting, Dividing, Separating	Pairs Compare; Same-Different
7. Applying	Adapting, Decontextualising, Transferring	Team-Pair-Solo
8. Inducing	Example to Idea, Inferring, Observing, Hypothesis Generation and Testing	Find My Rule
9. Deducing	Deducting, Drawing Conclusions, Idea to Example, Reasoning	Logic Line-Ups
10. Calculating	Estimating, Solving, Applying, Checking	Pairs Check; RallyCoach
GENERATING		
11. Brainstorming	Creating, Elaborating, Exaggerating, Inventing, Reversing	4 S Brainstorming; Jot Thoughts
12. Synthesising	Associating, Blending, Building, Combining, Creating, Integrating	Team Statements
13. Predicting	Anticipating, Estimating, Extrapolating, Sequencing	Estimate Line-Ups
14. Evaluating	Assessing, Criticising, Decision Making, Determining Fallacies, Interpreting, Prioritizing	Sum-the-Ranks; Agree-Disagree Line-Ups
15. Questioning	Hypothesising, Inquiring, Investigating	Q-Matrix; Spin-N-Think

There are many ways of fostering thinking skills, including lessons, activities, and instructional strategies. In our own work in this area, we have leaned heavily toward an instructional strategy approach. That is, rather than teaching lessons on thinking skills, we embed thinking skills into any lesson by using instructional strategies that engage those skills. Rather than teaching about the skills, we have students practice them. For example, during a lesson on democracy, the teacher may have students do a **Team Statement**. Working alone each student writes a definition, and then the students work together in a structured format to write a team definition. The content of the lesson is democracy, but in the process of dealing with that content the students are practicing synthesis level thinking—synthesising one definition from the best elements of several. To take another example, to foster analytic thinking, the teacher may use **Pairs Compare**, in which pairs analyse the elements of something and then compare their findings with another pair. Team Statements and Pairs Compare are two of many instructional strategies designed to foster thinking. Each strategy can be used with a very wide range of content at all grade levels. One advantage of the instructional strategy approach to thinking skills is that once the teacher learns to use the strategies on a regular basis, thinking skills become part of every lesson without special preparation or planning. Delivery of the thinking skills curriculum does not compete for time with delivery of the regular academic curriculum.