

Critical Thinking Skills

Reading Response Forms Grades 1-2

Skills For Critical Thinking		Word Study	Compre-hension	Reading Response	Writing Tasks	Graphic Organizers
LEVEL 1 Remembering	<ul style="list-style-type: none"> • Understands Word Meanings And Text • Identifies Parts Of Speech: Nouns, Verbs, Adjectives • Recall Details • Identify Story Sections: Beginning, Middle, End 	✓ ✓ ✓	✓	✓	✓	✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> • Character Study • Sequence And Summarize Events • Identify The Main Idea • Describe Characters, Setting • Interpret Ideas 	✓	✓	✓	✓	✓
LEVEL 3 Applying	<ul style="list-style-type: none"> • Select And State Information • Identify The Outcome • Apply New Learning • Make Connections To Personal Experiences And To Real Life 	✓	✓	✓	✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> • Draw Conclusions • Find Proof In The Story • Infer Character Motivation • Identify Cause And Effect • Make Inferences Using Personal Experiences 	✓ ✓	✓	✓	✓	✓
LEVEL 5 Evaluating	<ul style="list-style-type: none"> • Develop And Express An Opinion • Make Judgments • Ask Questions 			✓	✓	✓
LEVEL 6 Creating	<ul style="list-style-type: none"> • Make Predictions • Give Personal Interpretation Of Story • Create • Imagine Alternatives To Story 			✓	✓	

Based on Bloom's Taxonomy



Visual Arts

- 1. Touchable Picture:** Draw and color a picture showing a scene from the story. Use real materials (yarn, cotton balls, fabric, ribbon, wire, leaves, sand) to enhance details.
- 2. Life-size main characters:** Trace around the child to make a large figure. Color and add details to depict main character. Cut out figure.
- 3. Mural:** A good application for this is when doing an author study. The mural can be divided into sections that will show individual books written by the same author. Two or more students could work on the same section.
- 4. Story Book Cube:** Provide students with a flat pattern of a cube. Number the sections. In section 1, write the name of the book and the author. In the subsequent sections, retell the story in pictures and words.
- 5. Character Puppets:** Provide students with size appropriate oval shapes to be used to show story character faces. Attach to wooden popsicle sticks. Use to retell story.
- 6. Make a birthday card** for the main character in the story. Discuss ideas for messages for inside of card.
- 7. Cone Characters:** Provide students with a semicircle pattern. Ask students to draw on facial features, hair, hat, etc. Staple into cone shape.



Comprehension Quiz

Mrs. Gray lived in a tiny house just outside our town. She was a kind and happy old lady. But very few people ever went to visit her.

Mrs. Gray didn't mind because she had other visitors. She loved animals. She would feed any strays that came to her door.

Sometimes the strays would become her pets. People would laugh at her for helping so many strange animals.

Some people began to wonder how Mrs. Gray could feed so many animals. "How can she do it? She must have a lot of money", they said to themselves.

One night two robbers came to Mrs. Gray's house. It was dark and they crept inside very quietly. They couldn't see where they were going. The first robber fell over a furry lump. The second robber fell right on top of him!

All at once, there was a terrible smell! The robbers screamed "My eyes! My eyes!". Their eyes burned! They raced out of the house and ran down the road. They may be still running!

Why Did It Happen?



A **CAUSE** is the **REASON** something **HAPPENS**.

An **EFFECT** is the **THING** that **HAPPENS**.

Find **3 IMPORTANT EVENTS** in your story.

Write these events in the **EFFECT** column.

Then write the reason it happened in the **CAUSE** column.

EFFECT: the thing that happened	CAUSE: the reason this happened
1.	1.
2.	2.
3.	3.

SAMPLE