



Teacher Guide



Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

Identifying and using critical thinking skills is a daunting task facing most elementary teachers today. Our resource was written with this very purpose in mind. Here you will find critical thinking defined as, “what happens when you judge, decide, or solve a problem.” Many of the critical thinking skills such as, 1) independent thinking, 2) organization, 3) making inferences, 4) anticipating consequences, 5) recognizing valid and invalid arguments, and 6) problem solving are defined and used in thought provoking exercises throughout the book. Rather than claim to be a complete course in the process of critical thinking, this workbook is just the beginning of a critical thinking journey for students that will continue through college and into adulthood.



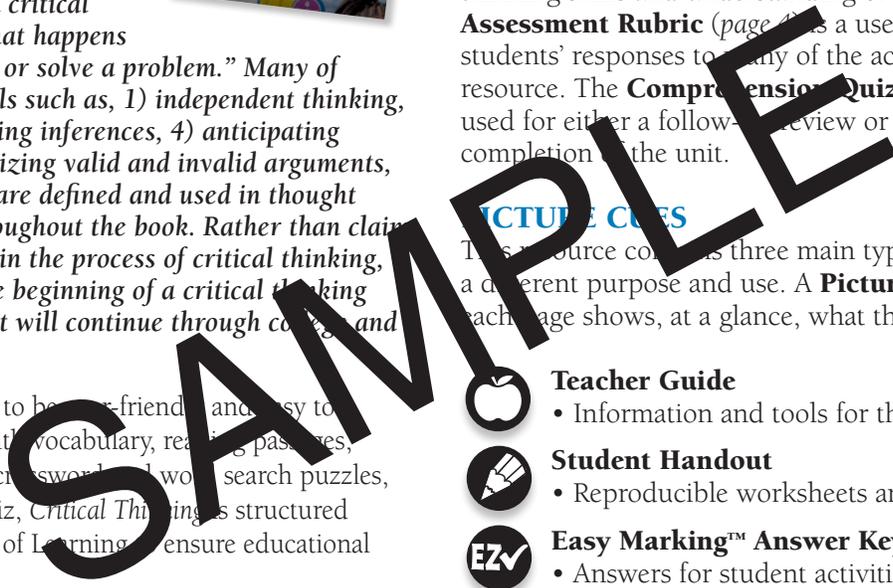
- The **AFTER YOU READ** activities check students’ comprehension of the concepts presented in the reading passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

Writing Tasks are included to further develop students’ thinking skills and understanding of the concepts. The **Assessment Rubric** (page 47) is a useful tool for evaluating students’ responses to many of the activities in our resource. The **Comprehension Quiz** (page 48) can be used for either a follow-up review or assessment at the completion of the unit.

PICTURE CUES

This resource comes in three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

Our resource is designed to be user-friendly and easy to understand. Complete with vocabulary, reading passages, work sheets, overheads, crossword and word search puzzles, and a comprehension quiz, *Critical Thinking* is structured using Bloom’s Taxonomy of Learning to ensure educational appropriateness.



Teacher Guide

- Information and tools for the teacher

Student Handout

- Reproducible worksheets and activities

Easy Marking™ Answer Key

- Answers for student activities

How Is Our Resource Organized?

STUDENT HANDOUTS

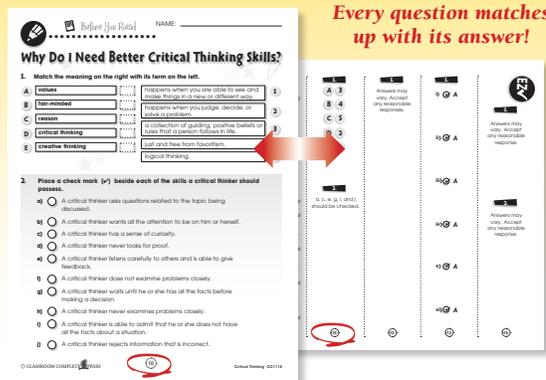
Reading passages and activities (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also presented.

EASY MARKING™ ANSWER KEY

Marking students’ worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



Every question matches up with its answer!



Keys to Inferences

1. Read each sentence and choose the most logical inference. In the space provided, explain why that inference makes sense.

i) Bits of paper danced across the parking lot.

- A It is a hot day.
- B It is a windy day.
- C It is a cold evening.
- D It is snowing.

Why do you think so?

ii) Joe put on his suit and tie.

- A Joe is on his way to church.
- B Joe looks good in blue.
- C Joe is going to dig in the garden.
- D Joe needs to dress nicely.

Why do you think so?

iii) All the girls were asleep.

- A The room must be pretty dark.
- B It may be noon.
- C It must be late at night.
- D The room must be hot.

Why do you think so?

iv) The kitten's fur was fluffy and smelled good.

- A The kitten just stepped in mud.
- B The kitten just ran into a skunk.
- C The kitten just woke up from a nap.
- D The kitten just had a bath.

Why do you think so?

v) The children just left for school.

- A It's midnight.
- B It's morning.
- C It's bedtime.
- D It's late afternoon.

Why do you think so?



Crossword

Word List

- anticipate
- attributes
- brainstorm
- conclusion
- consequences
- critical
- evaluate
- facts
- independent

Word List

- inference
- logic
- modifications
- opinions
- problem
- reason
- solution
- thinking
- value

Across

- 2. Expect
- 6. A state of difficulty that needs to be settled or a question that needs to be answered.
- 9. A conclusion that you came to in your mind based on something else that you believe to be true.
- 11. Characteristics
- 13. Answers
- 15. Free to make choices
- 16. Changes
- 17. The process of using your mind to consider things carefully
- 18. The effects or results of a decision or action

Down

- 1. A collection of guiding, positive beliefs or rules that a person follows in life.
- 3. Measure the quality of something
- 4. Write down all the answers to a problem that come to mind.
- 5. Clearly stated information that can be proven
- 7. The art of reasoning
- 8. Logical thinking
- 10. _____ Thinking
- 12. Drawing a _____
- 14. Beliefs based on feelings

Critical Thinkers



Critical thinkers are:

- curious about the world.
- creative questioners.
- frequently asking “why?” and seeking reasons to defend a position.
- interested only in credible sources of information.
- able to take into account the total situation or context when interpreting something.
- relevant thinkers who stick to the main point.
- always looking for alternative explanations, positions, or arguments.
- open-minded and who seriously consider points of view other than their own.
- willing to change a position when the evidence is sufficient to make them do so.
- able to withhold judgment when the evidence is insufficient.
- eager to seek precision.
- able to realize the limits of knowing; hence they look for probability rather than proof.
- able to realize the role of personal bias in the process of knowing something.
- able to deal in an orderly manner with the parts of a complex whole and anticipate the next step in a process.
- sensitive to the feelings, levels of knowledge, and degree of sophistication of others when presenting their findings.
- able to apply critical thinking abilities to a wide variety of subjects.



SAMPLE