



# Teacher Guide



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

## Introduction

**I**dentifying 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.



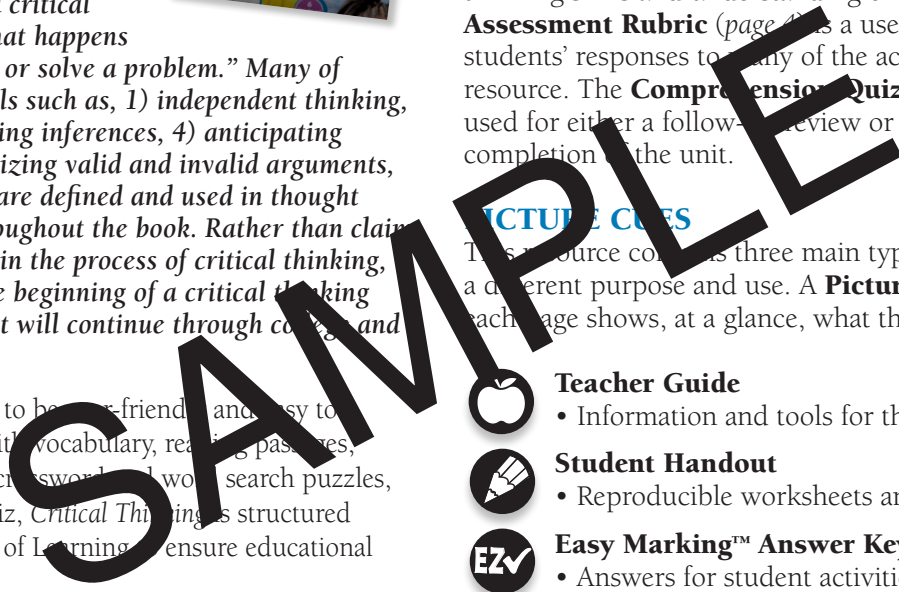
- The **AFTER YOU READ** activities check students’ comprehension of the concepts presented in the reading passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

**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

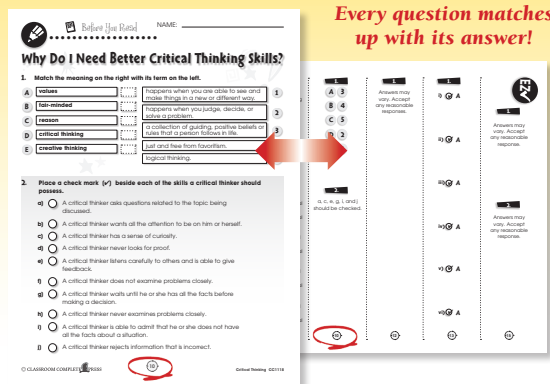
**Reading passages and activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand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

## 1. Answer each question with a complete sentence.

a) What do you think the phrase, "problem solving" means?

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b) Describe at least two kinds of problems that a student like you might need to solve.

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c) A man is looking at a photograph of someone. His friend asks who it is. The man replies, "Brothers and sisters, I have none. But that man's father is my father's son." Who was in the photograph?

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d) Before Mt. Everest was discovered, what was the highest mountain in the world?

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e) Jimmy's mother had 4 children. She named the first Monday. She named the second Tuesday. The third was named Wednesday. What is the name of the fourth child?

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## 2. **Circle** the word True if the statement is true. **Circle** the word False if it's false.

a) Everyone has problems that need to be solved.

**True**

**False**

b) The best solution to a problem is to ask your mother or father what to do about it.

**True**

**False**

c) When there is a problem to be solved, using the first answer you think of is always the best solution.

**True**

**False**

d) Brainstorming means sitting down by yourself or with friends and coming up with as many possible solutions to the problem as you can.

**True**

**False**



# Comprehension Quiz

Put an "F" in front of each FACT and put an "O" in front of each OPINION.

- 15.  People need to eat food in order to survive.
- 16.  The best foods to eat are green beans and corn on the cob.
- 17.  We saw the most exciting adventure movie in the world last night!
- 18.  The movie received excellent reviews from the critics.
- 19.  Everyone needs to read a good mystery book about once a month.



Circle the cause and underline the effect in each statement below.

- 20. It was raining so I brought my red umbrella with me.
- 21. Because the truck was out of gas it would not start when I tried the ignition.
- 22. I get good grades in English because it is my favorite subject.
- 23. Marie is a great pianist because she practices three hours a day!
- 24. I had to reboot my computer because the screen froze.



Complete the following graphic organizer by filling in the five parts of the critical problem-solving process.

## THE CRITICAL PROBLEM-SOLVING PROCESS

25. The five steps in the critical problem solving process are:
- 1: \_\_\_\_\_
  - 2: \_\_\_\_\_
  - 3: \_\_\_\_\_
  - 4: \_\_\_\_\_
  - 5: \_\_\_\_\_



SUBTOTAL: /15

# Prediction With Evidence



Name: \_\_\_\_\_ Date: \_\_\_\_\_

I predict that:

**Evidence #1**

Source:

**Evidence #2**

Source:

**Evidence #3**

Source:

**Evidence #4**

Source:

**Evidence #5**

Source:

SAMPLE