

analyze

Definition:

Can you dissect information to explore understandings and relationships?

Teacher will:

- *probe
- *evaluate
- *dissect
- *guide
- *question
- *act as a resource
- *observe
- *organize

Student will:

- *discuss
- *debate
- *investigate
- *inquire
- *think deeply
- *uncover
- *test
- *calculate
- *actively participate
- *argue
- *question
- *examine

Skills to be demonstrated by students:

- break learned information into its parts to best understand information
- seeing patterns
- organization of parts
- recognition of hidden meanings
- identification of components

Key Words to Consider as you Develop Objectives & Questions:

- analyze
- appraise
- arrange
- assume
- break down
- calculate
- categorize
- classify
- compare
- conclusion
- contrast
- correlate
- criticize
- debate
- detect
- diagram
- differentiate
- discover
- discriminate
- dissect
- distinguish
- distinction
- divide
- examine
- experiment
- focus
- group
- function
- illustrate
- inference
- inquire
- inspect
- investigate
- limit
- list
- motive
- order
- outline
- point out
- prioritize
- probe
- question
- recognize
- relate
- research
- separate
- sequence
- sift
- simplify
- subdivide
- survey
- take part in
- test for
- theme

Question Stems:

- Why do you think...?
- What inference can you make...?
- What is the relationship between...?
- What ideas justify...?
- What evidence can you find...?
- How is...similar to...?
- How would you categorize...?
- What conclusions can you draw...?
- What is the theme...?
- What is the purpose of....?
- What do you see as other possible outcomes?
- What are some of the problems of...?
- Can you distinguish between...?
- What was the turning point...why?
- Compare...to...? Contrast...to...?
- What can you infer....?

Possible Projects/Assignments:

- Design a questionnaire to gather some information.
- Write a commercial to sell a new product.
- Conduct an investigation to produce information to support a view.
- Make a flow chart to show the critical stages.
- Construct a graph to illustrate selected information.
- Make a jigsaw puzzle.
- Make a family tree showing relationships.
- Put on a play about the study area.
- Write a biography of the study person.
- Prepare a report about the area of study.
- Arrange a party. Make all the arrangements and record the steps needed.
- Review a work of art in terms of form, color and texture.
- Use a Venn Diagram to show how two topics are the same and different
- Survey classmates to find out what they think about a particular topic. Analyze the results.
- Classify the actions of the characters in the book
- Complete a Decision Making Matrix to help make a decision.
- Make a venn diagram to compare and contrast the characters' traits, motives, feelings, attitudes.
- Make a venn diagram or a T-chart to compare and contrast two texts for their purpose, message, author's craft and storylines.
- Physically demonstrate a "How-To..." related to your book.
- Create a soundscape for your favorite part of the book. Record it.
- Debate with a classmate, the reasons not to miss this book or why not to read this book.
- Conduct an interview with another person who also read the book. Take notes and present it to the class.
- Analyze a problem in the story from two different perspectives.
- If you met the author of your book, what five questions would you ask them and why?
- _____
- _____
- _____
- _____
- _____
- _____

evaluate

Definition:

Can you make decisions based on in-depth reflection, criticism and assessment?

Teacher will:

*clarify *accept *guide

Student will:

*judge *dispute *compare
*critique *question *argue
*assess *decide *select
*justify *actively participate

Skills to be demonstrated by students:

- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity

Key Words to Consider as you Develop Objectives & Questions:

- | | | | |
|-------------|----------------|--------------|-------------|
| • agree | • decide | • infer | • rank |
| • appraise | • deduce | • influence | • rate |
| • argue | • deduct | • interpret | • recommend |
| • assess | • defend | • judge | • re-frame |
| • award | • determine | • justify | • reject |
| • choose | • discriminate | • measure | • revise |
| • compare | • dispute | • mark | • rule on |
| • conclude | • disprove | • opinion | • Score |
| • contrast | • estimate | • perceive | • select |
| • criteria | • evaluate | • Predict | • support |
| • criticize | • explain | • prioritize | • Validate |
| • critique | • importance | • prove | • value |
| • debate | | | |

Question Stems:

Do you agree with the actions of...?

What is your opinion of...?

Would it be better if...?

How would you rate the...?

How would you justify...?

Which is more important...?

What are the consequences of...?

Why is ...of value?

Do you agree with the outcome...?

How would you prove...? Disprove...?

What would you recommend...?

What choice would you have made...?

Is there a better solution to...?

What are the pros and cons of...?

How would you feel if...?

What information supports this view?

Possible Projects/Assignments:

- Prepare a list of criteria to judge a show. Indicate priority and ratings.
- Conduct a debate about an issue of special interest.
- Make a booklet about 5 rules you see as important. Convince others.
- Form a panel to discuss views, eg "Learning at School."
- Write a letter to ... advising on changes needed at...
- Write a half yearly report.
- Prepare a case to present your view about...
- Write a letter to the editor
- Prepare a list of criteria to judge...
- Write a persuasive speech arguing for/against...
- Form a panel to discuss viewpoints on....
- Write a letter to. ..advising on changes needed.
- Write a half-yearly report.
- Evaluate the character's actions in the story.
- Review the book from someone else's perspective.
- Give your book a rank or rating and tell why you didn't rank it higher or lower than you did.
- Do you think this book needs illustrations? Write three reasons why or why not referring to the text. Explain and draw some illustrations you would include. What changes would you make to the illustrations?
- Develop a criteria for evaluating book covers. Create a checklist.
- Evaluate your own performance, write criteria and give yourself an overall comment with recommendations for improvement.
- Evaluate someone else's performance using the criteria above.
- Choose a sound to represent each of the characters in the book. List and/or record them.
- Develop a set of criteria to decide if the book will interest other people. Survey students.
- Write a letter to someone recommending they read the give. Give reasons.
- Explain your feeling to a particular part of the book. Why do you think you feel this way?
- _____
- _____
- _____

create

Definition:

Can you generate new products, ideas or demonstrate new ways of viewing things?

Teacher will:

*facilitate *extend *reflect
*analyze *evaluate

Student will:

*design *formulate *plan
*modify *create *propose
*take risks *actively participate

Skills to be demonstrated by students:

- using old ideas to create new ones
- generalizing from given facts
- relating knowledge from several areas
- predicting, drawing conclusions

Key Words to Consider as you Develop Objectives & Questions:

- | | | | |
|-------------|-------------|----------------|-------------|
| • act | • craft | • generate | • originate |
| • adapt | • create | • give rise to | • plan |
| • assemble | • design | • hypothesize | • predict |
| • blend | • develop | • imagine | • produce |
| • build | • devise | • improve | • propose |
| • change | • discuss | • initiate | • set up |
| • coin | • elaborate | • invent | • solution |
| • compile | • estimate | • make up | • solve |
| • compose | • fashion | • maximize | • suppose |
| • conceive | • forecast | • minimize | • test |
| • concoct | • form | • modify | • theorize |
| • construct | • formulate | • organize | |

Question Stems:

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 different ways can you...?
Can you create new and unusual uses for...?
Can you develop a proposal which would...?

Possible Projects/Assignments:

- Invent a machine to do a specific task.
- Design a building to house your study.
- 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 record, book, or magazine cover for...?
- Make up a new language code and write material using it.
- Sell an idea.
- Devise a way to...
- Compose a rhythm or put new words to a known melody.
- Produce a film about...
- Develop and design a project that...
- Plan an itinerary for a trip to...
- Design a new game that...
- Publish a newspaper that...
- Write an advertisement for...
- Create a painting or illustration that...
- Figure out a plan to increase...
- Figure out a plan to reduce...
- Figure out a plan to lower the risks of...
- Create a plan to track the data for...
- Use information from this book and create a debate. Write pros and cons.
- Write a new ending for this book.
- Design a set of test questions for this book. Include an answer/opinion sheet.
- Create a board game about the book. Describe it.
- Create an app for the book, what will buyers do with the app? How will you make it interesting and engaging?
- Design a rap, dance, mime or secret language that displays your understanding of the book.
- Create a TV or radio ad, with a jingle to show your understanding of the book.
- Write a song or nursery rhyme with the same title as your book.
- Devise an educational campaign to promote reading. Mention your book as an example for students to read.
- Create a PSA (public service announcement) with the author's message as your main message.
- Create a list of ideas from the book that are still confusing to you, that you don't understand from the book. Create a list of things that could help you to better understand when reading.
- Create a nature collage to represent scenes from your book. Write about the process and why you chose the objects you did. Include which part of the book it compliments and why.
- Design and create a set of baseball cards for the main characters in the story complete with all bio stats and important information.