

Knowledge

REM 203A

A TEACHING RESOURCE FROM...



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Ellie Weiler

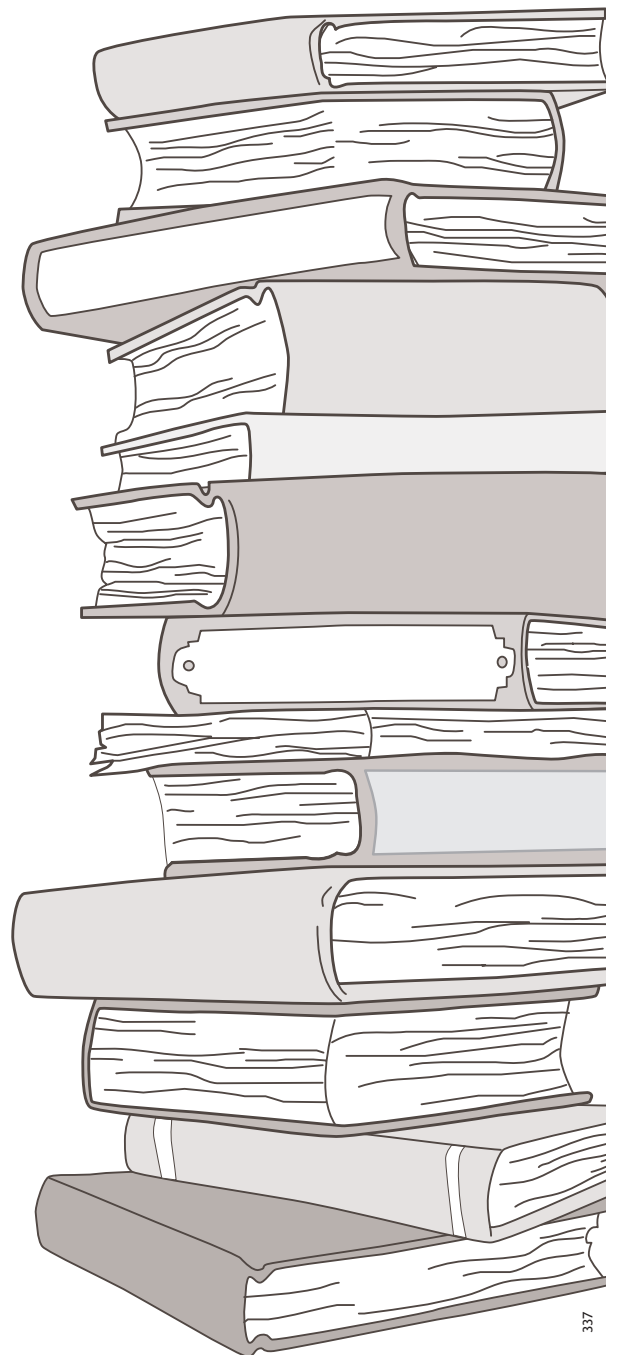
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INTRODUCTION

As the first level of critical thinking defined in Bloom's Taxonomy, knowledge is the least complex and abstract. It is the obtaining and recall of information.

Knowledge is an important step in the building of effective thinking and problem solving skills. If students are unable to "get" the information or recall it, their ability to think and reason efficiently is very limited.

The activities in this unit provide practice in a variety of areas emphasizing knowledge. They help students identify those skills which require the ability to find and remember information.

All activities are reproducible for use in a variety of teaching, practice, and reinforcement situations. They are appropriate for whole class, small group, or individual use. Oral discussion of the work as it is completed will increase the level of student understanding.

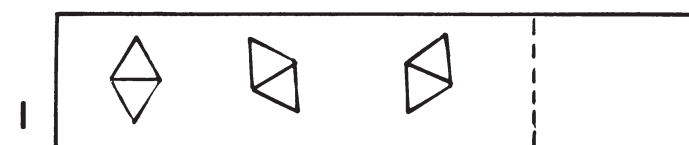
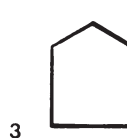
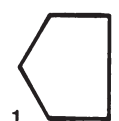
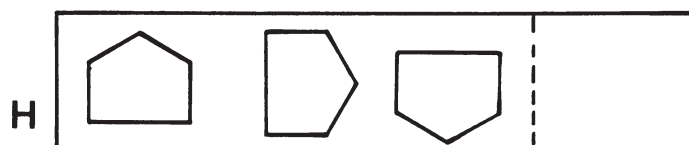
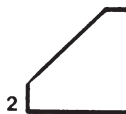
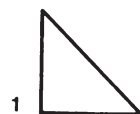
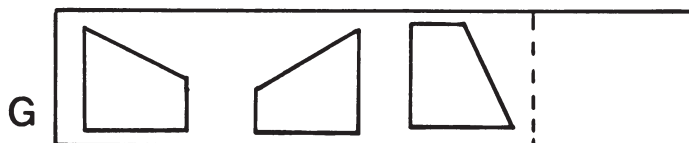
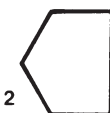
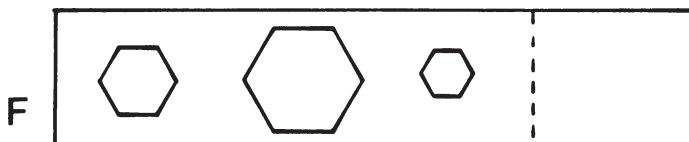
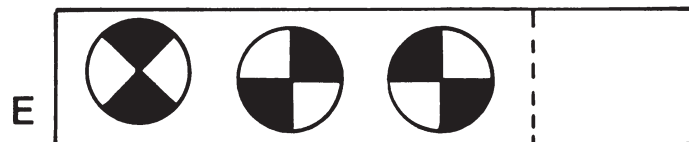
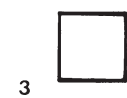
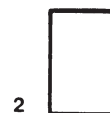
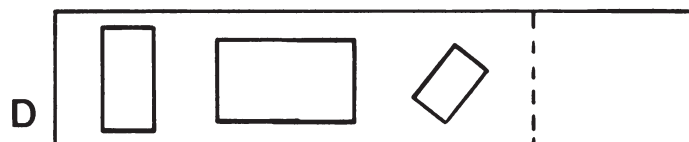
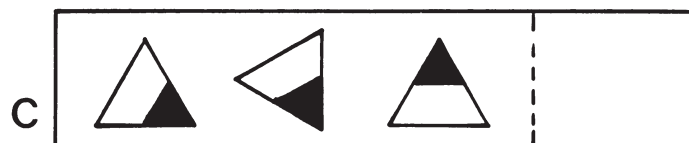
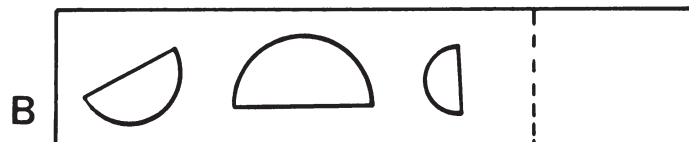
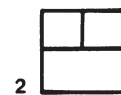
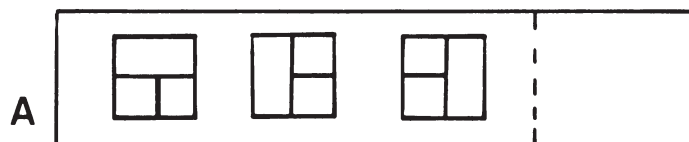
THE CRITICAL THINKING SERIES

FROM REMEDIA PUBLICATIONS

201A	Analogies
201B	Classification
201C	Absurdities
201D	Similarities & Differences
201E	Sequence
202A	Drawing Solutions
202B	Using Logic
202C	Finding Facts
202D	Following Directions
202E	Relying on Reason
203A	Knowledge
203B	Comprehension
203C	Application
203D	Analysis
203E	Synthesis
203F	Evaluation

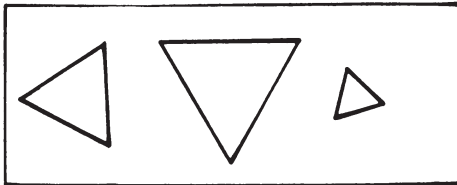
When we **CLASSIFY** things, we put them in groups according to the ways they are alike.

Look at the shapes in each box. See how they are alike. Choose the outside shape that belongs with the group. Circle it. Draw it in the blank space.



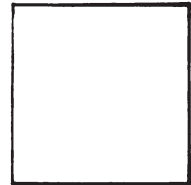
How do the shapes in each set go together? Look at each set.

Underline the sentences that are TRUE about the set. In the empty box, draw a new shape that would fit with the set.



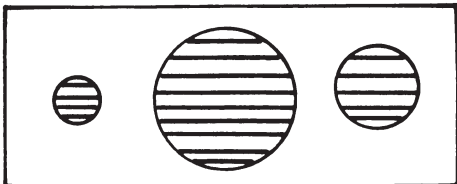
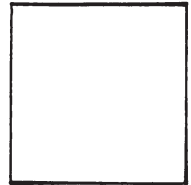
All the shapes:

- A. are the same size
- B. are the same color
- C. are the same shape
- D. are square



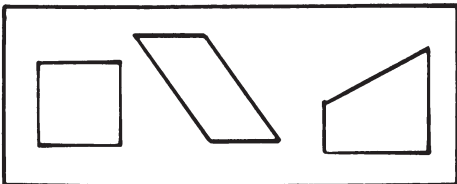
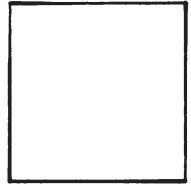
All the shapes:

- A. are the same color
- B. are the same shape
- C. have four sides
- D. are black



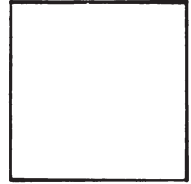
All the shapes:

- A. are the same size
- B. have stripes
- C. have corners
- D. are circles



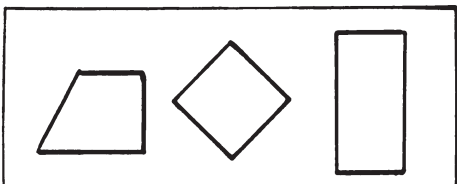
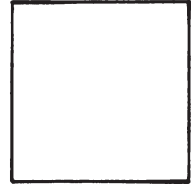
All the shapes:

- A. are the same color
- B. are the same shape
- C. have four sides
- D. are squares



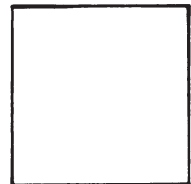
All the shapes:

- A. are the same shape
- B. are the same color
- C. have a square corner
- D. are the same size



All the shapes:


- A. are the same color
- B. have four sides
- C. are the same shape
- D. are square



Name _____

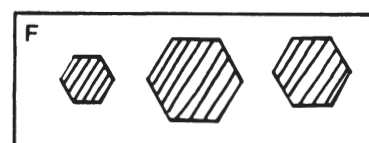
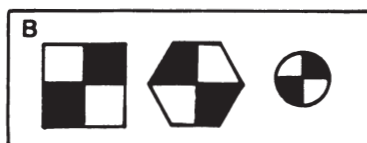
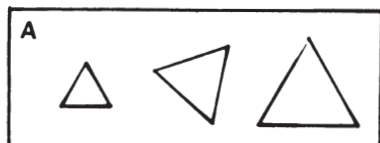
KNOWLEDGE

The figures below may fit into more than one group. Remember to think about size, color, shape, and pattern when you are choosing groups.

Example:  would fit **GROUP E** because it is a circle or **GROUP C** because the bottom half is black. On the line, write the letters of the groups in which each shape could fit.



GROUPS



Some things can belong to more than one group.
Read the names of groups at the bottom of this page.

As you read the list of things, decide which groups each would fit into.

Write the letters of the groups on the line.



- | | | | |
|-----------------|-------|----------------|-------|
| 1. pencil | _____ | 11. kite | _____ |
| 2. pizza | _____ | 12. sweater | _____ |
| 3. bracelet | _____ | 13. orange | _____ |
| 4. butterfly | _____ | 14. bat | _____ |
| 5. frying pan | _____ | 15. kitten | _____ |
| 6. worm | _____ | 16. dime | _____ |
| 7. rabbit | _____ | 17. helicopter | _____ |
| 8. balloon | _____ | 18. toothpick | _____ |
| 9. baseball cap | _____ | 19. pancake | _____ |
| 10. marshmallow | _____ | 20. ring | _____ |

GROUPS

- | | | | |
|-------------------|------------------|-------------------------|------------------------|
| A. food | C. animal | E. made of metal | G. made of wood |
| B. can fly | D. soft | F. can be worn | H. round |



THINGS YOU PUT AIR IN	OTHER STUFF	WINTER THINGS
THINGS FOR YOUR HEAD	TOOLS	
		THINGS WITH LEGS

He has put everything in one big pile. He has put labels on the shelves. Please help him put things away so he will be able to find them when he needs them later.

For each item in the pile below, decide which heading to put it under and then write it in an empty space under the heading you chose.

snow shovel
 paint cans suitcases
 screwdriver stool bike tire
 beach ball ice skates books sun bonnet
 lawn chair
 pliers table helmet hammer toy giraffe
 tent saw visor sled air mattress shower cap skis
 drill fur coat inner tube Halloween mask Christmas boxes



The Apollo-Saturn II was a very special space flight. On July 20, 1969, the spaceship landed on the moon. The first person to walk on the moon was Neil Armstrong. Right behind him was Edwin “Buzz” Aldrin. They placed an American flag on the moon. Then they spent two hours walking around collecting rock and soil samples to bring back. Their mission lasted about nine days in all.

Which FACTS can be found in the story? Answer only the questions you can find facts for in the story. If there are no facts, write NO FACTS on the line.

1. Who were the first men to walk on the moon?

2. On what date did they land there?

3. How many pounds of rocks did they bring back?

4. How did the men feel when they stepped onto the moon?

5. How long did they walk around on the moon?

6. Were the American people proud of these two astronauts?

7. What did they place on the moon?
