

FOLLOWING DIRECTIONS MAKING INFERENCES

REM 205B

A TEACHING RESOURCE FROM...

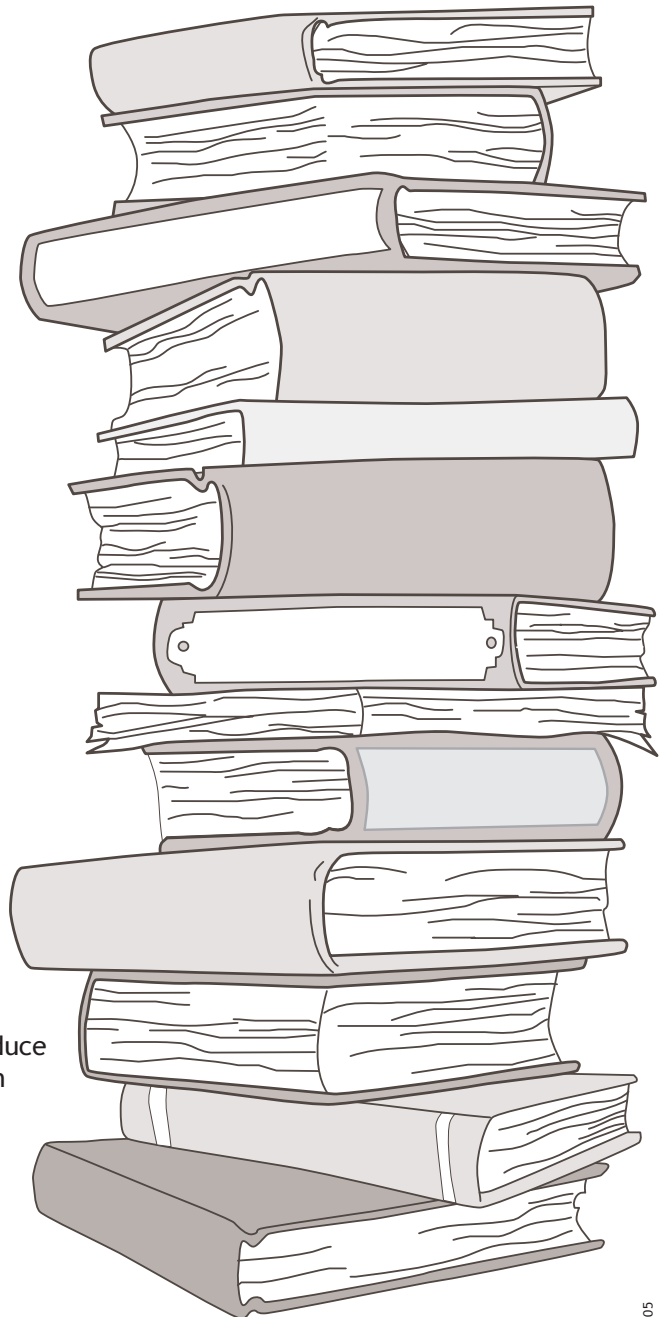


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INTRODUCTION

Experts say children need direct instruction in thinking skills. This instruction helps them sharpen those skills and raises their awareness of the quality of their own thinking.

As children learn to recognize and identify the skills they use, they gain more control over their learning and take more responsibility for it.

The books in this series give teachers a method to guide children through a focused and orderly practice of the critical thinking processes.

Because it is never too early to begin this teaching and practice, the activities in this book have been developed to fit the skills and ability levels of first and second graders.

As you begin, do not expect children to complete the activities independently. Work through them with the class or in small groups, with LOTS OF DISCUSSION. Allow explanations about each process and the various ways conclusions were reached.

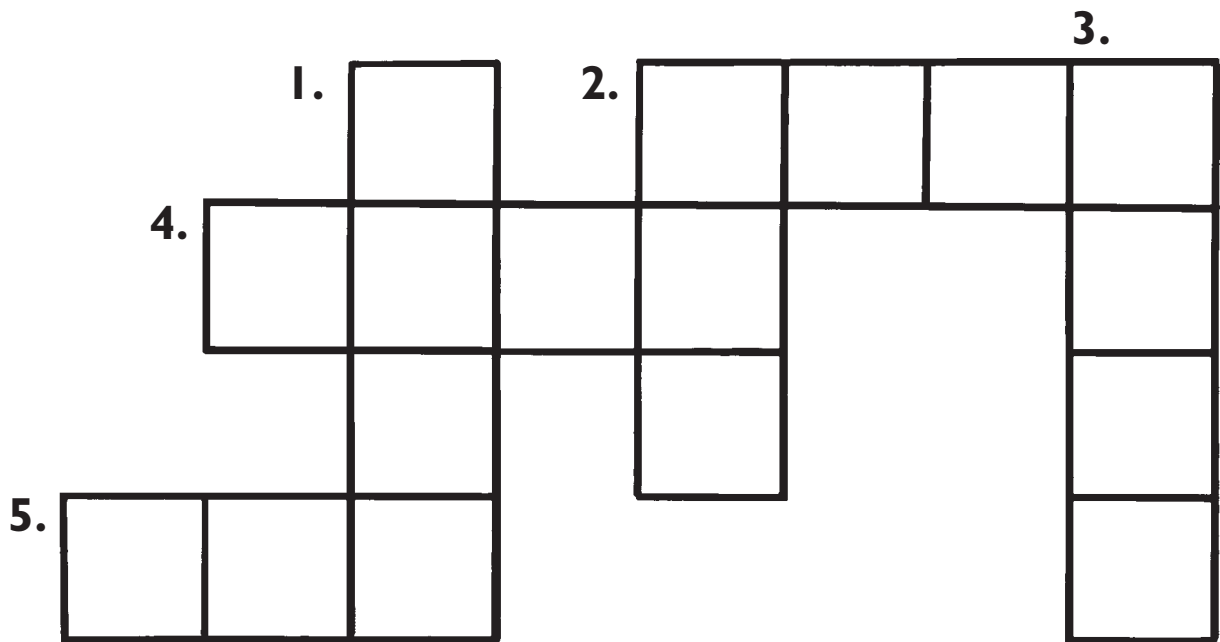
Encourage children to tell HOW they solved the problem. The more they verbalize and listen to others' ideas, the more understanding (and thinking) takes place.

As they progress through activities, they will express interest in doing it by themselves. This is the perfect time to use cooperative learning groups effectively.

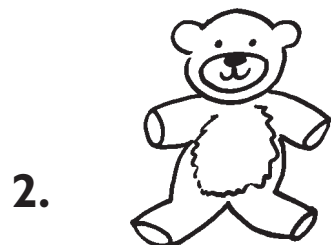
As a teacher, use the vocabulary of thinking. Ask questions such as, "What can you INFER from this picture?" "How does this character COMPARE with Willy in the story we read yesterday?" "What do you PREDICT will happen next?"

As you read these activities, you will become more aware of ways to incorporate the specific skills into all areas of the curriculum.

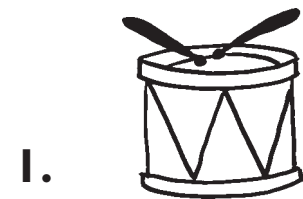
Use the clues to fill in the words.



Across →

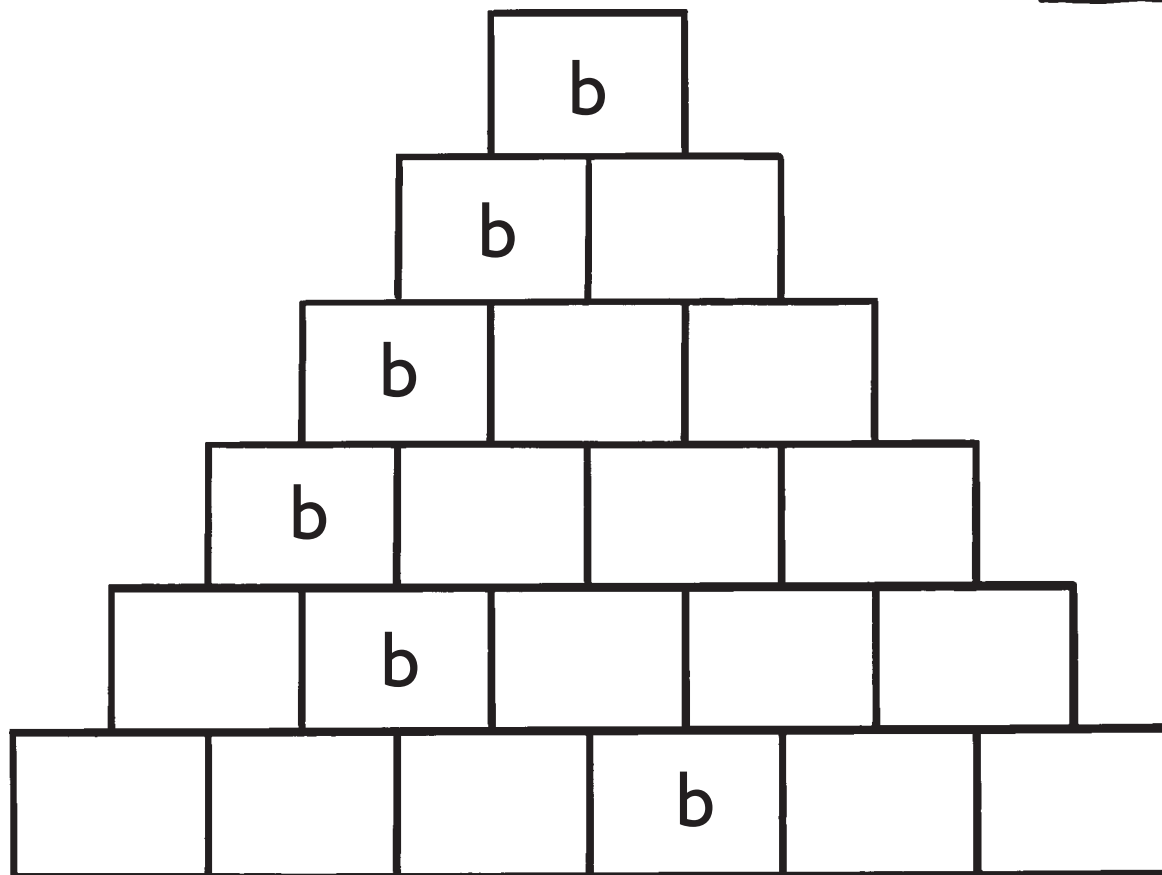
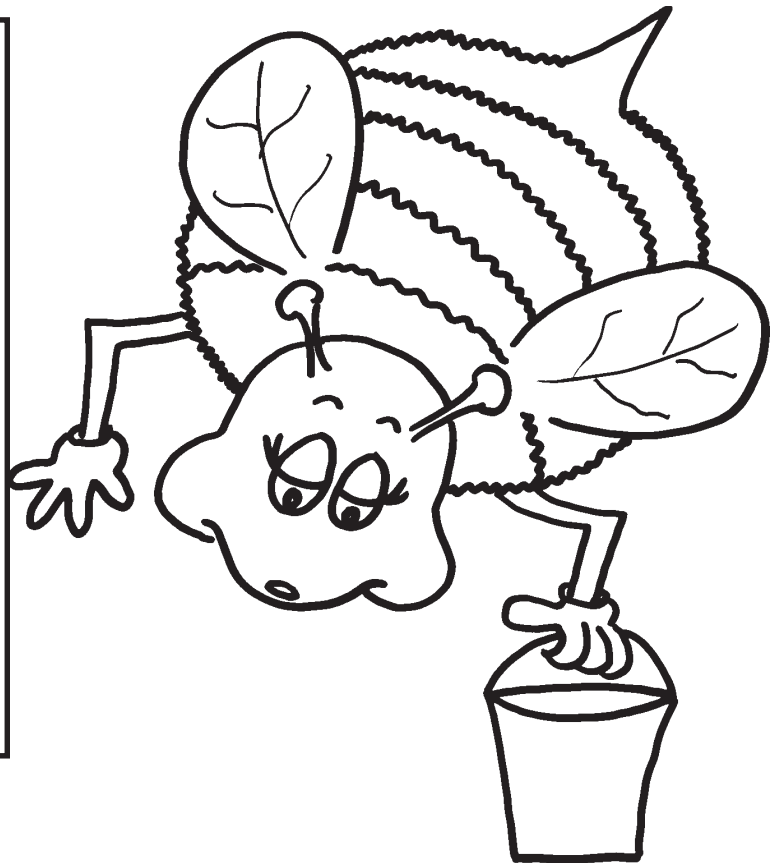


Down ↓

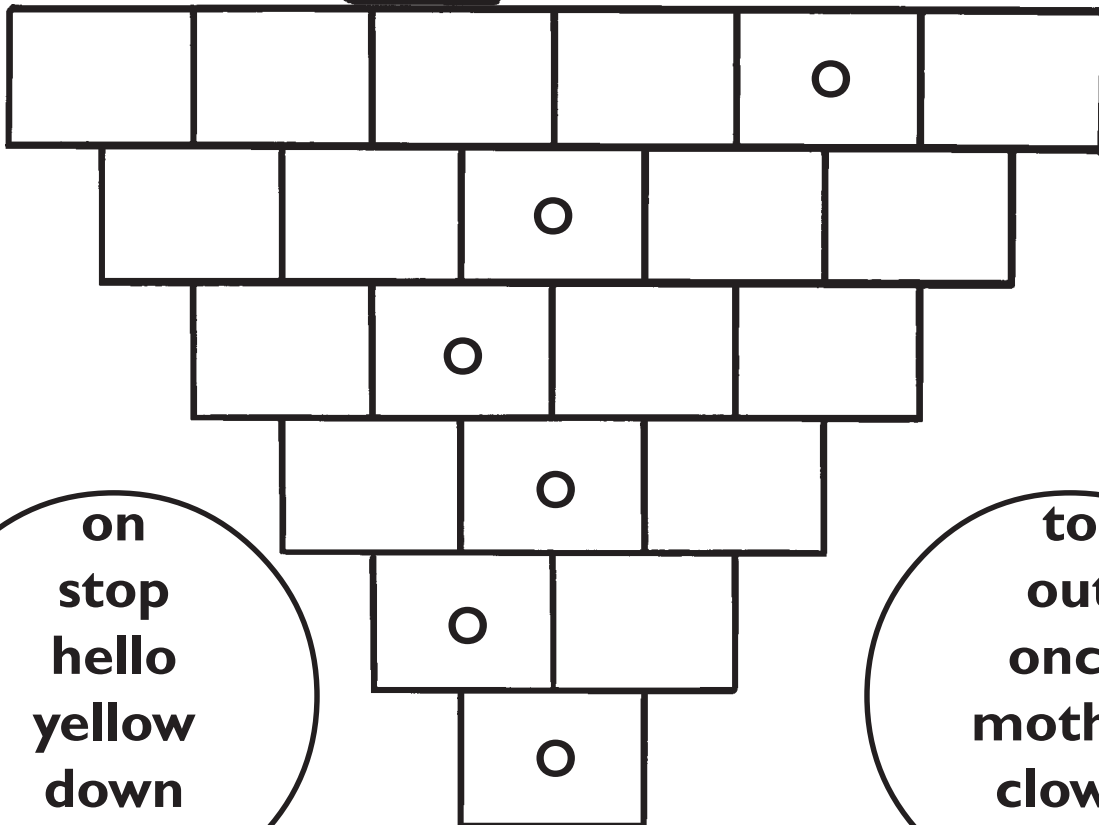
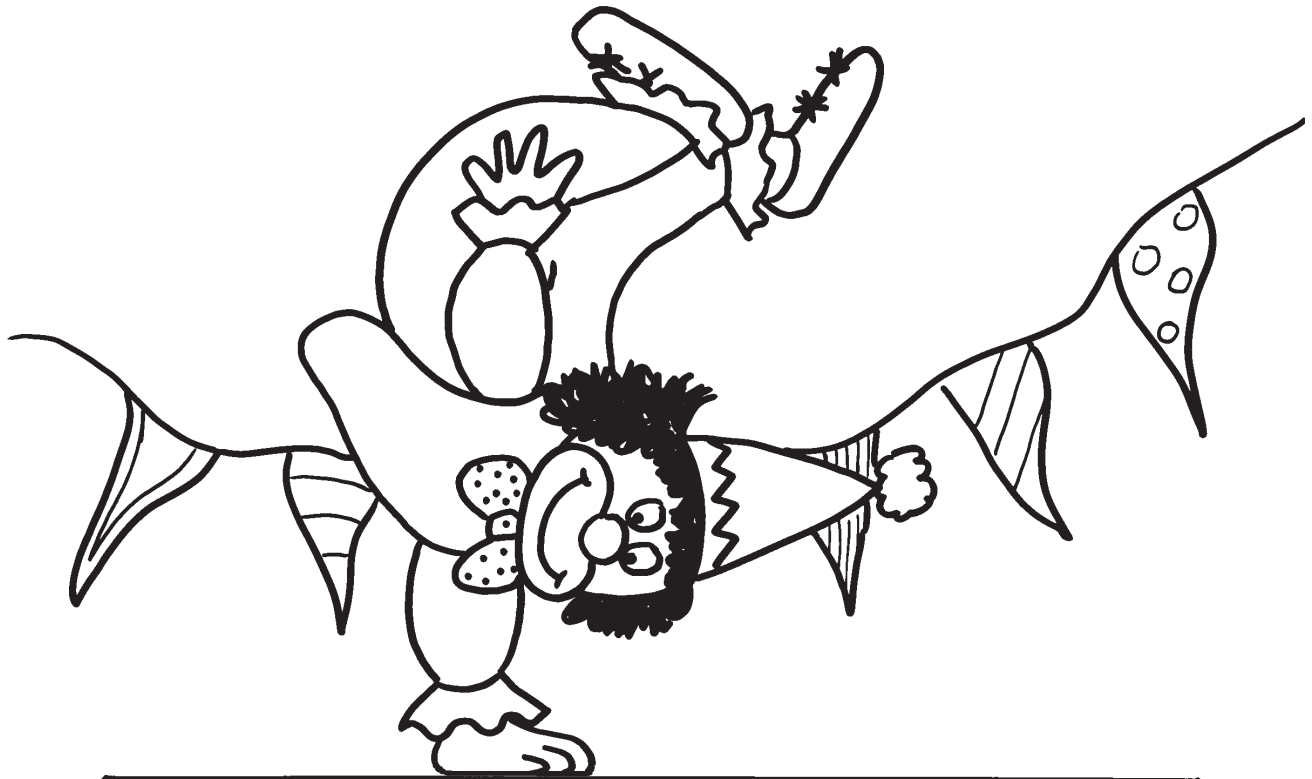


Fill in this "b" hive. Use the word box.

sob	grab
be	tub
brown	buzzed
number	comb
take	bring
about	baby
hive	big



Oh! Don't let the clown tip over!
Use the words on the balls to fill in the boxes.

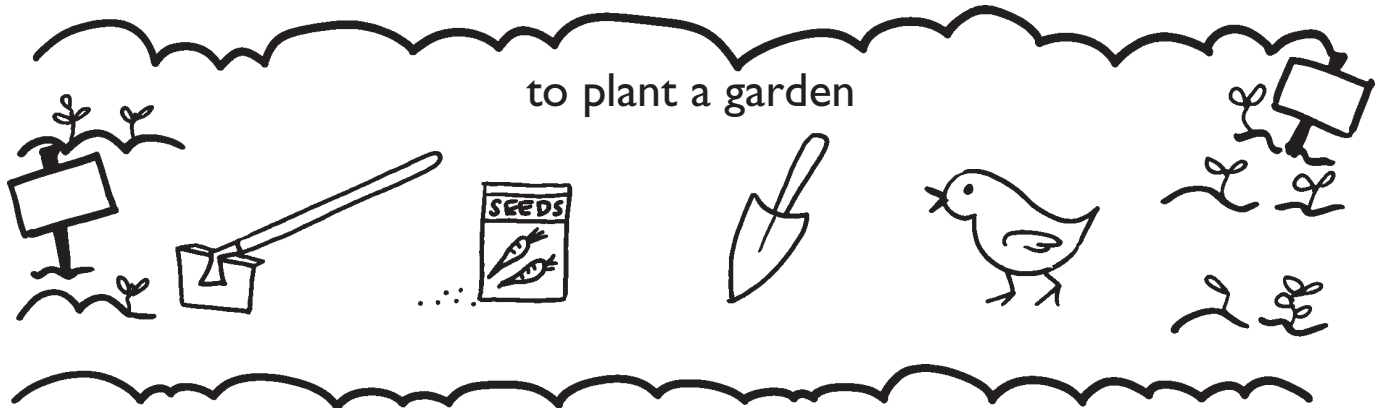
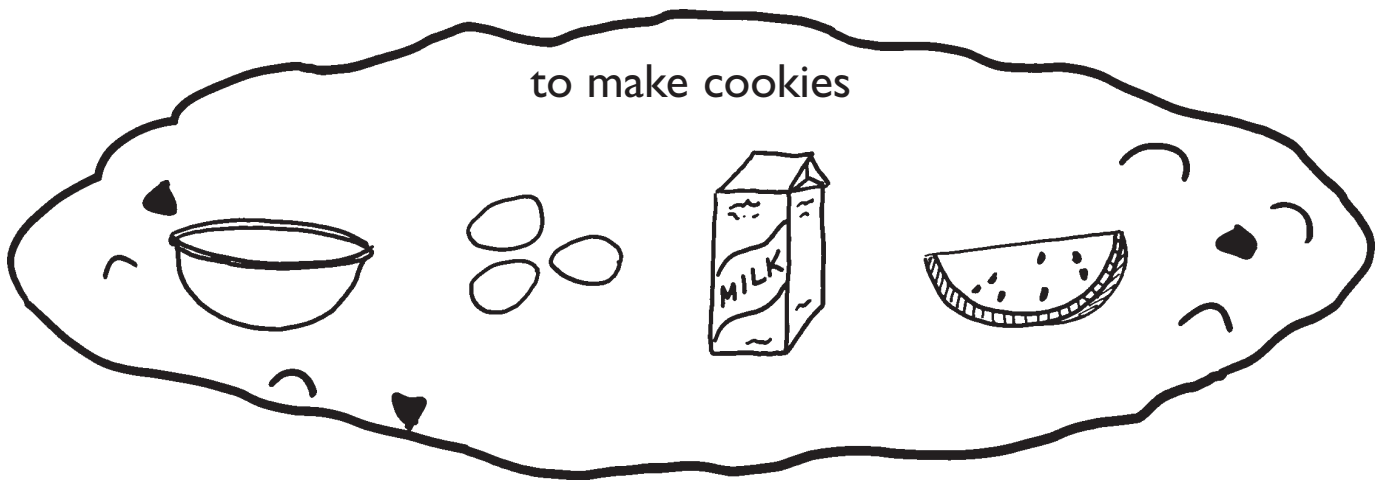
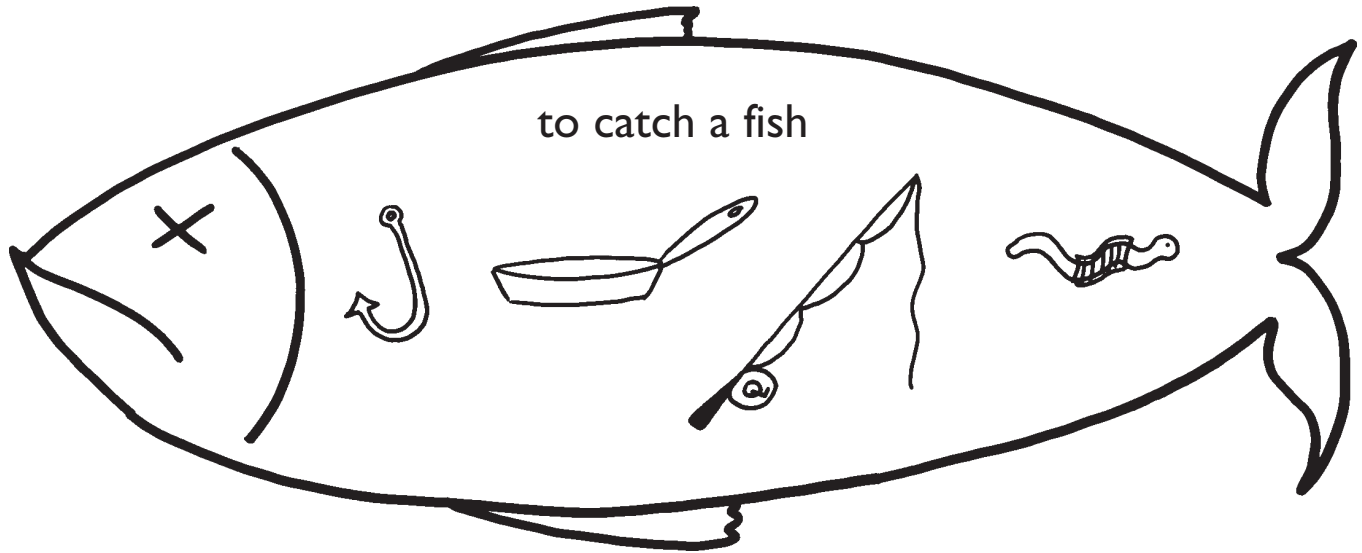


on
stop
hello
yellow
down
pan

to
out
once
mother
clown
top

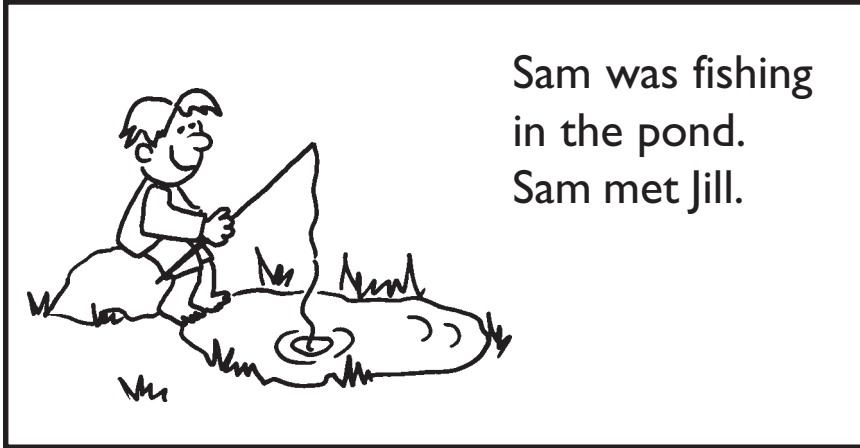
What would you need?

In each shape, circle the things you would need.



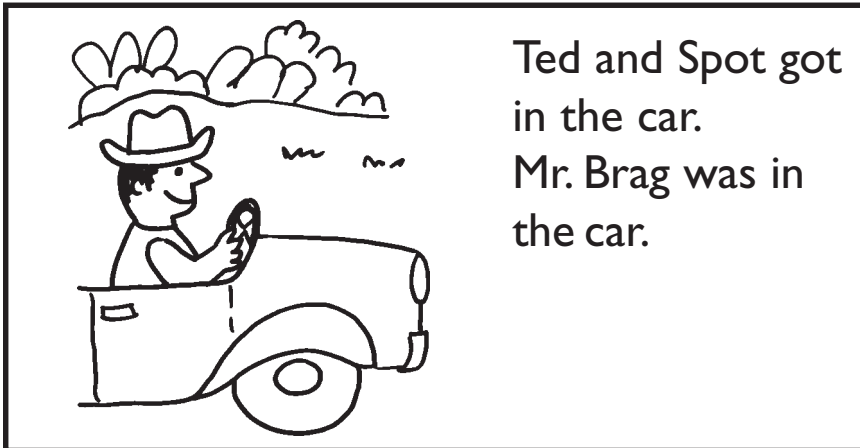
On the back of this page, draw 3 things you would use to make a bird house.

Read each story. Underline the correct ending to the so... sentence.



So...

- Jill was _____.
- in the house
- at the pond
- up a hill



- Mr. Brag was _____.
- in the wagon
- very wet
- with Ted and Spot



- Fluffy was _____.
- in Ben's house
- in the park
- at the pond