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# INTRODUCTION

Research has shown that thinking must be brought to the conscious level in order to strengthen this ability, yet few educators have been trained to ask questions about thinking. This handbook was created to help resolve that problem. It presents examples of questions that lead into thinking activities and those that follow-up thinking lessons. Each section focuses on a different type of thinking skill—logical, critical, and creative—and is divided into three levels: grades 1 to 3, grades 4 to 6, and grades 7 to 12.

# **SUGGESTIONS FOR TEACHERS AND PARENTS**

Thinking not only requires practice, but also needs to be brought to the surface of consciousness by discussion or analysis. This book is offered as a support to both teachers and parents who want to strengthen the attitudes and thoughts of young people in order to help them use their minds more effectively.

## **Thinking About Thinking**

Most research has shown that thinking can be taught. To make thinking even more effective, questioning strategies may be used to bring out the ideas we have about thinking. These questions have a great influence over how a person perceives thinking and the changes that may be made to make one's thinking more effective. The use of questions to increase one's awareness of thinking has been most valuable and practical for the author. It is hoped that the reader will also find this approach to be an effective tool for strengthening thinking.

# **SECTION 1**

## **Logical Thinking Abilities**

**LOGICAL THINKING** involves the mind in producing accurate kinds of classifications, analogies, and sequences. Logical thoughts result in valid inferences and conclusions that are based on factual evidence. The higher levels of logical thinking require deductive and inductive reasoning, which are used to predict valid outcomes.

## Questions for Grades 1 to 3

### Introductory Questions:

1. *What is the difference between things that are true and things that are false?*
  - How do you know what is really true?
  - How can you find out what is really true?
  
2. *When someone tells you something, how can you find out if it is really true?*
  - What are some ways we can check up on whether something is true or not?
  - Which ways might you use first?
  
3. *How do you reach conclusions about ideas you have read about or seen on television?*
  - What is a conclusion?
  - Why is it sometimes easy to reach a conclusion?
  - Why is it sometimes hard?
  - What can you do to be sure your conclusions are accurate after you have heard or seen something?
  
4. *What do detectives do to catch criminals?*
  - Why do they have to gather evidence?
  - Why do they have to be sure their facts are correct?
  - What do they do to be sure their facts ARE correct?
  - What can you do to be sure YOUR facts ARE correct?
  - What are ALL the ways you can think of to be sure your facts are accurate?
  - What can you do to be sure the facts you see and hear are correct?