

# Contents

Acknowledgments .....	iv
<b>Introduction: The context .....</b>	<b>1</b>
Who is this book for? .....	1
What is this book about?.....	1
How do you use this book? .....	3
What is constructive thinking? .....	3
Four types of thinking.....	4
What is perspective thinking? .....	4
What is critical thinking?.....	5
What is text-based thinking? .....	5
What is imagery thinking?.....	5
How are the units structured? .....	7
An expanded unit format .....	10
How does the teacher assess thinking and reading? .....	12
<b>Chapter 1: Reading and perspective thinking units.....</b>	<b>15</b>
Reading and social perspective thinking	
Talk perspective thinking.....	16
Cultural perspective thinking.....	20
Gender perspective thinking .....	24
Economic perspective thinking .....	31
Age perspective thinking .....	35
Reading and physical perspective thinking	
Time perspective thinking .....	39
Location perspective thinking .....	44
Size perspective thinking .....	49
Sense perspective thinking .....	53
Reading and combined social and physical perspective thinking	
Combined age, economic, culture, location and gender perspective thinking ..	58

## **Chapter 2: Reading and critical thinking units**

Thinking about how power relations are constructed .....	66
Thinking about how values and beliefs are constructed.....	71
Thinking about how knowledge is constructed .....	76
Thinking about how identity is constructed .....	82

## **Chapter 3: Reading and text-based thinking units**

Narrative and recount thinking and genre.....	90
Description and report thinking and genre .....	99
Argument and discussion thinking and genre .....	106

## **Chapter 4: Reading and imagery thinking units**

Still imagery thinking .....	114
Moving imagery thinking .....	118
Melting imagery thinking .....	123

## **Appendices**

Appendix A: Resource texts .....	129
Appendix B: Blackline masters .....	149

<b>Bibliography</b> .....	179
---------------------------	-----

## Introduction

# The Context

### Who is this book for?

---

This is a resource book of unit and lesson plans for teachers who want to teach four types of thinking as part of their balanced reading program. It will help teachers and administrators write programs for the needs of all students, but especially fluent readers capable of reflecting on how they comprehend. This book is for anyone who believes that all readers can become better thinkers. It is a book for people who are excited by new ideas, who accept text meaning as ‘uncertain’ and who want to model the types of thinking that give texts form and meaning.

### What is this book about?

---

This book is about how to teach four types of thinking and their associated thinking strategies in the context of a balanced reading program. The types of thinking are (1) perspective thinking, (2) critical thinking, (3) text-based thinking and (4) imagery thinking. The associated thinking strategies help readers to recall and comprehend text, and construct new understandings.

This introduction describes the four types of thinking strategy, suggests how to use the book and outlines the unit and lesson plan formats.

Chapter 1 provides unit and lesson plans designed to teach nine types of *perspective* thinking. These plans assist readers to do the following:

- ◆ identifying an author’s use of perspective
- ◆ applying perspective thinking to evaluate texts critically
- ◆ applying perspective thinking strategies to construct new meaning and solve problems.

For example, a knowledge of *talk* perspective thinking assists readers to **identify** texts, such as folk tales, which give the human quality of ‘talk’ to animals and objects (from trees to rocks). Applying *talk* perspective strategies allows students to hear the voices of others. Perspective thinking is consistent with explanations of the learning process provided by *schema theory* (Kintsch, 1998).

Chapter 2 provides unit and lesson plans designed to teach four types of *critical* thinking. It achieves this by describing questions that help readers deconstruct the cultural and ideological assumptions that underwrite texts. These questions derive from critical literacy studies (Luke, 1988; Morgan, 1997) and critical discourse analysis (Lankashear, 1996). These studies suggest that (1) texts are social constructs and (2) students should appreciate the effect of culture, society and history on discourse. The studies suggest that authors are never neutral and that they position readers to respond in different ways. Likewise, they suggest that readers are never neutral: beyond decoding, readers are opinionated meaning-makers.

Chapter 3 provides unit and lesson plans designed to teach three types of *text-based* thinking. The rationale for text-based thinking is based on research that describes text structure and the socially agreed-to purposes of various genre (Martin & Rothery, 1993). These structures and purposes influence the way authors and readers think. Text-based thinking assists readers to **identify** different genre and the types of thinking evoked by those texts. It assists readers to construct meaning by **applying** their knowledge about genre and associated thinking strategies. For example, when readers change the setting of a narrative, it ‘forces’ them to construct new meanings in other parts of a text. Likewise, when readers can identify the type of thinking associated with different text components such as classifying, which is associated with report texts, they are able to strategically construct new meanings.

Chapter 4 provides unit and lesson plans designed to teach three types of *imagery* thinking. Thinking in images assists readers to **identify** texts that evoke visual imagery and to construct meaning through the **application** of still, moving and melting images. A belief underpinning this type of thinking is that texts (and thinking) are not exclusively verbal; readers and authors also imagine pictorially. Still, moving and melting imagery thinking strategies allow readers to construct, examine and manipulate information. Thinking in images also enhances the recall and affective comprehension of text.

The perspective, critical, text-based and imagery thinking described in Chapters 1–4 are designed to take readers beyond decoding and beyond literal comprehension. They help them to do the following:

- ◆ identify generic types of thinking
- ◆ apply thinking strategies to ‘deconstruct’ meaning critically
- ◆ apply thinking strategies to ‘reconstruct’ meanings creatively
- ◆ apply thinking strategies to solve social problems.

## Chapter 1

# Reading and perspective thinking units

Perspective thinking is the art of comprehending the multi-dimensional quality of meaning, of appreciating the relationship of one idea to another, and of stretching meaning into new understandings.

This chapter includes the following:

- ◆ Social perspective thinking, which includes:  
talk, culture, gender, economic and age perspective thinking.
- ◆ Physical perspective thinking, which includes:  
time, location, size and sense perspective thinking.
- ◆ Combined physical and social perspective thinking, which includes:  
age, economic, cultural, location and gender perspective thinking.

This chapter helps students understand the following:

- ◆ Authors convey perspective, or views of the world, through their writing.
- ◆ Authors' perspectives can be identified and challenged.
- ◆ Readers can use perspective thinking to construct new understandings.

Specific objectives for each lesson are for students to:

- ◆ Identify, and critically evaluate, an author's use of perspective.
- ◆ Use perspective thinking to construct meanings about authors, texts, participants and themselves.
- ◆ Use perspective thinking to solve problems.

## Reading and social perspective thinking

### Talk perspective thinking

Talk perspective thinking involves readers: (1) **identifying** texts that give the human quality of talk to animals, and objects (from trees to molecules), and (2) **applying** talk perspective thinking to authors, animals and objects as a means of constructing new understanding. Talk perspective thinking involves deliberately giving the power of speech to objects as a means of appreciating an alternative perspective.

### Lesson one

#### Reading and thinking *for* students

Ask students to role-play, using their voices, objects in the class such as chairs, desks, whiteboard dusters, rubbish bins. Then ask students to recall a folktale and the 'characters' who talked. Read and discuss the following annotated text with students. Highlight how folktales depend on the use of talk perspective thinking.

#### Talk

**Teacher.** This text uses talk perspective thinking because people, animals and objects 'talk' and give us their view of what happens in the story.

A farmer went out to his field to dig up some yams, and one of the yams said, "Oh, so now you turn up. You never bothered to weed before, but now it's time to eat me, here you are. Typical." The farmer jumped up in surprise. "Was that you?" he said to his cow.

"It was the yam," said his dog. "The yam said you never bothered to weed it and you're only here because you want to dig it up and eat it. And its right, too."

The farmer was so shocked at hearing his dog talk, and so annoyed at the dog's tone of voice, that he pulled a branch from a palm tree to hit the dog with.

"Hey!" said the palm tree. "You put that branch down!" The farmer went to throw the branch away, but the branch said, "Gently!" So he put the branch down on a stone, and the stone said, "Get that thing off me!"

"Help!" cried the farmer, and he turned and ran.

**Teacher.** So far in this folktale we have heard the man, a yam, a dog, a branch and a stone talk.