

Strategies for Enhancing Higher Order Thinking

<i>Strategy</i>	<i>Examples</i>
Take the mystery away	<p>Help students to understand their own higher order thinking strengths and challenges.</p> <ul style="list-style-type: none"> • Can you give me an example of why you think that? • Tell me how you got that answer? • How did you come to that decision? • Model and sportscast your own thinking processes to children.
Explicitly teach the “big ideas”	<p>Make sure students understand the critical features that define a particular concept.</p> <ul style="list-style-type: none"> • What do plants need to grow? Compare water, rocks, soil, and living organisms. • All living things need water and food/nutrients to live. • Rocks are not living so they don’t need to eat or drink.
Guide students in naming key concepts	<ul style="list-style-type: none"> • Write the word earthworm. Help children read it. Point out the word <i>earth</i>. Talk about its meaning. Point out the word <i>worm</i>. Discuss why this compound word is a good name. Encourage children to articulate how earthworms living in the earth helps the soil. Guide children in understanding how earthworms provide nutrients to the soil. • Reinforce the concept of compound words. • Discuss how earthworms might have gotten their name from the work they do in providing nutrition to the earth.
Tell and Show	<p>Use multiple intelligences - visual and auditory processing. For example: How New Plants Start from Bulbs (page 42)</p> <ul style="list-style-type: none"> • Tell children that plants start growing not just from seeds. • Show children various bulbs (garlic, onion, hyacinth)
Move from concrete to abstract and back	<p>For example: What are snails?</p> <ul style="list-style-type: none"> • Concrete to abstract: live snail, photograph of real snail, drawn pictures of snails • Discuss the parts of a snail and what each part does. (shell, body, foot, mouth, eye, antennae)
Expand discussions at home	<ul style="list-style-type: none"> • Use the Family Connection Guide
Connect concepts	<p>For example: What are snails?</p> <ul style="list-style-type: none"> • Connect concepts of body parts between people and other living things. • Some animals and living things use antennae, paws, or hands to feel things.
Teach inference	<p>For example: Let’s talk about It! (page 124)</p> <ul style="list-style-type: none"> • Talk about feeling disappointed. “Why do you think someone might feel disappointed if they planned on going to the beach and woke up to find it pouring rain?”

The strategies for enhancing higher order thinking are adapted from Thomas, A. & Thorne, G. (2009). How to Increase Higher Order Thinking. Accessed online 2/9/2010 at <http://www.readingrockets.org/articles/34655?theme=>