

School Wide Critical Thinking

St. Lucie West Centennial High School



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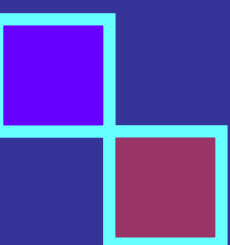

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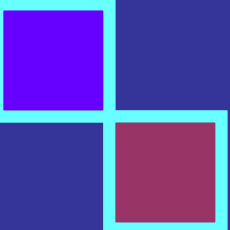


Our Critical Thinking Day

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- A school wide day of common lessons and activities
 - Each period of the day, teachers present identical lessons centered on a common article
 - Critical Thinking Days are held on early dismissal days, with each period of the day approximately 30 minutes long.
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What is Critical Thinking?



Critical thinking is the art of analyzing and evaluating material or ideas.


We expect critical thinkers to be self-directed, self-disciplined, self-monitoring and self-corrective thinkers.





Expected Results


A well cultivated critical thinker is one who:

- Raises questions and problems, and is able to explain them clearly & precisely
 - Gathers and assesses relevant information and makes interpretations.
 - Draws conclusions, and makes solutions
 - Thinks with an open-mind.
 - Communicates effectively with others
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Who Benefits? How?

Teachers & Students!

- Students participate in various activities designed to promote critical thinking.
 - Teachers are introduced to new or different strategies that can be incorporated into daily classroom curriculum.
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How Is the Day Organized?

- 1st Period - begins with pre-reading to activate background knowledge.

ABC Brainstorming

Use conversation starters

True/False questions (5)

Brain-racing Strategy

Mysterious Possibilities





- 2nd Period – Introduce New Vocabulary



Vocabulary Boxes

Word Detective

Vocabulary Concept Mapping

Vocabulary Alert

10 Most Important Words






■ 3rd Period - Reading of Article

Students read independently

- * use text marking
- * 1 sentence summaries

Teacher reads to the class

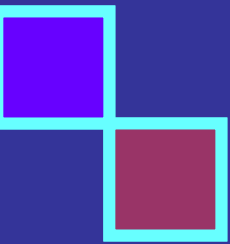
- * modeling think aloud strategy
 - * 3 minute pause (summarize, name facts, list confusing information, predict)
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Students read with partners

- * think pair share
- * read and say something




- 4th period – Comprehension Questions



- * students work together or independently to answer multiple choice questions, then teacher reviews and discusses correct answers

OR



- * students generate their own multiple choice questions using question starters to incorporate higher order thinking.



- 5th period – Extension Activities



Longest period of the day – centered around lunch

May have an extended writing response

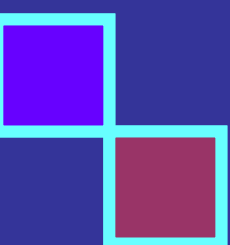

May have multiple math graphs

May have reference/research type activities






■ 6th & 7th periods – More Extension
Activities/Exit Summary

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- * Additional vocabulary – Linear Array
Word Banks
Word Sorts
 - * Additional comprehension – Key Questions
I Wonder Why
 - * Exit Summaries – 3-2-1 strategy
Exit Slips
- 



Challenges

- Teacher Buy In – All teachers need to present each activity each period of the day. Without all presenting each activity, some students will be unable to complete the next activity. You will need administration support to direct all teachers to follow the day's activities as planned.
 - Student Buy In – Many students do not think that an activity is important unless it is for a "grade". Some teachers gave extra credit, bonus points on a test or on another assignment. It was up to the teacher as to how they would validate the activities. Attendance was also an issue, many felt it was just to prepare for FCAT, and we have had to stress, "Critical Thinking is crucial for all students!"
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Teacher Comments

- Wow! Talk about engaging. My 1st period class had so much fun! It was a race for them to find the words!

D. Austin, Spanish Teacher

- In my 3rd hour we even got into a lively discussion. How refreshing! I must say well done!

J. Sierra, English Teacher

- I followed the lessons exactly as outlined. My kids participated **ENTHOUSIASTICALLY ALL DAY LONG!!**

B. Norris, Social Studies Teacher



Happy
Thinking!

