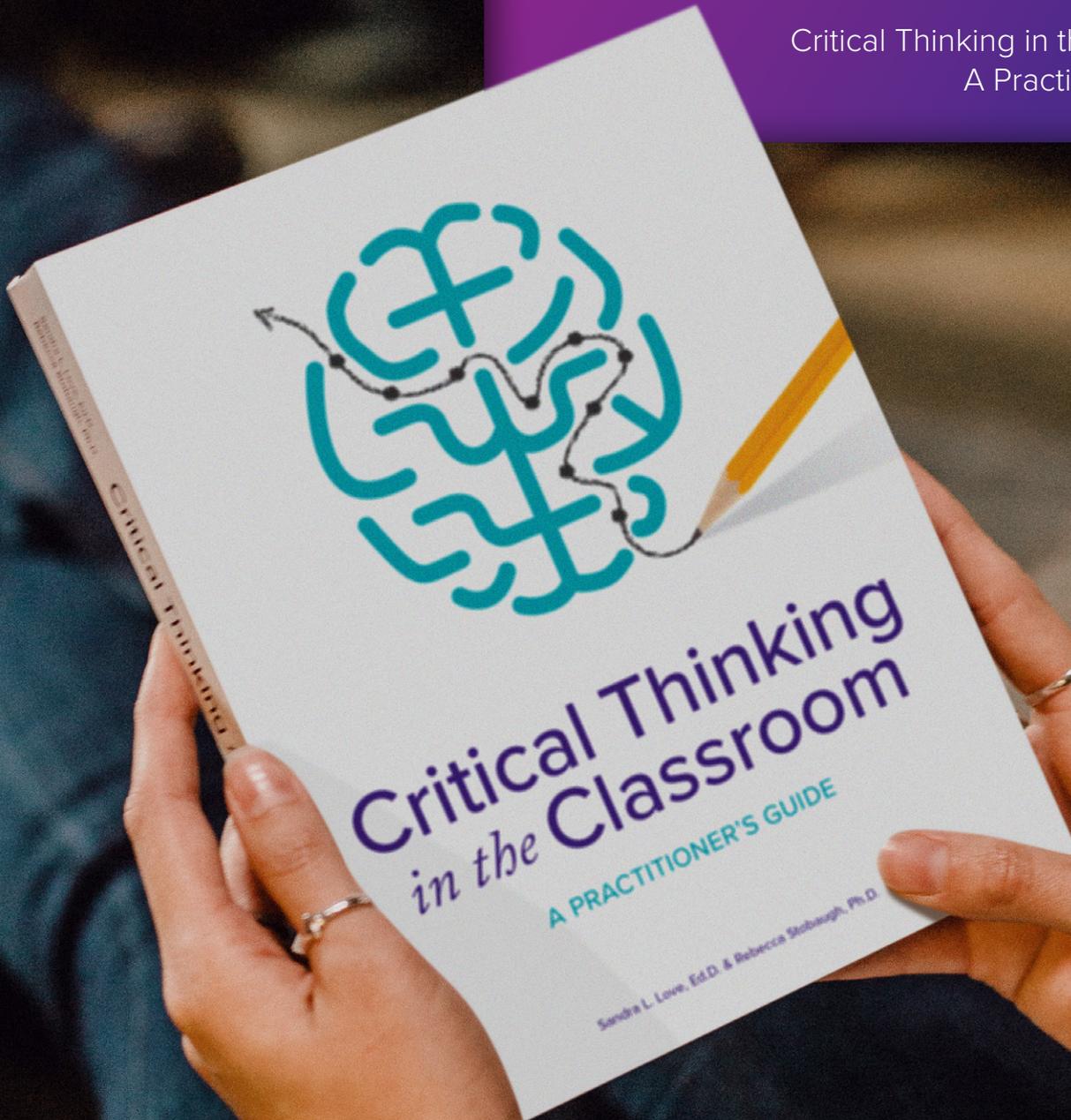


FACILITATOR GUIDE  
BOOK STUDY

Critical Thinking in the Classroom:  
A Practitioner's Guide

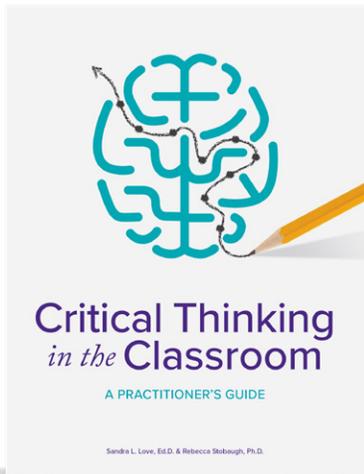


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## INTRODUCTION

*“Too often we give children answers to remember rather than problems to solve.”* —ROGER LEWIN



This book study is formatted as an eleven-week book discussion. Participants will read assigned chapters each week, discussing the content and its application to classroom and professional practices. The book *Critical Thinking in the Classroom: A Practitioner's Guide* explores the foundation for teaching critical thinking and provides over 100 practical tools and strategies to ensure effective implementation. The content of this book is appropriate for anyone working with K–12 students, and especially timely for anyone interested in teaching and modeling critical thinking skills in the context of content instruction, helping all students become active, hands-on learners.

# BOOK STUDY STEPS



5. Groups select a spokesperson, or someone called on to share their thinking. The spokesperson pose questions to other groups and, during the discussion, if students have time, they switch corners and have further discussions with other groups.

There are many positive aspects to this strategy. Students make decisions and then, based on their choices, they discuss them with similar perspectives and participate in critical thinking. To various perspectives and participate in critical thinking. Students discuss, they need to reflect on their own thinking and the thinking of others.

- This strategy can be used in the following ways:
- » to pre-assess students' prior knowledge of a topic;
  - » to prepare for a debate;
  - » to stimulate thinking and conversation during class and
  - » to provide time for students to process their thoughts (Teacher Toolkit, n.d.).

## MATRIX AND CONSENSOGRAM



The Matrix and Consensogram strategies display a variety of perspectives and assess students' levels of understanding. These strategies reinforce the teacher's listening and understanding of students.

The Matrix strategy involves examining two variables and observing the interactions. Each axis represents a variable on a scale of zero to ten. Some ideas that could be used in a matrix include the following:

- » In science, collect opinions on how much time should be spent on preserving the environment versus how much time should be spent on other activities.

## Strategy Steps

1. Select two variables to examine in the matrix. The variables should be related to the content being studied and reveal different perspectives.
2. Have students create matrices on their own paper, on which they mark their ratings. For example, a student might say that should be a nine (very important), but they might also believe that few financial resources should be allocated to support environmental initiatives, thus a two. The student would then mark the intersection of those points on his or her matrix. Below the matrix, students would justify their opinions in several sentences, using readings or other materials to support their answer.
3. Create a large matrix on chart paper and post it on the wall. Have students use sticky notes to mark their ratings, using a cluster graph (see Figure 4.1 for an example).
4. In small groups, have students examine the data. Instead of sitting, students could form standing groups around the room. Groups could consider the following questions: What do you notice in the data? What patterns are noticeable? What surprises you? What conclusions might you draw about the data?
5. Share conclusions in a whole-group discussion. Students could use different-colored sticky dots to mark their opinions at the end of the discussion to visually determine whether opinions have changed.



## STEP 1

Identify the Audience



Educators of all levels and content areas can be involved in this book study. However, you may form multiple groups to better address the needs of each role of the participants as the possibilities can be endless (e.g., administrators, teachers at select grades, instructional coaches, specialized teachers).

## STEP 2

Choose Book Study Facilitator



Successful implementation of a book study is essential, so it is best to select a facilitator to organize the study and to lead the collaborative conversations. Remember the facilitator does not have to be an expert on the content within the book. Another option is to appoint a leader to oversee the entire book study and a facilitator to navigate the study for each group formed (when there is more than one group).

## STEP 3

Specify Goals



Similar to the learning that occurs in a classroom, a book study needs well-defined goals. Here are some questions that will help you determine the why or the purpose of the study and what you hope to achieve by reading and engaging in group conversations about the book.

Whatever the goals, ensure alignment exists between the book study goals and the school's vision.

- » Is the goal to help educators focus on and develop a better understanding of critical thinking?
- » Is the goal to clarify critical thinking and define the benefits of developing individuals who think skillfully?
- » Is the goal to help educators become more comfortable with facilitating thinking-centered classrooms?
- » Is the goal to shift the mindset toward a school where thinking is valued?
- » Is the goal to develop a foundation with tools and strategies for teaching critical thinking in K–12 classrooms?
- » Is the goal to increase conversations and engagement about critical thinking between educators, students, parents, and community?
- » Is the goal to learn how to teach and model critical thinking in the context of content instruction?

## STEP 4

### Plan and Organize Facilitation



Visualize other ways this book study could be facilitated beyond the given suggestions. Think about how you prefer to divide up the chapters and material if your preferences differ. Familiarize yourself with these suggested actions that will assist you in a successful plan for a study:

- » Identify the participants.
- » Establish a timeline with due dates for each chapter discussion. A sample calendar is provided in Book Study Resources.
- » Determine location, date, and time for getting together.
- » Anticipate the establishments of norms for the book study.
- » Hold book study conversation for approximately 60–90-minute sessions (unless a different time limit is preferred).
- » Choose an online platform even if the intent is to hold a face-to-face book study.
  - Zoom
  - Microsoft Teams
  - Google Hangouts/Meet
  - GoToMeeting
  - Facebook Messenger Group Video Chat
  - Google Classroom- assignments, calendar, and discussion
- » Review the quotation that appears at the beginning of each chapter to determine how you wish to incorporate it into the study.
  - Jumpstart conversations about chapter content (before reading if desired) with the featured quotation.
  - Introduce the chapter by asking: How do you think the quotation relates to the chapter title and contents?
  - Encourage quality interactions and high-level dialogue among participants in the interpretation.
- » Determine how the reflection tools will serve you best. The *Before the Group Conversation* section found in the chapter reflections is to be completed prior to each chapter discussion and utilized during the discussions. The section *After the Group Conversation* can be completed and shared at the end of each session. The end of book reflection will encourage participants to contribute to the closing discussion during the last session. Participant worksheets for these reflections are provided in Book Study Resources.
- » Review how you wish to use the previously written *Discussion Questions* and *Ideas for Actions* to take (see [Book Study Resources](#)), deleting or creating any additional ones you deem necessary. Select questions or actions may be chosen by the facilitator and/or the participants, pending intent of study. *Ideas for Action* can be used over time or throughout the calendar year.

(Step 4 continued)

- » Flag any questions, actions, or any parts of the chapter that you anticipate might result in disagreement or require additional support.
- » Determine if additional activities associated with each chapter or the study in general are needed. If yes, plan for those (e.g., organizers to represent points, reflections, BookSnaps).
- » Review the Follow Up actions in [Step 6](#) to ensure selected ideas are integrated within the book study.

## STEP 5

Facilitate the  
Book Study



Facilitate with encouragement while building relationships and guiding group discussions. Ensure group norms are honored during the book study conversations.

As participants respond to quotations, questions, or tasks, personalize discussions to benefit the group, the school, and individual participants.

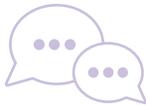
- » Review norms and time schedule for the book study sessions.
  - Be prepared, be on time, engage in discussion, and value the opinions and views of participants are examples of norms to consider.
  - Review regular meeting times and assignments by date. Direct participants to read the chapter in advance of study sessions and complete the *Before the Group Conversation* section in *Chapter Reflection* prior to each meeting.
- » Introduce the book in the first meeting by taking a book walk to provide participants with a view of what's to come when they read the book.
  - Have participants observe the front and back covers of the book, table of contents, the quotation that appears at the onset of each chapter, the organization of each chapter, the notes graphic within each chapter, how targeted vocabulary is presented in each chapter, *Summary/Discussion Questions/Ideas for Action* that culminate each chapter, the Appendices, and the Bibliography.
  - Invite participants to link information from the book walk to their background knowledge and professional practices, making predictions and connections.

(Step 5 continued)

- » Engage participants in chapter discussion, being mindful to keep the discussions focused and moving rather than dominate the conversations. Initially, the facilitator may need to offer a personal impression to initiate discussion.
  - Encourage independent thought about the information learned from the book. If the goal is improvement of classroom practices, then encourage application of the reading in that direction as well as to other goals.
  - Incorporate the *Chapter Reflection*, *Discussion Questions*, and *Ideas for Action* in the session's discussion. See [Book Study Resources](#) for access to these worksheets.
  - Select an excerpt from the book — a description, an idea, a few lines — and ask participants to react.
- » Share and complete additional activities that you have planned (if any). For the last session after all chapters have been discussed, have participants bring the completed reflection and discuss the [End of Book Study Reflection](#).
- » Wrap up the book study in the final session by reviewing follow-up actions that have been planned.

## STEP 6

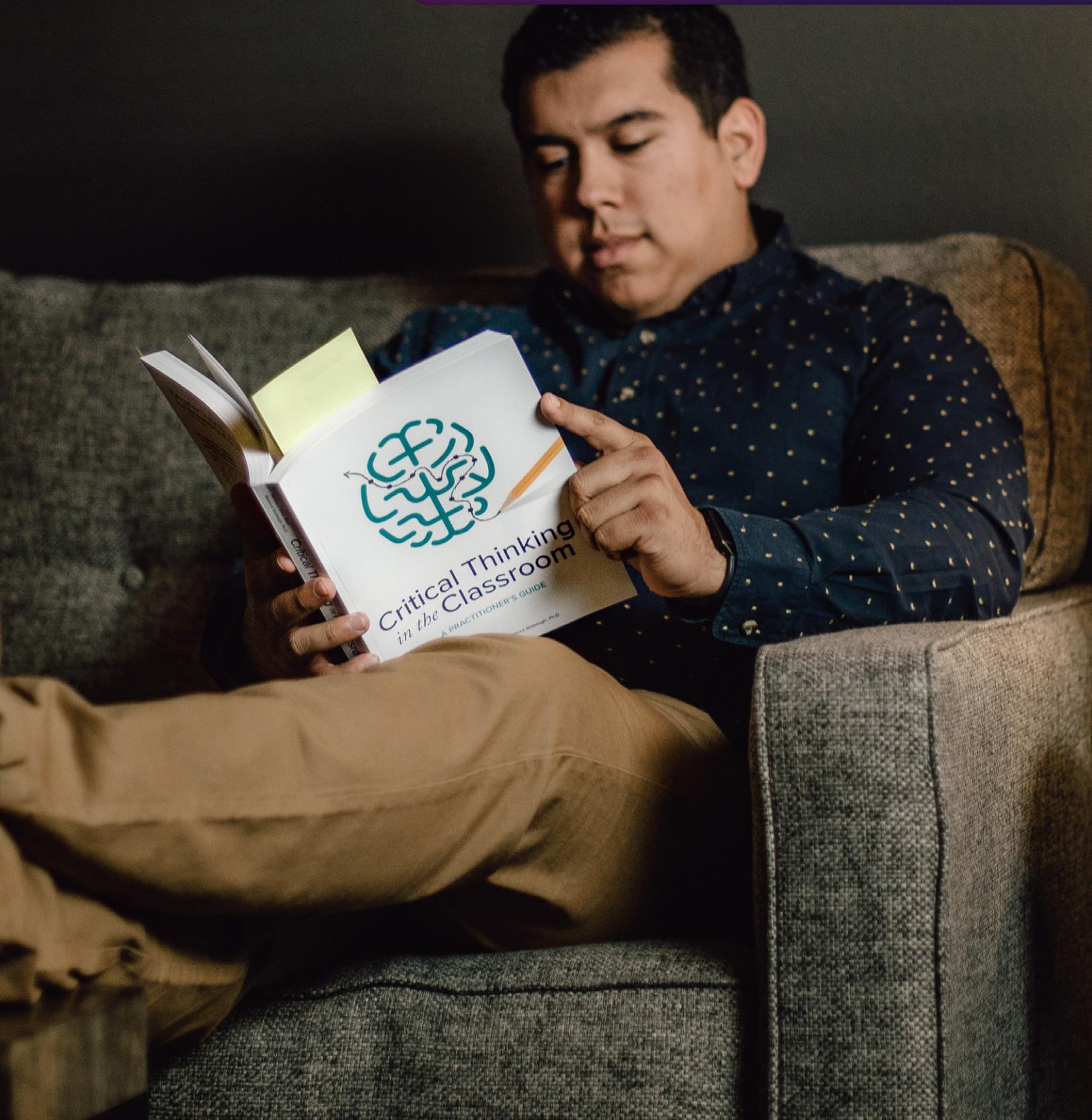
Follow-Up on  
the Book Study



A critical part of any book study is the follow up. Design opportunities to show that the learning, as a result of the study and discussions, is being applied.

- » Leverage social media to keep the learning active and connected.
- » Post tweets to place essential learnings at the forefront for participants to review.
- » Remind participants to apply key concepts by certain implementation dates by scheduling a series of reminder posts.
- » Invite participants to share results of their actual implementation (e.g., photos, comments, tweets, video clips, BookSnaps) to provide evidence as to how concepts, strategies, or practices are being applied. These ideas should be discussed during the facilitation of the book study.

BOOK STUDY  
**RESOURCES**





## SAMPLE CALENDAR

This outline identifies a breakdown of main topics that are suggested for discussion in each session. The facilitator may use flexibility in time increments for each.

### SESSION 1 GETTING STARTED

- Group Norms Identification
- Dates/Location/Time
- Timeline for Sessions
- Expectations for Book Study
- Book Walk

### SESSION 2 INTRODUCTION

- Quotation
- Chapter Reflection (Before the Group Conversation)
- Introduction Discussion
- Discussion Questions (Facilitator/Participant Choice)
- Items for Action (Optional Assignment)
- Chapter Reflection (After the Group Conversation)

### SESSION 3 CHAPTER 1

- Quotation
- Chapter Reflection (Before the Group Conversation)
- Introduction Discussion
- Discussion Questions (Facilitator/Participant Choice)
- Items for Action (Optional Assignment)
- Chapter Reflection (After the Group Conversation)

### SESSION 4 CHAPTER 2

- Quotation
- Chapter Reflection (Before the Group Conversation)
- Introduction Discussion
- Discussion Questions (Facilitator/Participant Choice)
- Items for Action (Optional Assignment)
- Chapter Reflection (After the Group Conversation)

### SESSION 5 CHAPTER 3

- Quotation
- Chapter Reflection (Before the Group Conversation)
- Introduction Discussion
- Discussion Questions (Facilitator/Participant Choice)
- Items for Action (Optional Assignment)
- Chapter Reflection (After the Group Conversation)

*(Sample Calendar continued)*

**SESSION 6 CHAPTER 4**

Quotation  
Chapter Reflection (Before the Group Conversation)  
Introduction Discussion  
Discussion Questions (Facilitator/Participant Choice)  
Items for Action (Optional Assignment)  
Chapter Reflection (After the Group Conversation)

**SESSION 7 CHAPTER 5**

Quotation  
Chapter Reflection (Before the Group Conversation)  
Introduction Discussion  
Discussion Questions (Facilitator/Participant Choice)  
Items for Action (Optional Assignment)  
Chapter Reflection (After the Group Conversation)

**SESSION 8 CHAPTER 6**

Quotation  
Chapter Reflection (Before the Group Conversation)  
Introduction Discussion  
Discussion Questions (Facilitator/Participant Choice)  
Items for Action (Optional Assignment)  
Chapter Reflection (After the Group Conversation)

**SESSION 9 CHAPTER 7**

Quotation  
Chapter Reflection (Before the Group Conversation)  
Introduction Discussion  
Discussion Questions (Facilitator/Participant Choice)  
Items for Action (Optional Assignment)  
Chapter Reflection (After the Group Conversation)

**SESSION 10 CHAPTER 8**

Quotation  
Chapter Reflection (Before the Group Conversation)  
Introduction Discussion  
Discussion Questions (Facilitator/Participant Choice)  
Items for Action (Optional Assignment)  
Chapter Reflection (After the Group Conversation)

**SESSION 11 REFLECTION AND FOLLOW-UP ACTIVITIES**

End of Book Study Reflection  
Items for Action (Optional Assignment)  
Options for Sharing Implementation of Learning  
Wrap Up

# CHAPTER REFLECTION



**CHAPTER:** Intro   1   2   3   4   5   6   7   8  
*(Circle one)*

## **Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

## **After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

## END OF BOOK STUDY REFLECTION



What was your initial reaction to the book? Did the book capture your attention immediately or take time?

Identify a question you would like to ask the authors.

How did this book change your opinion or add to your perspective about critical thinking?

How will this book influence your professional and/or classroom practices?

# BOOK STUDY SESSIONS



BOOK STUDY

# SESSIONS



NAME	DATE

## STORM/AFFINITY MAPPING

Use this Storm is an activity that can be used to promote brainstorming and creative thinking, or to review.

1. Use chart paper around the room.
2. Divide students into groups of three to five. Each group stands near a piece of chart paper. Provide each group with sticky notes.
3. Pose a question, for example:
  - What are all the math problems that could result in an answer of 45?
  - Which items could you reuse to save the environment?
  - How can you exercise your first anniversary right? Give examples.
  - What might be a better way for business, the classroom in our story, to handle her conflict?
4. Students should silently think of as many ideas as possible. Each idea is placed on a separate sticky note.
5. At the end of the designated time, each group shares their ideas by moving the sticky notes to a common area of chart paper and putting them in groups.

# BOOK STUDY SESSION 1

## GETTING STARTED



- SESSION 1** Getting Started
- SESSION 2** Introduction
- SESSION 3** Chapter 1
- SESSION 4** Chapter 2
- SESSION 5** Chapter 3
- SESSION 6** Chapter 4
- SESSION 7** Chapter 5
- SESSION 8** Chapter 6
- SESSION 9** Chapter 7
- SESSION 10** Chapter 8
- SESSION 11** Reflection and Follow-Up Activities

### Summary

During the first session, the facilitator will set the tone for the book study. An overall view of the book study is communicated by identifying group norms, dates/location/time, timeline for sessions, expectations, and by facilitating a book walk. While sharing this information, the facilitator can energize the group by establishing a mood that conveys excitement about learning together about critical thinking and a willingness to conduct the discussions so everyone can participate and benefit.

### Group Norms Identification

Take time to review group norms and inform participants that these non-negotiable norms should be honored during book study conversations. Examples of norms to consider: Be prepared, be on time, engage in discussion, and value the opinions and views of participants. Other norms can be added by the participants if all agree on the importance.

### Dates/Location/Time

The dates, location, and time for the study sessions should be provided to participants. The facilitator may use flexibility in time increments for each session.

### Timeline for Sessions

The calendar can be shared with the participants to present a quick, overall view of what chapters to read in advance of study sessions. Participants can record dates for each session if desired.

### Expectations for Book Study

For the book study to be successful, participants must know the purpose. The facilitator should clearly communicate the identified goals for the book study and share other expectations for each participant prior to and during each study session. It is essential that participants are directed to read the assigned chapter in advance of study sessions and complete the *Before the Group Conversation* section in *Chapter Reflection* prior to each meeting.

### Book Walk

*Critical Thinking in the Classroom: A Practitioner's Guide* can be introduced through a quick book walk. This process provides participants with a view of what's to come as they read the book. Guide participants to take note of the layout, organization of content, how chapters begin and end, and any resources at the back of the book. Refer to Step 5 for specifics about the book walk.

# BOOK STUDY SESSION 2

*Education “is not the learning of the facts, but the training of the mind to think.”* —ALBERT EINSTEIN

## INTRODUCTION: The Importance of Critical Thinking (pp. 1–16)

### Summary

Too often we see students make quick decisions without thinking. Critical thinking skills are imperative if students are to meet the challenges of college, work, and life. Classroom teachers can promote critical thinking through establishing a positive climate for critical thinking and teaching critical thinking skills. This book provides a foundation for teaching critical thinking, strategies to ensure effective implementation, and practical tools. Are you ready to consider some new approaches for integrating critical thinking?

### Discussion Questions

1. What are the most important attributes of critical thinkers?
2. How have your critical thinking skills grown over the years? What has helped you develop your critical thinking skills?
3. Think of a student you have taught who was a deep thinker. Was the student a top performer in your class? Why, or why not?



### Ideas for Action

1. How could you adapt the Critical Thinking Rubric in Figure 0.4 to use with your students?
2. Watch Tony Wagner’s video [Play, Passion, Purpose](#). Do you agree or disagree with his ideas? If you reframed instruction around the skills he identified, how would curriculum look different?
3. Watch the Teacher Channel video [Scaffolds for Critical Thinking](#). How does the teacher encourage a culture of inquiry and curiosity?
4. Examine your school or classroom mission statement. Do these statements advocate for critical thinking skills? If not, how could they be improved?

BOOK STUDY **SESSION 2****INTRODUCTION** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 3

*“Creative or innovative thinking is the kind of thinking that leads to new insights, novel approaches, fresh perspectives, whole new ways of understanding and conceiving of things.”* —PETER A. FACIONE

## CHAPTER 1: Thinking Frameworks

(pp. 18–44)

### Summary

Benjamin Bloom’s Cognitive taxonomy is a framework used by educators to guide their instructional planning processes. The taxonomy is composed of six levels: Remember, Understand, Apply, Analyze, Evaluate, and Create. Within the levels there are multiple cognitive processes to further delineate these levels. Other frameworks include the DOK Matrix. Educators can use these frameworks to design instructional tasks and assessments to challenge students to think critically.

### Discussion Questions

1. On a typical day, what percentage of time do you spend working with students at each level of Revised Bloom’s Taxonomy—Remember, Understand, Apply, Analyze, Evaluate, and Create? How could you modify a lesson to reach higher thinking levels?
2. On a typical day, determine the percentage of time students engage in activities at each level of Depth of Knowledge—Recall and Reproduction, Skills and Concepts, Strategic Thinking/Reasoning, and Extended Thinking. How could you adjust a lesson to increase deeper learning?
3. Use the Depth of Knowledge levels to analyze your distribution of instructional tasks. Is the distribution reasonable? Are there any patterns? What implications do your findings yield?
4. What instructional examples mentioned in this chapter could you use in your classroom?
5. For which level of Revised Bloom’s Taxonomy and Depth of Knowledge do you find most difficult to design instruction?
6. How can you use the Hess’ Cognitive Rigor Matrices to support or improve teaching and learning?



### Ideas for Action

1. Select one lesson you use regularly and identify the current level of the task or assignment according to Revised Bloom’s Taxonomy or Depth of Knowledge. Modify the lesson to boost the level of critical thinking required. Use Figures 1.2 and 1.3 to support your work.
2. Examine formative and summative assessments for a unit of study. What are the levels for each assessment according to Bloom, Webb, or Hess? What percentage of assessments are at each level? What insights did this reflection task reveal?
3. Design a Create-level task or a DOK Level 4 task. How can you make the task authentic to engage students in real-world applications of their knowledge? Consider ways your task might inspire collaboration and creativity.

BOOK STUDY **SESSION 3****CHAPTER 1** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 4

*“Speak less so they can think more.”* —RICHARD PAUL AND LINDA ELDER

## CHAPTER 2

### Creating a Culture of Critical Thinking

(pp. 46–77)

#### Summary

Building a culture for thinking in a classroom requires an intentional and planned effort. A classroom culture that nurtures high cognitive demand includes a priority to improve thinking competencies, teacher modeling of appropriate thinking practices, multiple thinking opportunities, and supportive relations and interactions to promote purposeful thought. A thinking-centered classroom is an energizing place where all are collaborating and contributing to the learning. It is everyone’s responsibility to open the minds of students and readily receive the ideas and thinking of others. Teaching students to become effective critical thinkers takes time, energy, knowledge, and effort by students, teachers, administrators, and parents.

#### Discussion Questions

1. How would you define a thinking-centered classroom?
2. How might a thinking culture be enhanced in your classroom and school?
3. Why is it important to establish thinking routines?
4. What steps will you take to be more intentional in cultivating a thoughtful classroom?
5. Which of the thinking traits need the most support for your students? How might you integrate these traits into your classroom?



#### Ideas for Action

1. Examine your classroom for elements of a classroom culture that supports thinking. Reflect on the strengths and areas for improvement.
2. Imagine that you have led each student in your classroom to develop a common language of thinking. What kinds of changes would you expect to occur in student interactions and in class discussions?
3. What plan might you propose to use thinking traits to foster a growth mindset among your students? In yourself?
4. Use Figure 2.12 to assess your own classroom. What are you most proud of? What might you do differently? Why? How might you use these indicators to support and sustain a culture of thinking within your classroom? Within your school?

BOOK STUDY **SESSION 4****CHAPTER 2** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 5

*“Children must be taught how to think, not what to think.”* —MARGARET MEAD

## CHAPTER 3 Strategies that Promote Critical Thinking (pp. 78–124)

### Summary

Critical thinking skills should be encouraged, taught, and reinforced in all classrooms at every grade level. Teachers, themselves, may gain insight and demonstrate growth as skillful thinkers from the variety of strategies that can be transferred into planning, instruction, and assessment. The suggested strategies throughout this chapter demonstrate that critical thinking is an active, purposeful, and organized cognitive process. All identified strategies and techniques can be used and adapted to facilitate critical thinking across all subject areas, developing students as skillful thinkers and independent learners.

### Discussion Questions

1. How can you develop as a critical thinker? How can you help yourself and your students practice better thinking in everyday life?
2. How have you previously supported your students' abilities to think and problem solve?
3. What thinking skills and processes do you want your students to practice and develop? How will you teach those skills and processes?
4. What are two ideas in this chapter that you will immediately implement to activate the minds of your students?



### Ideas for Action

1. Examine the role critical thinking plays in your classroom instruction and assessment. Make a plan that details how you could effectively improve or enhance critical thinking practices in your classroom and across your campus.
2. Design an instructional or assessment task using an interpretive exercise technique that would improve the quality of instruction and increase higher-level thinking for your students.
3. Review the strategies highlighted in this chapter that promote critical thinking. Assess your instruction for the integration of these strategies. Determine how you could enhance the cognitive development of students by infusing several ideas in your classroom practices.
4. Reflect on the activities, tasks, or assignments utilized within a previously prepared lesson. Be specific in how you might increase the depth of conceptual understanding by integrating strategies from this chapter.

BOOK STUDY **SESSION 5****CHAPTER 3** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 6

*“Learning is more effective when it is an active rather than a passive process.”* —KURT LEWIN

## CHAPTER 4 Critical Thinking and Student Movement (pp. 126–151)

### Summary

Kurt Lewin said, “Learning is more effective when it is an active rather than a passive process” (1951, as cited in Kindesely, 2012, p. 222). The aforementioned strategies demonstrate the importance of getting students moving while learning. However, movement must be intentional. Unless strategies align with objectives, they may not successfully affect student learning. When carefully considered, these strategies will prove effective in promoting critical thinking. When used appropriately, fusing critical thinking with movement can enhance learning through higher student engagement. As students move, discuss, reflect, and analyze, learning becomes an active, student-centered experience that compels students to dig deeper into the content while enjoying the learning process.

### Discussion Questions

1. What characteristics of kinesthetic learners do you notice in your classroom?
2. Which strategy profiled in this chapter would you like to try? Why?
3. In your opinion, which kinesthetic strategy most effectively integrates critical thinking?
4. Which movement strategy do you think your students will enjoy the most? Why?
5. What other kinesthetic strategies not mentioned in this chapter are also effective?



### Ideas for Action

1. Select a kinesthetic strategy that could enhance one of your lessons. Plan ways to integrate the strategy.
2. Review the “Movement with a Purpose” section at the end of this chapter. What actions can you take to improve the way you currently use kinesthetic tasks?

BOOK STUDY **SESSION 6****CHAPTER 4** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 7

*Critical thinking is “the art of thinking about your thinking while you are thinking in order to make your thinking better: more clear, more accurate, or more defensible.”* —RICHARD PAUL, A.J. A. BINKER, DOUGLAS MARTIN, AND KEN ADAMSON

## CHAPTER 5 Critical Thinking Acronyms and Organizers (pp. 152–192)

### Summary

In summary, research supports the use of thinking acronyms and graphic organizers to help students organize their thinking. Teachers can utilize critical thinking acronyms and graphic organizers to train students to think critically. By profiling a variety of tools, both print and digital, as well as suggested classroom examples for integration, teachers can consider how these ideas might improve instruction in their classroom.

### Discussion Questions

1. Which thinking acronym would be helpful to teach your students?
2. Why do you think teachers should use graphic organizers?
3. What organizer mentioned in the chapter would you like to try in your classroom?
4. What digital tool suggested in the chapter would enhance the learning in your classroom?



### Ideas for Action

1. Select a thinking acronym that could assist your students. Design a lesson that teaches students about the acronym followed by students using it to complete a task.
2. Investigate the printable and editable graphic organizers on these web links. Which organizers can you use?
  - [Holt Interactive Graphic Organizers](#)
  - [Thinkport Interactive and Printable Organizers](#)
  - [Education Oasis Printable Organizers](#)
  - [Education Place Graphic Organizers](#)
  - [Reading Quest Comparison-Contrast Charts](#)
  - [Tech4Learning Graphic Organizers](#)
  - [ClassTools](#)
  - [Daily Teaching Tools Writing Tools](#)
  - [3–6 Free Resources Hamburger Paragraph](#)
3. Identify a lesson where using a graphic organizer would support student learning. Plan how you will use the graphic organizer in the lesson.

BOOK STUDY **SESSION 7****CHAPTER 5** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 8

*“It’s not about the tools. It’s not about layering expensive technology on top of the traditional curriculum. Instead, it’s about addressing the new needs of modern learners in entirely new ways.”* —WILL RICHARDSON

## CHAPTER 6 Fusing Critical Thinking with Digital Tools (pp. 194–218)

### Summary

Technology can effectively engage students in real-world problem solving and critical thinking. Standards for students and teachers support the important and complementary relationship between technology and critical thinking. Teachers can provide opportunities for students to utilize tools like web-based presentation software, online polling tools, web mind maps, and digital walls to practice and demonstrate their learning. As schools seek to prepare students to be college and career ready, schools that effectively integrate technology with critical thinking prepare students—not to win trivia games, but to be successful thinkers and learners.

### Discussion Questions

1. What are the benefits of using digital tools in your classroom?
2. Which digital tools do you immediately see a use for in your classroom?
3. Which suggested “Classroom Integration” example has triggered an idea for how you could utilize the technologies in your classroom?



### Ideas for Action

1. Review the topic of an upcoming lesson. Which digital tool might enhance the learning? Plan steps to integrate this technology.
2. Review websites of other digital tools. Below are links to websites with other technologies profiled. What other technologies support student learning and critical thinking?
  - [100+ Technology Tools](#)
  - [75 Digital Tools](#)

BOOK STUDY **SESSION 8****CHAPTER 6** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 9

*“Who questions much, shall learn much, and retain much.”* —FRANCIS BACON

## CHAPTER 7

### Effective Questioning Practices to Spur Thinking

(pp. 220–273)

#### Summary

Changing expectations for questioning demands teacher-facilitated discussions with increased student engagement, student-posed questions, high-level thinking questions, and open-ended questions. The many effective questioning practices shared in this chapter provide educators with questioning techniques aligned to the new teaching standards while also increasing the level of critical thinking and student engagement in their classrooms.

#### Discussion Questions

1. How do you address the characteristics of the new questioning expectations?
2. What other tips can help teachers improve their questioning skills?
3. What is one tip proposed in this chapter that you will use this week?
4. What one discussion protocol can you utilize in your upcoming unit?

#### Ideas for Action

1. Record yourself teaching a lesson while engaging questioning and discussion. Use Appendix B, Questioning and Discussion Techniques Walkthrough Instrument, to evaluate your skills. Reflect on your strengths and areas for improvement.
2. Examine the questions you have included in your lesson plans. How many are low-level versus higher-level questions? Consider whether that ratio is appropriate according to the age and ability levels of your students. How can you use the resources in this chapter to support you?
3. Watch the Teaching Channel videos:
  - [Using Questioning to Develop Understanding](#): How does the teacher use questions? What tips on questioning can improve your practice?
  - [Thumbs Up, Signals to Improve Active Listening](#): How can you utilize hand signals to improve classroom discussions?
  - [Improving Participation with Talk Moves](#): How could you incorporate Talk Moves in your classroom?
  - [The Art of Questioning](#): How can you sequence your questions to build complexity?
4. Review the subject-area questioning prompts in Appendix C. Select some of the question prompts to use in your upcoming lessons. Note that some states have also developed question stems for various subject areas; for example, North Carolina has established [specific thinking skills question stems](#).



BOOK STUDY **SESSION 9****CHAPTER 7** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 10

*“Students need both content knowledge and skills to apply and transform their knowledge for useful and creative purposes and to keep learning as content and circumstances change.”* —KEN KAY

## **CHAPTER 8:** Implementation of Critical Thinking (pp. 274–281)

### **Summary**

To prepare for the 21st century, critical thinking is a necessary skill. As students engage with challenging and conceptually complex content, they become prepared for college, the work force, and life. This text provides a variety of strategies, tools, and resources to support your integration of critical thinking skills in your classroom and school. It's time to utilize your learning to positively impact your students!

### **Discussion Questions**

1. What ideas presented in this text resonated with you?
2. What resources mentioned in this chapter would you like to investigate further?
3. How would a focus on critical thinking change the student's role in your classroom? How about the teacher's role?



### **Ideas for Action**

1. What will be your first action to implement your learning?
2. What steps would help your school embrace a focus on critical thinking?

## BOOK STUDY SESSION 10

**CHAPTER 8** Reflection**Before the Group Conversation** *(Complete prior to attending the session)*

Share one idea you discovered in your reading.

Identify questions you want to ask about the reading.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**After the Group Conversation** *(Complete after the discussion)*

Identify key points made by participants during the group conversation.

Identify your main “takeaways” from the group conversation.

# BOOK STUDY SESSION 11



## END OF BOOK STUDY Reflection

What was your initial reaction to the book? Did the book capture your attention immediately or take time?

Identify a question you would like to ask the authors.

How did this book change your opinion or add to your perspective about critical thinking?

How will this book influence your professional and/or classroom practices?

Thank you for facilitating this book study.  
We appreciate your commitment to bringing  
critical thinking to the classroom.

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