








## *Thinking Skills for Junior School Students*

*based on  
'Round Fish Square Bowl'  
and the  
'Thinkers' Keys' Format*

*Even young students, regardless of ability, should be able to:*

-  Analyse information
-  Solve problems
-  Generate new ideas
-  Think creatively
-  Think critically
-  Plan for the future
-  Make decisions



### ***Critical thinking:***

*Critical Thinking refers to reasonable, reflective thinking that is focused on deciding what to think or do. Critical thinkers try to be aware of their own biases, and to be objective and logical.*

### ***Creative thinking:***

*Creative Thinking refers to the ability to form new combinations of ideas to solve a problem.*

### ***Metacognition:***

*This is the ability to think about one's own thinking.*





## **Pre School and Junior School- Friendly Thinkers' Keys.**



*Included in the Teacher Notes for Round Fish Square Bowl are the Thinkers' Keys for Middle and Senior School adaptation.*



*Below is an even more modified version for Kindergarten and Junior School students, or those with Special Language Needs. They have been reduced to the following:*

- The 'Question' Key
- The 'Picture Key'
- The 'Reverse Listing' Key
- The 'Construction' Key
- The 'Interpretation' Key
- The 'Different Uses' Key
- The 'What If' Key

(Tony Ryan)

The idea of a **KEY** to unlock ideas helps children to:

- Look and think about things differently
- Be creative and divergent with their ideas
- Accept the value of divergent and creative thinking



## 1. The 'Question' Key

~ Start with an answer and list questions that give that answer~

Think of questions to which the answer would be:

Fish Turtle Swan

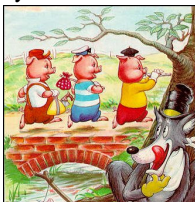


~Preparation~

- ❖ Give oral examples first.
- ❖ Draw/have picture to prompt answers.
- ❖ Have a set of cards with a Question on one, and the corresponding answer on the other. Read, and match.
- ❖ Have children in pairs, swapping roles of choosing a creature from the book, and creating the questions for that creature.

## 2. The 'Picture' Key

~Draw a simple diagram, shape or squiggle and ask children to work out ways to finish the picture while thinking about:



*The Wolf, the three pigs, the bull, or the mad hatter.*

~Preparation~

- ❖ Give examples on the board, ie the shape of a pig's ear, a smiling mouth
- ❖ Ask children to close their eyes, and say what pictures come to mind when thinking of an aspect of the book.
- ❖ Ask a student if he/she can draw that idea on a large sheet of paper, or even just part of the picture for others to guess.

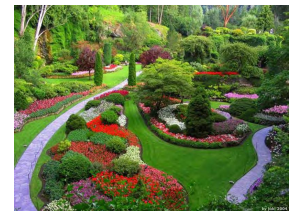
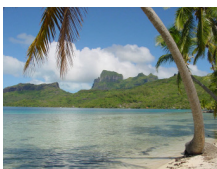
### 3. The 'Reverse Listing' Key

*~Place words such as cannot, would not, never or not in a sentence~*

- ✚ List 5 things you would never put on your legs.
- ✚ List 5 things you wouldn't find in your garden.
- ✚ List 5 things you would not see at the beach.
- ✚ List 5 things that cannot grow.

*~Preparation~*

- ✚ Begin with the CAN, WOULD, DO concepts, ie list 5 things that DO grow
- ✚ Have words and their opposites on cards/on board, CAN/CANNOT
- ✚ Have only one word at a time in view, while children practice the pattern and experiment with the ideas.
- ✚ Use a set of picture cards to ask questions from.



### 4. The 'Construction' Key

*~ Discuss and provide materials for problem-solving tasks involving construction~*

- ✚ Build a trap for the Big Bad Wolf
- ✚ Make something for the Mad hatter's table
- ✚ Make some furniture for a Mouse House

*~Preparation~*

- ✚ Make a list of 'building' and 'making' words
- ✚ Pick up pieces of building material, and ask, "What could you do with this?" Then ask, "What could you do with this if you wanted to make a trap for the wolf?"