

Skill of the Week

INFORMATION SHEETS
MIDDLE AND HIGH SCHOOL

SKILLS

**STUDENTS WILL DEVELOP
CRITICAL THINKING SKILLS FOR
IDENTIFYING AND ANALYZING
IDEAS AND INFORMATION. THESE
HIGHER ORDER SKILLS ARE
GEARED TOWARD DEEPENING
STUDENTS' UNDERSTANDING
AND CREATING MEANING.**

Skill: Cause and Effect

Definition

- One event cause another event to happen
- One event happens as a result of another event

Key Vocabulary to Use

Because	In order to
That way	Depends on
Caused	So that
Since	If
So	As a result

Kinds of Questions

- What would result if...?
- What occurred because of...?
- This action would cause what event to occur?

Reading

- T-Chart: Given the scenario ----- the students will complete the cause and effect T-chart based on the given situation in a story
- Team Consensus: Discussion of plot and events that led to main concern of plot. Question – What happened in the story **because** something made it happen?
- Turn to Your Partner: Students brainstorm events that occurred in reading and determine which ones were causes and which ones were effects
- Vocabulary: Students use cause and effect pattern in writing meaningful sentences
- Recommended Reading –

Math

- Logic Statements: If...then... T-chart can be used to graphically demonstrate
- Word Problems: Focus on word problems that use one operation that cause another operation to be used
- New Concepts: Introduce students to what will happen when we perform ----- operation? Have students work with partners to determine why certain operations make things happen

Writing

- Graphic Organizers: Cause and effect, T-chart, bubble map.
- Partner Reading: Find clue words that identify cause and effect.

Skill: Drawing Conclusions

Definition

- Reaching a logical outcome based on clues
- Using information in a story to figure out what is happening or what happened

Key Vocabulary to Use

As a result	Conclusion
Clues	Infer
Evidence	Figure out
Leads to	Outcome
Next	Probably

Kinds of Questions

- What will probably happen next?
- What clues can we use?
- How is this related to the selection?
- What guesses can we make using what we know?

Reading

- Prediction Chart: Students identify evidence and clues from the reading and make prediction (can be done in T-chart form)
- Class Discussion: Talk about plot and events that lead to assumptions about conclusion. Question – What will probably happen next? How do you know?
- Turn to Your Partner: Students brainstorm events that occurred in reading and determine what will happen next
- Writing: Focus on students justifying their work with clues and evidence
- Recommended Reading:

Math

- Probability: How can we make logical guesses about what will occur?
- Word Problems: Focus on word problems where students need to justify answers based on information in the problem
- New Concepts: Introduce students to what will happen when we perform ----- operation? How can we use patterns to determine expectations for certain outcomes?

Writing

- Graphic Organizers: Prediction chart: T-chart; K-W-L
- Partner Reading: Find clues to figure out what will happen
- Riddles: Give variety of clues, as in “I am a box, I have dials and numbers. When people turn me on music pours out of me....” Then as “What am I?”
- Role Playing: Students play charades and classmates accumulate clues to determine solution

Skill: Main Idea and Details		
Definition <ul style="list-style-type: none"> • Main idea is the subject of the paragraph and tells what it is about • Main idea only tells you the most important part of the paragraph • Details are specific ideas in the paragraph that tell more about the main idea 		
Key Vocabulary to Use Main idea Events Details Subject Paragraph Describe Topic Support		Kinds of Questions <ul style="list-style-type: none"> • What is this all about? • What details support the main idea? • What is this story all about?
Reading <ul style="list-style-type: none"> • <u>Main Idea and Details Chart</u>: Can be used for planning Writing, Read Alouds, independent reading. • <u>Class Discussion</u>: Discussion of main idea in a paragraph or section of text and what details support it. • <u>Vocabulary Sentences</u>: Students focus on adding details to support their meaningful sentences. • <u>Suggested Reading</u>: 		
Math <ul style="list-style-type: none"> • <u>Word Problems</u>: Focus students on determining what the root of the question is and then identify supporting information that helps solve the problem. • <u>New Concepts</u>: Introduce students to the strategy of underlining the key information in a problem. Teach students to identify what the problem is really asking. Teach students to eliminate irrelevant information 		
Writing <ul style="list-style-type: none"> • <u>Graphic Organizers</u>: Main idea & details • <u>Partner Reading</u>: Find key details that support main idea • <u>Create Fast Fact Cards</u>: Students put key ideas on index cards which they can then use to share information from the book in oral presentations or retelling the story 		

Skill: Sequence

Definition

- Arranging a series of related statements in order based on clue words and/or time markers
- The order in which things or events occur

Key Vocabulary to Use

Before	While
Last	Next
Then	After
First	When
Finally	During

Kinds of Questions

- What is the order?
- What words help you understand when things occurred?
- What happened in the beginning?
- How can you organize information?

Reading

- Sequence Chart: Students arrange a series of events from the story they have read in sequential order
- Partner Discussion: Students list events each taking a turn until they include all events
- Writing: Students focus on relating a story or experience using key words from sequence vocabulary
- Schedule: Students reinforce skill by referring to daily schedule. Rearrange schedule and ask students to discuss why this would create difficulties

Math

- Journals: Topic – Ask students to explain the sequence order for approaching a problem
- Word Problems: Focus students on “Making a List” strategy and ordering how each step would be taken
- New Concepts: Introduce students to what will happen when we perform an operation out of sequence. Look at multiple step problems and how to order the step to be taken to solve them

Writing

- Graphic Organizers: Sequence chart, story map, K-W-L chart.
- Partner or Guided Reading: Students identify the author's use of key sequence words.
- Writing Directions: Students write directions for how to repeat an activity or related project
- Summaries: Students write a summary of a selection using key words for sequence to order their retelling

Skill: Vocabulary in Context												
Definition <ul style="list-style-type: none">Using key words appropriatelyUsing words in a text to help you understand the meaning of a particular word or phrase												
Key Vocabulary to Use <table><tr><td>Context</td><td>Signifies</td></tr><tr><td>Definition</td><td>Tells us</td></tr><tr><td>Synonym</td><td>Meaningful</td></tr><tr><td>Antonym</td><td></td></tr><tr><td>Dictionary</td><td></td></tr></table>		Context	Signifies	Definition	Tells us	Synonym	Meaningful	Antonym		Dictionary		Kinds of Questions <ul style="list-style-type: none">Why is this word important?How can you show your understanding of...?How would you use....?How would you describe?
Context	Signifies											
Definition	Tells us											
Synonym	Meaningful											
Antonym												
Dictionary												
Reading <ul style="list-style-type: none"><u>Vocabulary Sentences</u>: Students identify meaning based on context clues which can be grouped into a variety of graphic organizers<u>Partner Discussion</u>: Students discuss word meanings and evidence to support their interpretations<u>Writing</u>: Students incorporate context strategies for including key vocabulary words – e.g. making a list, synonyms, antonyms, etc.												
Math <ul style="list-style-type: none"><u>Math Journals</u>: Students can make a section for a math dictionary<u>Word Problems</u>: Focus on understanding the question by using key words<u>New Concepts</u>: How do we know what this operation/skill really does? What other things do we know that help us understand how to use it?												
Writing <ul style="list-style-type: none"><u>Partner or Guided Reading</u>: Find clues to figure out what difficult words mean. Make lists of difficult words and take turns looking them up in dictionary or thesaurus<u>Double Language Dictionary</u>: Students can create a dictionary using two languages which is a good way for them to understand word meaning<u>Reference Materials</u>: Students learn how to use various reference sources such as encyclopedia, dictionary and thesaurus												

Skill: Author's Purpose

Definition

- To figure out why the author was writing
- To figure out what the author meant when he/she was writing

Key Vocabulary to Use

Style	Meaning
Audience	
Intent	
Tone	

Kinds of Questions

- What is the author trying to tell us?
- How was the author using language in this section?
- Who is this story aimed at?

Reading

- Class Discussion: Discussion of what message the author was trying to convey
- Turn to Your Partner: Share the purpose of what the author was trying to say
- Writing: Ask students to determine their purpose and audience prior to writing. They can then demonstrate this in the writing
- Recommended Reading:

Math

- Problem Solving: Identify what the problem is asking. Ask students to be sure they know what they actually are looking for in solving the problem
- Problem Writing: Have groups write problems to give other groups. They will need to be clear about what kind of problem they are writing and what kinds of things the problem will need to have done in order to solve it
- Math Journal: How do you know what you have to do to solve a problem? What do you do to figure out what the problem is asking?

Writing

- Letters to the Author: Students can write to many authors who will actually respond. They can ask the author about his/her purpose
- Research: There are many interviews with authors and biographies that reveal why authors have written something
- Attribute Chart: As students undertake a study they can chart attributes found in an authors work

Skill: Character Analysis

Definition

- To determine what kind of qualities a character has
- To figure out why a character acts in a certain way

Key Vocabulary to Use

Analyze	Quality
Characteristic	Adjective
Describe	Feature

Kinds of Questions

- How would you describe this character?
- What actions show us what this person is really like?

Reading

- Class Discussion: Discuss the main character and brainstorm words that describe him or her
- Character Map: Wrap up a discussion of a story with a character map to describe one of the main characters
- Vocabulary Sentences: Write a meaningful sentence that uses a lot of descriptive language
- Writing: Have students write their assignments from the perspective of one of the characters
- Recommended Reading:

Math

- Problem Solving: Create problems which display two different characters. Have the students write the steps that each character might take to solve the problem. Discuss why problems would have been solved differently by the two characters
- Math Journals: Why do some people solve problems in different ways? What makes you solve problems in a particular way?

Writing

- Character Diary: Students imagine they are a favorite character and keep diaries from the perspective of that character
- Personal Identifications: Students write about why they identify with certain characters

Skill: Compare and Contrast

Definition

- To look at similarities and differences
- A way to see how ideas, character, events are the same and different

Key Vocabulary to Use

Same	Similar
Different	Common
Alike	

Kinds of Questions

- How are these two...alike?
- How are these two...different?
- What are the common characteristics?

Reading

- Venn Diagram: This graphic organizer can be used to compare characters, events, settings in Listening Comprehension
- Team/Partner Consensus: Teams or partnerships discuss similarities and differences for various characters
- Recommended Reading:

Math

- Venn Diagram: Compare different operations – e.g. addition/subtraction or division/multiplication and how they affect outcomes
- T-Chart: Compare different strategies with results
- Math Journal: Compare two different strategies that you have used to do a problem and write about which you liked best and why

Writing

- Comparing and Contrasting: This activity is a way to look at similarities and differences between books
- Double Language Dictionary: Students create dictionaries with different languages that appear in books they read
- Different Endings: Students write different endings and compare them to the one the author used

Skill: Fact and Opinion

Definition

- To tell the difference between what can be proven and what is the idea, feeling or wish of someone

Key Vocabulary to Use

Fact	Believe
Prove	Feel
Show	Think
Document	Hypothesis

Kinds of Questions

- How can you prove that this happened?
- Which information is only true for one person or a group of people?

Reading

- T-Chart: This graphic organizer can be used to differentiate facts and opinions within a story
- Partner Discussion: Students take turns identifying fact and opinion within a story
- Flash Cards: Create cards with different parts from a story. Write fact or opinion as it applies on the flip side. Students can play this game in partnerships or it can be done with the whole group

Math

- Necessary Information: Ask students to review a series of problems and create two separate lists -- one with information that is necessary and the other with what is not
- Estimation: Students can solve problems through estimation and then through operations. They can compare the results

Writing

- Advertisements: Students can write advertisements for books they have read. They can use this to express facts and opinions about the book
- Letter to the Author: Students can write letters stating what they felt about the book and also asking a series of questions regarding facts and opinions for the author
- Surveys: Students can create a survey question for their peers regarding their opinions on a book or character

Skill: Summarizing	
Definition <ul style="list-style-type: none"> • Restating the events of a story in an abbreviated way • Retelling the important parts of a story 	
Key Vocabulary to Use Order Events Sequence Restate Retell	Kinds of Questions <ul style="list-style-type: none"> • In your own words describe what you have read. • What are the most important events of this story? • Retell the story.
Reading <ul style="list-style-type: none"> • <u>Interactive Story Circle</u>: Students will take turns summarizing the story. Their information will be charted as they continue • <u>Sentence Strips</u>: Ask for students to recreate the story by writing important events on sentence strips. Then review the story with them • <u>Recommended Reading</u>: 	
Math <ul style="list-style-type: none"> • <u>Graphs</u>: Students will summarize information in the form of bar or pictographs • <u>Math Journal</u>: Summarize the important steps you took to reach a solution 	
Writing <ul style="list-style-type: none"> • <u>Chapter Summaries</u>: Students will write summaries for each chapter as they read it. They will finish the book with a complete summary • <u>Dramatic Presentation</u>: Students will reenact scenes from what they have read • <u>Book-Making</u>: Students will make pop-up or flip books that retell the critical elements of the story • <u>Graphic Organizers</u>: Story map, bubble map, main idea and details flow chart 	

Skill: Making Predictions

Definition

- To help readers better understand a text by predicting what might happen next.
- To increase the reader's personal involvement and enjoyment of a text by making predictions.

Key Vocabulary to Use

Predict	Information
Question	Problem
Confirm	Solution
Characters	Plot

Kinds of Questions

- What will happen next?
- How will this problem be solved?
- What information did you use to make your prediction?
- Why do you think that will happen?

Reading

- Partner Discussion: Make predictions on what a character will do to solve a conflict or problem.
- T-Chart: Use a graphic organizer to make and confirm predictions about texts.

Math

- Estimation: Students estimate the answers to a problem, and then solve the problem and check their estimations.
- Statistics: Students predict how an experiment such as flipping a coin or randomly picking colors will come out statistically, and then confirm their predictions.
- Math Journals: Students write different ways to solve a problem and then write how they solved the problem.

Writing

- Graphic Organizers: Write details for a story that will allow readers to predict what will happen.
- Create Books: Have students write books with surprise endings. See if partners can predict what will happen.

Skill: Narrative Elements

Definition

- To identify and understand the elements of plot, character, setting, and theme in a work of fiction.

Key Vocabulary to Use

Plot	Problem
Characters	Conflict
Setting	Solution
Theme	Conclusion
Message	Moral

Kinds of Questions

- Where and when does the story take place?
- Who are the main characters?
- What is the sequence of the story?
- What conflict or problems do the characters face?
- How is the problem or conflict resolved?
- What is the message or moral of the story?

Reading

- Sequence Chart: Students arrange the events of the story in a sequence chart, and identify the problem, conflict, solution or conclusion.
- Class Discussion: Students discuss how the story would be different if the setting were changed.
- Partner Discussion: Share what you think the message or moral of the story is and why.
- Writing: Students focus on the narrative elements (plot, characters, setting, and theme) before writing a story.

Math

- Problem Solving: Identify what the problem is asking. Teach students to find the essential information necessary to solve the problem
- New Concepts: Introduce students to the strategy of underlining the key information in a problem. Teach students to identify what the problem is really asking. Teach students to eliminate irrelevant information.
- Math Journal: Have students write the steps they used to solve a problem.

Writing

- Graphic Organizers: Story maps, sequencing events, narrative elements
- Point of View: Students write the story from a different characters' point of view.