analyze & interpret

think it up!
- analyze/interpret the __________ (chart, table, graphic, illustration, model, problem, sentence, passage, cartoon, etc.); what are the important parts and what do they mean?
- what is another way we could interpret this information?
- what is the most important part of what we just learned?

quickcheck
- get kids talking
- encourage movement
- learn from each other

apply

think it up!
- how can you apply what we just learned about __________ to a new or different situation (a new problem, different passage, a new visual, etc.)?
- what other situations could allow you to apply what we just learned?
- in what way could you apply this to something outside of school?

quickcheck
- get kids talking
- encourage movement
- learn from each other
cause & effect

think it up!

- what were the main causes of __________, and what were the effects?
- what other cause/effect relationships can you think of that are related to what we just learned?
- explain how __________ affected __________.

quickcheck

- get kids talking
- encourage movement
- learn from each other

compare, classify, categorize

think it up!

- compare __________ to __________; how are they the same, and how are they different?
- how would you categorize or classify what we just learned?
- how could you organize __________ into categories?

quickcheck

- get kids talking
- encourage movement
- learn from each other
create/develop
think it up!
• what sketch can you create/develop to reflect your understanding of what we just learned?
• can you create/develop a new scenario or problem where we could apply what we just learned?
• how would you apply what you learned to develop __________?

quickcheck
• get kids talking
• encourage movement
• learn from each other

draw conclusions
think it up!
• what conclusion can you draw about what we just learned and why is this information important?
• if we understand and correctly apply what we learned about __________, what conclusion might we draw?
• what facts would you select to support this conclusion __________?

quickcheck
• get kids talking
• encourage movement
• learn from each other
evaluate

think it up!
- evaluate everything we have learned in the lesson today; what is the most important thing we have learned so far and why?
- after evaluating __________, how can you justify its value for __________?
- what information would you use to evaluate the importance of what we just talked about?

generalize

think it up!
- how would you complete this sentence? “Of everything we’ve learned today, I can generally say that __________.”
- after reading or learning about __________, what can you generally say is true, even though there are exceptions to that rule?
- what do all of these __________ have in common. What is a generalization we could make?

quickcheck
- get kids talking
- encourage movement
- learn from each other
infer

think it up!

- here are a couple of details that we just learned. what can you infer about _________ from those details?
- I can infer that _________. What are some ways you can support that inference?
- based on this information, what can you infer about ________?
sequence & order

think it up!

• what are the appropriate steps or sequence of _________?
• how would you rank everything we have learned so far today in importance?
• which of these most likely would happen next _________?

quickcheck

• get kids talking
• encourage movement
• learn from each other

summarize

think it up!

• how would you summarize the most important thing we have learned today in 60 seconds or less?
• how would you sketch or act out a summary of what we just learned?
• how can you best summarize _________ in 3 words?

quickcheck

• get kids talking
• encourage movement
• learn from each other