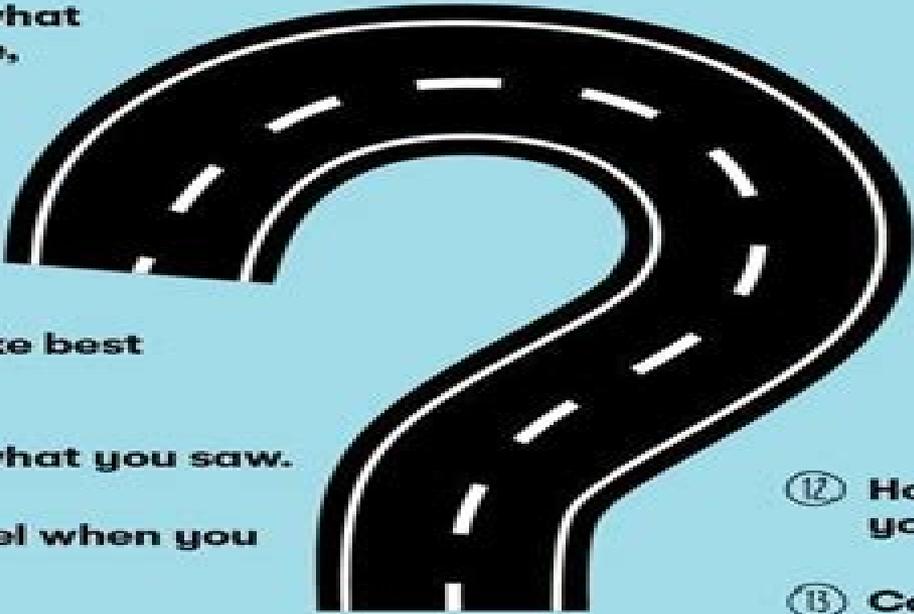


# 15 OPEN-ENDED QUESTIONS TO HELP CHILDREN THINK

Help develop your child's curiosity, reasoning ability, creativity, critical thinking and independence by asking open-ended questions.

- 
- 1 Tell me about what you built, made, created.
  - 2 Can you describe what happened?
  - 3 What do you like best about it?
  - 4 Tell me about what you saw.
  - 5 How did you feel when you finished it?
  - 6 What did you learn?
  - 7 How might you do it differently?
  - 8 Tell me about how you worked together.
  - 9 What did you see happening?
  - 10 How do you know that is the right answer?
  - 11 What do you think will happen next?
  - 12 How did you work it out?
  - 13 Can you think of a new way to do it?
  - 14 What would you do different next time?
  - 15 Why did you choose \_\_\_\_\_ over \_\_\_\_\_?



**tutor  
doctor**

How learning hits home.

# Teaching Children To Think

**Robert Fisher**



## Teaching Children To Think:

**Teaching Children to Think** Robert Fisher, 2005 This book is for anyone interested in teaching children how to think to reason and solve problems Robert Fisher reviews the main concepts methods and research in the teaching of thinking skills developed in recent years The second edition provides practical ideas to develop the thinking and learning in children of all ages and abilities

**Teaching Children to Think** Robert Fisher, 1990 Teaching Our Children to Think John Langrehr, 2012-08-07 Move students from simply memorizing content to making meaningful connections More than 200 user friendly exercises show you how to help students develop many of the valuable critical and creative thinking skills that have been identified by educators as essential including questioning classifying inferring and predicting

*Teaching Children to Think* Robert Fisher, 1992 *Metacognition* Michael Griffin, 2021-01-16 Effective teaching and learning are not always intuitive The illusion of knowledge becomes the difficulty of metacognition Consider the illusion of encouragement The common view that just do the best you can is encouraging and useful does not stand up to scrutiny According to American psychologist and pioneer in goal setting theory Dr Edwin Locke just do your best goals consistently underperform in comparison to specific and challenging goals The problem is 1 it is unclear what the target is 2 any result can fulfil the claim I did my best providing a ready excuse and an easy out for lack of accomplishment and 3 it is perceived as a low expectation of student ability Likewise teaching that involves helping too much or too quickly discourages curiosity and creates dependency The most common form of encouragement praise is often confused with feedback and is thought by some to lift self esteem It is effective with neither Praise is information less feedback usually framed as a personal judgement and more effective at cultivating narcissism than self esteem These ideas and much more are explored further in this pragmatic little book I would not expect the reader to take my ideas seriously if they were based on my opinion alone We all have opinions but the opinions of researchers and field experts have more substance and weight than personal experience opinions Unless specified otherwise the contents of this book are based on evidence They are based on research My aim is to explain complex ideas about teaching learning and character in a simplicity of style that is accessible to the general reader To do this I have drawn from the work of a broad range of educators contemporary psychologists and motivational experts including but not limited to Csikszentmihalyi Deci and Ryan Dweck Ericsson Kohn Hattie Judith Locke McGilchrist Perkins Pinker Marzano and Ritchhart I have fused modern knowledge with the wisdom of the past including Greek philosophy and Confucian ideals I have kept the use of jargon to a minimum At the end of each chapter study questions are provided for reflection and as an opportunity to extend personal learning Metacognition is one of the magnificent joys of learning and of life itself Metacognition is the learner s coming of age It is the hallmark of intrinsic motivation The diverse set of skills this word represents is essential for reaching expertise in any domain The great thinkers Rousseau Kant and John Locke viewed the aim of education as enabling children to think for themselves with the subsequent aim of becoming persons of character

Metacognitive processes aim to provide an objective view of our strengths and weaknesses self knowledge and blind spots It enables freedom of the mind Through reflection and evaluation we understand our actions more critically and have a vision for self improvement We improve our learning by continually designing and redesigning our training Some of the context examples are from my prime subject area music education Music serves well because expert music learners are highly metacognitive They must be to reach the extraordinary level of skill acquisition You are invited to cross fertilise compare and contrast to your domain of interest I hope you enjoy reading Metacognition Teaching Children to Think and witness an increase in student engagement through its practice Michael Griffin January 2021 *Eight Pointers on Teaching Children to Think* Laurie Maxwell,1987 *Teaching Kids to Think* Darlene Sweetland,Ron Stolberg,2015-03-03 Why Do Kids These Days Expect Everything to be Given to Them Today s kids don t know how to read a map They can Google the answer to any question at lightning speed If a teen forgets his homework a quick call to mom or dad has it hand delivered in minutes Fueled by the rapid pace of technology the Instant Gratification Generation not only expects immediate solutions to problems they re more dependent than ever on adults Today s kids are being denied opportunities to make mistakes and more importantly to learn from them They are being taught not to think In Teaching Kids to Think Dr Darlene Sweetland and Dr Ron Stolberg offer insight into the social emotional and neurological challenges unique to this generation They identify the five parent traps that cause adults to unknowingly increase their children s need for instant gratification and offer practical tips and easy to implement solutions to address topics relevant to children of all ages A must read for parents and educators Teaching Kids to Think will help you understand where this sense of entitlement comes from and how to turn it around in order to raise children who are confident independent and thoughtful *A Study of Teaching Children to Think* James C. Hinckle,1980

Learning to Teach in the Primary School James Arthur,Teresa Grainger,David Wray,2006 This new textbook provides support to student teachers on primary ITT BEd and PGCE courses It supplies a practical introduction to the teaching skills as well as the theory underpinning them *Teaching Kids to Think Critically* Clifton Chadwick,2014-09-12 This book is based on a simple series of psychological concepts While ability to think has always been important the knowledge economy significantly increases the demand for higher order thinking and problem solving abilities Parents should take a much more active role in teaching their children to think Early preschool years are critical because long term attitudes and early strategies are learned then Approaches and perspectives on learning to think can be clearly communicated to parents in ways which will make it possible for them to use the correct strategies to stimulate their students to think more clearly and critically There are five elements involved in good logical critical and creative thinking 1 The skills involved in effective efficient and lasting learning or commonly referred to as cognitive processing strategies 2 The mastery of logic and structure of what is being learned 3 Awareness of what one knows and does not know and how one knows and how one thinks 4 The standards or guidelines for the validity and reliability of what one knows called intellectual standards 5 The knowledge and

skills involved in critical thinking and solving problems in different subjects or domains     *Teaching Children to Learn*  
Robert Fisher,1995 Practical guide to teaching strategies that have been shown to develop effective learning Ten chapters  
each focusing on a particular aspect of learning Strategies provide a framework for active learning in any community  
classroom or school     *The Public School Journal* ,1915     **Teaching Children to Study** Lida Belle Earhart,1909  
    *Biennial Convention ... American Association of Instructors of the Blind*,1926     **"Everyday Problems of the  
Elementary School Teacher"** William Henry Morton,1930     No More Stinking Thinking Joann Altiero,2006-11-15 This is  
workbook teaches children how to develop the cognitive skills that will help them to cope with daily adversity Each lesson in  
this mental health wizard class explains a different type of Stinking Thinking from ignoring the big picture to making a big or  
little deal out of something and teaches children how to spot and combat it     The Detroit Journal of Education ,1921  
    Journal of Education ,1901     State Course of Study for Rural Schools of Montana ... 1923 Montana. Department of  
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