Debbie Draper, 2011

WHO WHAT WHEN WHERE WHY
WHICH HOW

SIX THINKING HATS

BLOOM’S TAXONOMY

SIX THINKING HATS

COMPREHENSION STRATEGY

RIGHT THERE, AUTHOR & YOU, THINK
& SEARCH, ON MY OWN

BEFORE, DURING, AFTER
These cards can be used by students to generate questions about a text.
What are the facts?
What are the problems?
What are the feelings?
What are the new ideas?
What are the positives?
What are the next steps?
Think aloud – what are you thinking as you read the text? What does it mean to you? What is it about? What don’t you understand?

Using schema – does it remind you of anything you already know about? What do you understand now that you didn’t know before?

Narrative Text
Inferring – what do you think is going to happen? What helped you make that prediction?

Expository Text
Inferring – what do you think the author wants you to know? What did the author mean by...? Why do you think that?

Asking questions – What questions do you have now? What do you do when a question comes into your head whilst you are reading?

Determining Importance – are there some parts of this text that are more important than others? What clues helped you decide?
Making Connections – can you make any connections to your own life?

*Text to Self Connections*

Making Connections – does the text remind you of another text? Have you read a similar story or information?

*Text to Text Connections*

Making Connections – Does the text have the same structure and features as another text you know?

*Text to Text Connections*

Making Connections – does the text remind you of anything from the real world?

*Text to World Connections*

Summarising – How could you summarise this text using a graphic organiser or key words or a diagram?

Synthesising – How has this text added to your knowledge? What do you know now? What do you still wonder about?
Right There:
The words used to create the question and the answer are in the same sentence
- What did ...
- Who did ...
- How many ...
- What was ... Who are ...
- Define ...
- What does ... mean
- What kind ...

You can directly point to the answer in the text

Think & Search:
The answer is found in different parts of the text. Words to create the question and answer are not in the same sentence.
- How do you ...
- What ...
- What happened to ...
- What happened before / after ...
- How many times ...
- What examples ...
- Where did ...

You must search in different parts of the text for the answer

Author and You:
The answer is in the text and in your head. Think about what you already know and what the author is saying
- What is the author saying?
- What do I already know?
- How does the information fit together?
- How can I synthesise my own understanding and the author’s message to answer the question?

You must think about what you already know about the topic and what the author is saying to answer the question

On my own:
The answer is not in the text. Tell what you think.
- Have you ever ...
- If you could ...
- If you were going to ...
- In your opinion ...
- Do you agree with _______ Why?
- Do you know anyone who ...
- How do you feel about ...

You must think about what you already know about the topic to answer the question
These cards can be used by teachers to model questioning of a text before reading. Think aloud techniques should be used – teachers articulating their thinking as they answer the questions on the cards. Next students and teacher formulate answers to the questions together during shared demonstration and guided practice. Teachers encourage students to think-aloud and justify their responses. When ready, students can use these cards independently within teams or individually.
During Reading Cards: Instructions

These cards can be used by teachers to model questioning of a text during reading. Think aloud techniques should be used – teachers articulating their thinking as they answer the questions on the cards. Next students and teacher formulate answers to the questions together during shared demonstration and guided practice. Teachers encourage students to think-aloud and justify their responses. When ready, students can use these cards independently within teams or individually.

The Optimal Learning Model

The Gradual Release of Responsibility

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Shared Demonstration</th>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Support</td>
<td>Moderate Support</td>
<td>High Support</td>
<td></td>
</tr>
</tbody>
</table>

Level of TEACHER Support

Level of LEARNER Support

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