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How to Use This Book

GOALS

The *Thinking Skills and Key Concepts* program has three goals:

1. To provide instruction in the thinking skills required for clear understanding of important concepts in the primary grades (describe, compare/contrast, sequencing, and classification).
2. To develop the academic vocabulary necessary to describe the characteristics of key concepts in mathematics, social studies, and science.
3. To promote clear conceptualization of key concepts introduced in the primary grades and made more complex in subsequent grades.

Lessons provide carefully sequenced instruction that clarifies the steps in each thinking process and provides discussion of key curriculum concepts, describing them in greater detail than found in common textbooks.

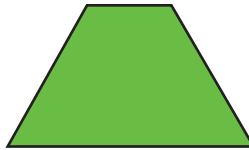
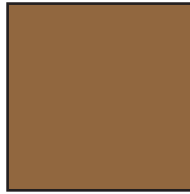
INSTRUCTIONAL METHODS

- **Teaching Thinking Skills Explicitly**
Clarifying the thinking skill and reinforcing it by asking the student to repeat the steps in the thinking process. To explain the subtle steps in each thinking process, consult the teachers manual.
- **Using Different Learning Styles to Teach Concepts**
The student book is one part of a three-step process: careful examination of detailed photographs in the student book and in related picture books, completing exercises in the student book, and discussion of each item to express the thinking process and the content meaningfully. The intended benefit of this program will not be realized if children use the student book as a workbook without the discussing each item.

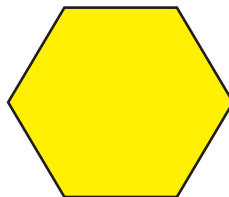
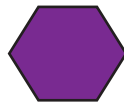
SHAPES YOU SHOULD KNOW

Draw a line from each word to the shape it describes. Then copy the words.

large



small



hexagon

rectangle

square

trapezoid

DIVIDING SHAPES INTO HALVES

Divide each shape into halves. Mark each half with the fraction $\frac{1}{2}$.

The image shows a 10x10 dot grid with six yellow shapes. The first shape is an equilateral triangle with a vertical line through its center, and the two resulting halves are each labeled with the fraction $\frac{1}{2}$. The other five shapes are a rectangle, a trapezoid, a regular hexagon, a circle, and an oval, all of which are currently undivided.

KINDS OF LAND AND WATER

Trace each word. Then use the words from the WORD BOX for examples of bodies of water or land forms.



WORD BOX
lake, river, stream

KIND

bodies of water

EXAMPLES



WORD BOX
desert, plain, valley

KIND

land forms

EXAMPLES

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DESCRIBING LIVING AND NON-LIVING THINGS

Living things grow, need food, and reproduce. The mother grows. She needs food. She has a child. She is a living person. Tell your partner whether each picture shows a living or non-living thing. Write "YES" or "NO" in each box.

LIVING OR NON-LIVING?	Grows	Needs Food	Reproduces
 mother	yes	yes	yes
 desert			
 frog			
 rock			
 cell phone			
 corn stalk			
 clock			
 pine tree			

PARTS OF A BEE

Look at the picture of the bee. Then complete each sentence with one of the words from the WORD BOX.

WORD BOX
antenna, eye, mouth, stinger, wing

This part is very large.
It helps the bee find the
flowers. It is called the

_____.

This part lets the bee fly
from flower to flower. It is
called the

_____.

This part looks like a long hair.
It helps the bee find food by
feeling the flower. It is called
the

_____.



Through this part the bee
collects juice from flowers
which it makes into honey.
It is called the

_____.

This part protects the bee from
other animals. It is called the

_____.

Tell your teacher or partner why each part is important. What would happen if that part was missing or damaged?

DESCRIBING JOBS

Some people build things. Some people drive public transportation vehicles. Some people sell things that other people make or grow. Draw a line from each picture to the word that describes that job. Then copy the words that describe the jobs.



builds



drives



sells

