

Thinking Skills Worksheet for Activity: Art

Thinking Skill	Explanation	Sensory Exploration Level	Functional Level	Symbolic Level
1. Question or Wonder	1. To inquire in order to discover information. Asks who, what, where, when, why or how about something.	Label the objects the child holds up and shows you. (This is a bid for a comment)	“What can you do with the clay?”	“What do you want to know about this fruit you made?”
2. Investi-gate or Analyze	2. To examine or study carefully to determine key parts or aspects. What is this? How does it move, sound, feel, work, etc.?	As the child plays with an object, point to key parts and label them. Model an action.	Comment on what the child is noticing, the actions that are performed, and the results. Ask, “What happened?” Respond to child words or label actions.	Provide tools to investigate for making different shapes and textures. As children punch and squeeze the clay, ask about the characteristics (shape, color, size, texture) they want to generate.
3. Deter-mine	3. To find out or conclude from combining information. What are the characteristics of this object, person, place, situation, etc., and how do they go together?	Watch what the child attends to (e.g., sounds, actions, interactions) and comment on these to help the child understand the labels for items, characteristics, and actions.	Investi-gate what the child has determined by saying, “Tell me about your fruit. What is it?”	Ask questions about what the child has learned about something in his art play. “How did you figure out how to make those colors?”
4. Compare	4. To find similarities and differences, to relate, or associate. How is this similar or different from others? How does this relate to others?			

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5. Classify	5. To put in categories. How does this fit with what I know?			
6. Remember	6. To recall or retain in the mind. What can I tell or do based on previous knowledge or experience?			
7. Infer or conclude	7. To conclude from reasoning or to guess based on evidence. What did I learn?			
8. Predict	8. To expect or hypothesize what will happen. What are the consequences of actions or events?			
9. Plan	9. To design or think about how to reach a goal. What do I need to think about and do?			
10. Organize	10. To order, structure or sequence thoughts, verbal information, or actions. What structure or sequence of ideas, materials, or actions is needed?			
11. Discover or Solve	11. To find information or strategies that lead to new understanding or to a solution to a problem.			

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	How can I solve this problem?			
12. Expand or shift perspective	12. To look at something in a new way. How else can I look at this situation or problem?			
13. Summarize	13. To condense a great deal of information or actions into a brief synopsis or key ideas. What are the key points I should make about what happened?			
14. Evaluate	14. To make a judgment based on criteria. Is this product, action, or outcome accurate, useful, of high quality, or liked?			
15. Practice	15. To repeat numerous times to improve skills or knowledge. Can I repeat it so I can do it better?			
16. Generalize	16. To understand how what happens in one situation can transfer to another situation. How can I take what I know about this and use it?			
17. Imagine	17. To envision or conceptualize unique or unusual ideas related to			

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	non-present or fantasy objects, creatures, events, or situations. What new ideas or ways can I think of?			