**Cognitive Verbs: Sequential Instructional Strategies**

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| **Strategy** | **Learning Experiences** |
| 1. Hook: real life  | Describe a situation in your life where you had to \_\_\_\_\_\_\_\_\_\_\_\_ something. (Alternatively, you may use an example from books, television, music, cooking, hobbies or sport if you wish.)Group work |
| 2. Exploring meaning | Frayer Diagram: 1. Definition
2. Forms: Verb, Noun and Adjective
3. Characteristics/Features
4. Synonyms/Antonyms
5. Graphic: Image, Graphic Organiser, Icon

Group work |
| 3. Guided practice: checking for students’ understanding or use of the verb | Have students work in pairs on this *Explain* example:1. Brainstorm words that they associate with *friendship*
2. Choose two words and make a new one.
3. Explain the meaning of the new word and use it in a sentence
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| 4. Application in your classroom | Use higher order verbs and questions for formative and summative assessment |
| 5. Application in the Australian Curriculum | Find examples in the Australian Curriculum, especially in the Achievement Standards |
| 6. Reflection | Students1. Why is it important to acquire the skill of…?
2. When is it important to ……….?
3. How can I improve the skill of…………?

Teacher1. How will I help my students to become better at …………..?
2. How will I incorporate the higher order verbs into my teaching units and assessment tasks?
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| 7. Assessment | 1. Using an attribute web, identify the features of a highly effective description, explanation, application, *analysis,* evaluation, synthesis or creation.
2. Develop five different levels of each verb in the form of a learning ladder (A-E)
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References:

* Bellanca, J. et al., 2012, *How to teach thinking skills within the Australian Curriculum,* Melbourne, Hawker Brownlow Education
* ITC ThinkDrive <https://itcthinkdrive.com.au>

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