

The Sky is the Limit By: Kim Ichter Eldredge & Illustrated by: Toni Friddell Jordan
(The Six Thinking Hats Critical Thinking Skills) (Michelle Smith – differentiated instruction lesson plan)

Learning Goals for this Lesson

Students will use the strategy, “The Six Hats Critical Thinking” as a tool to extend thinking and understanding of the text read. The students will use the strategy to think about the theme and / or topic by using six different perspectives.

Standards

Match to grade level reading standards.

Students Will know

How to use the strategy, ‘The Six Hats Critical Thinking’ to investigate & understand the text read.

Students will be able to:

Use the strategy ‘The Six Hats Critical Thinking’ to investigate & understand the text read.



Lesson Essential Question:

How can you find information and facts in a text or story? (Finding Information)

How can demonstrate your feelings about a text or story? (Emotion / feeling)

What is your favorite part or illustration of the text or story? (Nice / positive)

What do you think the biggest problem is in the text or story? (Risk / problem)

What do you predict the text / story will be about? (Creative thinking)

Why do you think the author wrote about this topic? (Creative thinking)

Why or **Why Not** do you think this was an important topic? (Thinking about thinking)

How could you use the information in the text / story to learn something new? (Thinking about Thinking)

When do you think you could use the information from the text / story? (Thinking about thinking)

Why did the author end the story with a question? (Thinking about thinking)

Key Vocabulary to preview and discuss during reading of text:

architect, baker, choreographer, crazes, phases, achieve, strive, interpreter, judge, jury, mentors, meteorologist, predicting, photographer, veterinarian, graphic designer, artistic, historian, engineer, invention, captain, cruises, shore, educator, conveying, woodcarver, ice sculptor, guide, loyal, naysayers, talents, press, report

Activating Strategy:

Unpack the standard/learning goals/EQs.

Make whole group predictions about the story using the front cover

Read the book The Sky is the Limit

Activity 1: Explain the concept and process of “The Six Hats”

The teacher will explain to the students that “The Six Hats Critical Thinking” is a strategy for students to reflect on an idea using different ways of thinking. The six color hats are used as a guide to visually be aware of six different thinking perspectives. (This strategy can be simplified for younger students and developed into a more complex strategy for older students).

** note: blue “thinking about thinking” can be done prior to the six-hat rotation and at the end of rotation as a reflection.

Six distinct directions are identified and assigned a color (hat). This can be done in stations actually using six different colored hats or table labels identifying each hat. Make sure the students understand that the hats are symbolic or a visual tool to help in thinking different ways about a topic.

Using an anchor chart also gives students a clear overview of all six critical thinking perspectives.

Anchor Charts:

(younger children)

White Hat Informational Facts about the story

Red Hat Emotions and Feelings How do you feel or connect to the story

Yellow Hat Nice and Positive Favorite part, picture

Black Hat Risk and Problems Biggest Problem

Green Hat Creative Thinking Predictions, Imagination

Blue Hat Thinking about Thinking Reflection

(older students anchor chart)

- **Managing** Blue – what is the subject? what are we thinking about? what is the goal? Can look at the big picture.
- **Information** White – considering purely what information is available, what are the facts?
- **Emotions** Red – intuitive or instinctive gut reactions or statements of emotional feeling (but not any justification).
- **Discernment** Black – logic applied to identifying reasons to be cautious and conservative. Practical, realistic.
- **Optimistic response** Yellow – logic applied to identifying benefits, seeking harmony. Sees the brighter, sunny side of situations.
- **Creativity** Green – statements of provocation and investigation, seeing where a thought goes. Thinks creatively, outside the box.

Activity 2:

Students will use a graphic organizer as they investigate the book “**The Sky is the Limit**” with the “The Six Hats of Critical Thinking” strategy.

*** Edit the number or type of questions in the organizer to match you student’s age and / or grade level.

Assessment:

Complete the graphic organizer and be prepared to reflect individually, pair share, small group, or whole group.



	<p style="text-align: center;"><u>Informational</u></p> <p>How can you find information and facts in the story? What information have you learned from this book? What illustration did you see?</p>	
	<p><u>Emotions and Feelings</u></p> <p>How can you demonstrate your feelings about a text? What part of the book did you make a connection with? How did you feel about the illustrations?</p>	
	<p><u>Risk and Problems in the story</u></p> <p>What problem do you see in the theme of the book “The Sky is the Limit” What do you think the biggest problem would be for one to accomplish their goal or dreams?</p>	
	<p><u>Nice and Positive things</u></p> <p>What is your favorite part or illustration of the text or story? What part of the story makes you feel positive? Which illustration do you think is nice and why?</p>	
	<p><u>Creative Thinking</u></p> <p>What do you predict the story will be about? (before reading what did you predict and was it what you thought?) Why do you think the author wrote about this topic? Why do you think the illustration on the last page is different than the other illustrations? What do you imagine your dream is for you future? How do you think the sky could or could not be the limit for you?</p>	
	<p><u>Think about Thinking</u></p> <p>Why or Why Not do you think this was an important topic? How could you use the information to learn something new? When do you think you could use the information from the story? Why did the author end the story with a question?</p>	