THINKING SKILLS : PROBLEM SOLVING :TEACHING ABLE CHILDREN

40 THINKING GAMES TO MAKE AND PLAY
Williams, M. 793.7 WIL
40 games provide a variety of approaches for introducing and enhancing mathematical skills. Mainly for kindergarten and junior primary levels, however the final section of the book is suitable for all primary levels.

263 BRAIN BUSTERS
Phillips, L. 793.73 PHI
Tricky teasers, verbal vagaries and mathematical mind manglers, plus "brain vacation" jokes. A wacky, entertaining and informative book that will encourage lateral thinking.

ADVENTURES IN THINKING
Dalton, J. 153.35 DAL
Creative thinking and co-operative talk in small groups.

AUTONOMOUS LEARNER MODEL : FOR THE GIFTED AND TALENTED
Betts, G. 371.953
This book presents a five dimensional model developed to assist gifted students to become independent, self-directed learners with the ability to be responsible for the development, implementation, and evaluation of their own learning. All five dimensions of the model are essential for the development of the individual as an autonomous learner. K-12.

BRAIN STORMING : THE BOOK OF TOPICS
Fligor, M. 153.42 FLI
Brainstorming may be introduced to children as young as five. How to go about it, different types of brainstorming sessions and sample responses are all included in this book. It provides a list of general topics at two levels plus a variety of more specific topics.

BRAINSTORMING: ACTIVITIES FOR CREATIVE THINKING
Dickinson, C. 153.4 SOU
This file is packed with brainstorming activities designed to help teachers build on the experiential background of children, placing them in problem solving situations where past experiences may be utilised or rearranged to come up with new solutions. It is set out in three sections, three-minute, five-minute and fifteen-minute activities and includes information on how best to use the sessions, brainstorming techniques, etc.

BRAINSTORMS: CLASSROOM ACTIVITY CARDS FOR CREATIVE THINKING
Ryan, T. 153.42 RYA
A variety of stimulating activity cards for learners who love to think in different directions. Enjoy the thinking that is generated by these activities, you can use them as project topics, employ them as innovative homework activities or as a lesson starter to generate some exciting thinking.

BRAINSTRAINS : BOOK 1 INTERNATIONAL AND HISTORICAL THEMES
Kunz, C. 510.76 KUN
A set of challenges for years 3 - 7, each challenge being graded on a difficulty rating. Each BRAINSTRAIN combines fact with fiction to set students a task which will test and develop their skills in mathematical problem solving and logical thinking.

BRIGHTSPARKS : CREATIVE AND CRITICAL THINKING SKILLS
Thomson, P. 153.4307 THO
Lesson plans, back up activities and evaluation techniques to assist teachers of middle and upper primary to implement a thinking skills program.

BUILDING A CARING, CO-OPERATIVE CLASSROOM : A SOCIAL SKILLS PRIMER
Bellanca, James 303.32407 BEL

Thirty easy-to-follow lessons to help primary students to learn critical social skills required to work co-operatively in the classroom and beyond. Topics covered include : Friendship; Responsibility; Working Together; Problem Solving and Conflict Resolution.

CHALLENGES SERIES

SCIENCE CHALLENGES 507.6 SCI
RESEARCH CHALLENGES 808.042076 RES
TECHNOLOGY CHALLENGES 607 TEC
MATHS CHALLENGES 510.76 MAT
LANGUAGE CHALLENGES 652.8076 LAN
ART & CRAFT CHALLENGES 707.6 BEA

Each book presents a collection of activities providing open-ended and divergent educational challenges for able learners.

CHALLENGES : ACTIVITIES FOR GIFTED CHILDREN
Barratt, B. 371.95 BAR
Sixty challenges covering all aspects of thinking, writing and communicating. The activities may be used independently. They may also be integrated across the curriculum. The keynotes are exploration, discovery, co-operation and creative problem solving.

CHRISTMAS, CHRISTMAS, CHRISTMAS
Corey, M. 428.007 COR
Fun, stimulating and enriching activities to encourage middle and upper primary students to develop and extend their thinking skills. They include 36 activities based on the six levels of Bloom's Taxonomy; 100 quick creative thinking activities to be used either individually or with a whole class; single and multiple sentences to be used as the basis for students' dramatic improvisation; and much more.

CHRYSALIS : NURTURING CREATIVE AND INDEPENDENT THOUGHT IN CHILDREN
McKisson, M. 371.9534 MCK
Eight complete units designed to develop thinking, creativity, appreciation of self and others, self-reliance, abilities in independent learning and skills of research. A comprehensive program for gifted students.
Years 5-8.

COMPREHENSIVE PROGRAMMING 371.2 COM
A guide for developing comprehensive programming for all students, with a focus on those who have the ability to excel. Part 1 describes the concept of comprehensive programming and presents an implementation model. In part II, current provisions for able learners are examined, and in part III a comprehensive program is developed.

CORT I CORT II CORT III CORT IV
De Bono, E. 53.4207 DE
Edward De Bono's program for teaching thinking skills. Each kit focuses on one area of thinking (Cort I - Breadth; Cort II - Organisation; Cort III - Interaction; Cort IV - Creativity) which is covered in ten lessons making up a term's work. Years 4-12.

CREATING THE THOUGHTFUL CLASSROOM : STRATEGIES TO PROMOTE STUDENT THINKING
Udall, A. 153.4207 UDA
A practical, easy-to-read book of successfully trialled ideas for teaching thinking in the classroom. It demonstrates how to integrate complex level thinking into the classroom content in the areas of language arts, social studies, maths and science. The authors believe that all students can think and that the process of thinking can be learned and improved on. The techniques are suitable for children of all ages, both primary and secondary, and learning styles.

CRITICAL AND CREATIVE THINKING : STRATEGIES FOR CLASSROOM INQUIRY
Wilkes, S. 153.4207 WIL
Successful teaching strategies to develop a philosophical inquiry approach and foster the analysis and clarification of values and appropriate social action. The author provides a range of activities for encouraging pupil participation, and teaching strategies to develop and refine thinking skills and processes. There are case studies and units of work included for various year levels, from K-8.

DESIGNS FOR CO-OPERATIVE INTERACTIONS
Fogarty, R. 371.39 WIL
12 different strategies to encourage more interaction and more learning in the co-operative environment. Design strategies are adaptable to all levels and each Design includes a description of the model, an explanation of its use and its interdisciplinary applications.

ELEVATOR TO SUCCESS
Larkin, Paul. 372.19 LAR
Book 1. 8-9 years.
Book 2. 9-10 years
Book 3. 10-11 years
Book 4. 11 years +
The books in this series are designed to stimulate and motivate students in key learning areas through a challenging and exciting quiz format. Each quiz consists of five levels, with each level becoming progressively more difficult. This approach provides the opportunity for teachers to instigate stimulating sessions. While most of the content fits in the four key learning areas of mathematics, Science, English and Social Studies, every sixth quiz is on General Knowledge and this adds variety and helps maintain a broad spectrum of questions. Students will enjoy and be challenged by this series of well-researched books.

EXCEPTIONALLY ABLE CHILDREN
Ministry of Education 371.9 WES
This manual is designed to help schools in making appropriate decisions regarding educational practice for exceptionally able children during their early childhood years. It includes guidelines and practical ideas to assist teachers to identify and make provision for, intellectually-talented children.

EXTENDING CHILDREN'S SPECIAL ABILITIES
Dalton, J. 371.95 DAL
A practical guide for primary school teachers on ways to recognise, understand, challenge and extend children with special abilities.

EXTENSION THINKING AND PROBLEM SOLVING CARDS 153.43 EXT
Open ended tasks for junior, middle and upper primary. The activities are categorised within each level under the following headings: Problem Solving; Inquiry; Creativity; values; and Research and Reporting.

FAIRY TALES FOR CREATIVE THINKERS
Corey, M. 428.007 COR
Extension and enrichment activities for middle primary students based on fairy tales that children know and love. The four integrated units, (Fairy Tale Characters; A King a Queen and a Castle; Jack and the Beanstalk; and The Three Billy Goats Gruff) cater for different thinking skills and strengths across the curriculum – individually, in groups and as a class.

FOSTERING CREATIVE THINKING SKILLS
Congdon, P. 153.4 CON
This small handbook provides practical suggestions to assist teachers to identify and develop creativity, intelligence and resourcefulness in their students. Most of the exercises in the book are adaptable to all primary levels.

GIFTED CHILDREN IN THE REGULAR CLASSROOM : THE COMPLETE GUIDE FOR TEACHERS AND ADMINISTRATORS

Hegeman, K. 371.95 HEG

A systematic guide to implementing a gifted program in the classroom, school or region. This book is a compendium of ideas, forms, suggestions, checklists and projects for students who need differentiated learning experiences in the regular classroom.

A GUIDEBOOK FOR DEVELOPING INDIVIDUALIZED EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS

Renzulli, J. 371.95 REN

An Individualised Educational Program model based on research studies and theories of learning and instruction. The major purpose of the model is to provide a management plan for individualising the learning process of students with advanced ability levels, unusually high degrees of task commitment and creativity. Following an introductory overview, implementation of the model is dealt with under three headings: Assessing student strengths; Compacting and streamlining the regular curriculum; Developing management plans for individual and small group investigations.

HABITS OF MIND 370.152 HAB

Thinking skills that promote self directed learning. Today's students need to know how to work productively both on their own and as active participants in the collaborative process. In these videos, nationally renowned

HELP! THERE'S AN EINSTEIN IN MY CLASSROOM: BOOK A, BOOK B

Edgar, J. 371.95 EDG

These two books present an easy to follow guide to setting up a step-by-step program for gifted children. They offer practical suggestions for developing organisational thinking, research and presentation skills, and include real life examples of gifted students' investigations. Book A covers ways of identifying talented students, program implementation, creative and critical thinking skills and using technology. Book B discusses setting up independent learning programs, meeting affective and cultural needs, addressing the aesthetic and the ethical, evaluation and organising staff professional development.

INFUSING THINKING INTO THE MIDDLE YEARS- MATHS, SCIENCE, TECHNOLOGY.

Pohl, Michael 2002 153.407 POH

Explains just what higher order thinking is and provides examples of thinking-skills activities for secondary mathematics, science, technology and cross-curriculum units.

INFUSING THINKING INTO THE MIDDLE YEARS - **ENGLISH, PERFORMING & VISUAL ARTS & LOTE.**

Pohl, Michael 2002 153.407 POH

Explains just what higher-order thinking is and provides examples of thinking-skills activities for secondary English, performing arts, visual arts and LOTE, as well as cross curriculum units.

JUNIOR THINKLAB 153.42 CHU

Designed for grades 2 and 3 but useful in other grades also. A program of ideas to help students to develop sound cognitive strategies in the areas of ordering, classifying, perception and spatial relations, reasoning and deducing, and divergent thinking.

KNOWING WHAT AND KNOWING HOW

BOOK 1 LOWER PRIMARY 808.04207 BAR
BOOK 2 MIDDLE PRIMARY 370.152 BAR
BOOK 3 UPPER PRIMARY 808.04207 BAR

Bartlett, B.

Programs to help children to develop what they know about options for organising ideas into a working strategy for remembering, comprehending and composing. This strategy helps students

to systematically examine and develop thinking skills that apply to behaviours both at school and in the outside world.

LEARNING TO THINK
Howard, P. 153.93 HOW
A wide variety of questions to test logical thinking in terms of recognising, categorising, comparing, contrasting and perceiving relationships of words and letters of the alphabet; the ability to draw conclusions and make deductions; a knowledge of problem solving; and the understanding of numbers in series. Middle primary - lower secondary.

M.A.G.I.C. K.I.T.S.
MORE M.A.G.I.C. K.I.T.S.
Heuer, J. 371.956 HEU
M.A.G.I.C. K.I.T.S. (Meaningful Activities for Gifted In the Classroom using Knowledge, Interests, Training and Stimulation) are a means of providing a differential curriculum for gifted students in the regular classroom. Each book provides directions on compiling and using MAGIC KITS and suggestions for activities on a wide range of topics. MAGIC KITS are adaptable to all primary levels and abilities.

MIND STRETCHERS : ALTERNATIVE MATHS ACTIVITIES TO DEVELOP PROBLEM SOLVING SKILLS
Flatt, D. 510.76 FLA
For the busy teacher who is anxious to develop pupils' problem-solving skills, this book is packed with interesting, innovative, reproducible puzzles and activities. Years 3-9.

MISSING PIECES : EXERCISES IN CRITICAL THINKING
Campbell, L. 153.42076 CAM
This book presents a series of excerpts from stories. The students have to piece together the whole story by asking questions, (which must only be answerable by a "yes" or "no". They should try to ask questions which are collective in nature and then proceed to more specific questions. Years 3-12.

THE MULTIPLE INTELLIGENCES HANDBOOK : LESSON PLANS AND MORE…
Campbell, B. 370.152 CAM
A complete guide to setting up a Multiple Intelligences classroom based on the author's seven years experience teaching through Multiple Intelligences. It includes chapters on preparing the Multiple Intelligences classroom, preparing students and parents, teaching, assessment, self directed learning and much more.

MULTIPLE INTELLIGENCES IN THE MATHEMATICS CLASSROOM
Martin, H. 510.7 MAR
A book designed to ignite students' interest in mathematics with an assortment of learning experiences that tap into the multiple intelligences. It comprises projects and activities that incorporate real world situations and integrate maths into other learning areas, helping students to see mathematics as a powerful problem-solving tool, feel confident in their ability to do mathematics, and communicate and reason mathematically. The book includes charts of maths topics and intelligences that are cross referenced to the activities, multi-dimensional assessment ideas, grading matrices and student work sheets. Upper primary/secondary.

NO PROBLEM : TAKING THE PROBLEM OUT OF MATHEMATICAL PROBLEM SOLVING
Vydra, J. 510.76 VYD
The role of the mathematician involves using logic, looking for patterns, discovering rules and organizing data and requires imagination, reasoning and flexibility. This book presents the eight problem solving strategies that will allow students to solve mathematical problems most consistently. Problems are arranged as a year long program. Teaching suggestions and complete answers are given for the first eight weeks' problems. Problems provided for the

remainder of the year may be solved by individual students or used in small co-operative learning teams. Upper primary.

NURTURING MULTIPLE INTELLIGENCES IN THE AUSTRALIAN CLASSROOM

Vialle, W. 370.152 VIA

Comprehensive and up-to-date theory on multiple intelligences theory as applied in the Australian education setting. As well as providing a detailed explanation of MI theory this book includes chapters on implementation in the classroom; whole school approaches; assessment; and the role of MI in special education.

OPQ : OFFBEAT ADVENTURES WITH THE ALPHABET

Rasmussen, Greta 421.1076 RAS

Challenging activities that revolve around the alphabet, require a multiple learning approach but focus mostly on the visual/spatial and linguistic intelligences. Information, suggestions and instructions for teachers presenting the projects are included. Middle/upper primary.

PATTERNS OF THINKING : TOP-LEVEL STRUCTURE IN THE CLASSROOM

153.4207 PAT

"Top-level structure" is a strategy for teaching and learning that has been used successfully in all subjects across the curriculum. This book explains what it is and how to use it, and describes a wide variety of uses that have been found for the strategy for all grades of primary school.

PHILOSOPHY WITH KIDS : BOOK 1

De Haan, C. 153.407 DE

A practical book of themes, ideas and activities exploring the use of philosophy with children. It presents a program to harness their natural sense of wonder, fertile imagination and insatiable curiosity to encourage them to become creative, effective and independent thinkers. Junior/middle primary.

SCAMPER
SCAMPER ON

Eberle, B. 153.3 EBE

SCAMPER is an acronym for a range of problem solving techniques which can be applied to any creative situation. The two books offer a range of games which require the players to think imaginatively through the application of the Scamper techniques. SCAMPER games may be played by any number of children from 3 years plus, together with a play leader, while the sequel SCAMPER ON provides more sophisticated games suitable for older students as well as separate exercises for use at adult level.

SCIENTIFIC PROBLEM SOLVING : AN INTRODUCTION TO TECHNOLOGY

Mills, G. 507.24 MIL

15 topics arranged in two parts, Level 1 and Level 2, provide more than 60 carefully designed lessons designed to introduce students to the world of technology and foster creative, scientific thinking and problem solving skills. Each lesson has a complete set of instructions and pattens and detailed teacher's notes precede the worksheets for each level. Middle/upper primary.

SEVEN PATHWAYS OF LEARNING : TEACHING STUDENTS AND PARENTS ABOUT MULTIPLE INTELLIGENCES

Lazear, D. 153 LAZ

Recent research overwhelmingly supports the necessity of teaching students how to increase their skills of knowing, understanding, perceiving and learning in order to tap their full learning potential. This book is about helping students to continue to develop their intelligent behaviour and their intellectual capacities throughout their lifetimes. It includes activities that investigate personal learning styles, lesson extensions for teaching multiple intelligences and background information and activities to involve parents.

SEVEN WAYS AT ONCE : BOOK 1 :CLASSROOM STRATEGIES BASED ON THE

SEVEN INTELLIGENCES

SEVEN WAYS AT ONCE : BOOK 2 : UNITS OF WORK BASED ON THE SEVEN INTELLIGENCES.

McGrath, H. 370.152 MCG

A practical reference based on Howard Gardner's concept of seven intelligences. Book 1 introduces and explains Gardner's model, providing strategies to develop all the seven intelligences in classroom programs in key learning areas. It also links multiple intelligence theory with current educational policies and practices and other theories such as Bloom's Taxonomy. Book 2 applies the philosophy and strategies of Book 1 through a series of exciting, theme-related work units.

SIX THINKING HATS FOR SCHOOLS : BOOKS 1-4

De Bono, E. 153.5 DE

Teacher resource books for Edward De Bono's Six Thinking Hats method of teaching thinking skills in schools. The method is adaptable to all levels - thus books 1 and 2 cover the primary grades, books 2 and 3 the secondary grades - and may be taught as part of a thinking skills program or integrated into other subject areas. Each book offers teacher's notes, student activities, lesson overviews and discussion notes.

TALES OF THINKING: MULTIPLE INTELLIGENCES IN THE CLASSROOM

Carrerio, P. 370.152 CAR

This book describes how the author has constructed a workable framework for approaching any topic or curriculum in a way that incorporates a range of intelligences. He documents the specific and practical strategies he has developed that demonstrate ways in which children can and do think when prompted by appropriate teacher challenges.

TANTRIX STRATEGY 793 TAN

56 bakelite tiles which can be used to play the Tantrix game or the 25 solitaire puzzles which range from easy to almost impossible. Tantrix is a useful aid to the development of basic reasoning skills, and visual discrimination and observational skills suitable for children or adults of any age. Includes a teacher's guide plus instructions.

TEACH THEM THINKING : MENTAL MENUS FOR 24 THINKING SKILLS

Fogarty, R. 153.4207 FOG

An inventory of essential thinking skills to help your students become effective analysers, evaluators and synthesisers of facts and information. This book focuses on thinking skills and co-operative group lessons that use prediction, inference and classification to promote creative and critical thinking.

TEACHING ABLE CHILDREN

Congdon, P. 371.956 CON

A handbook of practical suggestions for lessons, projects and other activities which may be incorporated into a planned curriculum for able children. The activities are designed to encourage individual responsibility and initiative.

TEACHING COMPLEX THINKING - CRITICAL, CREATIVE, CARING

Pohl, Michael 2000 153.407 POH

Explains the notion of complex thinking and to provide a range of structures and strategies that will evoke and encourage students to be better thinkers.

TECHNIQUES FOR TEACHING THINKING

Costa, A. 160.7 COS

Information and ideas to assist teachers to develop programs and techniques for teaching thinking skills in the classroom.

THINK ABOUT IT

MISCELLANEOUS INCLUDING TRANSIVITY AND SAME PERSON OR NOT?
Harnadek, A. 153.43 HAR
Two books in the BASIC THINKING SKILLS series, each presenting problems to challenge children's thinking skills.

THINK LINKS
De Bono, E. 153.43 DE
An Edward De Bono kit specially designed to provide opportunities for practising thinking. The kit consists of two sets of cards which can be used for a variety of thinking games suggested in the teacher's manual. The games are suitable, or adaptable, for ages 3 to adult.

THINK MATHEMATICALLY : HOW TO TEACH MENTAL MATHS IN THE PRIMARY CLASSROOM
McIntosh, A. 513.907 MCI
The rationale behind this book is that children must be taught how to calculate mentally using a variety of mental calculation strategies rather than simply being expected to know answers instantly. The authors provide activities which help to improve children's mental computation abilities and explain how to structure, record and evaluate these activities. Part 2 of the book, entitled Key Sessions, describes seven basic formats for lessons for regular use with a whole class. Activities are oral, require no materials and can be adapted for use with children of any age. Part three gives support activities, with ideas to consolidate areas of weakness. These two sections are supported by an introduction and a section of background material.

THINKABOUTS : ACTIVITIES FOR GIFTED AND TALENTED CHILDREN
Barratt, B. 030.76 BAR
Further challenges for gifted children by the author of "CHALLENGES". Activities are arranged in ten sections, each having five "Thinkabout" challenges. Each challenge gives the reader something to do. The sections cover a broad spectrum of topics, from "Seven Wonders of the Ancient World" to "The Wonderful World of Words" and there are challenges for individuals as well as for pairs or groups of students.

THINKING FOR THEMSELVES
Wilson, J. 370.152 WIL
By encouraging children to think about their learning and to become aware of and control their thinking processes, teachers can help children to become active responsible learners – learners who can make their own decisions, choose strategies, assess their own work and set their own goals. This book emphasises the value of the reflective process and explores strategies to raise awareness of thinking processes. It provides practical examples of how thinking strategies can be developed.

THINKING SKILLS RESOURCE BOOK
Reid, L. 160.7 REI
A compilation of creative and critical thinking skills which can be used in the classroom. The book provides the information needed for the teacher to plan lessons to introduce each specific skill, provide guided practice and allow students to apply the skill. A sample scope and sequence for K-5 is included in the appendix.

THINIKING STORIES 1: TEACHER RESOURCE / ACTIVITY BOOK
Cam, Philip. 107.6 CAM
A black line masters, with 74 activities to promote philosophical inquiry in children. Provides suggestions on what a teacher should be doing in guiding a philosophical discussion in the classroom, along with activities. Encourages students to read for meaning, give reasons, explore viewpoints, ask questions and many more thinking and philosophical skills.
Ages 8 – 12.

THINKING STORIES 2: PHILOSOPHICAL INQUIRY FOR CHILDREN
Cam, Philip. F THI

A series of stories for ages 8 to 12 years old, which raise topics about appearance and reality;magic and make-believe; mind and body and many more. Invites

THINKING IN THEMES: AN APPROACH THROUGH THE LEARNING CENTRE
Clements, D. 372.130208 CLE
Tried and tested open ended learning challenges which encourage learners to think in a variety of ways are presented together with practical guidelines for the successful introduction and use of learning centre cards.

THINKING STORIES 2: PHILOSOPHICAL INQUIRY FOR CHILDREN
Cam, Philip. FTHI
A series of stories for ages 8 to 12 years old, which encourages students to raise questions about topics such as nature of truth, goodness and beauty, friendship and many more. The stories also invite students to question, see the consequences and assumptions and to explore students to question and discuss, make connections and to explore different points of view. Used to promote philosophical inquiry in a classroom.

THINIKING STORIES 2: TEACHER RESOURCE / ACTIVITY BOOK
Cam, Philip. 107.6 CAM
A black line masters, with 89 activities to promote philosophical inquiry in children. Provides suggestions on what a teacher should be doing in guiding a philosophical discussion in the classroom, along with activities. All ideas and activities are based on each of the 11 stories Ages 8 – 12.

THINKING STORIES 3: PHILOSOPHICAL INQUIRY FOR CHILDREN
Cam, Philip. F THI
A series of stories to get students thinking about moral and social issues. Told by students growing up in an Australian city neighbourhood, which raise questions and problems with a philosophical twist. Teacher's Resource and Activity Book also available.

THINIKING STORIES 3: TEACHER RESOURCE / ACTIVITY BOOK
Cam, Philip. 107.6 CAM
A black line masters, with 79 activities to promote philosophical inquiry in children. Provides suggestions on what a teacher should be doing in guiding a philosophical discussion in the classroom, along with activities. Ages 9 – 14.

THINKING TOGETHER: A PHILOSOPHICAL INQUIRY FOR THE CLASSROOM
Cam, Philip. 107.6 CAM
Illustrates how story-based material can be used to help children raise philosophical puzzles and problems that will set them thinking. Demonstrates how to build a community of inquiry in the classroom, and how to use questioning techniques, group discussions and other activities to develop thinking skills and concepts that can be applied across curriculum.

THINKING TOGETHER : PHILOSOPHICAL ENQUIRY FOR THE CLASSROOM
Cam, P. 107 CAM
Shows how story-based material can be used to help children raise philosophical puzzles and problems. How to build a community of inquiry in the classroom, and how to use questioning techniques, group discussion and other activities to develop thinking skills and concepts that can be applied across the curriculum.

THINKLAB/ THINKLAB 2 153.43 WEB
Cognitive development kits designed to improve thinking skills and to encourage imagination.Useful in most types of developmental and remedial situations. Upper primary - secondary. (See also Junior Thinklab.)

TRACKS : PATHWAYS FOR GIFTED CHILDREN
Black, H. 371.95 TRA

A resource manual designed to encourage teachers to identify talented children and provide an appropriate, fulfilling program. It contains strategies and models, techniques for developing thinking skills and notes on counselling and community awareness, and concludes with a wide range of activities with Australian-based content.

WAYS OF THINKING MODULE PART ONE
WAYS OF THINKING MODULE PART TWO

Buckler, S. 372.241 WAY

First Steps module for early childhood educators. These modules provide challenging activities which encourage the creative processes involved in problem solving and which help children advance cognitively to more complex levels of thinking.