

Critical Thinking Skills

Kira-Kira

Skills For Critical Thinking	Chapter Questions										Writing Tasks	Graphic Organizers
	Ch 1	Ch 2-3	Ch 4-5	Ch 6-7	Ch 8-9	Ch 10-11	Ch 12	Ch 13	Ch 14-15	Ch 16		
LEVEL 1 Remembering <ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding <ul style="list-style-type: none"> Compare & Contrast Summarize State Main Idea Describe Classify 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying <ul style="list-style-type: none"> Plan Interview Infer Outcomes 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing <ul style="list-style-type: none"> Draw Conclusions Identify Supporting Evidence Motivations Identify Cause & Effect 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating <ul style="list-style-type: none"> State & Defend An Opinion Make Judgements 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating <ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

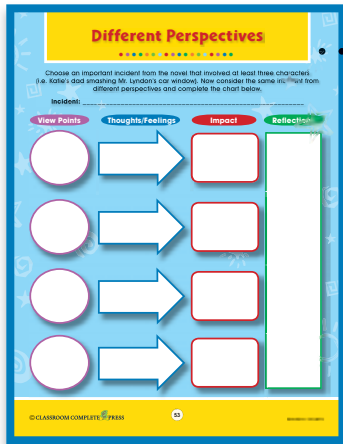
Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in our **Literature Kit™** are especially suited to a study of **Kira-Kira**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



DIFFERENT PERSPECTIVES

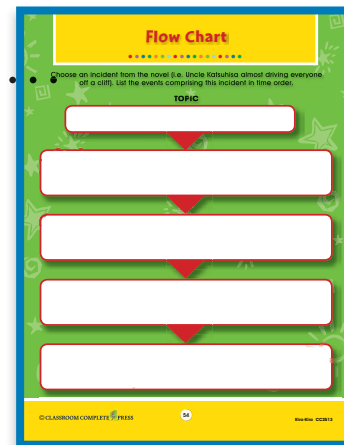
The Different Perspectives Chart is a useful tool to help open the minds of students as to how a particular incident in a novel (or in life itself) is viewed differently by those who witness the event. The assignment asks the students first of all to identify an incident from **Kira-Kira** which was witnessed by several characters, or in which several characters participated. (An example is given, but it is suggested that teachers ask each student to choose their own incident.) The students are then required to identify the participants; describe the thoughts and/or feelings of each participant; discuss the impact that the incident had on each participant. Finally they are required to reflect on the experience of each character from their own unique point of view.

Found on Page 53.

FLOW CHART

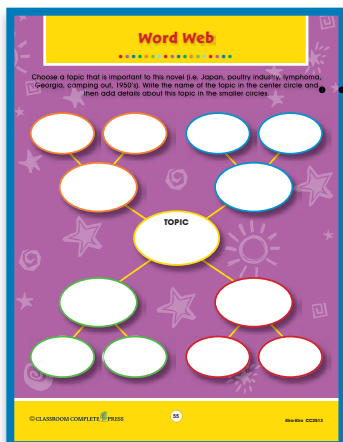
Kira-Kira is peopled with an array of fascinating characters and includes many exciting incidents. In this activity the students again are asked to select an incident which appealed to them in the reading. This event is featured in the word book on the top entitled, Topic. A preliminary activity might entail brainstorming a list of exciting events from **Kira-Kira** that the students can choose from. In the four text boxes beneath the topic students then list the main events of the incident in the order they happened, providing enough detail to make each event an interesting read.

Found on Page 54.



WORD WEB

Either as a whole group or in small groups, the class begins by brainstorming topics of interest from the novel (i.e. Japan, Georgia, chickens, camping, President Eisenhower, the 1950's, etc.). The chosen topic is then placed in the circle at the center of the page. Secondary topics are then placed in the circles connected to the Topic Circle. Finally subtopics of these secondary topics are placed in the circles farthest from the Topic Circle completing the Word Web. Found on Page 55.





Chapters Two to Three



Answer the questions in complete sentences.

1. Think of two **advantages** to moving to a faraway place with your family.

2. Think of two **disadvantages** to moving to such a faraway place.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- 1 peril
- 2 technique
- 3 hysterics
- 4 glum
- 5 deprive
- 6 spacious
- 7 foremost
- 8 envy
- 9 interval
- 10 inherit
- 11 eventually
- 12 reflection

- A roomy
- B pause
- C take away
- D danger
- E sad
- F jealousy
- G first
- H mirror image
- I frenzy
- J method
- K ultimately
- L receive

SAMPLE



Chapters Eight to Nine

Part B

Answer the questions in complete sentences.

1. What shocked Katie after making the comment to her mother that Lynn looked gross?

2. What do you think was the real issue when Katie's parents were upset with her about leaving the bathtub ring?

3. What is the danger of young children sleeping in a car like Katie and Sammy did?

4. What was Lynn's reaction when Katie suggested that she might be interested in Clifton? How did this make Katie feel?

5. What is your reaction to Katie's statement, "I would probably get another C, which was good enough for me"?

6. What is your impression of Auntie's assurance that Lynn was all right at the end of Chapter 9? Do you think she is telling the truth? Explain your answer.

SAMPLE

Journal Activity

One of the difficult experiences Lynn faces is when her friend, Gregg, moves away. Imagine you are either Lynn or Gregg and record a journal entry describing your feelings with regard to this momentous change in your life.