

VBA INSTRUCTOR TRAINING COURSE




Action Verbs Quick List

Verbs, Materials/Situations That Require This Level of Thinking, Potential Activities and Products

| | REMEMBERING | UNDERSTANDING | APPLYING | ANALYSING | EVALUATING | CREATING |
|---------------------------------|---|---|--|--|--|--|
| VERBS | Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognize, Match, Reproduce, Memories, Draw, Select, Write, Recite | Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalize, Summaries, Put into your own words, Paraphrase, Convert, Demonstrate, Visualize, Find out more information about | Solve, Show, Use, Illustrate, Construct Complete, Examine Classify, Choose Interpret, Make Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, put into practice | Analyze, Distinguish, Examine, Compare Contrast, Investigate Categories, Identify Explain, Separate Advertise, Take apart Differentiate, Subdivide, deduce, | Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Priorities, Determine, Critique, Evaluate, Criticize, Weigh, Value, estimate, defend | Create, Invent, Compose, Predict Plan, Construct Design, Imagine Propose, Devise Formulate, Combine, Hypothesize, Originate, Add to, Forecast, |
| MATERIALS SITUATIONS | Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentations | Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin boards. | Diagrams, sculptures, illustrations, dramatizations, forecasts, problems, puzzles, organizations, classifications, rules, systems, routines. | Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information | Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values. | Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules. |

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|---------------------------------|--|--|---|--|---|---|
| POTENTIAL ACTIVITIES & PRODUCTS | <p>Make a list of the main events.</p> <p>Make a timeline of events.</p> <p>Make a facts chart.</p> <p>Write a list of any pieces of information you can remember.</p> <p>List all the ...in the story.</p> <p>Make a chart showing...</p> <p>Make an acrostic.</p> <p>Recite a poem</p> | <p>Cut out or draw pictures to show a particular event.</p> <p>Illustrate what you think the main idea was.</p> <p>Make a cartoon strip showing the sequence of events.</p> <p>Retell the story in your own words.</p> <p>Paint a picture of some aspect you like.</p> <p>Write a summary report of an event.</p> <p>Prepare a flow chart to illustrate the sequence of events.</p> <p>Make a coloring book.</p> | <p>Construct a model to demonstrate how it will work.</p> <p>Make a diorama to illustrate an important event.</p> <p>Make a scrapbook about the areas of study.</p> <p>Make a paper-mache map to include relevant information about an event.</p> <p>Take a collection of photographs to demonstrate a particular point.</p> <p>Make up a puzzle game showing the ideas from an area of study.</p> <p>Make a clay model of an item in the area.</p> <p>Design a market strategy for your product.</p> <p>Dress a doll in costume.</p> <p>Paint a mural.</p> | <p>Design a questionnaire to gather information.</p> <p>Write a commercial to sell a new product.</p> <p>Conduct an investigation to produce information to support a point of view.</p> <p>Construct a graph to illustrate selected information.</p> <p>Make a jigsaw puzzle.</p> <p>Make a family tree showing relationships.</p> <p>Put on a play about the study area.</p> <p>Write a biography of the study person.</p> <p>Prepare a report.</p> <p>Arrange a party and record as a procedure.</p> <p>Review a piece of art including form, color and texture</p> | <p>Prepare a list of criteria to judge ashow? Remember to indicate priorities and ratings.</p> <p>Conduct a debate about a special issue.</p> <p>Make a booklet about 5 rules you see as important to convince others.</p> <p>Form a panel to discuss views.</p> <p>Write a letter to.... advising on changes needed at ...</p> <p>Write a half yearly report.</p> <p>Present your point of view.</p> | <p>Invent a machine to do a specific task.</p> <p>Design a building to house your study.</p> <p>Create a new product, give it a name and then devise a marketing strategy.</p> <p>Write about your feeling sin relation to ...</p> <p>Design a record, book or magazine cover.</p> <p>Sell an idea.</p> <p>Devise a way to ...</p> <p>Compose a rhythm or put new words to an old song.</p> |
| |  |  | Write a textbook outline. |  | For Training Purposes Only | |



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teachers.net/lessons/posts/355.html www.teachers.ash.org.au/researchskills/dalton.htm Dalton.J & Smith.D [(1986) Extending Children's Special abilities – Strategies for Primary Classrooms www.lgc.peachnet.edu/academic/educatn/Blooms/critical_thinking.htm

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