
Preface

Our original purpose in writing this book was to provide K–12 classroom teachers with a collection of instructional strategies that develop students’ thinking abilities while raising their academic achievement. We included research-based strategies that we ourselves had found effective with students and that teachers we knew had used successfully in their own classrooms. Readers liked the concise explanations of the strategies, the convenient organization of the book, and the practical, classroom-oriented examples.

In this second edition, we have kept to these same purposes while adding more strategies to the collection and including these additional features:

- more extensive explanations of the histories of the strategies and the principles of learning on which they are based
- references that readers can consult for more information about the strategies, including research that supports their use in the classroom
- more examples of how the strategies can be used at different grade levels and in different content areas, including examples in language arts, mathematics, science, and social studies
- sample lessons to illustrate how teachers have combined various strategies to increase the effectiveness of their instruction

The book’s introduction gives overall perspectives on thinking and achievement in the classroom and establishes the context for the strategies we include in the book. We ordered the strategy chapters alphabetically for easy access and have organized the information in each chapter in this way:

Overview and Background. In this section, we give information about the purpose of the strategy, the pedagogical principles on which

it is based, and its pedigree. In giving the background of the strategy, we provide a richer context for understanding its value and honor those whose efforts and thinking continue to be relevant to teaching and learning today. For these reasons, the references we cite include works from some years ago as well as recent writings.

Instructional Benefits. This section contains an at-a-glance listing of the primary advantages to students when the teacher uses the strategy in the classroom.

Step by Step. In this section is a step-by-step explanation of how to use the strategy. We include examples to clarify our explanations and suggestions to help make sure the use of the strategy proceeds smoothly.

Additional Suggestions. This section contains suggestions for using the strategy at different grade levels and in different content areas and for modifying the strategy to suit different circumstances.

The Resource section contains examples of actual lessons that illustrate how teachers have integrated different strategies effectively into a unit of instruction. All of these were taught by our colleagues who shared their successes with us. We hope these examples will encourage readers to design similar lessons for their own classrooms to improve all students' thinking and increase their achievement.