

Do I Really Know It?

Thinking Skill: Verbal sequences, verbal classification, identifying attributes.

Content Objective: Students will use a flowchart to confirm their clear understanding of a concept.

NOTE: This process helps students “check” how well they understand key concepts and can be used to review such concepts in any discipline.

1. What kind of idea is it?

Name the category in which the concept fits. Be as specific as you can in naming the group to which the person, place, thing, or organism belongs. This step narrows your attention to the idea you are trying to describe.

2. Can I name some examples?

Name the best examples of this idea that you can think of. Examples help you remember the idea by images or memories. You can sometimes remember an example more easily than the idea it represents. You also use examples to explain the idea to someone else.

3. What are some similar ideas?

Name something that is similar in some important way, perhaps from a different subject, that helps you remember the concept you are studying. Similarities connect what you are learning to what you already know.

4. What are some different ideas?

Name something that is different from the concept you are studying, that you must not confuse with it. Identify how the difference will keep you from confusing the two concepts. Recognizing and knowing a difference separates your new idea from other similar ones and helps you remember concepts clearly so that you don't forget it or misunderstand it.

5. What are its important characteristics?

Name the qualities that make this concept what it is. If you really understand something, you can explain what makes it special and sets it apart from other things of this kind.

6. Can I give a full definition?

Combine the category in Question 1 with the characteristics in Question 5 to create a complete definition. Naming the category and the characteristics that make it different from others describes the idea or thing and shows that you understand clearly what it is.

“Brain Compatible? ★ Check It Out!”	
<ul style="list-style-type: none"> — Stress = brain downshifts — M(memory) space = how much the learner works on at a time — Enriched environment = increasing dendrite branching 	<ul style="list-style-type: none"> — Content must have relevance for the learner — Brain pays conscious attention to only one thing at a time — All learning enters through our senses/emotions