

HOTS

Worksheets

INTRODUCTION TO THE TEACHER

This file contains 17 downloadable HOTS Worksheets organized in alphabetical order – one for each of the higher-order thinking skills (HOTS). The purpose of these worksheets is to give the teacher the tools to teach the HOTS explicitly in any 10th, 11th or 12th grade class, with 4- or 5-point students.

Each worksheet presents a definition of the HOTS, followed by an activity to give the students practice in the skill. The students are then given a task (Your Turn) in which they apply the HOTS to their lives. A list of words that will help them do the task is provided. Space is provided for translation of the words.

These worksheets can accompany the lesson plans for *New Thinking about Literature* and *Thinking through Literature*, and can also be used independently.

We hope you will find them helpful.

The ECB team

APPLYING

Using a skill, rule, concept or technique in new situation.

Activity

A Read the rules of the road.

1. Do not exceed the speed limit of 90 km/h on the highway.
2. Make sure all passengers are wearing seat belts.
3. A new driver can drive with only two passengers.
4. Do not pass on a curve.
5. Turn on your lights after dark.

B Now apply this knowledge to the following situations. Which rule of the road did each driver break?

- a. Guy, a new driver, was driving home at 2 a.m. There was very little traffic on the highway. The music was blaring. The car was full, and the teenagers were in a rush to get home. The traffic light was green, so Guy drove through at 90 km/h. A policeman pulled him over.
- b. A father was driving. Three small children were in the back. One of them was leaning out of the window. The driver was unaware of what was happening in the backseat. A policeman pulled him over.
- c. Sharon was driving on a winding road from Tiberias to Safed. She was traveling at 65 km/h. The car in front of her was traveling at 50 km/h. Sharon became impatient because she wanted to reach Safed before it got dark. She started to pass but didn't see the car coming in the opposite direction.

Your Turn

How do you use English in your everyday life? Think of as many ways as you can to apply your knowledge of English to your life.

Helpful Vocabulary

according to	.....	makes it possible	.....
application	.....	obey	.....
apply (the rule)	.....	principle	.....
break	.....	rule	.....
contributes to	.....	similar	.....
from past experience	.....	situation	.....
in the same way	.....	useful	.....
knowledge	.....	use the same skill /	
law	.....	concept / technique	.....
make use of	.....	

CLASSIFYING

Putting people, things or ideas into groups according to their similarities.

Activity

A Circle the three items in each of the following groups that can be classified together into one category. Choose from the categories below.

sharp objects playground equipment string instruments

1. slide swing bed pillow sandbox
2. harmonica cello violin trumpet guitar
3. razor blade golf ball pin knife

B Circle the three items in each of the following groups that can be classified together into one category. Write a name for the group.

1. whale shark giraffe dolphin chimpanzee
2. eggs broccoli toast meatballs cereal
3. Mississippi Atlantic Nile Pacific Arctic
4. operating table butter knife surgeon plumber teacher

Your Turn

Write down the names of 10 movies, music CDs or computer games and classify them. Use at least three different categories and explain your choice.

Helpful Vocabulary

arrange	.....	heading	.....
attributes	.....	in common	.....
belong (to)	.....	item	.....
categorize	.....	pattern	.....
category	.....	qualities	.....
characteristics	.....	same	.....
classify	.....	share	.....
criteria	.....	similar	.....
describe	.....	similarity	.....
different (from)	.....	traits	.....
group	.....	

COMPARING AND CONTRASTING

Identifying similarities and differences between two or more things.

Activity

Compare and contrast the following. Find as many similarities and differences as you can.

1. boots – sandals
2. submarine – kayak
3. playing basketball – watching TV
4. the beach – mountains
5. friends – family
6. walls – bridges
7. summer – winter
8. a play – a movie
9. square – circle
10. Mozart – Madonna

Your Turn

1. You and your family are trying to decide where to go on vacation. In groups, compare and contrast possible locations.
2. You want to find a gift for your parent / sibling / friend. Compare and contrast possible gifts.

Helpful Vocabulary

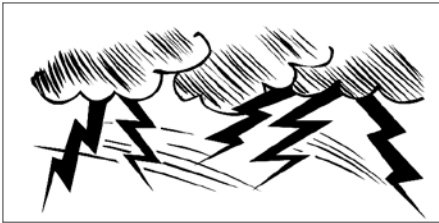
alike	.....	on the one hand ...	
also	.....	on the other hand	.....
although	.....	opposite	.....
both	.....	similar(ly)	.....
different	.....	similarity	.....
have in common	.....	the difference	
in contrast (to)	.....	between	.....
in the same way	.....	the same as	.....
likewise	.....	unlike	.....
neither	.....	similarity	.....
		traits	.....

DISTINGUISHING DIFFERENT PERSPECTIVES

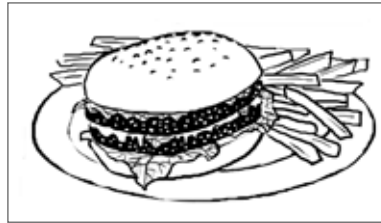
Identifying different points of view.

Activity

Look at the pictures. How do you think each person listed below will react?



1. a farmer
2. a pilot
3. a meteorologist
4. a bride



1. a dietician
2. a heart patient
3. a teenager
4. a vegetarian

Your Turn

Think about a topic you and your parents disagree on (for example, when you can use the car, what time you must be home at night). Write your parents' perspective on the topic and your own.

Helpful Vocabulary

angle	.....	perceive	.....
attitude	.....	perspective	.....
background	.....	point of view	.....
consider	.....	qualify	.....
differentiate	.....	recognize	.....
distinguish	.....	see ... as	.....
identify	.....	standpoint	.....
it depends (on)	.....	tell the difference	.....
notice	.....	view	.....
opinion	.....	viewpoint	.....
outlook	.....	

EVALUATING

Making judgments and justifying opinions.

Activity

We asked four people how they would rescue their cat from a tall tree. Read what they said and then answer the questions.

Lior's idea: Phone the fire department. Convince them to come and rescue the cat.

Maya's idea: Get a long ladder and put it against the tree. Climb up the ladder and tempt the cat with some fish. Grab the cat and climb down.

Sara's idea: Find a long stick. Shake the branch so that the cat falls out. Make sure there's a net under the tree to catch the cat.

Noam's idea: Put some milk in a saucer and call, "Here, Kitty, Kitty," so the cat will come down the tree.

1. Would their ideas work? If not, why not?
2. Can you think of a better idea? Explain why it is better.

Your Turn

You live in Jerusalem and want to visit a friend in Haifa. In pairs or groups, discuss and decide on the best way to get from Jerusalem to Haifa. Take into consideration things like time of travel, methods of transportation, expense, traffic, etc. Explain your decisions to the class.

Helpful Vocabulary

acceptable / unacceptable	judge
agree / disagree	judgment
as I see it	justify
assess	logical
bad / worse / worst	make a decision
consider	practical
evaluate	pros / cons
evaluation	that's a great idea
fail / succeed	that's a terrible idea
form an opinion	take into account
good / better / best	take into consideration
in my opinion	useful
it seems to me that	weigh options
it will / won't work	Would it work?

EXPLAINING CAUSE AND EFFECT

Identifying and explaining why things happen (reason and result).

Activity

Underline and mark the cause (C) and effect (E) in the sentences below.

1. I'm ^Etired because I ^Cdidn't get enough sleep.
2. The test was postponed as a result of the teachers' strike.
3. You must practice if you want to become a good piano player.
4. The car is out of gas. That's why it won't start.
5. The weather was so cold that we stayed home.
6. One factor in successful schools is small class size.
7. He stayed late in the office because he had a lot of work to do.
8. The food was so terrible that no one ate it.

Your Turn

1. You're going on a two-day hike. What do you take with you (for example, water, insect repellent, a flashlight) and why?
2. Ron and Ben went on a hike. They didn't bring the items on your list. What were the results?
(Example: *They didn't bring enough water so they got dehydrated.*)

Helpful Vocabulary


after which	.....	explanation	.....
as a result of	.....	following	.....
because (of)	.....	leads to	.....
bring about	.....	outcome	.....
(causal) relationship	.....	reason	.....
cause	.....	result	.....
consequence	.....	so	.....
consequently	.....	subsequently	.....
depending on	.....	the reason for	.....
effect	.....	therefore	.....
explain	.....	

EXPLAINING PATTERNS

Identifying and describing how and why something is repeated on a regular basis.

Activity

Complete the next item in each series. Explain the pattern.

1. 
2. 1 3 6 10 15
3. A D G J
4. bee tree star bar knee see far

Your Turn

1. Identify the patterns in the following jobs. Explain.
 - a. a shopkeeper
 - b. an actor in a play
 - c. a nurse
2. What patterns can you identify in your life?

Helpful Vocabulary

again	.....	notice	.....
again and again	.....	noticeable	.....
apparent	.....	observe	.....
appear	.....	order	.....
arrangement	.....	produce	.....
behavior	.....	recur	.....
design	.....	regular(ly)	.....
every (so often)	.....	repeat	.....
explain	.....	repetition	.....
explanation	.....	repetitive	.....
follow a pattern	.....	routine	.....
form	.....	sequence	.....
habit	.....	

GENERATING POSSIBILITIES

Brainstorming and creating new ideas on the basis of available information.

Activity

A Sometimes things can be used in different ways. Match each item in A to a new way of using it in B.

- | A | | B |
|--------------------------|-------|---|
| 1. old newspapers | ..... | a. to clean the house |
| 2. empty plastic bottles | ..... | b. to protect the floor when you paint your walls |
| 3. old T-shirts | ..... | c. to fill with water and water your plants |

B Now think of other ways you can use these items.

1. old newspapers
2. empty plastic bottles
3. old T-shirts

Your Turn

In groups, brainstorm and create an idea for:

1. a new invention / product. Describe it, and say who will use it and how.
- OR
2. your ideal school. Describe it and say what is special about it.

Helpful Vocabulary

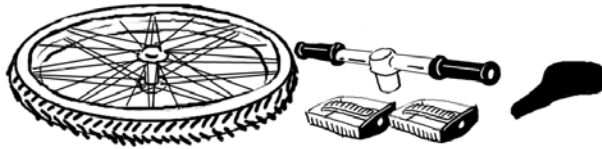
alternatives	.....	form	.....
brainstorm	.....	generate	.....
bring about	.....	ideas	.....
construct	.....	invent	.....
create	.....	make up	.....
develop	.....	options	.....
devise	.....	possible	.....
expand	.....	probable	.....
explain	.....	produce	.....

IDENTIFYING PARTS AND WHOLE

Explaining how the separate parts of something function together within the whole.

Activity

A All the parts in the picture come from the same item. What is it?



B Name the people / things that would function together in order to extinguish a forest fire.

C Read the paragraph below. Then choose the missing sentence that completes the paragraph.

Dr. Jack Warren predicts that athletes in every area of sport will continue to break records. In addition, he maintains that modern athletes who get injured enjoy the best and most up-to-date medical treatment available.

1. They run the risk of being caught taking drugs by the sports authorities.
2. This, he says, is the result of better training and nutrition over the last few decades.
3. There are some longer-term, and much more harmful, effects.
4. These athletes reached the peak of their careers but they are paying the price for it.

Your Turn

Think of a sport or board game. Explain what role the individual players or pieces have in the game.

Helpful Vocabulary

compare	.....	process	.....
conclude	.....	reconsider	.....
connect	.....	separate	.....
consider	.....	succeed	.....
contribute	.....	technique	.....
fail	.....	the "big picture"	.....
function / work	.....	useful	.....
method	.....	worse	.....
more / less helpful	.....	

INFERRING

Forming an opinion that something is probably true based on available information ("reading between the lines").

Activity

A Read the quotes. What is each speaker's job?

1. I had just taken my seat on the bus when my cellphone rang. It was my wife calling to remind me to pick up a carton of milk on my way home from work. I promised that I would, put the bus into gear and drove off.
2. I was sitting in my seat watching the basketball game. All of a sudden, one player fell and hurt his leg. I grabbed my bag, ran to the injured player and examined him.

B Look at the pictures. What can you infer about each of these people? Explain why.



Dana



Ori



Karen



Adam

Your Turn

You walk into the room and your friends suddenly stop talking. What can you infer?

Helpful Vocabulary

clue	.....	it is likely / probable that	.....
could / must / might	.....	it seems to me that	.....
have	.....	mean	.....
(from the) evidence	.....	most likely	.....
hint	.....	probably	.....
imply / is implied	.....	suggest	.....
I assume / suppose /	.....	we can conclude (that)	.....
understand / think	.....	we can understand (that)	.....
in my opinion	.....	

MAKING CONNECTIONS

Finding relationships between various things.

Activity

The following express a relationship between different things. Fill in the missing word for each pair. The first one has been done for you.

1. finger : hand = toe : *foot*
2. water : thirsty = food :
3. sun : day = : night
4. fork : salad = : soup
5. kitten : cat = puppy :
6. sky : airplane = : ship
7. huge : big = tiny :
8. notes : symphonies = : stories
9. happy : laugh = sad :
10. falafel : Israel = : Italy

Your Turn

Describe your family's customs and traditions (for example, food, music, holiday celebrations) and spoken languages. How are these connected to your family's background?

Helpful Vocabulary

association	.....	join	.....
bridge	.....	link	.....
combine	.....	reflect	.....
compare	.....	relate (to)	.....
have in common	.....	relationship	.....
involve	.....	share	.....

PREDICTING

Saying what will happen based on what you already know.

Activity

Look at each picture and predict what will happen next.



Your Turn

In groups, predict the following and explain your reasons:

1. what the weather will be like tomorrow
2. who will win the World Cup or another major sports competition
3. which movie / actor / actress will win the Academy Award
4. what you will be doing five years from now

Helpful Vocabulary

based on
evidence
I'm sure
I think that
It's clear to me that
It seems to me that
It's likely that
It's obvious that

maybe
might / may / could
possible
possibly
probable
probably
will / be going to

PROBLEM SOLVING

Identifying a problem, considering the options and choosing the best solution.

Activity

Read the problems below, circle the solution you think is the best and then write another solution.

1. You are home alone in your apartment. Suddenly, water starts dripping on you from the ceiling. The people who live upstairs are away on vacation. You should:
 - a. call your parents at work and ask them what to do.
 - b. collect the water in a bucket.
 - c. get a ladder and try to get into the upstairs apartment by opening an unlocked window.
 - d.
2. You took a bus to the mall on a rainy day. You spent all of your money on clothes and food. Now it is time to go home and you have no money for bus fare. You should:
 - a. walk home in the rain.
 - b. go back to the store where you bought the clothes and try to return one of the items.
 - c. wait for it to stop raining.
 - d.

Your Turn

In groups, find at least three possible solutions to each of the following problems. Then choose the best solution to present to the class.

1. You are home alone at night. You hear someone trying to open the door. What do you do?
2. You lost your wallet. In it was the money you had saved to buy your mother a birthday present. How will you get a gift for her now?
3. Identify a problem in your community. What can you do to help solve it?

Helpful Vocabulary

advantage / disadvantage	.....	make a decision	.....
alternative	.....	option	.....
cause	.....	personal / serious problem	.....
choice	.....	problematic	.....
choose	.....	problems arise	.....
conflict	.....	pros / cons	.....
deal with	.....	resolve	.....
difficult	.....	settle the matter	.....
difficulty	.....	similarity	.....
dilemma	.....	solution	.....
handle / have / pose a problem	.....	solve	.....
		weighing possibilities	.....

REFLECTING

Thinking about what you've learned and how you learned it.

Activity

1. Take three minutes to memorize as many of the words below as you can. Then write the words you remember on a piece of paper.

carrots bike boat bus clean canoe car strong olives big eggs ship milk funny cheese
fast bananas ugly chicken lazy thin noisy motorbike bread plane ride taxi peppers
tour potatoes train slow travel visit sister uncle aunt child cousin name busy pasta

2. Now reflect on the way you remembered these words. Did you memorize the words according to a certain plan? Did your plan help you? How would you change or improve your plan? Share your tips with the class.

Your Turn

Think about a skill that you've learned (for example, riding a bicycle or playing a musical instrument). Reflect on how you learned it. How successful / enjoyable was the process? How could the learning process have been improved? Explain.

Helpful Vocabulary





better	.....	reconsider	.....
compare	.....	reflect on	.....
conclude	.....	succeed	.....
consider	.....	success	.....
could / should / might / would have	.....	successful	.....
fail	.....	technique	.....
method	.....	think about	.....
more / less helpful	.....	useful	.....
process	.....	worse	.....

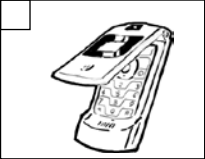
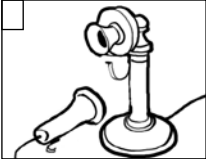
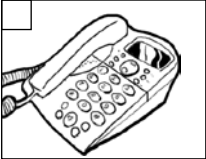
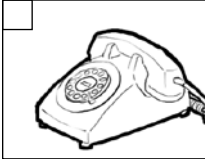
SEQUENCING

Understanding the chronological order of events.

Activity

A Number each row of pictures in the correct chronological order.

1.    

2.    

B Read the story and then number the events in the correct chronological order.

- Ron was bored. His best friends, Tom and Sam, had gone away for the summer. Out of boredom, Ron started hanging out with his neighbor, David. Ron and David became best friends. During the school year, Tom and Sam had ignored David, so Ron had ignored him too. At the end of the summer, the doorbell rang – there stood Tom and Sam. Ron hoped that now they could all be friends.

Your Turn

You are planning a party or a trip. List your plans in the correct chronological order (for example, a week before, the day before).

Helpful Vocabulary

after (that)	.....	last	.....
afterwards	.....	later	.....
before	.....	meanwhile	.....
chronological order	.....	next	.....
finally	.....	recall	.....
first (second, etc.)	.....	remember	.....
flashback	.....	sequence	.....
forget	.....	the following (day)	.....
in the end	.....	then	.....
(in the) meantime	.....	the previous (day)	.....

SYNTHESIZING

Integrating separate elements to form a unified whole.

Activity

Read the proverbs below. Then read the fables. Choose the best proverb for each fable.

1. One good deed deserves another.
2. Slow and steady wins the race.
3. A friend in need is a friend indeed.
4. Better to be safe than sorry.

The Hare and the Tortoise

One day the Hare was telling all the other animals in the forest that he was the fastest animal of all. "I challenge any one of you to race me!" The Tortoise said quietly, "I accept your challenge." The Hare laughed at him, but the Tortoise calmly said, "Don't be so confident."

Then, they began the race. The Hare was very fast! But, after a short while, he was so confident that he would win, he decided to take a nap. While he was sleeping, the Tortoise slowly made his way to the finish line. The Hare woke up just as the Tortoise was crossing the finish line.

The Lion and the Mouse

Once a Lion was sleeping in the forest, and a Mouse began to climb on him. The Lion woke up and caught the Mouse. The Mouse was frightened. He begged, "Please forgive me, and maybe one day I will be able to help you." The Lion laughed at the little Mouse and let him go.

Some time later, a hunter caught the Lion in a trap. Just then, the little Mouse saw what was happening. He ran to the Lion and chewed on the ropes until the Lion was free.

Your Turn

With a partner discuss an event in the news. Then write a summary that integrates the main points.

Helpful Vocabulary

(central) theme	.....	main idea	.....
combine	.....	put together	.....
consider	.....	summarize	.....
contribute to	.....	summary	.....
fit together	.....	understanding	.....
integrate	.....	unify	.....
integration	.....	unite	.....

UNCOVERING MOTIVES

Understanding the underlying reasons for a person's behavior.

Activity

Police are investigating the murder of Jack Smith, 55, the wealthy co-owner of a successful start-up company. The following people are suspects. What motive might each of them have had for murdering Jack Smith?

1. Amanda Smith, Jack's 35-year-old wife:

.....

2. Arthur Smith, Jack's twin brother:

.....

3. Ben Jones, an employee in Jack's start-up company:

.....

4. Laura Kent, owner of a rival start-up company:

.....

Your Turn

Choose a person / character from another subject you are studying (for example, from Bible, literature, history) or from current events. Describe something the person did and explain the motive for his or her behavior.

Helpful Vocabulary

aim	.....	intent	.....
ambition	.....	intention	.....
ambitious	.....	make up your mind	.....
assume	.....	motivation	.....
attitude	.....	objective	.....
behavior	.....	proof	.....
cause	.....	psychological	.....
conclude	.....	purpose	.....
evidence	.....	reason	.....
guess	.....	so that	.....
(hidden) motive	.....	sub-conscious	.....
identify	.....	suppose	.....
incentive	.....	ulterior	.....
influence	.....	underlying	.....
in order to	.....	understand	.....