**TP Task 1 – Promoting Scientific Thinking**

This task is linked to ECE3703; using higher level questions (Bloom’s Taxonomy) to develop students’ thinking. Teaching students the skills of scientific thinking is not only for science class, but can be applied to any area of learning.

|  |  |
| --- | --- |
| Explain how questioning relates to Bloom’s taxonomy and student learning. | The bloom’s taxonomy is used to ask children questions that make them extend their thinking. It is used to ask higher level questions which will be more interesting for children to think for a harder question.  |
| Reference | <http://www.nwlink.com/~donclark/hrd/bloom.html>  |

|  |  |  |  |
| --- | --- | --- | --- |
| Engagement Activity(& subject & LO) | Question(s) asked by the teacher  | Was thinking time given? If yes, how much? | How did the students’ respond? |
| Math (ordering numbers)The teacher write numbers on the white board and leave space between some numbers then ask them: | - Question: What do you think the number that comes after this number? | The teacher gave them a chance to think and count the numbers individually so they get the answer. | The students were trying to think about the number. Some students answered correctly from the first time while other took more time to think about the correct answer. |
| English (common and proper nouns)The teacher gave each student a sticky note paper with a proper or a common noun, then she displayed on the board two cats, one called common can and the other called proper Petty.  | The teacher asked them to read the words that they got and think about whether it is a proper or common noun. Question: now each one has a noun, what do you think? Is what you have a proper or common noun?  | The teacher gave them about two minutes to think, then she allowed each student post the noun on the correct cat. When students post it in the incorrect place, the teacher asks the students to help him. | The students were actively engaged to the activity. When one student don’t know the answer, they help him immediately. |

|  |
| --- |
| On reflection:1. Which question(s) did the students engage with the most? Why do you think that was?
2. Which engagement activity were the students most engaged with? Why do you think that was?
 |
| - One of the questions that children got engaged with is to pick a sticker with a word, and choose if it is a proper or common noun.- The engagement activity of tens and ones lesson. Children were active when I used the tens and ones blocks that are made of colored papers and they look like worms. It was a new activity for them so they liked it. |