

EVALUATING

- Is there a better solution to ...?
- Can you defend your position about ...?
- Do you think ... is a good or a bad thing?
- What changes to ... would you recommend?
- How would you feel if ...?
- How effective are ...?

CREATING

- Can you design a ... to ...?
- Why not compose a song about ...?
- Can you see a possible solution to ...?
- What would happen if ...?
- How many ways can you ...?
- Can you create new and unusual uses for ...?

Homework and the use of questions.

Most of the homework activities that your child will receive from school will challenge their thinking. By using the question prompts outlined, teachers can create tasks that challenge thinking and enable pupils to use and apply their skills.

By knowing about how questioning works you can support this work at home and possibly even extend it further.

Activities that support the different types of thinking may include:

REMEMBERING

- Construct a model to demonstrate how it will work.
- Make a diorama to illustrate an important event.
- Make a scrapbook about the areas of study.
- Take a collection of photographs to demonstrate a particular point.

UNDERSTANDING

- Cut out or draw pictures to show a particular event.
- Illustrate what you think the main idea was.
- Make a cartoon strip showing the sequence of events.
- Write and perform a play based on the story.
- Retell the story in your words.
- Paint a picture of some aspect you like.



APPLYING

- Design a questionnaire to gather information.
- Write a commercial to sell a new product.
- Conduct an investigation to produce information to support a view.
- Make a flow chart to show the critical stages.
- Construct a graph to illustrate selected information.
- Make a jigsaw puzzle.

EVALUATING

- Prepare a list of criteria to judge a ... Indicate priority and ratings.
- Conduct a debate about an issue of special interest.
- Make a booklet about 5 rules you see as important. Convince others.
- Form a panel to discuss views, eg "Learning at School."
- Write a letter to ... advising on changes needed at...

CREATING

- Invent a machine to do a specific task.
- Design a building to house your study.
- Create a new product. Give it a name and plan a marketing campaign.
- Write about your feelings in relation to...
- Write a TV show, play, puppet show, role play, song or pantomime about...?

As well as homework activities, you may wish to design your own projects and activities that use some of the ideas outlined in this leaflet. If so, please encourage your child to share these in school as we would love to hear about them.

If you want any further advice about questioning or possible activities and resources. Please contact the school.

A Primary school

Primary Business Address
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Your Address Line 3

G&T Coordinator:

Contact details:

A Primary school

Gifted and Talented Children



Questioning and how it works: A guide for Parents

Types of questions

There are two main types of questions, **open questions** and **closed questions**.

Closed questions require a certain answer or limited number of answers that the person answering has to recall or choose from.

Open questions encourage the person thinking to make connections between things they know or evaluate information and offer opinions.

Open questions are more effective at moving pupils' learning forward.

Why ask different questions?

The way in which we ask a question has a direct impact on how another person thinks about the answer. If we ask a simple question the brain works to provide a simple answer.

Question: *Is grass green?*

Answer: *Yes.*

The person answering this question only had two options when answering, yes or no. Based on experience that grass is green the person answers 'yes'. It was a very straight forward thing to think about!

If the question is changed slightly, it becomes more complicated and so the brain has to work harder in order to generate an answer.

Question: *Why is grass green?*

Answer: *Because plants use a chemical called chlorophyll to make food and this gives the grass its green colour.*

The person answering the question had to make connections between what they know about plants and why the grass is green. This was a more challenging thing to think about.

How can I change my questions?

Parents are always asking their children questions. Spending some time thinking about how they are asked can help develop gifted and talented pupils' understanding of concepts and the world around them.

Benjamin Bloom examined how people think in the 1950's. This has been adapted for use with children when they are learning. It is known as **Bloom's Taxonomy**. He categorised thinking into different levels. This work was then revised by Lorin Anderson and put into the categories as outlined below.

REMEMBERING

*Recognise, list, describe, identify retrieve, name*Can the pupil **RECALL** information?

UNDERSTANDING

*Interpret, exemplify, summarise, infer, paraphrase*Can the pupil **EXPLAIN** ideas or concepts?

APPLYING

*Implement, carry out, use ...*Can the pupil **USE** the new knowledge in another familiar situation?

ANALYSING

*Compare, attribute, organise, deconstruct ...*Can the pupil **DIFFERENTIATE** between constituent parts?

EVALUATING

*Check, critique, judge hypothesise ...*Can the pupil **JUSTIFY** a decision or course of action?

CREATING

*Design, construct, plan, produce ...*Can the pupil **GENERATE** new products, ideas or ways of viewing things?

Below are a range of question openers to support questioning at the different levels. You could try using some of these during homework activities such as reading, problem solving or other curriculum projects.

REMEMBERING

What happened after ...?

How many ...?

Can you name the ...?

Describe what happened at ...?

Can you tell why ...?

Find the meaning of ...?

Which is true or false ...?

UNDERSTANDING

Can you write in your own words ...?

What do you think could have happened next ...?

What was the main idea ...?

What differences exist between ...?

Can you provide an example of what you mean ...?

Can you provide a definition for ...?

APPLYING

Do you know another instance where ...?

Could this have happened in ...?

Can you group by characteristics such as ...?

What factors would you change if ...?

What questions would you ask of ...?

From the information given, can you develop a set of instructions?

ANALYSING

How was this similar to ...?

What was the underlying theme of ...?

What do you see as other possible outcomes?

Can you compare your ... with that presented in ...?

Can you explain what must have happened when ...?

How is ... similar to ...?

What are some of the problems of ...?

What were some of the motives behind ...?