

Appendices

Appendix 1 - Bloom's hierarchy (Wilson, 2001, cited in Wilson, 2013:4)

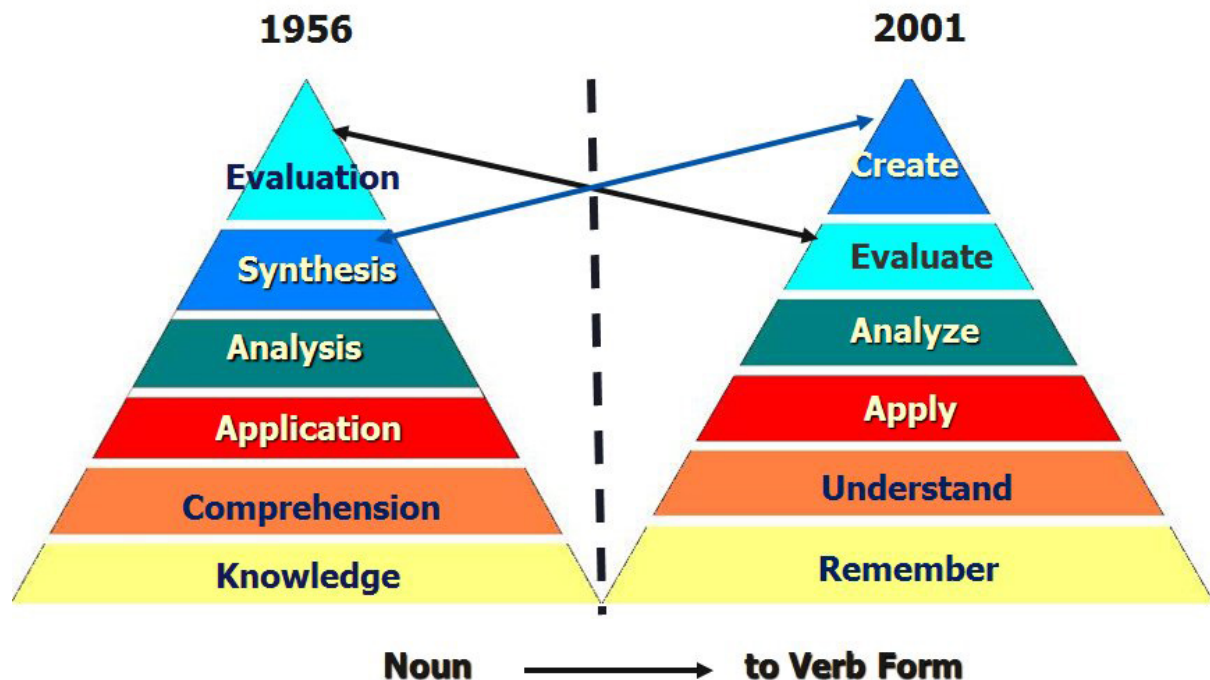
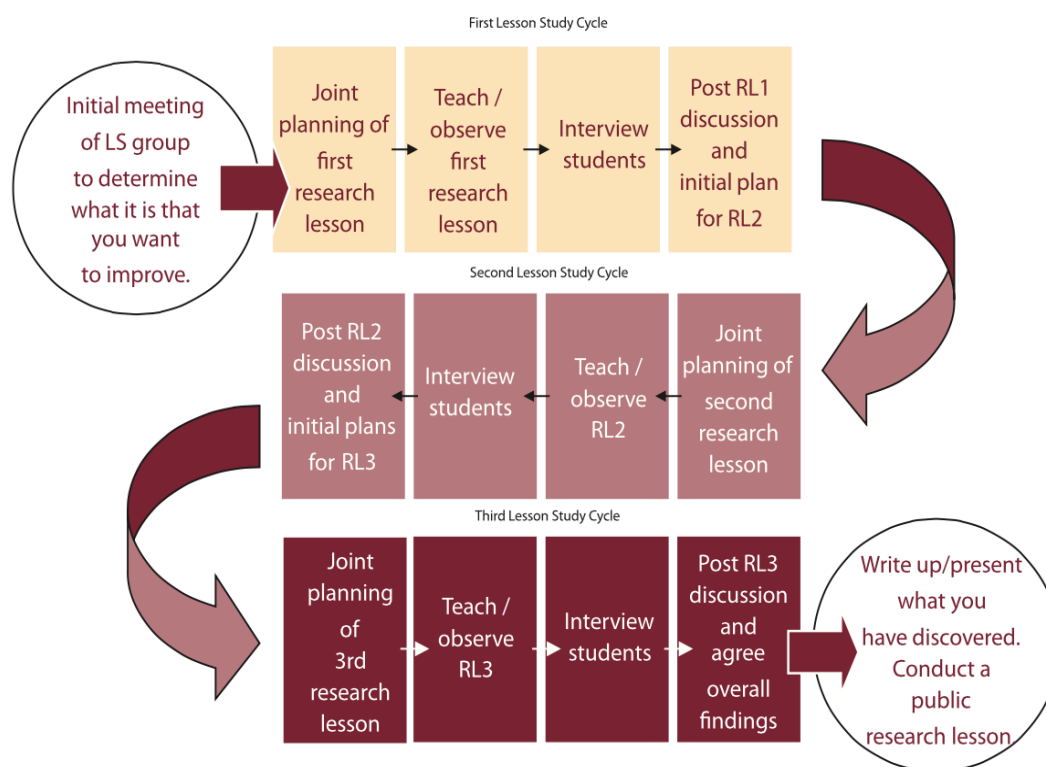


Table comparing Bloom's original Taxonomy with Anderson and Krathwohl's revised Taxonomy – (Wilson, 2013:p2-4)

Bloom's Taxonomy 1956			Anderson and Krathwohl's Taxonomy 2001
1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are:			1. <u>Remembering</u>: Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.
know identify relate list	define recall memorize repeat	record name recognize acquire	
2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are:			2. <u>Understanding</u>: Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.
restate locate report recognize explain express	identify discuss describe discuss review infer	illustrate interpret draw represent differentiate conclude	

3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: <table><tr><td>apply relate develop translate use operate</td><td>organize employ restructure interpret demonstrate illustrate</td><td>practice calculate show exhibit dramatize</td></tr></table>	apply relate develop translate use operate	organize employ restructure interpret demonstrate illustrate	practice calculate show exhibit dramatize	3. Applying: Carrying out or using a procedure through executing, or implementing. <i>Applying</i> relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.
apply relate develop translate use operate	organize employ restructure interpret demonstrate illustrate	practice calculate show exhibit dramatize		
4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: <table><tr><td>analyze compare probe inquire examine contrast categorize</td><td>differentiate contrast investigate detect survey classify deduce</td><td>experiment scrutinize discover inspect dissect discriminate separate</td></tr></table>	analyze compare probe inquire examine contrast categorize	differentiate contrast investigate detect survey classify deduce	experiment scrutinize discover inspect dissect discriminate separate	4. Analyzing: Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are <i>differentiating, organizing, and attributing</i>, as well as <i>being able to distinguish between the components or parts</i>. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
analyze compare probe inquire examine contrast categorize	differentiate contrast investigate detect survey classify deduce	experiment scrutinize discover inspect dissect discriminate separate		
5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are: <table><tr><td>compose produce design assemble create prepare predict modify tell</td><td>plan invent formulate collect set up generalize document combine relate</td><td>propose develop arrange construct organize originate derive write propose</td></tr></table>	compose produce design assemble create prepare predict modify tell	plan invent formulate collect set up generalize document combine relate	propose develop arrange construct organize originate derive write propose	5. Evaluating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, <i>evaluating</i> comes before creating as it is often a necessary part of the precursory behavior before one creates something.
compose produce design assemble create prepare predict modify tell	plan invent formulate collect set up generalize document combine relate	propose develop arrange construct organize originate derive write propose		
6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: <table><tr><td>judge assess compare evaluate conclude measure deduce</td><td>argue decide choose rate select estimate</td><td>validate consider appraise value criticize infer</td></tr></table>	judge assess compare evaluate conclude measure deduce	argue decide choose rate select estimate	validate consider appraise value criticize infer	6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.
judge assess compare evaluate conclude measure deduce	argue decide choose rate select estimate	validate consider appraise value criticize infer		

Appendix 2 - Lesson Study cycle (Dudley, 2011:7)



Appendix 3 – Positives and Limitations of Non-participant observation. (Greig et al., 2007; Hopkins, 2014)

Positives	Limitations
Notes can be written without disrupting the task.	Not being able to check with the child for clarity of response.
The observer can write detailed notes in comparison to participant observation.	Needs careful planning to ensure the non-participant is not needed for the duration of the observation.
Allows observations to take place in a natural environment.	The child is more aware of being observed.

Appendix 4 – Reflection Pro-forma

Reflection Pro-forma - Using the four lenses (Brookfield) / reflection in action
and reflection on action (Schön) models



Self	Student
	I
Peer	Literature



Appendix 5 – Example of the information sheet shown to the Pupils in School B.

Information Sheet

We are looking at questions  and how they make you think.



Who will be doing the research?

Miss  Mrs 

Miss 

Show me how you feel about the question asked /
Sut wyt ti'n teimlo?



I feel confident
Dw.i'n teimlo'n byderus



I am not sure
Dw.i ddim va siwr



I do not feel confident
Dw.i ddim va teimlo'n byderus

Who will know your answers?

Miss 
Mrs 
Miss 

Pupil A
Pupil B
Pupil C



Codeword to 

Appendix 6: RP1's questions

Question Asked	Open / Closed	Answer
Do you remember what this is called?	closed	Pupil B: "No." RP1: "Daff.." Pupil C: "A daffodil"
What colour is it?	closed	Pupil C: Green.
What does it smell like?	open	No answer.
Are they straight or curvy lines?	closed	Pupil B: "Curvy lines."
Do we need a long line or a short line for the stem?	closed	
Does anyone know what shape that is?	closed	Pupil B: "Different"
What shape is in the middle of a Daffodil?	closed	Pupil C: "A circle"
What shape are you drawing?	closed	
Can you tell me about your picture?	open	Pupil A refused to answer.
What is it?	open	Pupil C: "I can't help make that one"
What colour do you need? Is it pink? What colour is it?	closed	Pupil A: "I want green" Pupil C: "green" Pupil A: refused to answer further question.
What other colour do you need?	closed	Pupil B: "green"
Can you tell me about your picture? Why's that? Why are you colouring grass?	open closed	Pupil C: "I can't draw anything" "I'm colouring grass" "For my daffodil".

Appendix 7 – Reflections made after RP1's lesson.

Self	Student
A lot of the children were off ill. - not planned participants. Agreed to be involved but did not answer questions - would have normally. Out of character.	Code word: Bubbles. Student B refused to participate. Only pupil C answered. 'Happy' when asked questions. why grass? 'I done it to make a flower'
Peer	Literature
Hard to ask higher order thinking questions for the planned activity. Pupils were not answering. The room was quite small - so the children were aware that we were watching them. Task only lent itself to asking closed questions. Need to categorise the questions in advance to save time writing question + answer. Good tone throughout. - Relaxed atmosphere	

Appendix 8 – Observation Schedule for RP2's lesson (Notes made by RP1 and RP3)

How can we improve children's thinking skills by using questioning in a FP classroom?

Date: _____

Observing: AP / AW / JJ

		Sample Question	Comments
Remembering	Pupil 	Who was Bernard trying to get the attention of?	C - mother & father. Bernard & monster.
	Pupil 	What happened to Bernard?	A - ate by monster & maybe other kids.
	Pupil 	Who did the monster bite?	
Understanding	Pupil 	What do you think the story is about?	A - not now Bernard - mum says it's a dad - don't want to disturb them like they have been hurt B - Bernards trying among them, say not now, don't like when he's naughty, Bernards fault.
	Pupil 	How would you describe how Bernard is feeling?	B - worried blame for making everyone do wrong stuff - what's the wrong stuff - typed words - crack in voice
	Pupil 	Why does he say that (saying a monster)?	B - force him to monster said C - get them to know he's a monster - I'm not Bernard.
Applying	Pupil 	What do you think Bernard could have done to get their attention?	A - said come with me for a second mum - & she could have gone back to her job
	Pupil 	What would you do if you were Bernard?	C - red - 'mum, mum help there's a monster' - 'good answer' A - green - 'fight the monster' B - green - go out see if there's monster, see if telling truth, tell everyone I was joking.
	Pupil 	Whose fault?	A - Bernard B - Parents - kept ignoring him C - parents - didn't believe him - actually in between parents.

pupil A - "don't look like a monster - looks like a person"

pupil B - Bernard won't be happy, he is not alive

C - he could come back alive

How can we improve children's thinking skills by using questioning in a FP classroom?

Date: _____

Observing: AP / AW / JJ

		Sample Question	Comments
Analysing	Pupil 	Why are they ignoring Bernard?	C - has a monster. monsters Bernard B - always made them angry - Bernard naughty learning a lesson A - wants to think monster is Bernard
	Pupil 	Why did the monster do these things? (eat his food, watch tv, read his comic etc)	B - pretend to be Bernard, doing what Bernard does - didn't know how to play with the A - doesn't have a home so he wants these things C - nobody friends with him - wants friend - Bernard made him not happy - so he has to play with the monster
	Pupil 	Why didn't Mum or Dad notice what had happened?	C - didn't look / notice - there is monsters, 2 mums wearing coats B - didn't believe - no such thing as monsters - they think monsters is Bernard C - they think it's Bernard - it's not Bernard - didn't believe in monsters.
Evaluating	Pupil 	Why did he go out to the garden if he knew there was a monster going to eat him?	A - to check B - wanted to check - so he knows if he's lying or telling truth. C - wanted to play a game
	Pupil 	Do Bernard's parents love him or are they just busy?	C - they do love him just really busy - As scruffy it's just like mine B - just busy - don't spend time they don't know he's a nice boy not naughty
	Pupil 	Do you think Bernard will come back?	B - no - eaten fishfingers they don't come back - eaten nice food
Creating	Pupil 	What do you think would have happened if Mum or Dad had answered Bernard?	B - wouldn't have annoyed them so much. would also come with me and see the monster. A - everything be sorted & monster is there known he was there C - he wouldn't annoy them. Bernard wouldn't have got eaten - they didn't listen to him
	Pupil 	What do you think Bernard wanted when he said hello to Mum/Dad?	pupil A - see a real monster B - wanted to play C - wanted to go to the store
	Pupil 	What do you think will happen next?	C - go out and mum say no Bernard B - go outside & shedded for not telling truth A - monster stand by doorstep

A - "not now Bernard"

A - does he eat him
C - bring him in housemonster acting as Bernard - B
Bernards controlling him - A
C - didn't mean it - thought going to

		Sample Question	Comments
Remembering	Pupil 	Who was Bernard trying to get the attention of?	e mum and dad, and the monster
	Pupil 	What happened to Bernard?	A - He got eaten by the monster.
	Pupil 	Who did the monster bite?	B - Parents - they kept ignoring him. A - Bernard's C - Mother and father because they didn't believe
Understanding	Pupil 	What do you think the story is about?	A - It's about not how Bernard because he day say it lots of times, but he might get hurt.
	Pupil 	How would you describe how Bernard is feeling?	A - Fight the monster. B - Worried, because he might think he'll get the food. C - mummy mummy help them she tipped the water and cracked the vase. Stuff
	Pupil 		a monster in the garden.
Applying	Pupil 	What do you think Bernard could have done to get their attention?	A - could have just said mum could you come with me for 1 minute.
	Pupil 	What would you do if you were Bernard?	I would go out to the garden to see if B - there was a monster if not I would tell everyone I was joking.
	Pupil 		

creating. - A - monster eats him
B - make friends, and bring him

C - He could come back alive.

Doesn't look like a monster
looks like a monkey.

How can we improve children's thinking skills by using questioning in a FP classroom?

Date: _____ Observing: AP / AW / JJ

		Sample Question	Comments
Analysing	Pupil 	Why are they ignoring Bernard?	C - Because he's a monster B - because he does all the wrong stuff and they want him to learn, and he can't here A - Because they really want to think C - because he's walking around maybe he doesn't have
	Pupil 	Why did the monster do these things? (eat his food, watch tv, read his comic etc)	A - Maybe because he likes to. a home. B - He likes to pretending to be Bernard. Doesn't C - Nobody's friends with him and he wants friends to play with
	Pupil 	Why didn't Mum or Dad notice what had happened?	C - Mum would look for him. He's not A - The monster ate Bernard and he went in and they thought it was nothing B - They didn't believe they say they're not
Evaluating	Pupil 	Why did he go out to the garden if he knew there was a monster going to eat him?	A - He wanted to check if there was B - a real monster C - wanted to check.
	Pupil 	Do Bernard's parents love him or are they just busy?	C - they do love him but busy and their house is scruffy like mine. And they are trying to tidy up so they are busy.
	Pupil 	Do you think Bernard will come back?	B - no fish fingers don't come back.
Creating	Pupil 	What do you think would have happened if Mum or Dad had answered Bernard?	B - wouldn't have annoyed so much. A - everything would be sorted. So the mum and dad would sort the monster C - that he would at annoy Bernard
	Pupil 	What do you think Bernard wanted when he said hello to Mum/Dad?	A - To see a monster. so much and he wouldn't have B - wanted to play with them. C - wanted to go to the store.
	Pupil 	What do you think will happen next?	A - Monster's stood by the door step. B - She's going to go outside and she's going to be she's C - She's going to go out and say hi to Bernard.

"Think's Bernard says

I hate you in monster language."

C - monster
A - She will say not now Bernard.
Bernard is controlling him.

* They say not now
Bernard because they
don't like it when
he's naughty and
when it's his fault.

A - He wants to go back
home.

B. - Parents will find out
and take him to monster
jail.

C. - He thinks they will
find out.

message?

B - if you ignore people something will happen.

C - I am not sure - orange face.

Appendix 9 – List of planned questions in relation to page number of Not Now, Bernard by Mckee (1980).

Pg 4 – What do you think Bernard wanted?

Pg 5- What do you think will happen next?

Pg6 – How do you think Bernard feels? What would you do if you were Bernard?

Pg 7 – Why did he go to the garden if he knew there was a monster going to eat him?

Pg 8 – What do you think is going to happen next?

Pg 13- Why didn't Mum or Dad notice what had happened?

Pg 19 – Why did the monster do these things?

Pg 22 – Why do you think he says that? (But I'm a monster)

Pg 23 – Why are they ignoring Bernard?

What do you think the story is about?

Who was Bernard trying to get the attention of?

What happened to Bernard?

What do you think would have happened if Mum or Dad answered Bernard?

What do you think he could have done to get their attention?

Who did the monster bite?

Do Bernard's parents love him or are they just busy?

Do you think Bernard will come back?

Do you think the story has a different meaning now?

Appendix 10 – Reflections from RP2's lesson

Self	Student
One pupil already knew the story - Sometimes affected how others answered. I added in questions as we went along because I could see they were capable Small group enabled all levels of questions to be asked.	B - loved everything - can't pick. A - nervous incase don't know C - excited & nervous - not teased off B - nervous incase i don't know answer questions were easy. one or two - when you asked why did parents ignore him & why did Bernard get eaten - because i wasn't sure how can we do better questions - A - more time to think B - talk to partner so share ideas.
Peer	Literature
• Good tone of voice throughout. • Gave pupils time to think about the questions. • Gave pupils a good amount of time to answer.	

Appendix 11 – Observations from RP3's lesson. Additional notes for reflection in action questions.

How can we improve children's thinking skills by using questioning in a FP classroom?			Date: _____	Observing: <u>AP</u> <u>AW</u> <u>JJ</u>
		Sample Question	Comments	
Remembering	Pupil 	Who was Bernard trying to get the attention of?	A B- His parents	
	Pupil 	What happened to Bernard?	C- They weren't listening he ended up getting hurt.	
	Pupil 	Who did the monster bite? why?	B- Bernard's Dad. C- To get his attention.	
Understanding	Pupil 	What do you think the story is about?	A- A monster trying to eat them family to have the house to himself B- A monster and Bernard and his parents ignore him all the time C- They if there is something dangerous near your house it's a safety book parents should listen to them.	
	Pupil 	How would you describe how Bernard is feeling?	A- Alone - because no one wants to play + her being serious about a monster. B- Same as Pupil C - (answered after) C- Alone + not very happy because	
	Pupil 	How would you feel if you were Bernard?	B- sad + worried because they're not playing with me + worried they are going to do something boring.	
Applying	Pupil 	What do you think Bernard could have done to get their attention?	A- if you don't listen I'm going to hurt you B- as you can think you need to see that there is a monster outside C- Make loud noises - squishing some food like pineapples.	
	Pupil 	What would you do if you were Bernard?	A- B- C- Parents aren't doing their job.	
	Pupil 	What do think Mum is going to ~~my~~ happen next?	A- Mum is going to say Not now Bernard - Same as ~~Mum~~ Pupil C B- Water going to tip C- Both above.	
Is that a good or bad thing?			ABC - Bad.	

1

How can we improve children's thinking skills by using questioning in a FP classroom?			Date: _____	Observing: <u>AP</u> <u>AW</u> <u>JJ</u>
		Sample Question	Comments	
Analysing	Pupil 	Why are they ignoring Bernard?	A- 'Same as Pupil C' so they need to do their work and a carnival the next day B- because they are working and very busy. So they need to get ready. C- Not Bernard - ignoring the monster. [To get ready for something important to go to school]	
	Pupil 	Why did the monster do these things? (eat his food, watch tv, read his comic etc)	A- because he doesn't like them. breaking by because he doesn't like them. B- I think he is trying to be mean C- He wants to - liked the comic but didn't like the toys.	
	Pupil 	Why didn't Mum or Dad notice what had happened? who do they think it is?	A - He said not now Bernard but it's not Bernard it's the monster. B - Sounds like Bernard. They haven't felt it and the monster hasn't spoken yet. C - They haven't been looking	
Evaluating	Pupil 	Why did he go out to the garden if he knew there was a monster going to eat him?	A - ~~the mum was busy~~ at the start his dad + mum were busy but when he was in the sunny they just ~~from that time~~ but she was very busy and the plant was broken B - He wants to investigate. (Investigate what?) Investigate the monster. C - To prove it To Mum + Dad why? because mum + dad not listening	
	Pupil 	Do Bernard's parents love him or are they just busy?	B- Busy (and don't love him - Dad wasn't really busy. Reading newspaper) C- Didn't love him they never listen to him. Everytime he asked a question they say Not now - Bernard.	
	Pupil 	Do you think Bernard will come back?	A- if the monster gets ill he may spit Bernard out. B- maybe his parents will realise the monster has eaten Bernard C- No. Because only if they tell the things he can come back. Not now - Bernard.	
Creating	Pupil 	What do you think would have happened if Mum or Dad had answered Bernard?	A- If he told his parents his parents would have checked and dragged him to be safe. B- when he said there was a monster - his parents came outside and know it was true. C- Happy story if they didn't ignore him.	
	Pupil 	What do you think Bernard wanted when he said hello to Mum/Dad?	A- He wants to ask them to kill the monster. B- He's being polite C-	
	Pupil 	What do you think will happen next?	A- Go to garden + he's going to be scared. B- The monster is going to C- Out and monster says hello	
A - same as Pupil B - You've ruined it by doing this story. B - He's going to eat him C -				

2

A- He knows a monster to gobble them up to have the house to himself.

B- Monster is nocturnal and doesn't want to go to bed

C- Copied answer of Pupil B. - Saying that he's saying that to tell them he's a monster for them to run away.

A - You should always listen to your children in case there is a monster a lion or a tiger in your garden.

~~Answer~~ ~~They~~ I understand. Secret message they... (2 min thinking time)
They should keep an eye on their children.

B- Not sure face - I don't understand what it means.

C- If there is something near your house that is dangerous they should move or just lock their house

What's the meaning of the story?

How can we improve children's thinking skills by using questioning in a FP classroom?

Date: _____ Observing: AP / AW / JJ

		Sample Question	Comments
Remembering	Pupil	Who was Bernard trying to get the attention of?	A - His parents
	Pupil	What happened to Bernard?	- Because they weren't listening they ended up getting hurt.
	Pupil	Who did the monster bite?	B - Bernard's dad. C - Because he wanted his attention.
Understanding	Pupil	What do you think the story is about?	A - About a monster trying to eat Bernard and his family to die in his rooming to have the 1. B - monster and Bernard and his parents ignore him and he's alone.
	Pupil	How would you describe how Bernard is feeling?	A - Alone, because no one wants to play with him and no one's caring him. Serious about a monster in the garden. B - monster in the garden. C - Alone and not very happy as he had no one to speak to.
	Pupil	1 feel	A - I would feel angry. B - Sad and worried because my aren't playing with me. C - lonely. Parents aren't doing their job as they do something.
Applying	Pupil	What do you think Bernard could have done to get their attention?	A - could of said if you are surprised to speak to even say. B - can you come with me as I think you need to come outside there's a monster.
	Pupil	What would you do if you were Bernard?	C - making some loud noises like smushing some food like pineapples that make a loud noise.
	Pupil		

1

How can we improve children's thinking skills by using questioning in a FP classroom?

Date: _____ Observing: AP / AW / JJ

		Sample Question	Comments
Analysing	Pupil	Why are they ignoring Bernard?	A - Not Bernard the monster. B - Because they are working and very busy. C - They need to do their work there might be a carnage.
	Pupil	Why did the monster do these things? (eat his food, watch tv, read his comic etc)	A - Because he doesn't like them. B - he's breaking the toys because he doesn't like them. C - He liked the comics but didn't like the toys.
	Pupil	Why didn't Mum or Dad notice what had happened?	A - Bernard bit him. Because my haven't been listening. B - The monster sounds like Bernard. C - Because they haven't touched him and the monster is a monster.
Evaluating	Pupil	Why did he go out to the garden if he knew there was a monster going to eat him?	A - To prove it to his mum and dad because mum and dad weren't listening. B - he wanted to investigate the monster. C - Same as B.
	Pupil	Do Bernard's parents love him or are they just busy?	B - I think they were busy. C - don't because they never listen to him. They do love him. B - busy and don't love him. Because his dad wasn't listening.
	Pupil	Do you think Bernard will come back?	A - Love him and his busy and just didn't love him. B - because if someone eat him they he was just a dog. C - He's a dog and he's not a monster. He's a dog and he's not a monster.
Creating	Pupil	What do you think would have happened if Mum or Dad had answered Bernard?	A - would have been a happier story. B - they would go out into the garden and they would realise that it's true. C - they would realise that it's true.
	Pupil	What do you think Bernard wanted when he said hello to Mum/Dad?	A - yes he were by, ask if he can go and kill the monster. B - He's being polite. C - Monster in the garden.
	Pupil	What do you think will happen next?	A - not now Bernard. B - water will tip. C - I think the water will be and mum will say.

2

Appendix 12 – Reflections from RP3's lesson.

Self	Student
• Children already know the story and were relying on memory rather than thinking about what could happen or what happens. • Added in questions as I went along reflecting in action	Most enjoy → Pupil C - Learning about the story B - Enjoyed answered the question made my brain whizz + made it easier A - I enjoyed the questions Feelings when I get the answer right 2 I feel happy + proud of myself A - confident - like to solve B - confident - giving us a challenge C - Confident - gets brain fired up B - ... I felt sad when I got it wrong C - But you learn from wrong questions How was Bernard feeling? C - confident that I was going to get it right B - I didn't know what his face means because he looked a bit guilty A - He looks guilty like Pupil B.
Peer	Literature
• We recorded the Lesson to ensure we had accurate answers. • Own questions added to further pupils thinking. • Gave 'thinking time' to pupils. • Pupils relied on their knowledge of the book on occasion.	

Appendix 13 – Interview Questions used by RP1, 2 and 3.

Proposed Focus Group Interview Questions

What did you enjoy the most in the lesson today?

How do you feel when a teacher asks you questions in class?

How did you feel when I asked..... [specific question]...?

How did you feel when I asked..... [specific question]...?

How do you think we could make the lesson better?

Appendix 14 – RP1's lesson observation schedules. We were unable to use observation schedule due to unplanned questions so written notes were used instead.

How can we improve children's thinking skills by using questioning in a FP classroom?		Date: _____	Observing: AP / <u>AW</u> / JJ
		Sample Question	Comments
Remembering	Pupil A 	do you remember what they're called	NO
	Pupil B 	" "	NO
	Pupil C 	do you remember what this is?	- daffodil, couldn't remember the look
Understanding	Pupil A 		
	Pupil B 	smelling.	flower - smells like orange.
	Pupil C 		
Applying	Pupil A 		
	Pupil B 		
	Pupil C 		

what shapes - rectangle.
 is the line straight or curved
 what's that called - stem.
 what are you going to draw?
 is it long or short?

pupil C - I can't draw.
 what are you colouring? - the grass.
 why you drawing the grass?
 because the flower.

what do you need to draw next - pupil B.

do you know what shape that is.

can you tell me about your picture, what have you drawn - pupil A.

what shape are you drawing?

what colour is a daffodil? pupil A - yellow & green.

pupil B - oked.

pupil A - no answer (wasn't responsive)

pupil B - what other colour is a daffodil? can you tell me about your picture?

very young.

* method not suited for nursery *

How can we improve children's thinking skills by using questioning in a FP classroom?

Date: _____ Observing: AP / AW / JJ

		Sample Question	Comments
Analysing	Pupil A 		
	Pupil B 	what have you drawn? can you tell me about your drawing?	
	Pupil C 		
Evaluating	Pupil A 		
	Pupil B 		
	Pupil C 		
Creating	Pupil A 		
	Pupil B 		
	Pupil C 		

What

Are they straight or curvy lines? → curvy lines (Pupil B).

A long line or a short line for the stem?

Does anyone know what shape that is? → Pupil B - 'different'

What shape did we say the middle was? Pupil C → 'a circle'

What shape are you drawing? → Pupil B -
What's that called? Pupil C - 'a dress'

Can you tell me about your picture? Pupil A - shy

What is it? Pupil C - 'I can't help make that one'

What colour do you need? Pupil A - 'I want green'
Pupil C - 'green'

Is it pink? What colour is it? Pupil A - no answer.

Can you tell me about your picture. - Pupil B -

* What other colour? 'Green' Pupil B

How can we improve children's thinking skills by using questioning in a FP classroom?

Date: _____ Observing: AP / (AW) / JJ

		Sample Question	Comments
Remembering	Pupil A 		
	Pupil B 	" "	No. Prompted Daffo...
	Pupil C 	Do you remember what this is called? What colour is it?	Green
Understanding	Pupil A 		
	Pupil B 	What does it smell like	
	Pupil C 		
Applying	Pupil A 		
	Pupil B 		
	Pupil C 		