Is it a way to collect taxes?

Differentiation in Classroom

Bloom´s taxonomy

Is it something about flowers? Spring time, maybe?

I have no idea… something medical, perhaps.

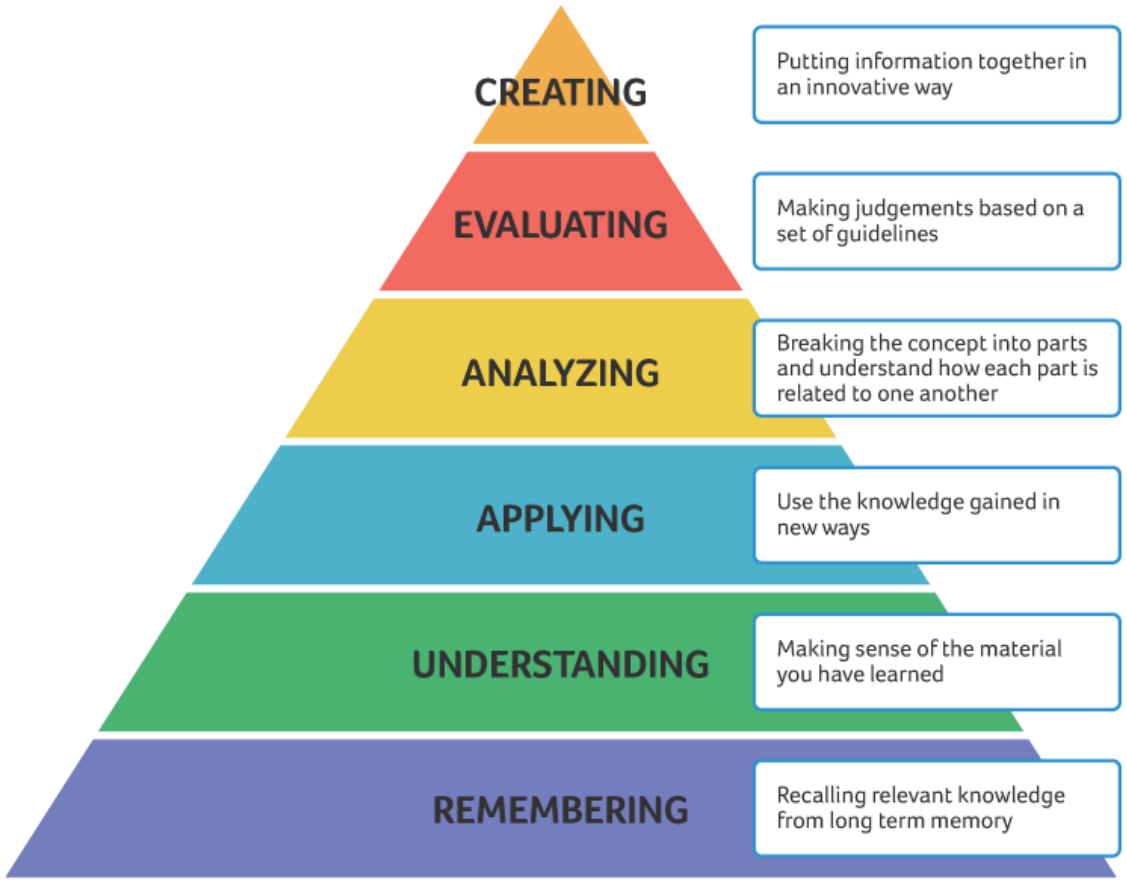
Bloom´s taxonomy

- 1950´s – developer by Benjamin Bloom
- means of expressiong quatitatively different kinds of thinling
- One of the most universally applied models
- Provides a way to organize thinking skills into six levels – from basic skills to higher order thinking

- **Domains of educational activites**:

- Knowledge - cognitive
- Skills - psychomotor
- Attitudes - affective

Bloom´s taxonomy



The Knowledge Dimension	Remember	Under-stand	Apply	Analyze	Evaluate	Create
Facts	list	para-phrase	classify	outline	rank	categorize
Concepts	recall	explains	show	contrast	criticize	modify
Processes	outline	estimate	produce	diagram	defend	design
Procedures	reproduce	give an example	relate	identify	critique	plan
Principles	state	converts	solve	different-iates	conclude	revise
Meta-cognitive	proper use	interpret	discover	infer	predict	actualize

- Bloom´s taxonomy in classroom

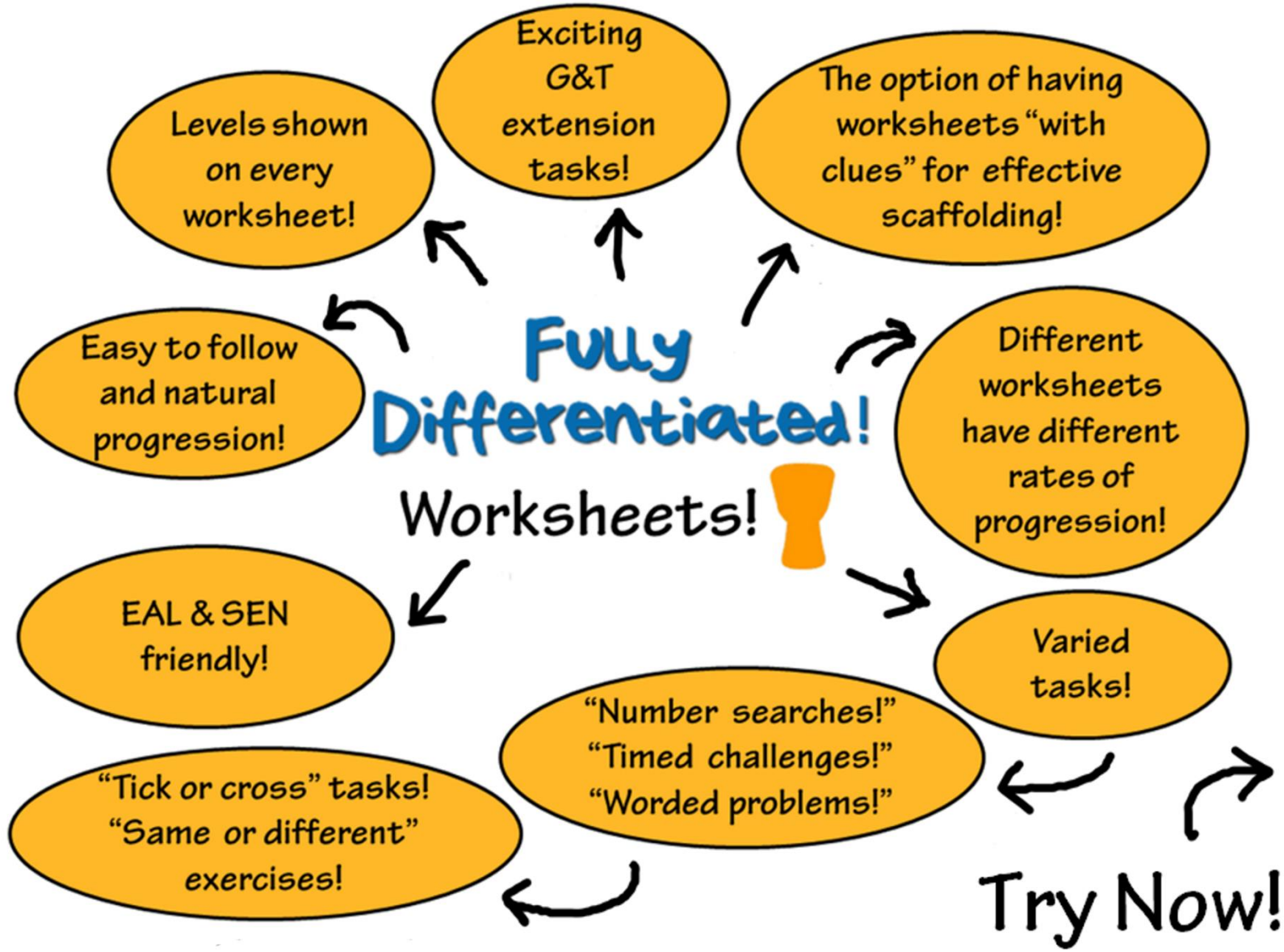
Practical Bloom's

- Suitable for use with the entire class
- Emphasis on certain levels for different children
- Extend children's thinking skills through emphasis on higher levels of the taxonomy (analysis, evaluation, creation)
- Possible approaches with a class could be:
  - All children work through the remembering and understanding stages and then select at least one activity from each other level
  - All children work through first two levels and then select activities from any other level
  - Some children work at lower level while others work at higher levels
  - All children select activities from any level
  - Some activities are tagged "essential" while others are "optional"
  - A thinking process singled out for particular attention eg. Comparing, (done with all children, small group or individual)
  - Some children work through the lower levels and then design their own activities at the higher levels
  - All children write their own activities from the taxonomy

(Black, 1988, p. 23).

Sample Unit : Travel

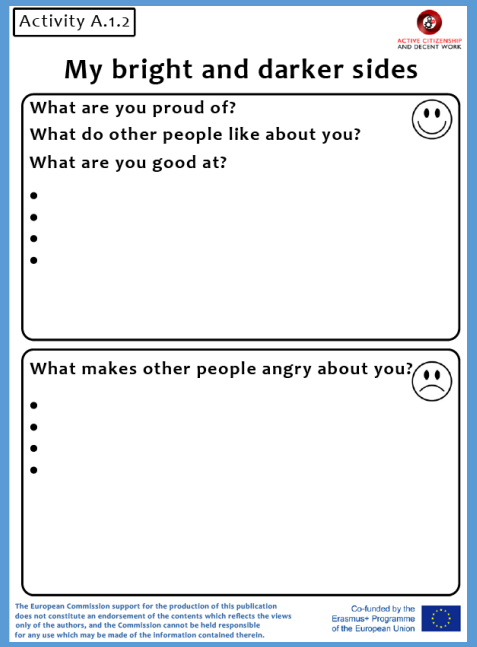
Remembering	How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect "transport" pictures from magazines- make a poster with info.
Understanding	How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport.
Applying	Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about "The Little Red Engine" and make up a play about it. Survey 10 other children to see what bikes they ride. Display on a chart or graph.
Analysing	Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses- write a report. Use a Venn Diagram to compare boats to planes, or helicopters to bicycles.
Evaluating	What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast etc..
Creating	Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty years time? Discuss, write about it and report to the class. Write a song

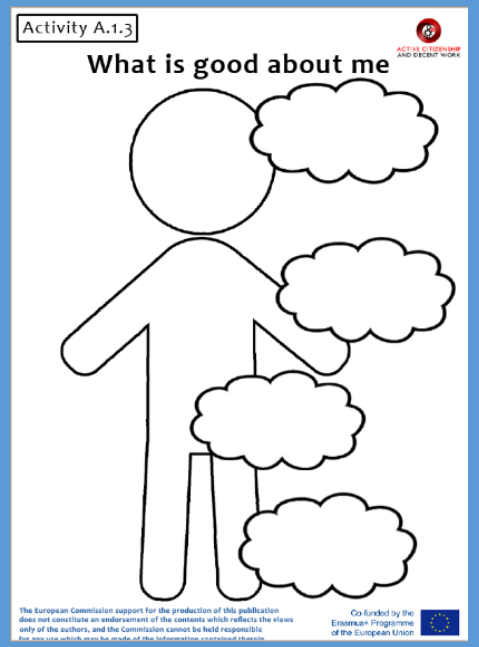

Exciting G&T extension tasks!
The option of having worksheets "with clues" for effective scaffolding!
Levels shown on every worksheet!
Easy to follow and natural progression!
Fully Differentiated!
Worksheets!
Different worksheets have different rates of progression!
EAL & SEN friendly!
Varied tasks!
"Number searches!"
"Timed challenges!"
"Worded problems!"
"Tick or cross" tasks!
"Same or different" exercises!
Try Now!

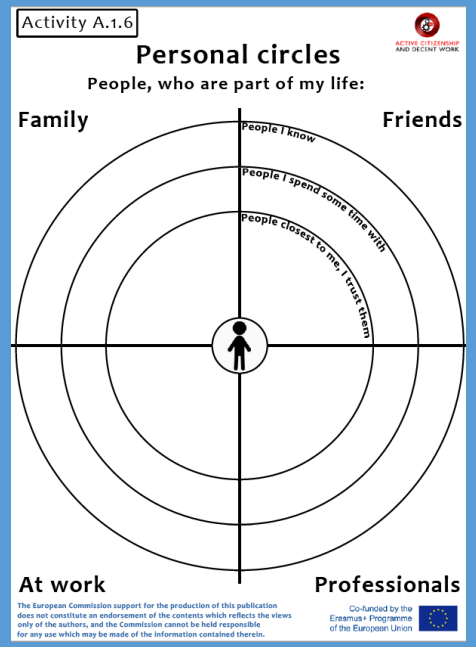
1. CHAPTER A “Getting to know myself”

ACTIVE CITIZENSHIP AND DECENT WORK

A.1 Me and my social network



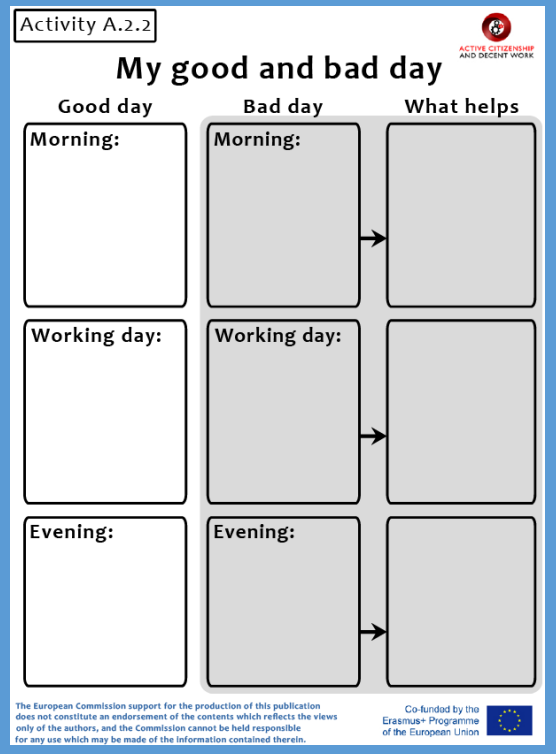




1. CHAPTER A “Getting to know myself”

ACTIVE CITIZENSHIP AND DECENT WORK

A.2 Me and my life


Activity A.2.2

My good and bad day

Good day	Bad day	What helps
Morning:	Morning:	
Working day:	Working day:	
Evening:	Evening:	

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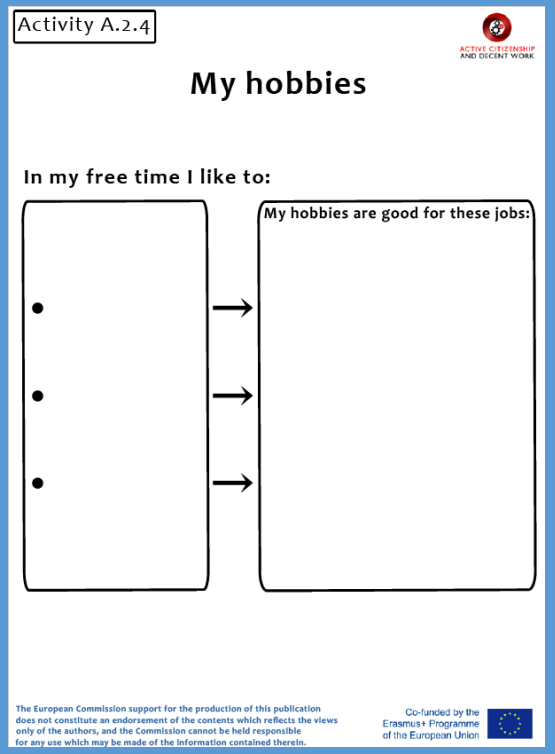
Activity A.2.4

My hobbies

In my free time I like to:

My hobbies are good for these jobs:

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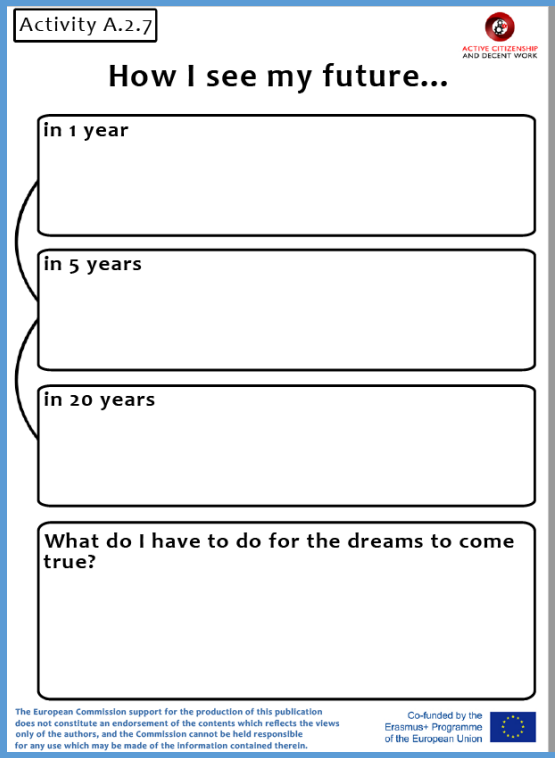
Activity A.2.7

How I see my future...

in 1 year

in 5 years

in 20 years

What do I have to do for the dreams to come true?

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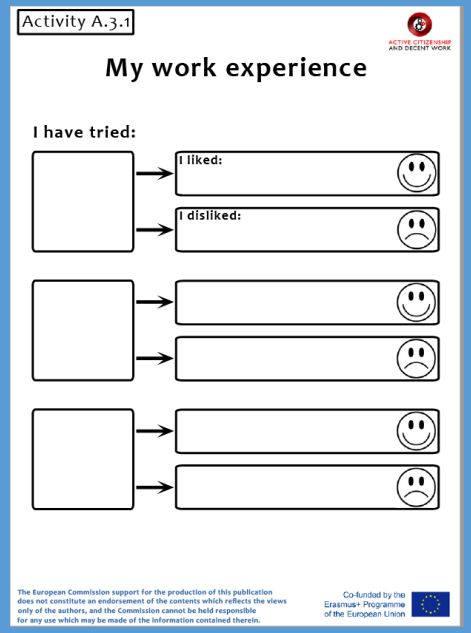
1. CHAPTER A “Getting to know myself”

ACTIVE CITIZENSHIP AND DECENT WORK

A.3 Me and my work

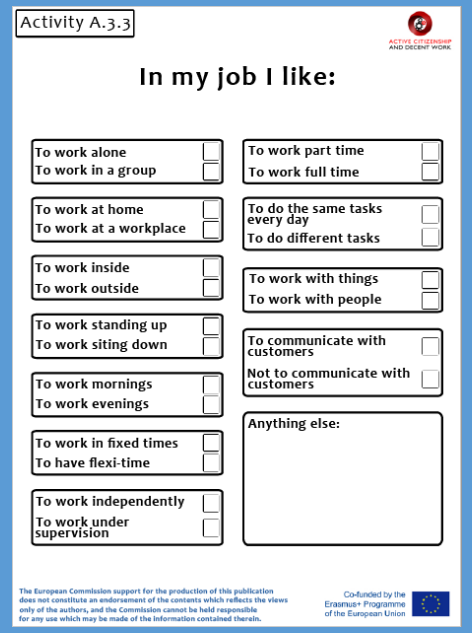

Activity A.3.1

My work experience

I have tried:

I liked:

I disliked:


Activity A.3.3

In my job I like:

To work alone
To work in a group

To work part time
To work full time

To work at home
To work at a workplace

To do the same tasks every day
To do different tasks

To work inside
To work outside

To work with things
To work with people

To work standing up
To work siting down

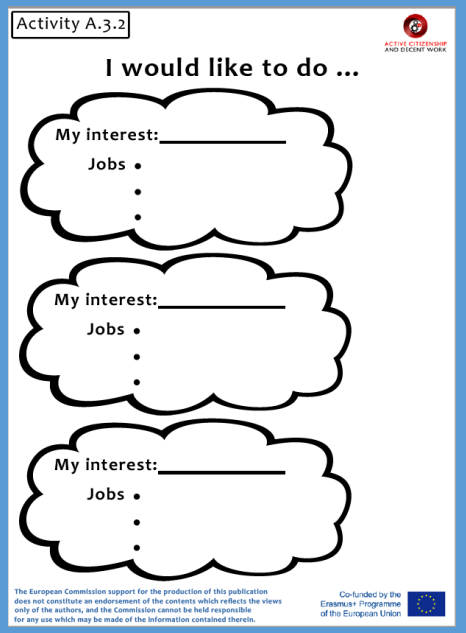
To communicate with customers
Not to communicate with customers

To work mornings
To work evenings

Anything else:

To work in fixed times
To have flexi-time

To work independently
To work under supervision


Activity A.3.2

I would like to do ...

My interest:
Jobs

My interest:
Jobs

My interest:
Jobs

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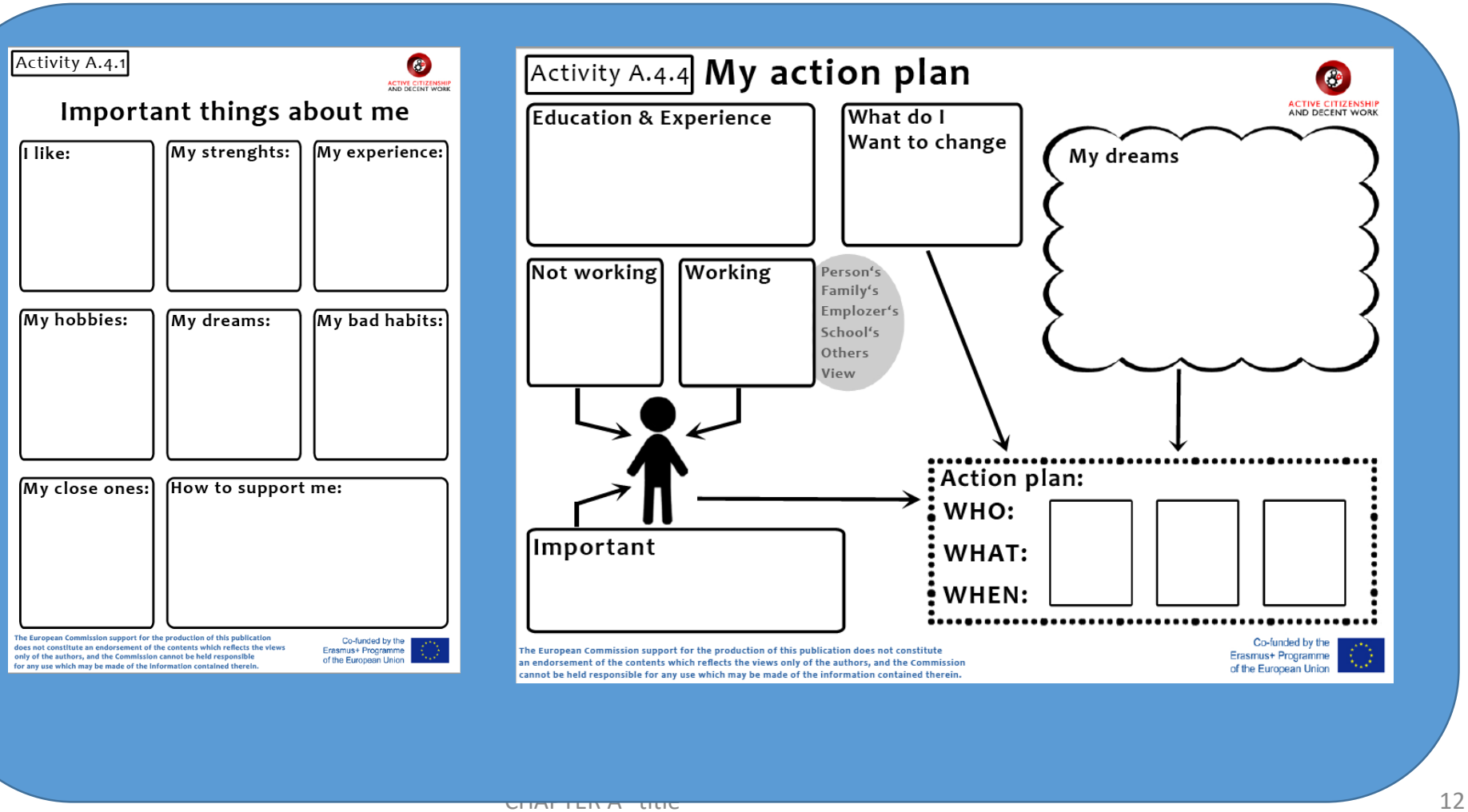
A.4 Personal profile