

# The Inquisitive Mind of a Child teacher's notes.



## Introduction

This task is designed for older children working at First Level.

Using the poem 'The Inquisitive Mind of a Child', understanding can be explored through the use of the following questions based on Bloom's taxonomy. Differentiation is therefore core to the task.

The purpose of this challenge is to enable children to explore the feelings and emotions connected with remembrance.

<p>Remembering</p> <p>Who was it that...?</p> <p>Can you name the....?</p> <p>What happened....?</p>	<p>Understanding</p> <p>Why do you think....?</p> <p>What was the poem all about?</p> <p>Why do you think...happened?</p>
<p>Applying</p> <p>What questions would you ask...?</p> <p>Can you think of something like this that has happened to you?</p> <p>What is the same as...?</p>	<p>Analysing</p> <p>How might the ending be different?</p> <p>What was the problem with...?</p> <p>What other things could have happened?</p>
<p>Evaluating</p> <p>What would happen if...?</p> <p>How would you feel if...?</p> <p>Is there a better ending or answer?</p>	<p>Creating</p> <p>Can you see an answer to the problem...?</p> <p>How would you fix this?</p> <p>Can you make a....?</p>

Further opportunities to explore the emotions could be offered through drama. This deeper understanding could be demonstrated through a performance which may be recorded or presented to an audience, making the task more relevant and meaningful.

## The Big Question

What is the significance of the poppy?

### Level

First

### Experiences and Outcomes

I develop and extend my literacy skills when I have opportunities to explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative.

#### LIT OA

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.

#### ENG 1-17a

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.

#### ENG 1-19a

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.

#### ENG 1-31a

My learning in, through and about the expressive arts enables me to experience the inspiration and power of the arts.

#### EXA OA

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

#### EXA 1-13a

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.

#### EXA 1-14a

### **Experiences and Outcomes**

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

#### **EXA 1-15a**

I am aware of and able to express my feelings and am developing the ability to talk about them.

#### **HWB 1-01a**

### **Additional Resources**

The Inquisitive Mind of a Child