

**Put the levels of Bloom's Taxonomy in the correct order (review).**

APPLY the facts, rules, concepts, and ideas	EVALUATE the information or ideas	ANALYZE information by breaking it down into parts
UNDERSTAND what the facts mean	REMEMBER facts and information	CREATE by combining parts to make a new whole



**Choose the correct teaching method with each purpose.**

	Students can creatively apply their knowledge and skills to solve a problem.
	Students can self-evaluate their own abilities and choose learning activities that best suit their abilities. Students can better understand their way of thinking/learning.
	Students can make well-informed decisions within set constraints.
	Students can choose learning content that interests them. When students re-teach the content to their classmates, they can better understand the content.

**There is a common framework for all four teaching methods. Put the steps of the common framework in the correct order.**

<b>1</b>		<i>A. Lesson content</i>
<b>2</b>		<i>B. Clarify Expectations (rules, goals...)</i>
<b>3</b>		<i>C. Warm up and review</i>
<b>4</b>		<i>D. Set the atmosphere</i>
<b>5</b>		<i>E. Reflection and consolidation</i>
<b>6</b>		<i>F. Introduction to the topic</i>

**Put the steps for LIKEABILITY in the correct order.**

1	
2	
3	

- A. *Students practice new knowledge according to ability.*
- B. *Reflect on learning/self-assessment and teacher consolidates main ideas.*
- C. *Students choose desired level of work based on self-assessment.*

**Put the steps for CROSSABILITY in the correct order.**

1	
2	
3	

- A. *Students choose the content they are most interested in & work in groups.*
- B. *Students show understanding of their topic by teaching classmates.*
- C. *Students reflect on their learning, and teacher consolidates main ideas.*

**Put the steps for SAME / DIFFERENT in the correct order.**

1	
2	
3	

- A. *Students reflect on their learning and teacher consolidates main ideas.*
- B. *Follow the steps of a different method to guide them through the process.*
- C. *Students are given open problem and can choose their own solution.*

Put the steps for **CRITICAL THINKING** in the correct order.

1	
2	
3	
4	
5	
6	

- A. *The teacher consolidates the main ideas of the lesson and tests the understanding of the whole class.*
- B. *Look at different aspects of the problem and gather relevant information for a general and accurate overview.*
- C. *Determine the purpose for using critical thinking and agree on the criteria for evaluating the best decision.*
- D. *Gather and link the data with the criteria to create options for solutions.*
- E. *Recall the process and reflect on what they learned, including difficulties / how they overcame difficulties.*
- F. *Predict the results and identify any of their own assumptions.*