**Questions to aid TY Reflection (Log Sheet) Also available on website**

**Logial questions**

**Reflection & Collaboration**

1. What do you think about what was said?

2. How would you agree or disagree with this?

3. Are there any other similar answers you can think of with alternative routes?

4. Does anyone in this class want to add something to the solution?

5. How might you convince us that your way is the best way?

**Self-Reflection**

6. How did you determine this to be true?

7. Why didn’t you consider a different route to the problem?

8. Why does that answer make sense to you?

9. (in response to an answer):…what if I said that’s not true?

10. Is there any way to show exactly what you mean by that?

**Reasoning**

11. Why do you think this works? Does it always? why?

12. How do you think this is true?

13. Show how you might prove that?

14. Why assume this?

15. How might you argue against this?

**Analysis**

16. How might you show the differences and similarities?

17. What patterns might lead you to an alternative answer?

18. How many possibilities can you think of and why?

19. Predict any number of results?

**Connections**

20. How does this relate daily occurrences?

21. Which ideas make the most sense and why?

22. Which problems feel familiar? Why?

23. How does this relate to current events?

24. What kinds of examples make this problem workable?

25. What other problems fit this style or example?

**Literary Questions**

*Buried in every story lives a student’s own life. Anyone can relate to at least one character or dive into at least one plot twist. But, the more foreign a story, the more important the questions should be.Students may resist the idea that they can relate to certain characters depending on their ethnicity or economic background, but deep, concentrated questions show students the story really isn’t that foreign at all and also guide students to deeper meanings. The following questions could be applied to any story, no matter how long or short, difficult or easy. Vary them and add to them depending on how the discussion flows.*

26. How did any of the characters or events remind you of yourself? Why?

27. How did the character’s actions affect you? Explain.

28. If you were this character, how would the story change?

29. What surprised or confused you about the characters or events? Explain.

30. Why do you think the author wrote from this character’s view?

31. What do you think the author is trying to accomplish?

32. How is the author thinking about the world?

33. How would the story change from another character’s view?

34. Why do you think this story could actually happen, or not?

35. How can this story teach us something about our lives?

36. How do you think the characters resolved the major conflict in the story?

37. How would you have resolved it?

38. How would you change the end of the story and why?

**Science and Social Questions**

*Within the idea of the Scientific Method, the hypothesis stands as the ultimate question. But, there are so many more questions a scientist must ask in order to answer that one question.The challenging questions, however, make this a universal process streaming into other subject matter and delving into deeper waters. Here are some questions to sink into and use across curriculum as well as within science itself.*

39. What’s the purpose for this experiment or argument?

40. Would you elaborate on the purpose of this?

41. What issues or problems do you see here?

42. What evidence or data are given that help make this worthwhile?

43. What are some of the complexities we should consider?

44. What concepts help organize this data, these experiences?

45. How can you justify this information?

46. How can we verify or test that data?

47. What details can you add to make this information feel more complete?

48. Which set of data or information is most relevant or important?

49. How is all of this consistent or inconsistent?

50. How am I seeing or viewing this information? Objectively or subjectively? Should I then change my view?

**Midterm** – Mon 29th Oct – Fri 2nd Nov

**Christmas** – Fri 21st Dec – Mon 7th Jan

**Midterm** – Mon 18th Feb – Fri 22nd – Feb

**Iwish Trip (girls)** Thurs Feb 7th 9:00 – 12:00

**Work experience**: Mon 25th Feb to Fri 8th March

**Open Evening – TY Parent Teacher Meeting –**

*Tuesday 14th of May*

**KEY DATES**

**Ballyhass Bonding Trip** –

*Friday 21st of September 40 Euros.*

**October 24th (Review 1)**

*(Wednesday before midterm)*

**April 12th (Review 2)**

*(Wednesday before Easter)*

**May 8th (Final Review and Grade)**

*(Wednesday before Open Evening)*

***THE LATEST LOG SUBMISSION TO SUBJECT TEACHERS IS THE FRIDAY OF THE PREVIOUS WEEK – TEACHERS WILL NOT CORRECT AFTER THIS DATE.***

***REMEMBER THIS IS SELF-DIRECTED LEARNING***

***Logs per subject – Core – 4 per term – minimum.***

*(2 before Oct review and 2 to Christmas) (3 to April review 1 by May)*

*Logs per subject – Option – 2 per term minimum. (Both before review)*